

Galilee to Jerusalem

Hear: By the end of this unit of study, pupils will know:

- The Wise Men visit Jesus (Matt 2:1-12).
- Jesus welcomes the little children (Mk 10:v16).
- Jesus blesses the little children (story retold).
- The visit of the Magi (Matt 2:1-12).
What?
- Jesus blesses the little children (Mk 10:13-16).
How?
- Feeding of 5000 (Jn 6:1-14).

Understand



What will I see and hear to help me understand?

By the end of this unit of study, pupils will be able to:

Religious education within communication and language

- Commenting on and echoing back using key religious vocabulary about what children have heard, how people believe, celebrate, and live.
- Engaging children in Bible and religious stories that enable them to use new key religious words and phrases from Scripture, hymns, and prayers.

Religious Education within physical development

- Support gross and fine motor skills with Scripture stories they have heard and explored and how Christians live.
- Small world activities, puzzles, arts, crafts related to people and stories they have heard.

Religious education within personal, social, and emotional development


- Hear how scripture shares how people make good friends, cooperate with one another, and resolve conflicts peaceably.

Religious education within literacy

- Talk with children about the stories found in the Bible and in Religious stories.
- Read simple age-appropriate scripture and psalms with children. Enjoy hymns that tell the Scripture stories they have heard.
- Repeat and enjoy phrases from Scripture, including psalms and hymns.

Religious education within understanding the world

- Make visits to their local parish church and their parish priest. Invite the parish priest into class and members of the parish community.
- Talk about their roles and how they help the community.
- Talk about what happens when we gather together as a parish for Mass.
- Talk about the Sacrament of Baptism. Look at photographs or film clips to retell that when Christians are baptised, they are welcomed into God's family.
- Talk about their classroom, the outdoor areas, visit the local park, etc., to see and appreciate God's world around them.
- Listen to a variety of stories that help them to understand and show love, peace, and kindness, saying sorry just as Jesus told us about
- Listen to a variety of stories about children and families of different faiths and religions.

		<p>-Talk about people who live in other countries around the world. -Talk about the similarities and differences. <u>Religious education within expressive arts and design</u> - Through art, artefacts, hymns, psalms, dance, music, and sensory play to recount narratives from Bible stories. -Share stories of key figures from the Bible they have read and heard about with peers and their teacher. -Retell Bible stories using oral storytelling and small world play people. -Sing and perform a range of rhymes, songs, and new and traditional hymns that are connected to the religious stories they have read and heard about, and that are linked to the liturgical year. -Recount poems and prayers.</p>
<p>Believe: By the end of this unit of study pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • Jesus was born for everyone. • 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. 	Discern	<div style="display: flex; align-items: center;">  <div> <p style="color: red;">How will I find out more?</p> <p>By the end of this unit of study, pupils will be able to:</p> </div> </div> <p><u>Religious education within communication and language</u> - Providing quality conversations and questions with adults and peers about the Catholic faith, other faiths and religions, and from the Bible and religious stories they have heard. - Using the Bible and religious stories they have heard in conversation, storytelling, and role-play. - Sensitive questioning that invites children to elaborate on the Bible and religious stories, prayers, and hymns they have heard and used.</p> <p><u>Religious Education within physical development</u> - Repeated and varied opportunities to re-enact Scripture stories in a variety of ways, both indoor and outdoor</p> <p><u>Religious education within personal, social, and emotional development</u> -Develop strong, warm, and supportive relationships with adults in their care as their role models. -Develop an understanding that Jesus is a role model. -Enable children to learn how to understand their own feelings and those of others. -Learn how to be a good friend, cooperate, and resolve conflicts peaceably.</p>
<p>Celebrate: By the end of this unit of study pupils will know:</p> <ul style="list-style-type: none"> • The Glory Be is a special prayer. • That the Church prays the ‘Glory Be’ as a response to the coming of Jesus. 		

-Say sorry. Shake hands to share peace with their friends.

Religious education within literacy

-Explore the stories they have heard and how they can be linked to the world around them.

-Read aloud key religious words that will enable children to recognise key religious people and events.

-Recognise and retell Bible and religious stories they have heard with hymns and songs.

-Begin to use key religious words appropriately. to label, match, sort, and use in sentences.

Religious education within understanding the world

-Recognise the key people in their parish, such as the parish priest. Recognise the roles they play. Role play the parish roles, such as the parish priest, the reader, a person who welcomes the parishioners for Mass.

-Know that we are all in God's family and he made each one of us and loves us all. Baptism is one way of welcoming a person to the parish.

-Recognise that God created the world and the natural world around them. Recognise that God gave us gifts to build and make. To be a policeman, lollipop person, etc.

- Respond to the stories that give them gifts of peace and love, etc., to use in the world and community around them – role play, small world, song etc

-Respond to different faiths and religions by making, creating artefacts, paintings, etc., to retell how different people live and show their faith. Invite visitors of other faiths and religions to look at and talk about photographs, film clips, etc.

-Recognise the differences and similarities of different people around the world. Use materials from Catholic agencies/charities such as CAFOD, Mission Together, Aid for the Church in Need, etc.

Religious education within expressive arts and design

-Make use of props and materials when role-playing people, they have heard about in Bible narratives and stories. Create art, music, or dance to express how a Bible story or psalm makes them feel. Safely use a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function that depicts the liturgical season or Bible stories they have hear.

-Express themselves effectively, showing awareness of listeners' needs as they retell the story using small world play people.

-Use songs and hymns to move and dance in time to the music, expressing their feelings in

		response to Bible stories and religious experience.
<p>Live: By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • 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 	Respond	<div data-bbox="1010 504 1137 632" data-label="Image"> </div> <p>What can I do now? By the end of this unit of study, pupils will be invited to:</p> <p><u>Religious education within communication and language</u> -Sharing their understanding and what they are wondering about with support. -Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs.</p> <p><u>Religious Education within physical development</u> -Respond in a variety of ways, e.g., dance, song, movement, and art to express and share their religious understanding. Express themselves effectively, showing awareness of others. Give their attention to what others say and do and respond appropriately.</p>

Key Vocabulary:

Religious education within personal, social, and emotional development

- Talk about their feelings and emotions in response to how they can live out the Scripture messages.
- Develop a positive and confident sense of self, knowing they are made in the image and likeness of God.
- Know that they are precious in the eyes of God.
- Set simple goals that help them to live out Scripture.
- Look after themselves and look after others.

Religious education within literacy

- Confidently speak in a familiar group and talk about their ideas.
- Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately.

Religious education within understanding the world

- Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately.
- Talk about past and present events in their own lives and in the lives of family members.
- Describe the beauty, awe, and wonder they have seen and talked about.
- Show sensitivity to others' needs and feelings. Talk about how they and others show feelings.
- Talk about their own and others' behaviour and its consequences.
- Celebrate our neighbours that live near to us and far away. How can we all live happily together?

Religious education within expressive arts and design

- Share the beauty of the art, music, or dance they have encountered to express a Bible story. Express how they feel because of the artistic representation. Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately.
- Share their creations and talk about what this represents from their learning.



