Autumn 1 – Creation and Covenant

Unit overview:
This unit is at the start of the year. The whole school has a focus of Return to Learning, emphasising the re-teaching of rules and routines. In EYFS, this continues throughout the year and takes a significant amount of time.

As EYFS is a mixed unit, there will be times where content is taught to both Nursery and Reception but at other times, lessons will be separate. Phonics will be taught explicitly however opportunities for reading wherever possible will be used e.g. through sharing key phrases of scripture of key words that can be decoded. Little Wandle will be used from FS2, including guided reading and appropriate interventions. Maths will be taught through Maths Mastery however, where appropriate, themes from the RE unit can be used e.g. counting fish during the Genesis story. Fine motor skills will be developed through Squiggle and Dough Disco and then used in different contexts including using arts / crafts/ play / art within the RE context. Resources will include a range of fiction and non-fiction texts, animations, films and wherever possible, real experiences. Written / recorded outcomes will be recorded in individual learning journeys. A floor book of experiences will capture key events. Staff will focus on key words – with a clear one word focus for EAL pupils in particular, with modelling of the words within whole sentences. Outdoor learning through provision and use of outdoor education specialist will extend learning in to the real environment and provide opportunities for larger play and construction.

In September, some children will be completely new to the school either in Nursery or Reception. Other children will have been in the unit for a variety of time whilst in Nursery and either staying in Nursery or moving into Reception. To support learning, and building on what we know about our pupils, the units will be repeated each year. Children who experience the units more than once will be extended through questioning and through their ability to engage in the learning.

Many of the children who enter our EYFS unit have EAL. This means that the unit must be language rich and adults must model language explicitly. It also means that visual and practical activities must be a key part of teaching and learning. Many learners come to school significantly below age related expectations and few have experience of the Catholic faith within their family home. The school is increasingly diverse, with children and families from different countries and faiths from around the world. Therefore it is really important that do not assume previous knowledge and ensure that resources demonstrate the world diversity of the Catholic faith.

The unit concentrates upon the Christian belief that everything comes from God. They will look at Creation stories and as they travel through school, they will also learn about scientific explanations. They will learn about the Covenant / promise between God and people (first through Moses and Abraham) and through stories in the Old Testament.

Throughout the year, pupils will be introduced to a range of countries and cultures to better represent the diversity of our children and their families and the growing diversity of the world in which they live. This goes beyond the requirements of the Religious Education Directory for this phase but is essential for our family ethos. Teachers will identify key events such as Chinese New Year to help widen children's understanding and celebrate the world around them.

Assessment will be against the statements from Development Matters, Early Learning Goals and the RE Early Learning Goals statements. This will be completed through observation and listening.

Children will hear, see and learn:	**Children will understand (see and hear)**
God made our beautiful world and everything in it. *God made me*	*Use key religious vocabulary to talk about this topic including words from Scripture, hymns and prayers (C&L)*

The words and actions of the sign of the cross The Genesis story – God created the world and said "Indeed it is very Good" (Genesis 1:31) The whole of Creation shows God's love for us (Laudato Si' 84-88) **Children will learn that Catholics believe:** God made me God loves me God loves everyone God made the wonderful world God is love God made each one of us. God loves each one of us as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. **Children will learn that Catholics celebrate their faith by:** The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. Give thanks for God's wonderful world. Celebrate God's beautiful world. We enter God's family, the Church, through baptism. (Autumn 2) **Children will learn that Catholics live their faith by:** Look after me. Look after God's world. Care and love for self, family, others, and God's world.	Use fine and gross motor skills e.g. to tell stories from Scripture and how Christians live (PD) Talk about how Scripture can make us good friends and work together (PSED) Read/talk about religious stories and hymns/psalms (Lit) Talk about the priest, church, Mass and Baptism, the world around them, other faiths and world communities (UW) Use music, art, dance, movement, objects… linked to Bible stories, the liturgical year, prayers and hymns (EA&D) **Children will discern / judge:** Ask and answer questions about faith, Bible stories, prayers, hymns… (C&L) Re-enact Scripture stories and how Christians live (PD) Develop relationships, be a good friend, understand feelings, say sorry and make friends (PSED) Use language from Bible stories, hymns, prayers…; talk about religious people/events; link stories to their lives (Lit) Recognise the different people, stories, values and traditions of faith; respond through art, music, drama. (UW) Express their unique understanding of Bible stories, the liturgical year, prayers and hymns using art, music, drama, movement in a variety of creative ways (EA&D) **Children will respond / act:** Share their ideas and listen to others (C&L) Express themselves through e.g. art, music, drama, movement and pay attention to others (PD) Talk about feelings, know that they are loved/special, look after themselves/others, set goals based on Scripture (PSED) Express themselves confidently to others (Lit) Talk about their own and others' lives and the beauty, wonder and awe; talk about feelings and consequences; celebrate all types of neighbours (UW) Work with others and share their creations (EA&D)
CST God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job! **Stewardship** CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. **The Dignity of the Human Person**	

Autumn 2 - Prophecy and Promise	
Unit overview: Term 2 begins in November, the month when we remember those who have died, and then progress on to Advent; this begins on the Sunday after the feast of Christ the King and lasts until the Christmas holidays. Harvest and thanksgiving celebrations may also still be taking place in the school. During the month of November, pupils can pray for those who have died or for those who have lost a loved one, as well as those who have suffered due to war. Remembrance Sunday is the beginning of Interfaith Week. As the term progresses, it will become the season of Advent which is a time of preparation for the coming of Jesus. The colour of the liturgical cloth will change from green to purple and displays and focal points will be changed around the school to reflect this time of expectation for the Lord. Practice for Nativity plays and Carol Services will begin to take place throughout the school/classes and pupils will likely be learning Advent and Christmas songs. In EYFS these songs can concentrate on the baby Jesus being born and the various visitors they had. Other relevant key dates during this term include: Christ the King, which takes place on the Sunday before Advent, and the feast of St Nicholas (6th December), after whom 'Santa' is named and who is the patron saint of children.	
Children will hear, see and learn: Mary was going to have a baby. - His name will be Jesus (Lk 1:26-31 , 38). - Jesus was born in Bethlehem (Lk 2:4-7). - Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20).	**Children will understand (see and hear)** Use key religious vocabulary to talk about this topic including words from Scripture, hymns and prayers (C&L) - Use fine and gross motor skills e.g. to tell stories from Scripture and how Christians live (PD)

- The Annunciation (Lk 1:26-31, 38). -The Nativity (Lk 2: 4-7). - The Shepherds visit the manger (Lk 2:8-20 Lk 2:8-20). Listen to Lk 1:26. Thank God that Mary said 'yes' and reflect on how you can do his will also. - Listen to Lk 2:4-7 and thank God for Mary and Joseph. Pray for parents. -Listen to Lk 2:8-20 and thank God for giving us angels to give us his message and Good News. Ask for God's help in giving good news to others. **Children will learn that Catholics believe:** Mary had a baby called Jesus. - Mary was chosen by God to give birth to his Son. - Jesus was born in a stable and laid in a manger. - Shepherds were told by angels to visit him. Reflect on the Nativity. Thank God for giving us shepherds and others who look after animals.	- Talk about how Scripture can make us good friends and work together (PSED) - Read/talk about religious stories and hymns/psalms (Lit) -Talk about the priest, church, Mass and Baptism, the world around them, other faiths and world communities (UW) - Use music, art, dance, movement, objects… linked to Bible stories, the liturgical year, prayers and hymns (EA&D) Choose an object for the prayer focus; say why you have chosen it. -As part of class prayer, listen to Scripture (such as the story of creation) and join in with appropriate actions for the creation of each day. - Make a prayer chain together by writing names of friends. Pray for each other. - Choose a hymn/song for class prayer and say why you chose it. - Say Pope Francis' Five Finger prayer thinking about the priest, church and people around the world (See HERE) - Draw a picture of Creation, God, the world and offer it to God as a prayer saying 'Thank you for…help me to…' **Children will discern / judge:**

- Reflect on the birth of Jesus and pray for all mothers and babies (to-be) at this time, especially those you know. Sing HERE - Listen to Hail Mary. Pray with Mary for personal intentions **Children will learn that Catholics celebrate their faith by:** - Advent wreath. - The tradition of the crib. - Nativity celebration. - The tradition of the crib to tell the story of Jesus' birth. Light a candle on the Advent wreath each week. Ask God to help you get your heart ready for Christmas. -Reflect on the journey of Mary and Joseph to Bethlehem and the journey of the shepherds to the stable. Pray for those who are travelling or making difficult journeys. -Have a crib blessing **Children will learn that Catholics live their faith by:** Celebrate Advent, it is a time to get ready for Christmas. -God sent Jesus to love us all.	Ask and answer questions about faith, Bible stories, prayers, hymns... (C&L) -Re-enact Scripture stories and how Christians live (PD) -Develop relationships, be a good friend, understand feelings, say sorry and make friends (PSED) -Use language from Bible stories, hymns, prayers...; talk about religious people/events; link stories to their lives (Lit) -Recognise the different people, stories, values and traditions of faith; respond through art, music, drama. (UW) - Express their unique understanding of Bible stories, the liturgical year, prayers and hymns using art, music, drama, movement in a variety of creative ways (EA&D) Listen to Christmas stories in the style of Godly Play e.g. Visit of shepherds or godlyplayscripts_from_sydney.doc (live.com) Ask wondering questions about the Annunciation and birth of Jesus and present them to God asking for his help in getting to know him more. -Listen to the story of St Nicholas and thank God for his gifts. Reflect on the gifts you can give others (time, energy, love...) and write or draw on the shape of a heart or sack.

-Various cultures celebrate Jesus' birthday in different ways. CST By our work in Advent, we help others and ourselves and we show our love to God. CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. The Dignity and Rights of Workers Listen to part of the Christmas story and then join in with the matching song and some actions. See Mission Together's EYFS Nativity resources Say a prayer for someone who is sad, lonely, sick... at this time especially those in your class/community. -Pray for all those who work to help us and others. Pray also for those who do not have a job.	- Make an Advent wreath as a class. On the holly leaves, write/draw/scribe your Advent promises. - Reflect on the shepherds' gift of lambs/sheep. Write or draw your gift to Jesus this Christmas (e.g. on the shape of a sheep or gift). **Children will respond / act:** Share their ideas and listen to others (C&L) -Express themselves through e.g. art, music, drama, movement and pay attention to others (PD) -Talk about feelings, know that they are loved/special, look after themselves/others, set goals based on Scripture (PSED) -Express themselves confidently to others (Lit) -Talk about their own and others' lives and the beauty, wonder and awe; talk about feelings and consequences; celebrate all types of neighbours (UW) -Work with others and share their creations (EA&D) Create a shared class Advent calendar. Each day open it and listen to a small piece of Luke's gospel and say a prayer for others (on a star) - Reflect on the greatness of the gift of Jesus and how you can accept that gift by letting Jesus into our hearts. Prayerfully decorate the

	manger by adding pieces of hay and saying 'Thank you God for Jesus and for your love'. - Pray for families who find Christmas difficult because of money, sadness or loneliness. - Create a Christmas/Advent hymn (e.g. to a known tune) as a class/group; offer as a prayer.
recognise, talk about, label, name, match, sort, retell, sequence, recall	

Spring 1 - Galilee to Jerusalem

Unit overview:

Term 3 will likely begin before the feast of the Epiphany (6th January) which is when we celebrate the visit of the wise men (or Magi). The Epiphany is the 12th day of Christmas. Depending on what day of the week this is, there will likely be a school Mass. This will still be during the season of Christmas meaning that the liturgical colour will still be white and it will remain so until the Baptism of the Lord which takes place on the Sunday after the Epiphany. After that, the cloth will be green again as it will return to Ordinary time. It is important to mark the feast of the Epiphany and to spend some time reflecting on the Christmas season before moving too quickly from Advent to when he was a boy/adult. The Christmas season is such an important one in the Christian calendar, so it is essential that pupils understand it and that it is a focus for prayer and liturgy. As the Christmas season proper is almost entirely in the school holidays, one way to extend the idea of Christmas is to keep the school crib up until the Presentation of the Lord. The Vatican does this!

The feasts in the liturgical year can be a little confusing chronologically for young pupils so it may help to have visuals or some context. During the Epiphany, Jesus was a baby. At his Baptism, he was a man around 30 years old. When he was found in the Temple, he was a boy of around 12 and when he was presented in the Temple (which is celebrated on Candlemas on 2nd February), he was a 40-day old baby. The rest of the stories we hear about Jesus is when he was 30-33 as his mission on earth lasted three years until he died on the cross.

The feast of Holy Family starts the term.

The month of January is often dedicated to the Name of Jesus so this could be a month in which to pray to Jesus and learn about his life as well as worship his name in different ways, such as singing. The month of February is sometimes dedicated to the Holy Family (Jesus, Mary and Joseph) or the Passion of Christ so these themes could also be a focus for prayer and liturgy.

<table>
<tr><td colspan="2">There are some amendable support resources with images, scripture and prayer. There is a clear link here with our school prayer, Mission, Vision and Values.

Other key dates for this year group include the week of Christian unity (18-25th Jan) as well as World Peace Day (2nd Sunday in Ordinary Time) and Our Lady Queen of Peace (24th). The 3rd Sunday in Ordinary time is dedicated to the Word of God and this could be highlighted in class as the pupils will be learning about God's word this term, especially the stories of Jesus in the New Testament.</td></tr>
<tr><td>Children will hear, see and learn:
The Wise Men visit Jesus
(Matt 2:1-12).
-Jesus welcomes the little children (Mk 10:16).
-Jesus blesses the little children (story retold).

-The visit of the Magi (Matt 2:1-12).
-Jesus blesses the little children (Mk 10:13-16).
-Feeding of 5000
(Jn 6:1-14).

Epiphany prayer star print prayer HERE
- Bless your partner by respectfully making the sign of the cross on their forehead with your thumb and say 'God bless you (in the name of the Father...)

Children will learn that Catholics believe:
Jesus was born for everyone</td><td>Children will understand (see and hear)
Use key religious vocabulary to talk about this topic including words from Scripture, hymns and prayers (C&L)
- Use fine and gross motor skills e.g. to tell stories from Scripture and how Christians live (PD)
- Talk about how Scripture can make us good friends and work together (PSED)
- Read/talk about religious stories and hymns/psalms (Lit)
-Talk about the priest, church, Mass and Baptism, the world around them, other faiths and world communities (UW)
- Use music, art, dance, movement, objects... linked to Bible stories, the liturgical year, prayers and hymns (EA&D)</td></tr>
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-The Magi visited Jesus with gifts. Jesus is God's Son and came for everyone. - Jesus' birth is celebrated at Christmas. -Jesus came to show God's love and welcomes everyone. -Jesus takes care of everyone. Listen to Matt 2:1-12. Make a gift of praise for God. Gift wrap a small box and tie a bright ribbon around it and gift wrap it so it looks like a present. Then give out small pieces of paper or sticky labels and ask the group to each draw or write something that they want to thank God for/give to him. Play some quiet music while pupils come up one at a time to stick their prayers onto the box or place them inside. Invite the children to share what they are thankful for/what they can give to God and others. At the end say or sing a prayer of thanks together **Children will learn that Catholics celebrate their faith by:** The Glory Be is a special prayer. -That the Church prays the 'Glory Be' as a response to the coming of Jesus.	Encourage each child to say their own prayer of praise/glory during the prayer session e.g. 'I praise God for... Lord hear us/Amen' -As part of class prayer, listen to Scripture (the visit of the wise men, the presentation in the temple, Jesus blesses the children or Jesus feeds the 5000). Join in with actions where appropriate and then respond e.g. the Word of the Lord: Thanks be to God. - Make/draw a candle to show Jesus is the light of the world. Ask God to help you be a light by sharing and caring. Tell others what you can do. - Say a prayer: 'Jesus, thank you for your Word. Help us to listen and show your love. Amen'. Sing a song about Jesus (with actions). **Children will discern / judge:** Ask and answer questions about faith, Bible stories, prayers, hymns... (C&L) -Re-enact Scripture stories and how Christians live (PD) -Develop relationships, be a good friend, understand feelings, say sorry and make friends (PSED) -Use language from Bible stories, hymns, prayers...; talk about religious people/events; link stories to their lives (Lit)

Say the Glory Be giving thanks to the ONE God who is Father, Son and Spirit. See HERE. -Create a class Glory Be prayer poster with each child adding a green piece of paper to the shamrock as they say 'Glory Be to God for...' Sing Glory Be e.g. HERE or HERE. **Children will learn that Catholics live their faith by:** Show love to everyone like Jesus. -We welcome and show love to everyone in our words and actions as Jesus does. -We are called to help the poor and hungry. -CST You need food, water, a house, your school, a good doctor, and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. -Jesus wants us to take extra care of these people. An Option for the Poor and Vulnerable Pray for those who are hungry e.g. HERE. -Listen to Jn 6:1-14. Reflect on how Jesus can do amazing things to help others like feed lots of people. Give each child a loaf/fish to colour as they pray for someone who needs Jesus' help. Put the loaf/fish in the basket and invite each	-Recognise the different people, stories, values and traditions of faith; respond through art, music, drama. (UW) - Express their unique understanding of Bible stories, the liturgical year, prayers and hymns using art, music, drama, movement in a variety of creative ways (EA&D) -Use artefacts to retell a story from this term e.g. visit of the wise men, the presentation in the temple, Jesus blesses the children or Jesus feeds the 5000, using appropriate props (Godly Play style activities using scripture readings or HERE or godlyplayscripts_ from_sydney.doc (live.com)) Ask and answer questions of wonder. Thank God for his Word and his love. - Reflect on Jesus' feeding of the 5000 and give thanks for the good food you have. Say sorry for times when you have not shared your food/toys with others. - Reflect on times when you have been given a gift, including those you cannot see. Thank God for gifts and think about an invisible gift you could give to someone. -Have a prayer session based on Jesus (choose art and song). Reflect on his amazing love for you.

pupil to say their prayer. Alternatively, thank God for giving you your favourite food e.g. HERE.	**Children will respond / act:** Share their ideas and listen to others (C&L) -Express themselves through e.g. art, music, drama, movement and pay attention to others (PD) -Talk about feelings, know that they are loved/special, look after themselves/others, set goals based on Scripture (PSED) -Express themselves confidently to others (Lit) -Talk about their own and others' lives and the beauty, wonder and awe; talk about feelings and consequences; celebrate all types of neighbours (UW) -Work with others and share their creations (EA&D) Make candles for Candlemas using a variety of resources. Pray 'Jesus, help me to be a light...' -Write the name of Jesus with different pens. Say 'Blessed be Jesus, blessed be his holy name' - Create a tableau or a movement to demonstrate your mission or action mentioned in your prayer (e.g. touch ears to show listening to mummy). -Make a shamrock/a triangle with others to show the Trinity. Say Glory be...

Spring 2 - Desert to Garden

Unit overview:

This may be one of the shortest terms in the school year, although it is very rich in a liturgical sense. While February is the month of the Holy Family and/or the Passion of Christ, March is the month of St Joseph, step-father of Jesus, and his feast day is on 19th March. Some national saints' days occur in March including St David (patron of Wales) and St Patrick (patron of Ireland). April is then the month of the Holy Eucharist.

In Term 4 the season of Lent begins, although the date of this varies each year so it may be in Term 3. It is a time of preparation before Easter which is the highlight of the Christian year as this is when Christians celebrate Jesus' resurrection. Lent is a time of prayer, fasting and almsgiving and it lasts for 40 days. It begins on Ash Wednesday, a day when believers receive ashes on their foreheads and are encouraged to turn away from their sin and believe in the Gospel. It is most likely that the school will have a Mass or liturgy to mark this special day. Lent is a time when Christians remember Jesus' 40 days in the desert when he was tempted by the devil and so they try to resist temptation and sin, like him. It is also a time to reflect on the suffering and sacrifice of Christ (his Passion and death) and to prepare for the celebration of Easter and the Paschal Mystery (This is the Passover of Jesus from this life though death and resurrection and ascension to the glory of Heaven). During this time of Lent, pupils should be encouraged to make Lenten promises and engage in prayer, fasting and almsgiving in an age-appropriate way. Up until Ash Wednesday, the liturgical colour is green but on Ash Wednesday it changes to purple as this colour signifies preparation and repentance.

Holy Week is the last week of Lent and it starts on Palm Sunday. The final three days of Holy Week are called the Easter Triduum. Many of the statues, crosses and holy images are covered with purple cloths in the church as a sign that the Triduum is near. This begins with Mass on the evening of Holy (Maundy) Thursday and continues until the evening of Easter Sunday. Holy Thursday is when Jesus celebrated the Last Supper with his friends by sharing the bread and wine, his body and blood, and so instituted the Eucharist. Good Friday follows Holy Thursday and is the day when Jesus died on the cross. The school term may finish before or on Maundy Thursday so pupils should

learn about the Easter Triduum in advance and have opportunities to participate in relevant prayer and liturgy during Lent in school. Teachers in EYFS-Y2 can support pupils in an age-appropriate way through encouraging them to pray for others and their needs, including saying sorry. They can also encourage them to fast, or make simple sacrifices for the benefit of others. Staff can also encourage pupils to give to others/charity in various ways.	
Children will hear, see and learn: Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (great commandment). A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). The great commandment (Lk 10:25-28). As part of class prayer, listen to Scripture about Holy Week (Palm Sunday, holy Thursday, Good Friday, Easter Sunday). Join in with songs and/or actions where appropriate e.g. Sing Hosanna/wave palms… **Children will learn that Catholics believe:** Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate.	**Children will understand (see and hear)** Use key religious vocabulary to talk about this topic including words from Scripture, hymns and prayers (C&L) - Use fine and gross motor skills e.g. to tell stories from Scripture and how Christians live (PD) - Talk about how Scripture can make us good friends and work together (PSED) - Read/talk about religious stories and hymns/psalms (Lit) -Talk about the priest, church, Mass and Baptism, the world around them, other faiths and world communities (UW) - Use music, art, dance, movement, objects… linked to Bible stories, the liturgical year, prayers and hymns (EA&D) Encourage each child to say/write their own Lenten promise e.g. Lord, I promise … Please help me. Amen - Say a sorry prayer together e.g. HERE

Listen to and talk about the season of Lent and Easter. Jesus died on Good Friday and rose again on Easter Sunday. Easter is a celebration that Jesus is with us still. Easter celebrates new life. Simple religious symbols in Lent and Easter Listen to stories about Lent and Easter in the Bible e.g. RE in the EYFS Say a prayer at the beginning and end. -Pray for others during Lent especially the poor, sad, lonely and sick in your school, class or parish. Reflect on how you might be able to help them. **Children will learn that Catholics celebrate their faith by:** Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden. The Church uses purple and ashes as signs of Lent and being sorry. Representations of Holy Week and Easter: palms, the cross, Easter gardens, and symbols of new life. Listen to what happened on Good Friday. Sing 'Jesus remember me' (the words of the good thief on the cross) e.g. HERE or 'Jesus loves me' e.g. HERE or HERE.	- Dramatise doing wrong and saying sorry. Invite children to say their own sorry prayer during Lent e.g. Lord, I am sorry for … or I am sorry for not loving you and others when I… Amen. Sing a sorry song - For the feast day of St David, listen about him e.g. HERE and make/paint a daffodil and say St David, pray for us. - For the feast day of St Joseph, listen to/dramatise/look at images about a story of him. Say a prayer for families, parents, fathers, step-fathers. Say/write Jesus, Mary and Joseph, pray for us or a Family prayer (amend). -For the feast of St Patrick, listen to or dramatise a story about him and make/paint a shamrock and say the St Patrick's prayer (children to repeat each line with an action) e.g. HERE. **Children will discern / judge:** Ask and answer questions about faith, Bible stories, prayers, hymns… (C&L) -Re-enact Scripture stories and how Christians live (PD) -Develop relationships, be a good friend, understand feelings, say sorry and make friends (PSED)

-Thank God for spring and the signs of new life. Write/draw your own prayer of thanks. **Children will learn that Catholics live their faith by:** Care for others. Celebrate with signs and symbols - hot cross buns, garden growth, Easter eggs. Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs. Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world. CST Every single person on Earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. Rights and Responsibilities Make/draw a class cross to show that Jesus died for us. Ask each child to write their names on it. Say/write a prayer e.g. Jesus, thank you for...Amen. - Make a class Easter garden. -Give glory to God in prayer by listening to/singing 'He is Lord... He is risen from the dead...'e.g. HERE. -Pray for the needs and rights of others.	-Use language from Bible stories, hymns, prayers...; talk about religious people/events; link stories to their lives (Lit) -Recognise the different people, stories, values and traditions of faith; respond through art, music, drama. (UW) - Express their unique understanding of Bible stories, the liturgical year, prayers and hymns using art, music, drama, movement in a variety of creative ways (EA&D) Use artefacts to retell a story/learning from this term (Godly Play style activities using scripture readings or HERE or godlyplayscripts_from_sydney.doc (live.com)) Ask and answer questions about Lent, Holy Week, saints... Thank God in prayer for giving us Jesus and the saints to help us know him more. - Reflect on Jesus' death on the cross. Say a prayer to forgive others as Jesus did for times when others have hurt you e.g. Lord, I forgive... for... Amen. -Have a prayer session based on Holy Week (choose art and song). Reflect on his amazing love for you. **Children will respond / act:** share their ideas and listen to others (C&L)

	-Express themselves through e.g. art, music, drama, movement and pay attention to others (PD) -Talk about feelings, know that they are loved/special, look after themselves/others, set goals based on Scripture (PSED) -Express themselves confidently to others (Lit) -Talk about their own and others' lives and the beauty, wonder and awe; talk about feelings and consequences; celebrate all types of neighbours (UW) -Work with others and share their creations (EA&D) Take part in Christian meditation and simply 'be' with Jesus in silence. See Quiet Mind Project (esp. ply-2) - Take part in some prayer activities linked to the season or as appropriate e.g. RE in the EY. -Encourage pupils to say their own spontaneous prayers in the classroom. Offer these to God and say a traditional prayer together e.g. Glory Be or Hail Mary. - Create pupils' artwork based on Holy Week and Easter. Thank God for our gifts and talents and our creativity.

Summer 1 - To the ends of the Earth

Unit overview:

Term 5 celebrates the season of Easter, the Resurrection of Christ and his victory over sin and death. It is a season of great joy, new life and hope. Because pupils will have been on school holiday for the Easter weekend and will have been concentrating on Lent before the holidays, it is crucial to ensure that they understand this season and have opportunities to participate in Easter-themed prayer and liturgy, both within and outside of the classroom. The liturgical colour for this season will have changed from the sombre purple to the bright and joyful white and/or gold. Images of new life, such as the empty tomb, Easter angels, eggs, spring flowers and newly-born animals should now be seen on displays and focal points instead of Lenten-themed images. While in Lent, Alleluia is not sung due to the sombre nature of the season, Easter is a time to rejoice and sing loudly Alleluia (which means God be praised, or Praise the Lord!) - Jesus is Risen! Depending on when Easter occurs, the feasts of the Ascension and Pentecost may take place in Term 5. The feast of the Ascension, the day when we remember Jesus ascending body and soul into heaven, is celebrated 40 days after Easter Sunday. Pentecost Sunday is celebrated 10 days after this, which is 50 days after Easter Sunday; this is a special day in the Church's year because we remember when Jesus sent the Holy Spirit to the disciples to give them courage and strength to spread the Good News.

Pentecost of often referred to as the Church's birthday as so many people were baptised and joined the Church that day. From Easter Sunday until the day before Pentecost the liturgical colour is white/gold, then on Pentecost Sunday it is red to symbolise the fire, energy and love of the Holy Spirit. After Pentecost, the liturgical colour is mainly green until the beginning of Advent as it is, once again, Ordinary Time.

April is the month of the Holy Eucharist and during Eastertide we hear readings at Mass about what Jesus said at the Last Supper when he instituted the Eucharist. May is then the month of Mary, Mother of Jesus, mother of the Church and mother of us all. During this month, Marian prayers are often said such as the Hail Mary or the Rosary, or perhaps even the Angelus. There

may also be a Crowning of Mary as Queen of Heaven or a May procession at this time. Teachers should reinforce that Catholics do not worship Mary as worship is for God alone. Instead, she holds a special place in our hearts and is an intercessor, meaning that Mary prays for us. As a mother, she brings our prayers and intentions to her son, Jesus, just as she did at the wedding feast at Cana	
Children will hear, see and learn: Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us. Story of Pentecost (Simple Telling). The early Christian community (Acts 2:42-47). -Retell and dramatise these pieces of scripture. Reflect on how the Holy Spirit is our friend and looks after us. Say the 'Glory Be' prayer. - Retell the stories in the style of Godly Play e.g. HERE or godlyplayscripts_ from_sydney.doc (live.com) Children will learn that **Catholics believe:** The Holy Spirit is our friend. The Holy Spirit looks after us. Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community. -Thank the Holy Spirit for being your friend. Ask for help to be a good friend to others.	**Children will understand (see and hear)** Use key religious vocabulary to talk about this topic including words from Scripture, hymns and prayers (C&L) - Use fine and gross motor skills e.g. to tell stories from Scripture and how Christians live (PD) - Talk about how Scripture can make us good friends and work together (PSED) - Read/talk about religious stories and hymns/psalms (Lit) -Talk about the priest, church, Mass and Baptism, the world around them, other faiths and world communities (UW) - Use music, art, dance, movement, objects… linked to Bible stories, the liturgical year, prayers and hymns (EA&D) Listen to stories about the Holy Spirit and take part in some prayer activities e.g. HERE and HERE. Say the 'Glory Be' or Come Holy Spirit (repeat).

- Thank the Holy Spirit for looking after you. Reflect on all the times when others have looked after you. Say a thank you prayer. Make a promise to look after someone. - Reflect on the story of Pentecost. Thank God for the Good News of Jesus. Ask the Holy Spirit to help you live like Jesus by loving others. **Children will learn that Catholics celebrate their faith by:** The parish church is a special place where we meet our friends. We sing and say prayers. Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate. Thank God for your priest who helps to look after the parish church. -Thank God for the gift of the church, a place to meet friends, sing and pray. Say a prayer and sing a hymn. - Thank God for giving us Sundays – a special day of rest and play. On this day, Christians go to church to pray. - Thank God for different celebrations including Pentecost. **Children will learn that Catholics live their faith by:**	-As part of class prayer, listen to Scripture e.g. Stories about Easter, Ascension, Pentecost, St Joseph (Feast of St Joseph the Worker Ist May) etc. Offer pupils the opportunity to retell these through role play. Prayer Walk: Go for a walk together in search for new life or things you want to thank God for: trees, bird songs, smiles, flowers, forms of transport, animals or minibeasts.... So much to appreciate! Take photos, make a list or draw these and add to your prayer area. Write or draw your own prayer of praise or thanks to God. **Children will discern / judge:** Ask and answer questions about faith, Bible stories, prayers, hymns... (C&L) -Re-enact Scripture stories and how Christians live (PD) -Develop relationships, be a good friend, understand feelings, say sorry and make friends (PSED) -Use language from Bible stories, hymns, prayers...; talk about religious people/events; link stories to their lives (Lit) -Recognise the different people, stories, values and traditions of faith; respond through art, music, drama. (UW) - Express their unique understanding of Bible stories, the liturgical year, prayers and hymns

The parish church. We gather with friends at church, especially on Sunday. The parish church and the parish family meet there to celebrate. CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. We Are Called to Live as Family and Community. CST All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family — God's family. Solidarity Say a prayer for the church e.g. Prayer spaces (amend or have pupils compose their own). - Say the Pope Francis' 5 finger prayer for leaders and other members of the church e.g. HERE. -Say a prayer of solidarity e.g. CAFOD Solidarity prayer. -Say a prayer for our Global Neighbours e.g. CAFOD video.	using art, music, drama, movement in a variety of creative ways (EA&D) Use artefacts/props to retell a Bible story from this term e.g. Ascension Play. Pray that you will spread the Good News like the apostles. - Take part in some creative prayer activities e.g. HERE or HERE, adapting as appropriate. Breath Prayer: First, choose a word or short phrase to repeat in one breath. Say one part on the inhale and one part on the exhale. For example, 'Come Holy Spirit' (as you inhale), 'Fill me with your love' (as you exhale). Repeating breath prayers is a meditative practice. Encourage pupils to be still and prayerful. They may think of their own examples too. It can be done in/outside. - Take part in Christian meditation and simply 'be' with Jesus in silence. See Quiet Mind Project (esp. ply-2) **Children will respond / act:** Share their ideas and listen to others (C&L) -Express themselves through e.g. art, music, drama, movement and pay attention to others (PD) -Talk about feelings, know that they are loved/special, look after themselves/others, set goals based on Scripture (PSED) -Express themselves confidently to others (Lit)

- say a Hail Mary for children around the world who have less than you e.g. Mission Together resources.	-Talk about their own and others' lives and the beauty, wonder and awe; talk about feelings and consequences; celebrate all types of neighbours (UW) -Work with others and share their creations (EA&D) - CHAT to God i.e. (C=Confession, H=Honour, A=Ask, T=Thank) i.e. Say: Sorry, I love you, please and thank you to God e.g. HERE. -Pray the 'Head to toe prayer' i.e. Toes to walk God's way, knees to kneel in prayer, tummy to thank God for all he provides, ears to hear God's voice above others, mouth to speak God's word, eyes to seek God in others and the world, head to think like God e.g. HERE. This could be said as a whole prayer or broken down into several prayers. Pupils could say/write/draw their individual/class prayers on templates of body parts. Ask for the Holy Spirit's help. - Say a prayer of praise to God using your body e.g. HERE. Compose your own prayer and actions. Say together.

Summer 2 - Dialogue and Encounter

Unit overview:

Depending on when Easter occurs, the feasts of the Ascension and Pentecost may take place in Term 6. The feast of the Ascension, the day when we remember Jesus ascending body and soul into heaven, is celebrated 40 days after Easter Sunday. Pentecost Sunday is celebrated 10 days after this, which is 50 days after Easter Sunday; this is a special day in the Church's year because we remember when Jesus sent the Holy Spirit to the disciples to give them courage and strength to spread the Good News.

Pentecost of often referred to as the Church's birthday as so many people were baptised and joined the Church that day. From Easter Sunday until the day before Pentecost the liturgical colour is white/gold, then on Pentecost Sunday it is red to symbolise the fire and energy of the Holy Spirit. After Pentecost, the liturgical colour is green until the beginning of Advent as it is, once again, Ordinary Time.

The Sunday after Pentecost is a special one as it is the feast of the Solemnity of the Most Holy Trinity, the celebration of three persons in the one God: Father, Son and Holy Spirit. On the following Sunday is the feast of Corpus Christi: The Body and Blood of Christ (the Real Presence of Jesus in the Eucharist under the appearance of bread and wine). During this term, there is likely to be a special prayer or liturgy dedicated to the Eucharist. For example, this could be Corpus Christi procession in the school or church. Adoration or Benediction may also take place; this is when we adore Christ in the Eucharist through silent prayer and special prayers /hymns.

Other special feast days take place during this term such as the Sacred Heart of Jesus. June is the month of the Sacred Heart while in July the theme is the Most Precious Blood of Christ. The solemnity of Saints Peter and Paul takes place on 29th June and this is a holy day of obligation meaning that there is likely to be a school Mass on this day, or a liturgy for younger pupils. At

the end of this term, there will likely be an End of Year of Y6 Leavers' Mass and this is a memorable celebration for the whole community.	
Dialogue Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition. Listen to a story about the life of St Peter. Take part in actions. Sing a song (e.g. Do you really love me? Jesus said to Peter?) Thank God for giving us St Peter and Pope Francis. Pray for the Pope. - Listen to a story about St Paul and dramatise this. Write a letter (as a class/independently) telling people how to be good and live like Jesus, being a good friend. Thank God for St Paul and those who share the Good News. - Ask a parishioner about their faith. Thank God for them and the work they do. Ask God to help you to grow in faith too and to help you to be a good friend of Jesus.	**Children will understand (see and hear)** Use key religious vocabulary to talk about this topic including words from Scripture, hymns and prayers (C&L) - Use fine and gross motor skills e.g. to tell stories from Scripture and how Christians live (PD) - Talk about how Scripture can make us good friends and work together (PSED) - Read/talk about religious stories and hymns/psalms (Lit) -Talk about the priest, church, Mass and Baptism, the world around them, other faiths and world communities (UW) - Use music, art, dance, movement, objects… linked to Bible stories, the liturgical year, prayers and hymns (EA&D) - Listen to/say/sing the Sign of the Cross or the 'Glory be'. Encourage the children to discuss it using key vocabulary. -As part of class prayer, listen to Scripture (Stories about friends of Jesus such as St Peter and St Paul etc). Offer pupils the opportunity to retell these through role play.

- Discuss how you might be able to help your local church. Pray for your local church, the priest/clergy and those who help others. - Look at different images of Jesus e.g. CBCEW - In the image and likeness of God Intercultural theology Faith hub - Christ around the world Societies create Jesus in their own image Loyola Press -Choose your favourite image. Thank God for different people, races, countries, artistic ability... - Create an image of Jesus from your culture (on his own or with his mother, Mary, or you/your family). Thank God for you own culture and for your family. Pray for them and their needs. **Encounter** Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.	- Make, draw or decorate symbols of St Peter (e.g. keys or a rock, sheep/shepherd) or St Paul (e.g. Bible/book) . Ash pupils to explain them. - Say a prayer: e.g. 'God/Jesus/Spirit, thank you for your love. Help me to bring love, joy and peace to others. Amen'. Ask the children to choose a song and say why they chose it. Sing the song, possibly with movement **Children will discern / judge:** Ask and answer questions about faith, Bible stories, prayers, hymns... (C&L) -Re-enact Scripture stories and how Christians live (PD) -Develop relationships, be a good friend, understand feelings, say sorry and make friends (PSED) -Use language from Bible stories, hymns, prayers...; talk about religious people/events; link stories to their lives (Lit) -Recognise the different people, stories, values and traditions of faith; respond through art, music, drama. (UW) - Express their unique understanding of Bible stories, the liturgical year, prayers and hymns using art, music, drama, movement in a variety of creative ways (EA&D)

CBCEW - Interreligious dialogue Catholic culture - liturgical year prayers	Use artefacts to retell a story from this term e.g. Friends of Jesus (Godly Play style activities e.g. godlyplayscripts_ from_sydney.doc (live.com)) Thank Jesus for his love and for sending his Holy Spirit. - Reflect on the friends of Jesus and give thanks for the friends you have. Talk about kind and caring things your friends have done. Think about how you can be a good friend to others. Draw or dramatise this. -Have a simple prayer session based on the Holy Spirit or Trinity. Make/decorate some flames or wind chimes etc or objects with the number 3. - Make people for the church. Build a church (e.g. junk modelling, Lego etc). Pray for the church community. **Children will respond / act:** Share their ideas and listen to others (C&L) -Express themselves through e.g. art, music, drama, movement and pay attention to others (PD) -Talk about feelings, know that they are loved/special, look after themselves/others, set goals based on Scripture (PSED) -Express themselves confidently to others (Lit) -Talk about their own and others' lives and the beauty, wonder and awe; talk about feelings and

	consequences; celebrate all types of neighbours (UW) -Work with others and share their creations (EA&D) Make fish or sea creatures. Talk about which ones you like, which ones you might eat. Pray for creatures in the sea and for seafarers/fishermen. - Write the name of the Holy Spirit with red/orange/yellow pens/paint. Draw/create living things (plants and animals). Talk about which ones you love, are afraid of or would like to know more about. Say 'Blessed be the Holy Spirit who gives us life'. -Pray for all living things, that people will take good care. Explain how you look after plants, animals or people. - Think about different feelings (happy, sad, angry, calm…). Discuss/dramatise/draw these. Thank God for feelings. Reflect on times when our feelings sometimes cause us to hurt others. Say sorry to God in prayer. - Spend a few minutes in silence with God. Talk about why this is important.