



Sacred Heart Catholic Primary School - Medium Term Plan



Year group: Year EYFS	Unit: Creation and Covenant
Unit Enquiry Question: What did God create, and how can we show love and care for the world and each other?	
Knowledge Lens Content: hear, believe, celebrate, live	Vocabulary: Father, Son, Holy Spirit, wonderful, love, family, world
Previous Learning: God made our beautiful world and everything in it. God made me. God loves me.	New Learning/Substantive Knowledge (I know): The words and actions of the Sign of the Cross God created the world and said “Indeed it is very good.” (Genesis 1:31) The whole of creation shows God’s love for us. God is love. God made each 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. God tells us we must take care of the world – it is an important job. We enter God’s family, the Church, through Baptism.
Unit Assessment: <i>These can be gathered through observations and continuous provision activities</i> Set up a role-play area with dolls, animals, or plants. Ask the child to show how they would care for them. Ask children to draw something they think is part of God’s beautiful world (e.g., animals, trees, people). Observe children making the sign of the cross. Joining hands for prayer. Saying ‘Amen’. Questioning Who made us....the animals....the trees? What is your favorite thing about the world? Who made it? How do we look after it?”	New Learning/Disciplinatory Knowledge (I can): Celebrate God’s beautiful world. Treat others in a caring way because God made them too. Care and love for self, family, others and God’s world. Understand God made each of us, so each one of us is very special. Understand we must treat others in a caring way because God made them too. Make the sign of the cross with words and actions

Year group: Year EYFS	Unit: Prophecy and Promise
Unit Enquiry Question: What did the angel promise Mary, and how did the shepherds know that Jesus was special?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live	Vocabulary: Nativity, manger, Mary, stable, celebrate, love
Previous Learning: Mary had a baby called Jesus.	New Learning/Substantive Knowledge (I know): The Annunciation (Lk 1:26-31, 38) Mary was chosen by God to give birth to his Son. The Nativity (Lk 2: 4-7) Jesus was born in a stable and laid in a manger. The Shepherds visit the manger (Lk 2:8-20) Shepherds were told by angels to visit him. The tradition of the crib to tell the story of Jesus' birth.
Unit Assessment <i>These can be gathered through observations and continuous provision activities</i> Create a role-play corner or space in the classroom. Provide simple costumes or props such as a blue scarf for Mary, a staff for the shepherds, and a manger made from a basket or box with a doll for baby Jesus. Ask the child to draw or describe one kind action they can do to help others during Advent. Questions What makes you happy? Why do you think Mary was happy when she was told she was going to give birth to baby Jesus? In the Nativity story, how did the shepherds show love and respect for baby Jesus? What can we learn from their example about how to help and love others?	New Learning/Disciplinary Knowledge (I can): Understand various cultures celebrate Jesus' birthday in different ways. Understand by our work in Advent, we help others and ourselves and we show our love to God. Understand all people work in some way. Everyone should be able to work safely so that it helps them because God loves them.

Year group: Year EYFS	Unit: Galilee to Jerusalem
Unit Enquiry Question: What did the wise men bring to Jesus, and why were they so special?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live	Vocabulary: Magi, welcome, celebrate, Glory Be, actions, care
Previous Learning: The Wise Men visited Jesus.	New Learning/Substantive Knowledge (I know): The visit of the Magi (Matt 2:1-12) The Magi visited Jesus with gifts. Jesus is God's Son and came for everyone. Jesus' birth is celebrated at Christmas. Jesus blesses the little children (Mk 10:13-16) Jesus came to show God's love and welcomes everyone. Feeding of 5000 (Jn 6:1-14) Jesus takes care of everyone. 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
Unit Assessment: <i>These can be gathered through observations and continuous provision activities</i> Provide the child with simple toy gifts (e.g., gold, frankincense, myrrh, or other symbols like a star or a crown). Ask the child to act out the story of the Magi visiting baby Jesus, bringing their gifts and talking about the importance of giving to Jesus. Set up a simple role play where the child helps share food with others (e.g., sharing pretend food or helping to serve during a snack time). Discuss how, like Jesus, we are meant to help others. Questions Why did the Magi bring gifts to Jesus? Why do we celebrate Christmas? How can we help others like Jesus did?	New Learning/Disciplinary Knowledge (I can): Understand we are called to help the poor and hungry. Understand we welcome and show love to everyone in our words and actions as Jesus does. Understand the Church prays the 'Glory Be' as a response to the coming of Jesus.

Year group: Year EYFS	Unit: Desert to Garden
Unit Enquiry Question: Why did Jesus die on Good Friday, and why is Easter so special?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live	Vocabulary: Holy Week, Easter, Lent, Good Friday, new life, palms, sorry
Previous Learning: Jesus died on the cross and rose again.	New Learning/Substantive Knowledge (I know): Key events of Holy Week especially Good Friday and Easter Sunday. About the season of Lent and Easter. The great commandment (Lk 10:25-28) 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. 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.
Unit Assessment Questions/tasks: <i>These can be gathered through observations and continuous provision activities</i> Provide the child with a selection of objects or images representing Lent and Easter symbols: a cross, palms, purple cloth, ashes, an Easter garden, and a symbol of new life (e.g., flowers, eggs). Ask the child to match each symbol to what it represents (e.g., purple = Lent, cross = Jesus' death, Easter garden = new life). Show the child a simple picture timeline or sequence of events: Palm Sunday, Good Friday (Jesus' death), and Easter Sunday (Jesus' resurrection). Ask the child to place the pictures in order.	New Learning/Disciplinary Knowledge (I can): Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world. Understand 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.

Then, ask the child to point to the picture that shows **Jesus on the cross** (Good Friday) and the one that shows **Jesus rising** (Easter Sunday).

Questions

What happened on Good Friday and Easter Sunday

How can we show love to others like Jesus did?

Why do we help people in Lent?

Year group: Year EYFS	Unit: To the ends of the Earth
Unit Enquiry Question: How can we be kind to others like Jesus?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live	Vocabulary: church, Pentecost, Good News, Sunday, Holy Spirit, parish, community, family
Previous Learning: Jesus sent a special friend, the Holy Spirit, to look after us.	New Learning/Substantive Knowledge (I know): Coming of the Holy Spirit at Pentecost. Pentecost is a special celebration in the Church. The early Christian community (Acts 2:42-47). The Good News of Jesus lived out by the early Christian community. Sunday is a special day for the Church to celebrate.
Unit Assessment Questions/tasks: <i>These can be gathered through observations and continuous provision activities</i> Ask the children to pretend they are at church on Sunday. You could have toy candles, a small altar, or pretend bread and wine to help create the church setting. Children can act out a simple Mass where they pray and sing to celebrate Jesus. Show a picture of the disciples receiving the Holy Spirit (symbolised by flames or doves). Ask, "What is happening in this picture?" Questions What do we do on Sundays to celebrate Jesus? What can we do today to help someone, just like Jesus helps us? How do we feel when the Holy Spirit is with us? What do we do to share Jesus' love?	New Learning/Disciplinary Knowledge (I can): Recognise the parish church and the parish family meet there to celebrate. Understand 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. Understand people are God's children. That makes us brothers and sisters. We are connected to each other. We can be very different from each other, but we are still one family — God's family.

Year group: Year EYFS	Unit: Dialogue and Encounter
Unit Enquiry Question: How can we be a friend of Jesus like St. Peter and St. Paul?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live	Vocabulary: friend, Jesus, parish, faith, community, believe
Previous Learning:	New Learning/Substantive Knowledge (I know): About St Peter and St Paul, friends of Jesus.
Unit Assessment Questions: <i>These can be gathered through observations and continuous provision activities</i> Ask the child to act out a small role play of St. Peter or St. Paul. You can use a prop like a Bible or a simple cloak. Questions Why do you think it's important to be a friend of Jesus Do you think Jesus looks the same everywhere? Why or why not? What do you think it means to be a friend of Jesus?	New Learning/Disciplinary Knowledge (I can): Listen to someone from our community talk about their faith and why it is important to them. Explore and enjoy the music, food, smells, tastes, and clothing from different cultures to learn more about them. Explore a range of pictures of Jesus from a non-European tradition.