



## St Teresa's Catholic Primary School - Medium Term Plan



Year group: Year 2		Unit: Creation and Covenant	
Unit Enquiry Question: What was God’s promise to Noah?			
<b>Knowledge Lens Content:</b> Hear, Believe, Celebrate, Live.		<b>Vocabulary:</b> God, Noah, covenant, sin, psalm, sacraments, baptism, Father, Bible, Old Testament/New Testament	
<b>Previous Learning:</b>  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.  Know in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth.  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.  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.  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.  Know that prayer is a way of drawing closer to God.		<b>New Learning/Substantive Knowledge (I know):</b>  Know the Noah story (Genesis 6:9-9:17), focusing on Noah and God’s promise to all living creatures in the sign of the rainbow (Gen 9:8-17).  Know that psalms are prayed/sung to praise God and recognize that they are a different literary form in scripture.  Know the term ‘stewardship’ and what it means for caring for God’s world.  Know how to correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus’ love for all people and a welcome into the Christian family.  Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.	
<b>Unit Assessment Questions:</b>  Can you tell me what happened in the story of Noah and why God sent a rainbow?  Do you know what psalms are for? Why do people sing or pray them?  What do you think happens during a baby's baptism, and why do they wear a white garment?  How can you take care of the world around you, like the animals and plants, just like Noah took care of the Earth in the story?		<b>New Learning/Disciplinary Knowledge (I can):</b>  I can respond to the way God’s gift of Creation is expressed in a variety of creative and artistic ways, e.g., art, music, or poetry and talk about the reason for my response. I can express a point of view, with a relevant reason, about why I care for God’s world, making simple connections with God’s promise to all living creatures in the story of Noah. I can explore the meaning of symbols used in an infant’s baptism in the Catholic Church. I can consider what I could do to care for God’s world in my own life and in the life of my local community. I can reflect on the gift of Creation (awe and wonder). I can reflect on how actions can help or harm myself and others and what this could mean for my friendship with God.	

<b>Year group: Year 2</b>	<b>Unit: Prophecy and Promise</b>
<b>Unit Enquiry Question: How do we get ready for Christmas?</b>	
<b>Knowledge Lens Content:</b> Hear, Believe, Celebrate, Live.	<b>Vocabulary:</b> Advent, Advent wreath, Annunciation, Isaiah, John the Baptist, Magnificat, prophet, Zechariah
<p><b>Previous Learning:</b></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><b>New Learning/Substantive Knowledge (I know):</b></p> <p>Know the religious account from the Annunciation and the birth of John the Baptist and the Annunciation and the birth of Jesus from the Gospel of Luke.</p> <p>Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.</p> <p>Know Zechariah's special message about John's future (Lk 1:76).</p> <p>Know that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.</p> <p>Know that the Church teaches that Mary is the mother of God who prays for them and with them.</p> <p>Know some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent, for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas.</p>
<p><b>Unit Assessment Questions:</b></p> <p>Can you tell me a simple story about baby Jesus and what happened when he was born?</p> <p>What do you think Mary felt when the Angel Gabriel gave her a message about baby Jesus?</p> <p>How can we prepare for Christmas, and what special things do we do during Advent to get ready for Jesus?</p> <p>Can you share a picture or draw something that reminds you of the story about Jesus' birth?</p>	<p><b>New Learning/Disciplinary Knowledge (I can):</b></p> <p>I can talk about Isaiah's picture language about light and darkness (Is 9:1-2) and make simple links with Jesus.</p> <p>I can say what I wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt.</p> <p>I can talk about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas.</p> <p>I can listen to different traditions and interpretations of the meaning of the Advent wreath.</p> <p>I can talk about Mary's prayer, the Magnificat (Lk 1:46-50, 53) and how I can make the world fairer. For example, how I could fill the hungry with good things in Advent or what choices I could make in Advent to support local and global communities in need and to care for Creation.</p>

	I can use artistic expressions to create a personal response to Isaiah's picture language about light and darkness (Is 9:1-2).
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<b>Year group: Year 2</b>	<b>Unit: Galilee to Jerusalem</b>
<b>Unit Enquiry Question: Why do we need forgiveness?</b>	
<b>Knowledge Lens Content:</b> Hear, Believe, Celebrate, Live.	<b>Vocabulary:</b> baptism, John the Baptist, miracle, parable, temptation, sin, sorrow, forgiveness, reconciliation
<b>Previous Learning:</b> Know some of the people that encounter Jesus and recognise that he is special. Know, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke. 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. Know and answer questions about the story of Zacchaeus and how he changed after meeting Jesus	<b>New Learning/Substantive Knowledge (I know):</b> Know the story of John the Baptist and the baptism of Jesus, and retell it in any form. Know and recognise 'parables' as a literary form in Scripture, with reference to the parable of the lost sheep (Lk 15:4-7), and understand how Jesus uses them to teach people about God. Know that everyone is tempted to make bad choices (sin), but understand that God loves and forgives all people. Know and begin to recognise that the miracles of Jesus are signs that he is the Son of God. Know how to correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important.
<b>Unit Assessment Questions:</b> Can you tell me a story about Jesus being baptised and what happened when he prayed? How do Christians use prayer to turn back to God, and what does water symbolize in the story of Jesus' baptism?	<b>New Learning/Disciplinary Knowledge (I can):</b> I can look at artistic representations of Jesus' baptism and talk about images used for God the Father, Jesus (God the Son), and the Holy Spirit and notice how they are connected. I can make simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit.

<p>Why did Jesus say no when he was tempted to make bad choices, and what good choices did he make to help others?</p> <p>What is sin, and can you give an example of making a bad choice on a personal level?</p>	<p>I can talk about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah.</p> <p>I can reflect on what it feels like to say sorry and to be forgiven.</p> <p>I can talk about ways I and others show that they are sorry.</p> <p>I can consider what people might want to say sorry to God for and how praying can be part of this (e.g., through making a simple Act of Sorrow).</p>
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Year group: Year 2	Unit: Desert to Garden
<b>Unit Enquiry Question: What is reconciliation?</b>	
<b>Knowledge Lens Content:</b> Hear, Believe, Celebrate, Live.	<b>Vocabulary:</b> Easter Vigil, forgiveness, Kyrie Eleison, reconciliation, sin
<p><b>Previous Learning:</b></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><b>New Learning/Substantive Knowledge (I know):</b></p> <p>Know what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.</p> <p>Know that Lent is a time for reconciliation and forgiveness.</p> <p>Know and correctly use religious words and phrases when describing, in an age-appropriate way, the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.</p> <p>Know and correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.</p>
<p><b>Unit Assessment Questions:</b></p> <p>Can you share a story about Holy Week and explain why it is important for Christians?</p> <p>Why do Christians spend time thinking about how they have fallen away from God, and how does the Sacrament of Reconciliation help them restore this relationship?</p>	<p><b>New Learning/Disciplinary Knowledge (I can):</b></p> <p>I can look at works of art to recall the story of Holy Week studied in the previous year.</p> <p>I can consider some examples of reconciliation and peacebuilding in art, e.g., reconciliation outside Coventry Cathedral.</p> <p>I can listen to different sung versions of the Kyrie Eleison and talk about what the words mean.</p>



<p>What happens during the Easter Vigil Mass, and why is the Easter candle important?</p> <p>Can you make a connection between saying sorry, forgiveness, and reconciliation in the gospel message and how we live and work together in our school?</p>	<p>I can talk about links between the symbols of light and water at the Easter Vigil and what the symbols remind me of, for example, the story of Creation, the Sacrament of Baptism, or Advent.</p> <p>I can think about what forgiveness means to me.</p> <p>I can think about how making bad choices can harm myself and others and why saying sorry matters.</p> <p>I can reflect on how Jesus teaches people to forgive.</p>
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<b>Year group: Year 2</b>	<b>Unit: To the ends of the Earth</b>
<b>Unit Enquiry Question: How can the Holy Spirit help us?</b>	
<b>Knowledge Lens Content:</b> Hear, Believe, Celebrate, Live.	<b>Vocabulary:</b> Holy Spirit, Ascension, Pentecost, Saul, prayer, Fruits of the Spirit, love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, self-control
<p><b>Previous Learning:</b></p> <p>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><b>New Learning/Substantive Knowledge (I know):</b></p> <p>Know the sequence of events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.</p> <p>Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.</p> <p>Know and retell the story of the Conversion of Saul (Acts 9:1-19).</p> <p>Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Galatians 5:22).</p> <p>Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people.</p> <p>Know the names of the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives.</p>
<b>Unit Assessment Questions:</b>	<b>New Learning/Disciplinary Knowledge (I can):</b>

<p>Can you name one fruit of the Holy Spirit?</p> <p>What do you think it means to invite the Holy Spirit into our hearts and how might it change us?</p> <p>Can you share a story about a saint or a Christian person who made a positive change in the world, and how do you think the Holy Spirit guided them?</p> <p>Why is it important to pray and think about the fruits of the Holy Spirit, not just how we behave on the outside but also how we feel on the inside?</p>	<p>I can say what I wonder about the story of the appearance of the resurrected Jesus to the apostles and imagine how the apostles were feeling at the Ascension (Acts 1:6-11) or say what I wonder about the story of Saul.</p> <p>I can say what I wonder about the fruits of the Holy Spirit.</p> <p>I can share my personal response to different symbols of the Holy Spirit (wind, fire, dove) in art and say why I respond in that way, making links with images studied in previous branches (e.g., Taizé representations of the Holy Spirit, Marlene Scholz's 'Blessed Trinity').</p> <p>I can listen to and ask questions about the stories and the example of a saint whose life shows examples of building peace in the world.</p> <p>I can hear the words of "Come Holy Spirit" and think about what it means to open my heart to God.</p> <p>I can consider why many people pray and share stories of prayer from different religious communities as appropriate.</p> <p>I can consider how the fruits of the Holy Spirit could transform my own life and, through them, help the lives of others in my family and wider community.</p>
<b>Year group: Year 2</b>	<b>Unit: Dialogue and Encounter</b>
<b>Unit Enquiry Question: How can we be good neighbours?</b>	
<b>Knowledge Lens Content:</b> Dialogue, Encounter	<b>Vocabulary:</b> Samaritan, Sabbath, Shabbat, synagogue, neighbour, respect
<p><b>Previous Learning:</b></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>	<p><b>New Learning/Substantive Knowledge (I know):</b></p> <p>Know what the story of the Good Samaritan teaches about how Christians should live.</p> <p>Know an initiative Christians work on together locally and globally in the service of others.</p> <p>Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).</p> <p>Know about respecting the beliefs of people from different communities in their local area.</p>
<b>Unit Assessment Questions:</b>	<b>New Learning/Disciplinary Knowledge (I can):</b>

What did Jesus teach in the parable of the Good Samaritan about being a good neighbour?

Can you name something Christians do together to help people in their local community?

What does it mean to be a neighbour to someone, according to what Pope Francis said about the Good Samaritan?

Why is it important for Christians to work for unity, as mentioned by Pope Francis?

I can consider an answer, with relevant reasons, to the question 'Who is my neighbour?'.

I can explore some examples of Hebrew calligraphy, for example, through the work of a sofer (scribe), and ask 'I wonder' questions about what I have seen.

I can listen to the stories and experiences of others from different communities in the class and the wider community.

I can reflect on the question 'Who is my neighbour?' in my life and wonder about how I can act as a good Samaritan in my local community.

I can reflect on how communities could be transformed if people acted as good neighbours.

