

Week	Teacher Knowledge	WALT	Driver Questions	Skills and expected outcomes	Knowledge Lens	Scripture / Resources	Input	Activity
Week 1 and 2 Lesson 1 Questions and Stories Getting to know You	Read through parts of the Mass slide on document before the lesson so that you are able to answer any questions that come up. If they are statues of the saints or Mary in Church it is important to note that Catholics do not pray to those people. Catholics only pray to God, however the statues remind Catholics about those people and the life they led, about how their example can help us.	WALT Recognise and name some of the objects in a church using religious language	How did you feel in the church? What did you see? What did you hear? What are those things for? Did you see any symbols that you recognised?	<b>Understand-</b> use religious words and phrases to recognise a range of features of religious life; make links between sources and beliefs. <b>Discern</b> -express a point of view with reasons that relate to sources and experiences; identify their personal responses to stories. Listen to the stories and experiences of others asking questions about their experience. U3.22 (in part only) D3.22	<b>Hear</b> Why Christians go to Mass on Sunday. <b>Believe</b> Sunday is the day of the Resurrection of Jesus. Therefore, Christians gather on Sunday. <b>Celebrate</b> How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc	<a href="#">(102) Come &amp; See: A Catholic Church - YouTube.</a>	Ideally - visit your local church and use the resource sheet to find and name specific objects set out on the sheet. (Features of a Catholic Church) You could use your school chapel if it was set out for mass. Alternatively, or as well, you could use a virtual tour. For example, (This is actually a walk-through of St Georges, the Catholic Church in Taunton which was made for the 'Come and See syllabus' it has the advantage of explaining not only some of the objects and symbols but also suggesting meaning)  <a href="#">(102) Come &amp; See: A Catholic Church - YouTube.</a>	Features of a Catholic Church'sheet Children explain what each object is. Extension to pick 3 most important objects and why they think that. Children could create a class model of a church with the objects inside.
Lesson 2 Questions and Stories Getting to know You.	The word Eucharist means Thanksgiving. Within the Eucharist we praise God for Creation. Catholics have an obligation to go to Mass on Sunday (this includes Saturday night). However, most Catholics do not go to Mass simply out of a sense of duty (see video 'People's stories'). Any signs, symbols or gestures used in Mass are explained in the resource section.	WALT - To understand why Catholics go to Mass	Why do you go to Mass? What happens in Mass? How does it make you feel?	<b>Understand-</b> use religious words and phrases to recognise a range of features of religious life; make links between sources and beliefs, <b>Respond-</b> dialogue with others about their experiences and feelings. Covers expected outcomes R3.22.U3.21	<b>Hear</b> Why Christians go to Mass on Sunday. How Catholics celebrate Mass. <b>Believe</b> Catholics gather to celebrate Mass where they listen to the words of Holy Scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). <b>Celebrate</b> How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc.	Video resource: 'People's Stories'  Invitation to Mass template	Watch the video 'People's Stories', or invite a parishioner/someone who regularly goes to Mass in, to explain why they go to Mass.  Children write questions as they speak/watch. Make a list of reasons why people go to Mass. Children can add their own if they have them.	Option 1: If you have been unable to invite parishioners in, ask children to write letters to them, asking why Mass is important to them and how Mass helps them. Children should also ask their own questions. If applicable, children could also explain to the parishioner why Mass is important to them.  Option 2: Describe what happens at Mass. Use the template to consider all the reasons for going to Mass.

Lesson 3 Questions and Stories Getting to know You		WALT - To recognise the different roles people have when they take part in the Mass.		<b>Discern</b> - Talking, asking, and answering questions about their experiences of liturgies and the Mass <b>Respond</b> - dialogue with others about their experiences and feelings. Covers expected outcomes D3.21 R3.22	<b>Hear</b> How Catholics celebrate Mass. <b>Believe</b> The Liturgy of the Word includes readings from the Old Testament and the New Testament. <b>Celebrate</b> Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word.	Leaflets from Diocese of Leeds, including video	Share leaflets from the Diocese of Leeds on different roles within a Parish. Share the video in the resources.  <a href="https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2021/07/Servers-and-their-Ministry-at-Mass.pdf">https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2021/07/Servers-and-their-Ministry-at-Mass.pdf</a>  <a href="https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2021/06/Readers.pdf">https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2021/06/Readers.pdf</a>  <a href="https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2021/06/Hospitality.pdf">https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2021/06/Hospitality.pdf</a>  <a href="https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2021/07/Musicians-and-their-Ministry-at-Mass.pdf">https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2021/07/Musicians-and-their-Ministry-at-Mass.pdf</a>  Encourage a whole class discussion/questions.	Children use the information on the sheets, choose one role and create a recruitment poster for that role.
Weeks 2 and 3 This is the Mass Lesson 1	Visit to church needs to be planned for a 'teaching Mass'. If you are taking part in Mass this will take the whole lesson, otherwise refer to the resource sheet which contains pictures of the different parts of Mass.	WALT - To recognise the structure of the Mass	What are the main parts of the Mass? What symbols and actions did you see during Mass? What parts of Jesus' life are commemorated?	Understand: Give a simple description of how Catholics celebrate the Mass U3 2.2 <b>Discern</b> - Express a point of view with reasons that relate to sources and experiences. D3.21 <b>Discern</b> : Talking, asking, and answering questions about their experiences of liturgies and the Mass. D3.22 <b>Respond</b> : Reflect on the meaning of what they have learned for their own lives. R3.22	<b>Hear</b> How Catholics celebrate Mass. <b>Believe</b> The Liturgy of the Word includes readings from the Old Testament and the New Testament. <b>Celebrate</b> Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word.	'Teaching Mass' at your church or use YouTube - The Catholic Holy Mass explained <a href="#">(102) The Catholic Holy Mass Explained - YouTube</a>	If possible, your priest might do a 'teaching Mass' with the pupils where he explains the different parts of the Mass or you could watch a video explaining this e.g. YouTube - The Catholic Holy Mass Explained. If you are actually taking part in Mass this will take the whole lesson; otherwise refer to the resource sheet which contains pictures of the different parts of the Mass.	Pupils outline in their books the parts of the Mass - this does not have to be in detail. Sequence the parts of the Mass - Opening Rites, Liturgy of the Word, Liturgy of the Eucharist, Concluding Rites. Children to outline what they can remember from each section (use Mass cards to help).
This is the Mass Lesson 2	Use knowledge organiser to understand the different parts of the Liturgy of the Word	WALT - To be able to name the different parts of the Liturgy of the Word and explain the meaning of this part of the Mass.	What does the word liturgy mean? What are the different parts of the Liturgy of the Word? What does Gospel mean? Who are the Gospel writers? Why do Catholics make the sign of the cross on their forehead, lips	Understand: Give simple descriptions of some special prayers, signs and actions performed in church and at Mass using religious language focusing on the Liturgy of the Word. U3 2.3 <b>Discern</b> - Express a point of view with reasons that relate to sources and experiences. D3.21	<b>Hear</b> How Catholics celebrate Mass. <b>Believe</b> The Liturgy of the Word includes readings from the Old Testament and the New Testament. <b>Celebrate</b> Hear some of the responses Catholics say	PowerPoint on the Liturgy of the Word	Go through the PowerPoint with the children explaining each part of the Liturgy of the Word.	Pupils to answer the questions on the PowerPoint verbally and then create a storyboard of the Liturgy of the Word.

			and heart before the Gospel? How many readings are there in Mass on a Sunday and where do they come from?	Discern: Talking, asking, and answering questions about their experiences of liturgies and the Mass. D3.22 Respond: Reflect on the meaning of what they have learned for their own lives. R3.22	at Mass, focusing on the Liturgy of the Word.			
<b>Week 4 Advent Lesson 1 and possibly 2</b>	Advent marks the start of the liturgical year  The word advent means coming, it refers to the second coming of Christ at the end of time, as well as the coming of Christ into our world  Advent begins 4 Sundays before Christmas- the earliest it can be is November 27th and the latest December 3rd so there are always 4 Sundays but not necessarily 4 weeks. (Nb - An Advent calendar runs for 25 days - not necessarily accurate)  The liturgical colour of Advent is purple – this indicates a penitential season-a time to change. The 3rd Sunday of Advent is called Gaudete Sunday which means rejoice hence the change to pink colours on this Sunday.	WALT - To recognise and describe a range of symbols and actions that help Catholics live out the season of Advent	What is Advent?  What symbols are linked to the Season of Advent?  What customs are linked to the Season of Advent?	<b>Understand</b> –use religious words and phrases to recognise a range of features of religious life, make links between sources and beliefs,  <b>Discern</b> –identify and name their personal response to a variety of creative and artistic expression (some pupils may be able to suggest meaning considering the makers intention)  <b>Respond</b> - reflect on the meaning of what they have learned for their own lives. Talk about their own experiences, consider how their own lives and the future of communities to which they belong could be transformed by what they have learned. Act to bring about transformation  D3.24, R3.21	<b>Live</b> Some ways that Christians prepare for the coming of Christ during Advent	<a href="#">CAFOD Calendar (Archived)</a>	Invite children to recall their prior knowledge of Advent, using the following questions. Children work with partners to create a mind map that encompasses the following questions (and any others that you feel appropriate):  How long is Advent?  What does the word Advent mean?  Which liturgical colour is used in Advent?  Name as many symbols as you can for Advent.  Name as many customs as you can for Advent.  Name at least one piece of scripture that you might hear in Church during Advent?  Children present their ideas to the rest of the class who add additional information to their maps.  To conclude the lesson, each group suggests one piece of information to share on a whole class display.	Focus on the Advent Wreath.  Discuss the purpose of Advent and the meaning of related symbols - See powerpoint.  Continue to discuss the use of the Advent Calendars that the children are likely to have at home.  Using the CAFOD calendar, introduce discussions around the fact that for Catholics, Advent should be an opportunity to make more of an effort to help others.  What similarities and differences can they see around the calendars on the slide?  Note: This does not actually occur in the outcomes but is a part of the Live lens. Some of this may be revision for pupils. Ask pupils to remember what they already know about Advent. You could use the Advent Quiz Sheet if you wanted to or watch the PPT/fill in sheet on Advent wreath.

Lesson 2/3	Some of the themes running through Advent are Waiting, Preparation, Penitential, Expectation. Advent isn't simply marking a 2000 plus year old event it celebrates a truth about God, that through Christ all might be reconciled to God. This is a process in which everyone now participates. We prepare to remember and celebrate the coming of Christ 2000 years ago, we prepare to open our hearts to Christ now and we prepare for the second coming of Christ in the future.	WALT - To describe in more detail the meaning of Advent	Continuing the above questions as well as:  How do Catholics make more of an effort to help others during Advent?		<b>Live</b> Some ways that Christians prepare for the coming of Christ during Advent	Why the chimes ran out - Raymond MacDonald Alden ( <a href="#">Text</a> / <a href="#">Video</a> )  <a href="#">John Lewis 2012 Christmas video.</a>	Watch the John Lewis video.  Why does the snowman make a journey?  Is it dangerous?  When you are giving a gift does the effort you go to make a difference?  Open a discussion around - When you spend money on a gift, does it make it a better present? Is a larger gift better? What makes a good present? Does a gift always have to be a 'thing'?  Now play the 'Why the chimes ran out'.  What are the similarities and differences to the John Lewis Advent?  Discussion should focus on what's important in Advent. Not buying and receiving expensive gifts but the way we try to do what's right.	Display the following on large pieces of paper around the room / hall / church:  What kind of gifts did the rich people bring?  Why were the gifts the rich people bringing not enough to set the chimes ringing?  Who did the boys meet on the journey? What was the problem?  Why was Pedro's choice hard to make? Did he do the right thing?  What did Pedro give his little brother to place on the Altar? Why do you think the Chimes rang out?  What do you think this story tells us about preparing for Christmas?  Have a discussion about their findings.  Finally, in their books, children draw or write about the section they think is the most important part of the story.  What do you think is the meaning of the story?  Extension discussion - After exploring two stories, review the driver question, 'How do Catholics make more of an effort to help others during Advent?'  Can children identify links between what they have seen and heard and why the stories are relevant to Advent - This could go onto the LW / Floor book or a display of angels.
Week 5 and 6 The people in the Story - Learning from the Gospels Lesson 1	The Gospels are not biographies of Jesus but faith statements. Matthew wrote his Gospel mainly for Jewish readers who would already be aware of the Old Testament prophecies about the Messiah. He makes reference to these stories to try to show that Jesus is the Messiah. Luke was writing his Gospel mainly for Gentiles, he has a special concern for the poor and those on the margins of	WALT - To listen to the annunciation to Joseph and to explore the meaning of the story	Why was it important that Joseph was chosen? Why did Joseph change his mind about marrying Mary? Why did Mary and Joseph trust God?	<b>Understand</b> –Describe a narrative that is accurate in its sequence and details. (Some pupils will begin to understand the original author's intention by drawing out the moral sense of scripture for today.) <b>Discern</b> -express a point of view with a relevant reason, play with possibilities asking what if questions, Listen to the stories and experiences of others. <b>Respond</b> - reflect on the meaning of what they have learned for their	<b>Hear</b> The Annunciation to Joseph (Matt 1:18-25). Revisit Lk 1:26-38. <b>Believe</b> That Joseph listened to the angel and opened his heart to the Holy Spirit	Luke 1:26-38 Matthew 1:18-25	Wonder moment - What do you remember about the Annunciation of Mary? (Luke 1:26-38) (If you find your children are unfamiliar with the story of the Annunciation of Mary, there are additional slides at the end of the lesson's powerpoint to cover this) <i>The Annunciation of Mary could also be shared in Liturgy.</i>  After Slide 6, but before sharing the story of the Annunciation of Joseph (Matthew 1:18-25), ask the children to think about how Joseph might be thinking or questions he may be asking - record either individually or in a class book. Then use the powerpoint slides to share the story of the Annunciation of Joseph and reflect on it. Return to the questions of what Joseph might be thinking or questioning now -	

	society. In both Gospels angels are seen as messengers of God.			own lives. Talk about their own experiences, consider how their own lives and the future of communities to which they belong could be transformed by what they have learned. Act to bring about transformation U3.2.4. U3.2.5. U3.2.6.			add these to the individual sheet or class book.	
The people in the Story - Learning from the Gospels Lesson 2	To understand this you need to know that in those days if you were having a baby and you were not married the penalty could be death by stoning. Joseph didn't want this to happen to Mary so he planned to send her away so no one would know.	WALT - Make links between the angel's message about Jesus and the words of the prophet Isaiah		Make links between the angel's message about Jesus and the words of the prophet Isaiah U3.2.5	<b>Hear</b> The Annunciation to Joseph (Matt 1:18-25). Revisit Lk 1:26-38. Messiah would be born of a virgin and would be called Immanuel (Is 7:14) <b>Believe</b> That Jesus' birth was foretold by the prophets. That Joseph listened to the angel and opened his heart to the Holy Spirit	Is 7:14 Luke 1:26-38	Act out the story of the Annunciation of Joseph. Explore how the words of Isaiah and the words of the Annunciation of Joseph are linked.  Take photographs and record the important words in the floor book.	
The people in the Story - Learning from the Gospels Lesson 3 and 4		WALT - To listen to the words of an Advent hymn think about the meaning and respond creatively		Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels. R3.2.1.	<b>Live</b> Representations in art around the world, connecting to the prophecies of Christ's coming	'The Angel Gabriel from heaven came' <a href="https://www.youtube.com/watch?v=dKlc8JvxGbU">https://www.youtube.com/watch?v=dKlc8JvxGbU</a>	Play, sing or watch on YouTube the hymn 'The Angel Gabriel from heaven came' (or similar). Make sure pupils can see the words. Discuss with pupils: This hymn is about The Angel's visit to Mary but it uses a small part of the story from the Angel's visit to Joseph. Can you find those words? What does it mean when it says 'by seers foretold'? How does the hymn show that Mary trusted in God?	Ask pupils to do one of the following: Create an artwork showing how Mary and Joseph trusted in God. Write their own advent hymn or poem about Mary and Joseph. Use the phrase 'Emmanuel- God with us' and create an art work using this phrase.