



Sacred Heart Catholic Primary School - Medium Term Plan



Year group: Year 4		Unit: Creation and Covenant	
Unit Enquiry Question: Who is Abraham?			
Knowledge Lens Content: Hear, Believe, Celebrate, Live.		Vocabulary: covenant, Abraham, Sarah, Isaac, Joseph, forgiveness, virtue, faith, hope, love	
Previous Learning: Know the first Creation story from Genesis, recognising the author’s use of poetic language to describe how the world was formed. Know about the belief that human beings are made ‘in the image of God’ (Gen 1:27) and discuss what this might mean. Know the simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. Know how to describe stewardship by making simple links between Genesis 1:26-31 and people’s actions today (LS 88 on ‘ecological virtues’). Know the religious vocabulary to describe how either a psalm or a prayer they have studied praises Creation. Know that in Laudato Si’, Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world (see LS 66).		New Learning/Substantive Knowledge (I know): Know the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. Know the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term ‘covenant’. Know the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now. Know that God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. Know how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God. Know links between prayers that show trust in God and the virtues of faith, hope, and love.	
Unit Assessment Questions: Why is Abraham considered an important figure in the beliefs of Jews, Christians, and Muslims? Consider the historical background, narrative style, and how the text speaks to us today. How does the idea of covenants in the story of Abraham help restore the relationship with God, and what does it mean for Christians? Reflect on the different meanings the covenant may have for people of various beliefs and practices. What key points do you remember from the story of Cardinal Manning and the Lndon dockworker’s strike in 1889?		New Learning/Disciplinary Knowledge (I can): I can describe and explain the virtues: faith, hope, and love, making links between these virtues and the life of a person who was an example of faith made active in love (e.g., the intervention of Cardinal Manning in the London dockworker’s strike in 1889). I can explain why I think Abraham is seen as a model of prayer. I can consider how my own life and the lives of my communities could be transformed by the virtues of faith, hope, and love. I can reflect on how the virtues of faith, hope, and love help me to be a good neighbour. I can reflect on the challenges and blessings Abraham (and Joseph) experienced and how their faith played a part in how they reacted.	

Year group: Year 4	Unit: Prophecy and Promise
Unit Enquiry Question: How did Elijah and John the Baptist prepare for Jesus?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Advent, prophet, Elijah, John the Baptist, Jesse tree, Christ the King
Previous Learning: Know that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest. Know how Catholics celebrate the Mass. Know some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word. Know how Joseph puts his trust in God when the angel appears. Know the links between the angel's message about Jesus and the words of the prophet Isaiah. Know that angels bring God's message in the gospels of St Matthew and St Luke.	New Learning/Substantive Knowledge (I know): Know what a prophet is, drawing on Elijah and John the Baptist as examples. Know some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant. Compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospel writers show. Know the links between the words of Isaiah, the preaching of John the Baptist, and the season of Advent. Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated. Know the links between the ancestry of Jesus and the Jesse tree.
Unit Assessment Questions: What do you think makes Elijah a significant prophet in the Old Testament? Can you share a story or lesson from Elijah's life? In the stories of Elijah and John the Baptist, how do these prophets prepare the way for something important? Reflect on the idea of Christ the King. How is Jesus portrayed as a different kind of king compared to earthly kings like those criticized by Elijah and John the Baptist? What qualities make Jesus a unique and powerful king? Imagine you are preparing the way for Jesus in your own life. What actions or attitudes do you think would be important in getting ready for Jesus? How can you bring peace, joy, and love to others in your daily life, inspired by the teachings of Christ the King?	New Learning/Disciplinary Knowledge (I can): I can respond to a variety of artistic ways in which the Jesse tree is portrayed. I can suggest reasons for the artist's choices and give reasons for my personal preference. I can talk about the type of king I think Jesus would be and give reasons for my answers. I can respond to a variety of artistic ways Christ the King is portrayed. I can suggest reasons for the artist's choices, give reasons for my personal preference, and compare my ideas with others. I can reflect on how Elijah and John the Baptist's words speak to people today. I can reflect on what it means to be a good leader and talk to others about their ideas.

Year group: Year 4	Unit: Galilee to Jerusalem
Unit Enquiry Question: How is Jesus the Messiah?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Messiah, Christ, incarnation, kingdom, Sacrament of the Sick, Nicene Creed, marginalised
Previous Learning: Know the significance of the visit of the Magi and the gifts they bring, revealing insights about Jesus. Know the definition of the kingdom of God, understanding both its nature and what it is not. Know a miracle of Jesus (either Matt 8:5-13 or Matt 9:1-8) as a sign of the kingdom and a manifestation of Jesus' compassion. Know two parables of Jesus, making connections between them to demonstrate understanding of what the kingdom of God is like. Know and retell one of Jesus' parables, highlighting simple links between the chosen parable and Jesus' message about the kingdom of God. Know and recall the 'Our Father' prayer, establishing simple connections between the prayer and the concept of building the kingdom.	New Learning/Substantive Knowledge (I know): Know what led some people to give Jesus the title 'Christ' (the anointed one) by connecting it with the Scripture studied. Know the connections between Jesus' speech to John the Baptist's followers and the signs that indicate he is the Messiah. Know the belief that Jesus reveals the type of Messiah he is by demonstrating that God's Kingdom includes those excluded by society, making relevant links to the studied Scripture. Know and describe the Sacrament of Reconciliation and the Sacrament of the Sick, using appropriate religious vocabulary. Know and make relevant connections between the belief that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4), and suggest reasons why Catholics recite this prayer. Know and describe the work of a person or organisation inspired by Jesus to assist those marginalised by societal attitudes to illness, making links with the virtues of faith, hope, and love.
Unit Assessment Questions: What was significant about Jesus asking Peter, 'Who do you say I am?' How might Peter's response be important for us today? Explain the idea that, in the time of Jesus, some illnesses were seen as making a person 'impure.' How did Jesus approach those who were considered ritually unclean, and why was it remarkable? How do you think people in Jesus' time understood and explained diseases, especially those associated with evil spirits or demons? How did Jesus show mercy and healing to those affected? Reflect on the concept of Jesus as the servant Messiah who reaches out to those at the edge of society. How can we, as individuals and communities, follow Jesus' example in our lives today?	New Learning/Disciplinary Knowledge (I can): I can think about and discuss answers to Jesus' question, 'Who do you say I am?', considering the response of Peter and the response of Christians today. I can consider the claim 'The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission' (YOUCAT 91), expressing a point of view supported by relevant reasons in response to this statement. I can reflect on those that society excludes today and consider how I could show love for these people as Jesus did. I can consider how Jesus serves others and discuss how Christians can follow this example today. What could this mean for their lives and the lives of their local communities?

Year group: Year 4	Unit: Desert to Garden
Unit Enquiry Question: What happened in Holy Week?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Lent, Holy Week, parable, sin, forgiveness, mercy
Previous Learning: Know the story of the feeding of the five thousand. Know the words and actions of Jesus at the Last Supper and make simple links with his words and actions in the miracle of the loaves. Know how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist. Know how to make links between the story of the Last Supper and the Mass, giving reasons for these links. Know that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become ever more united in his Body the Church (YCfK 74). Know how to describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist. Know how to give reasons for actions and symbols used in the Mass and make links between beliefs and actions.	New Learning/Substantive Knowledge (I know): Know the parable of the prodigal son, retelling it with increasing detail, and make simple connections with Christian beliefs about God's mercy and forgiveness. Know the Judgement of Nations parable and make simple connections with the Christian belief that helping others is part of loving God. Know the events of Holy Week, correctly sequencing them, and describe some of the different reactions to Jesus during Holy Week, reflecting on how they speak to Christians today. Know the story of St Peter during Holy Week. Know the developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable. Know the connections between belonging to the Church and living out the 'Works of Mercy' in support of those in need, for example, giving alms in Lent or praying for someone who is sad.
Unit Assessment Questions: Why is the Parable of the Lost Son important in showing God's love for His children? Discuss the role of forgiveness in the story. What is the main message of the Parable of the Judgement of the Nations (sheep and goats)? How does it relate to the idea that those who love God will naturally do good deeds? Express your thoughts on the elder brother in the Parable of the Lost Son. Do you think his actions were motivated by love for his Father? Why or why not? Reflect on the events of Holy Week and how Jesus, as the servant-Messiah, demonstrated service and sacrifice. How does Jesus' approach differ from that of an earthly king?	New Learning/Disciplinary Knowledge (I can): I can consider why St Peter might have turned away from Jesus and how that made him feel, making connections with times when I have let people down or broken a promise. I can express a point of view about the difference between the people who are like sheep and the people who are like goats in the Judgement of Nations. I can make connections between being a Christian and choosing to live out the 'Works of Mercy'. I can reflect on how the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty and the inspiration they offer for my life. I can reflect on what it is I need to change about myself during Lent to be a better person and discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in my community. I can consider how my own life and the future of the communities to which I belong could be transformed by what I have learned about forgiveness.

Year group: Year 4	Unit: To the ends of the Earth
Unit Enquiry Question: Why is St Peter important in the Catholic Church?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Church, Pope, apostles, apostolic, Creed, people of God, communion of saints, Mary, Mother of the Church and Queen of Heaven
Previous Learning: Know the connections between the Scripture sources (Lk 24:13-35 and Matt 28:16-20) and the rituals that take place during Mass. Know and use religious language to explain the Christian belief in the mystery of God as Trinity. Describe some signs and symbols of the Holy Trinity, such as making the sign of the cross and its significance in expressing baptism and participation in the Christian community. Know some prayers of the Catholic Church that express belief in the Trinity and the Holy Spirit, for example, the Glory Be and Come Holy Spirit. Know that Mary is engaged in prayer alongside the disciples and make simple connections between this and how Catholics seek Mary's intercession through prayer. Know the connections between the life of the early Church and the way Catholics gather for Mass in contemporary times. Know that information about the life of Jesus is found in the gospels, the Acts narrates the work of the disciples, and Paul wrote letters to early Christian communities. Understand that these are different literary forms of writing.	New Learning/Substantive Knowledge (I know): Know the connections between Jn 20:1-10 and Peter's declaration of faith in Matt 16:13-20 and/or between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15-17). Know the connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of the Pope as Peter's successor. Know the term 'apostle' and explain why the Church is 'apostolic'. Know the words of the Apostles' Creed and understand that it summarises the central beliefs of Christians. Know how the one, holy, Catholic, and apostolic Church is structured. Know some ways in which the Church today (locally or globally) continues the work of Jesus. Know what is meant by the 'communion of saints' and recognize that the Church teaches Mary has a special place within this communion as Queen of Heaven.
Unit Assessment Questions: What important role did St. Peter play in the story of Jesus? Why is the Pope called 'the servant of the servants of God'? What is the Apostles' Creed, and why is it significant for Christians? Why do Catholics pay particular attention to Mary in the month of May, and what prayers might they say during this time?	New Learning/Disciplinary Knowledge (I can): I can say what I wonder about Peter's feelings when he entered the tomb and when he saw Jesus by the lake. I can talk about why the Pope is described as 'the servant of the servants of God', making links with the ministry of Jesus. I can say why I like either an artistic representation of Mary or a prayer or hymn, giving reasons for my answer. I can listen to the responses of others. I can reflect on the story of Peter, share my ideas, and listen to the ideas of others about what his life teaches Christians today. I can think about the examples of apostleship in the Church today and discuss how I follow the example of Jesus. I can reflect on how Christian communities continue the work of Jesus in the community where they live.

Year group: Year 4	Unit: Dialogue and Encounter
Unit Enquiry Question: How do St Paul and St Peter promote dialogue with other faiths?	
Knowledge Lens Content: Dialogue, Encounter	Vocabulary: Damascus, Liturgy, rite, Christian, Islam, Five Pillars of Islam, Shahada, Salah, Sawm, Zakat, and Hajj, Common good
Previous Learning: Know how to connect the story of Exodus (12:1-8,15-20, 13:3) with the account of the Last Supper in Luke (22:14-23). Know how Jewish people in Britain celebrate the Passover today, linking it with the Exodus account, and use appropriate vocabulary for symbols and actions in the meal. Know how to make simple connections between some Islamic religious laws, beliefs, worship, and life, such as belief in one God, the Creator, the significance of Muhammed, and the importance of the will of God.	New Learning/Substantive Knowledge (I know): Know about the life of St Paul and explain why he is an important figure for Christians. Know the links between Cor 13:1-7, 13 and the theological virtues. Know about a different liturgical rite within the Catholic Church. Know the reasons why different liturgical traditions arose in different parts of the world. Know some ways Christians in their local area work together for the benefit of the whole community (or the common good). Know the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today.
Unit Assessment Questions: What is something important about St Paul's life and work, and why is he considered a significant figure for Christians? Can you explain a little about St Paul's commitment to announcing the gospel, and how does his example serve as a model for intercultural dialogue? How might exploring the diversity within the Catholic Church, including your school or local community, contribute to understanding the universal Catholic Church? Discuss the importance of fostering understanding between different Christian communities and share an example of how Christians in your local area work together for the common good.	New Learning/Disciplinatory Knowledge (I can): I can look at how a range of artists show St Paul's encounter with Jesus and discuss which one I prefer, giving relevant reasons for my opinion. I can explore some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, and ask questions about what I have noticed. I can listen to the stories and experiences of others from different Christian communities in the class and the wider community and ask questions about their beliefs, worship, or life. I can discuss the meaning of what I have learned for my own life. I can talk, ask, and answer questions with others about their beliefs, experiences, and feelings, recognizing the ways in which this could change the way I live and the relationships in my local communities. I can reflect on what I can learn from the stories of families from different Christian traditions or who follow different liturgical traditions.