



St Teresa's Catholic Primary School - Medium Term Plan



Year group: Year 1		Unit: Creation and Covenant	
Unit Enquiry Question: How did the world come to be?			
Knowledge Lens Content: Hear, Believe, Celebrate, Live.		Vocabulary: God, Father, Creation, Pope Francis, Laudato Si', Our Father, Creed	
Previous Learning:		<p>New Learning/Substantive Knowledge (I know):</p> <p>Know that the story of Creation in Genesis 1:1-4,24-26 is an ancient, prayerful, poetic reflection on God’s world and retell this story in any form.</p> <p>Know in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth.</p> <p>Know that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation.</p> <p>Know that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.</p> <p>Know that Pope Francis wrote a letter, called Laudato Si’, about the gift of Creation and the importance of taking care of the world as it is everyone’s home.</p> <p>Know that prayer is a way of drawing closer to God.</p>	
Unit Assessment Questions:		<p>New Learning/Disciplinary Knowledge (I can):</p> <p>I can talk about how God’s gift of Creation is expressed through the scriptures and diverse creative and artistic expressions, e.g., through art, music, or poetry and talk about my responses.</p> <p>I can talk about why caring for God’s world matters for me and my local community.</p> <p>I can reflect on what the words of the Our Father and the opening words of the Creed say to me.</p> <p>I can reflect on different ways to pray.</p> <p>I can listen to stories from different communities and their experiences about how they care for the world.</p> <p>I can talk about how I can care for God’s world.</p>	
Can you point to things around you that you think God created? What do you think about how the world exists and where everything comes from?			
Why do you think it's important to take care of the world? Can you give an example of how we can show love for God by taking care of His gift?			
What do you think the words of the 'Our Father' mean? How do you feel about talking to God through prayer?			
Let's hear a story about Creation. What do you think the story teaches us about God's wisdom and love?			

Year group: Year 1	Unit: Prophecy and Promise
Unit Enquiry Question: Why is the story of how Jesus was born important?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Jesus, Bible, Annunciation, angels, Visitation, Hail Mary, Gloria
Previous Learning:	<p>New Learning/Substantive Knowledge (I know):</p> <p>Know that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.</p> <p>Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.</p> <p>Sequence the accounts from the Annunciation through to the visit of the shepherds.</p> <p>Know that in the Annunciation God called Mary and she said 'Yes' to his call and understand why this makes Mary important for Christians.</p> <p>Match the first words of the Hail Mary with the words of the Angel Gabriel.</p> <p>Recognise that angels bring God's message and are a sign that Jesus is the Son of God.</p>
<p>Unit Assessment Questions:</p> <p>Can you tell me the story of how Jesus was born in Bethlehem?</p> <p>Why do you think there were angels around when Jesus was born? What do you remember about them from the story?</p> <p>Who was Mary, and why is she important in the story of Jesus' birth? What did Mary say 'Yes' to?</p> <p>How does the story of Jesus' birth connect with the Christmas celebrations you see in school and church?</p>	<p>New Learning/Disciplinary Knowledge (I can):</p> <p>I can talk about why the shepherds saw angels when Jesus was born.</p> <p>I can think about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'.</p> <p>I can explore artistic representations of the nativity story from around the world.</p> <p>I can hear and begin to join in with the words of the Hail Mary.</p> <p>I can sing or say the first words of the Gloria.</p> <p>I can talk about how Christians in my local community celebrate the birth of Jesus.</p>

Year group: Year 1	Unit: Galilee to Jerusalem
Unit Enquiry Question: Why is baby Jesus special?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Presentation, Temple, mission, Son of God, light, Candlemas
Previous Learning:	<p>New Learning/Substantive Knowledge (I know): Know some of the people that encounter Jesus and recognise that he is special.</p> <p>Know, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke.</p> <p>Make simple connections between Jesus' announcement of his mission (Lk 4:16-19) and how Christians are called to tell people about God's love today.</p> <p>Know and answer questions about the story of Zacchaeus and how he changed after meeting Jesus</p>
<p>Unit Assessment Questions: Can you tell me a story about Mary, Joseph, and baby Jesus in the temple, and why Simeon and Anna were happy to see them?</p> <p>What makes Jesus special according to the stories we have heard? Can you share an example?</p> <p>Why do you think Jesus cares for the poor and those who are not treated kindly? How does this show love?</p> <p>If you were to meet someone like Simeon or Anna who recognized Jesus as special, what would you ask them?</p>	<p>New Learning/Disciplinatory Knowledge (I can): I can imagine how some of the people who met Jesus felt and how knowing Jesus changed them.</p> <p>I can listen to the stories and experiences of how people celebrate Candlemas.</p> <p>I can reflect on what the Good News might mean for me.</p> <p>I can reflect on how Jesus is a 'light' for all people, considering how I can bring 'light' to my family and community.</p> <p>I can reflect on how Jesus cares for other people and what I can learn from his actions.</p>

Year group: Year 1	Unit: Desert to Garden
Unit Enquiry Question: Why is Easter important for Christians?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Temptation, Last Supper, Crucifixion, Resurrection, Ash Wednesday, Palm Sunday, Lent, Easter, Family Fast Day
Previous Learning:	<p>New Learning/Substantive Knowledge (I know):</p> <p>Know the simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent.</p> <p>Know that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1-6) and the season of Lent.</p> <p>Correctly sequence the events of the last week of Jesus' life.</p> <p>Know that angels bring God's message and are a sign that Jesus is the Son of God, truly alive.</p> <p>Know that the Church teaches that Jesus suffered, died, and rose again.</p> <p>Know simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start.</p>
<p>Unit Assessment Questions:</p> <p>What is Lent, and why do Christians prepare for Easter during this time?</p> <p>Can you tell a simple story about the last week of Jesus' life, from Palm Sunday to Easter?</p>	<p>New Learning/Disciplinary Knowledge (I can):</p> <p>I can ask 'I wonder' questions about the story of the last week of Jesus' life.</p> <p>I can experience and reflect on music or art that shows how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life.</p> <p>I can recognise that fasting in Lent is giving something up to help others, and CAFOD Family Fast Day is a way of doing this.</p>

How do Christians show kindness and help others during Lent? What do you know about Jesus' life, death, and resurrection?	I can consider what I might give up and choose to do to help others. I can reflect on what I know about Jesus, including the events of the last week of Jesus' life and his resurrection.
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Year group: Year 1	Unit: To the ends of the Earth
Unit Enquiry Question: What is the Holy Spirit?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Emmaus, Holy Spirit, Ascension, Pentecost, Church, Glory Be, Gospel
Previous Learning:	<p>New Learning/Substantive Knowledge (I know): Know and retell with increasing detail one of the following accounts: the Road to Emmaus (Lk 24:13-35), the Promise of the Spirit and the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4).</p> <p>Know how to simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1).</p> <p>Know how to make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19). (See branch 3.)</p> <p>Know that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays.</p>
<p>Unit Assessment Questions: What is the Holy Spirit, and how is it described in the stories you've heard? Can you share your thoughts on why prayer is important for many people?</p>	<p>New Learning/Disciplinary Knowledge (I can): I can imagine how the apostles felt during the events following the Resurrection. I can talk about the different ways the experience of the Holy Spirit is expressed in some of the stories from the Bible they have heard across the Year One branches (e.g., 'God's</p>

<p>What are some ways Christians announce the Gospel to others through words and actions?</p> <p>How might you express the experience of the Holy Spirit through art or music?</p>	<p>spirit hovered over the water' (Gen 1:1), a shadow in the Annunciation (Lk 1:35), or wind and fire in Pentecost (Acts 2:1-4)).</p> <p>I can look at and discuss ways the Holy Spirit is described in art or music.</p> <p>I can listen to and ask questions about the experiences of how others celebrate Pentecost in different places and cultures.</p> <p>I can think about why prayer is an important part of life for many people.</p> <p>I can hear the words of the Glory Be and hymns that reference Father, Son, and Holy Spirit and join in prayerfully if I choose to do so.</p> <p>I can consider how Christians announce the Gospel to others through their words and actions.</p>
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Year group: Year 1	Unit: Dialogue and Encounter
Unit Enquiry Question: Is everyone Catholic?	
Knowledge Lens Content: Dialogue, Encounter	Vocabulary: Christian, Church, parish, community, sign of the cross, Jew, Jewish/Judaism, Torah
Previous Learning:	<p>New Learning/Substantive Knowledge (I know):</p> <p>Know that Christian means follower of Jesus Christ.</p> <p>Know that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.</p> <p>Know simple connections between Jesus' life and message and how Christians live today.</p> <p>Know that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief.</p> <p>Know religious words and phrases to recognize features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day).</p>

Unit Assessment Questions:

Can you tell a story about a friend or someone you know who goes to church and believes in Jesus?

What is the special sign that many Christians make on their bodies? Why do they do it?

How do you think Christians can work together to help others in your community?

What would you like to know or learn about your friends who follow a different faith, like Judaism?

New Learning/Disciplinary Knowledge (I can):

I can listen to the stories and experiences of Christians from their local parish and ask them questions.

I can talk about my personal response to and artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings).

I can ask questions about the stories and experiences of Jewish people.

I can consider how Christians in my local parish community could work together to help people.

