

**"HERE I AM" TERMLY PLANNER
AUTUMN TERM CYCLE A**

Belief: Foundation: LIFE <-> CREATION
Key Question: Where do I come from?

Class: Foundation

THEME	TOPIC	SUGGESTED DATES	CONCEPTS/ATTITUDES/SKILLS	LEARNING OUTCOMES
1. (CHURCH) FAMILY ↓ DOMESTIC CHURCH	MYSELF	<i>Beginning of term</i> <i>To</i> <i>3rd October</i>	Concepts to develop: People who love and care for them; God knows and loves everyone from the beginning. A key skill to develop: To name and celebrate the good in self and others. An attitude to be fostered: Respect for self, for others and for God the Creator.	<ul style="list-style-type: none"> Children know and understand the importance of their names. Children know and understand the Church's teaching that God knows and loves each person. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding of the importance of their names and the Church's teaching that God knows and loves each person.
2. (CELEBRATION) BELONGING ↓ BAPTISM/ CONFIRMATION	INVITATIONS	<i>6th October</i> <i>To</i> <i>7th November</i> <i>(includes mid term week for some schools)</i>	Concepts to develop: They can belong. An invitation to belong. A key skill to develop: To listen and make a response. An attitude to be fostered: Openness to being involved.	<ul style="list-style-type: none"> Children know and understand what an invitation is. Children know and understand the Church's teaching that Baptism is an invitation for a new baby. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding of what an invitation is and that Baptism is an invitation for a new baby.
3. (LIFE IN CHRIST) LOVING ↓ ADVENT/ CHRISTMAS	BIRTHDAYS	<i>17th November</i> <i>to</i> <i>End of Term</i>	Concepts to develop: They get ready to celebrate. A key skill to develop: To make connections between celebrations and the Church's seasons and feasts. An attitude to be fostered: A sense of wonder and joy.	<ul style="list-style-type: none"> Children know and understand what a birthday is; waiting for a birthday. Children know and understand the Church's teaching on Advent; a time of looking forward to Christmas, the birthday of Jesus. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding of what a birthday is, and Advent a time of looking forward to Christmas, the birthday of Jesus.

**Feast/Holy Days
School/Parish Celebrations**

Special Notes for Planning:

REMEMBER A GOOD RESOURCE WOULD BE FRANK McDERMOTT's CD - *Statements to Live By* (which contains circle time and liturgy ideas)

TOPIC: MYSELF

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES
SEARCH	Recognise	That the children recognise that everyone has a name.		Key Words: Nursery: name, class Reception: first name(s), family name	
	Reflect	That the children reflect on their names.			
	Respect	That the children appreciate their special names.			
REVELATION	Relate	That the children’s own exploration of their names is enriched by learning about God who knows each one by name through relating to: <ul style="list-style-type: none"> ▪ Isaiah 43:102 ▪ Rejoice Songs 5, 2 & 3 ▪ Morning and Evening Prayers ▪ Psalms 139 and 131 – Here I Am God’s Story 1 p116 		Key Words: Name, God, love, precious, to know	
RESPONSE	<p>Remember: Each one’s name is special: God who knows everyone by name: Start the session with a moment of quiet reflection using the display children may be able to contribute to the following questions by use of discussion, role-play, drama, art, cue cards etc:</p> <ul style="list-style-type: none"> ▪ I am special and have a special name ▪ I have a family name ▪ God loves me and knows my name ▪ Recognise that God knows everyone by name ▪ God loves everyone 		<p>Rejoice: Celebrate: I am called by name Plan: Decide from all that the children have remembered what will be included share some refreshment at the end. Each pupil has a card with their name on it that they have decorated.</p> <p style="text-align: center;">The following is only an example:</p> <p>Gather:</p> <ul style="list-style-type: none"> ▪ Children help build up the prayer focus. ▪ Welcome. ▪ Teacher lights the candle(s) ▪ Sing a song related to the topic <p>Word – Listen:</p> <ul style="list-style-type: none"> ▪ Listen to Psalm 139 p116 (N or R) in Here I Am God’s Story 1 p12-13 ▪ Think of all the people that God loves, name some of them. <p>Response:</p> <ul style="list-style-type: none"> ▪ Each child puts their card with their name on it on the prayer focus as they say something like: <i>God knows my name.. God loves me.</i> <p>Go Forth</p> <ul style="list-style-type: none"> ▪ Sign the action as they sing <i>If I were a butterfly</i> 		<p>Renew: The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community. Apply their Learning: Next time I see my name I’ll think...</p> <p>Some sample ideas:</p> <ul style="list-style-type: none"> ▪ Each child to look at their name card and think about their name. ▪ Draw what they might do when they hear or see their name.

EVALUATION: (To what extent have the learning objectives been achieved?)

Foundation

Teacher Evaluation: Is ongoing and will inform future teaching and learning, which will include assessment for learning.

TOPIC: INVITATIONS

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES
SEARCH	Recognise	That the children recognise what an invitation is.	<ul style="list-style-type: none"> Children to receive a verbal/written invitation to a special welcome celebration; a standard reply could be prepared (ICT) <u>or</u> a specially decorated card. Other invitations p54 make a display of drawings of these. Quiet time: invitations I've enjoyed (N) & (R)	Key Words: Invitation, celebration, reply Language use: Observation, some writing of captions for display	ICT template Songs to use: P55 Rejoice 1:29 <i>Skip around the Circle</i> Candle Quiet music
	Reflect	That the children reflect on invitations they have received.			
	Respect	That the children appreciate how many invitations they receive and how welcome they feel.			
REVELATION	Relate	That the children's own exploration ' <i>Invitations</i> ' is enriched by learning about Baptism as an invitation to join the family of Jesus through relating it to: <ul style="list-style-type: none"> Learning the words used at Baptism (and Reception to make links with the Sign of the Cross) The prayer '<i>The Sign of the Cross</i>' Re-enacting the story of Rosemary's baptism. Listening to singing and working with the hymn '<i>On the Day I was Baptised</i>' or another appropriate hymn. 	Retell story of Rosemary's Invitation Day (<u>Nursery: Miss out the words in italics about the white shawl</u>). Discuss story using questions; sequence events (N) or @ p57 through role-play. Share artefacts etc: set up Home Corner for role-play. Learn Song ' <i>On the Day I was Baptised</i> '. Sign of the Cross – listen to or join in with.	Key Words: (N) name, water, baptised, Father. (R) name, water, baptised, Father, white garment, priest, welcome. Through observation of language in responses, telling own story, role-play.	Home <-> School Link: Ask children with experience of a family baptism to bring in mementoes; parent might come in! Rejoice1:29 + 30
RESPONSE	Remember: Start the session with a moment of quiet reflection using the display children may be able to contribute to the following questions by use of discussion, role-play, drama, art, cue cards etc: <ul style="list-style-type: none"> The invitations they have received. The invitation to baptism accepted by parents to join the family of Jesus. Recognise some of the actions and words of the baptism celebration. 		Rejoice: Plan: Decide from all that the children have remembered what will be included share some refreshment at the end. The following is only an example: Gather: <ul style="list-style-type: none"> Children help build up the prayer focus, which might include some symbols of baptism. Welcome. Teacher lights the candle(s). Sing a song related to the topic. Picture of the Baptism from Church's Story 1 on the IWB Carefully make the Sign of the Cross. Word – Listen: <ul style="list-style-type: none"> Sing or say the hymn on p57 <i>On the Day I was Baptised... We are all God's children</i> Response: <ul style="list-style-type: none"> Prayers of thanks for the invitations. Prayers of thanks for the invitation to join the family of Jesus. Each child to write their name on a cardboard cut out of a baptismal candle. Go Forth <ul style="list-style-type: none"> Pass round a bowl of water and invite each child to dip their fingers in it and make the Sign of the Cross on themselves. Sing a song related to the topic or play quiet music. 		Renew: The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community. Apply their Learning: <ul style="list-style-type: none"> When I get an invitation, what shall I do? Some sample ideas: <ul style="list-style-type: none"> In pairs take turns in inviting each other to play a game or do an activity. Or partner each child with a child from Yr 6 who invites them to hear a story read or told. In a quiet moment think about what happened when they were invited.

EVALUATION: (To what extent have the learning objectives been achieved?)

Foundation

Teacher Evaluation: Is ongoing and will inform future teaching and learning, which will include assessment for learning.

TOPIC: BIRTHDAYS

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES
SEARCH	Recognise	That the children recognise what a birthday is.		Key Words: Invitation, celebration, reply	
	Reflect	That the children reflect on birthday celebrations they have taken part in and will take part in.			
	Respect	That the children appreciate that a birthday is celebrated to remember the day someone was born.			
REVELATION	Relate	That the children’s own exploration of celebrating ‘Birthdays’ is enriched by learning about Advent when people look forward to the birthday of Jesus at Christmas through relating to: <ul style="list-style-type: none"> ▪ Luke 2:4-7 A very special birthday ▪ Luke’s story ▪ Matthew’s story ▪ A litany to say or listen to ▪ Making an Advent calendar and/or wreath ▪ Listening to, singing and working with some Advent songs 		Key Words: Advent, wreath, Christmas, Jesus, Mary, Joseph, Bethlehem, Matthew, Luke	
RESPONSE	<p>Remember: Each one’s name is special: God who knows everyone by name: Start the session with a moment of quiet reflection using the display children may be able to contribute to the following questions by use of discussion, role-play, drama, art, cue cards etc:</p> <ul style="list-style-type: none"> ▪ What a birthday is ▪ Ways of celebrating birthdays ▪ Advent is a time of waiting for Jesus’ birthday ▪ The ways Advent is celebrated ▪ Retell the Christmas story 		<p>Rejoice: Celebrate: I am called by name Plan: Decide from all that the children have remembered what will be included share some refreshment at the end. Each pupil has a card with their name on it that they have decorated.</p> <p>The following is only an example:</p> <p>Gather:</p> <ul style="list-style-type: none"> ▪ Children help build up the prayer focus. ▪ Welcome. ▪ Teacher lights the candle(s) ▪ Sing a carol which is relevant to the story to be read ▪ Picture of the Nativity from God’s Story 1 on the IWB <p>Word – Listen:</p> <ul style="list-style-type: none"> ▪ To one of the stories of Jesus’ birthday p312-313 ▪ As the story is being told put figures in the crib <p>Response:</p> <ul style="list-style-type: none"> ▪ Enact a simple Nativity play <p>Go Forth</p> <ul style="list-style-type: none"> ▪ Sing a carol that tells the story of Christmas that was read 		<p>Renew: The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community. Apply their Learning:</p> <ul style="list-style-type: none"> ▪ What shall I do while I wait for something important to happen? <p>Some sample ideas:</p> <ul style="list-style-type: none"> ▪ Go to the home corner to get ready for a birthday.

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Foundation

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**"HERE I AM" TERMLY PLANNER
AUTUMN TERM CYCLE A**

Belief: Foundation: LIFE <-> CREATION
Key Question: Where do I come from?

Class: Year One

THEME	TOPIC	SUGGESTED DATES	CONCEPTS/ATTITUDES/SKILLS	LEARNING OUTCOMES
2. (CHURCH) FAMILY ↓ DOMESTIC CHURCH	MYSELF	Beginning of term To 3rd October	Concepts to develop: They are happy to hear good news, passing on good news. A key skill to develop: To use empathy in describing belief and a faith response. An attitude to be fostered: Openness to the gift of freedom and the Holy Spirit.	<ul style="list-style-type: none"> Children know and understand how they can use their senses. Children know and understand that the senses are a gift from God. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding of how they can use their senses and that senses are a gift from God.
2. (CELEBRATION) BELONGING ↓ BAPTISM/ CONFIRMATION	INVITATIONS	6th October To 7th November (includes mid term week for some schools)	Concepts to develop: They can belong. An invitation to belong and learning to belong and respond. A key skill to develop: To listen and make a response. An attitude to be fostered: Openness to being involved.	<ul style="list-style-type: none"> Children know and understand that families receive invitations. Children know and understand the Church's teaching about how babies are invited and welcomed into the Church family. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding that families receive invitations and how babies are invited and welcomed into the Church family.
WORLD FAITH WEEK (JUDAISM) 10TH – 15TH NOVEMBER				
3. (LIFE IN CHRIST) LOVING ↓ ADVENT/ CHRISTMAS	BIRTHDAYS	17 TH November to End of Term	Concepts to develop: They get ready to celebrate and entering into a celebration. A key skill to develop: To make connections between celebrations and the Church's seasons and feasts. An attitude to be fostered: A sense of wonder and joy.	<ul style="list-style-type: none"> Children know and understand everyone has a birthday; people like to celebrate their own. Children know and understand the Church's teaching on Advent; a time of Christmas, the birthday of Jesus. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding that everyone has a birthday; people like to celebrate their own and that Advent is a time of waiting for Christmas, the birthday of Jesus.

Feast/Holy Days
School/Parish Celebrations

Special Notes for Planning:

REMEMBER A GOOD RESOURCE WOULD BE FRANK McDERMOTT's CD - *Statements to Live By (which contains circle time and liturgy ideas)*

TOPIC: MYSELF

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES
SEARCH	<p>Recognise</p> <p>Reflect</p> <p>Respect</p>	<p>That the children recognise there are five senses.</p> <p>That the children reflect on their senses and how they can use them.</p> <p>That the children appreciate the value of their senses.</p>		<p>Key Words: Senses, sight, touch, taste, smell, hearing.</p>	
REVELATION	Relate	<p>That the children’s own exploration of their senses is enriched by learning about the senses as a gift from God through relating it to:</p> <ul style="list-style-type: none"> ▪ Psalm 139 1-6, 14 ▪ Psalm 47:203, 608 and Psalm 150 ▪ Rejoice Songs 2, 3 and 4 ▪ Learning some morning and evening prayers. 		<p>Key Words: Gift, Psalm, David, God, praise, thanks, creator.</p>	
RESPONSE	<p>Remember: There are five senses; God the Creator Start the session with a moment of quiet reflection using the display children may be able to contribute to the following questions by use of discussion, role-play, drama, art, cue cards etc:</p> <ul style="list-style-type: none"> ▪ Recognise I have five senses ▪ Talk about favourite sights, smells, touches, tastes and sounds ▪ Recognise that God is creator ▪ Recognise that Psalms are songs which give praise and thanks to God ▪ Retell David’s walk 		<p>Rejoice: Celebrate: The gift of senses Plan: Decide from all that the children have remembered what will be included share some refreshment at the end. The following is only an example:</p> <p>Gather:</p> <ul style="list-style-type: none"> ▪ Children help build up the prayer focus, include examples of sights, smells, touches, tastes and sounds ▪ Welcome ▪ Teacher lights the candle(s) ▪ Sing a song related to the topic ▪ Picture from God’s Story 2 p36-37 on the IWB <p>Word – Listen:</p> <ul style="list-style-type: none"> ▪ David’s walk: Psalm 139, God’s Story 2 p36-37 with the children saying the appropriate response between verses. <p>Response:</p> <ul style="list-style-type: none"> ▪ Each child chooses a sense to thank God for. <p>Go Forth</p> <ul style="list-style-type: none"> ▪ Dance David’s walk to some appropriate music. 		<p>Renew: The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community. Apply their Learning: How can I make better use of my senses?</p> <p>Some sample ideas:</p> <ul style="list-style-type: none"> ▪ In five groups each taking one of the senses tell each other how they could help each other by using that sense.

EVALUATION: (To what extent have the learning objectives been achieved?)

Year One

Teacher Evaluation: Is ongoing and will inform future teaching and learning, which will include assessment for learning.

TOPIC: INVITATIONS

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES
SEARCH	Recognise	That the children recognise a special invitation.	Retell: 'the family is invited' use questions/prompts for discussion. Create display: 'family invitations' Imaginary/real: use ICT to design invitations: include 'enjoyable/most/least' on display. Help children frame reflections use pointers p55	Key Words: Invitation, reply, accept Possible field notes/check list for use of keywords. Emphasise difference between ordinary/special invitations	Use of Madeleine Lindley Y1 Story, noting pointers. Home <-> School Link: ask children to bring in family mementoes. Candle, Quiet music Display
	Reflect	That the children reflect on invitations their family has received.			
	Respect	That the children appreciate all the invitations their family receives.			
REVELATION	Relate	That the children's own exploration ' <i>family invitations</i> ' is enriched by learning about the invitation and welcome of Baptism through relating it to: <ul style="list-style-type: none"> Learning the words used at Baptism (and Reception to make links with the Sign of the Cross) The prayer '<i>The Sign of the Cross</i>' Listening to, singing and working with hymns. Re-enacting some of the Rite of Baptism. 	Retell: the account of Baptism, including the first invitation – use artefacts; display sequence of events with help of children. Group Activities: draw pictures/write words, phrases of each main part; rehearse symbols with class 'when I see <u>water</u> I think of...' All practice "Sign of the Cross". Enact blessings on mother, father. Home corner – role-play Baptism.	Key Words: Baptism, Sign of the Cross, welcome, Godparents, blessings.	Use artefacts; water, a shell, a white shawl, a candle. Possibly a picture of a Baptism? Home<->School Link p57
RESPONSE	Remember: Start the session with a moment of quiet reflection using the display children may be able to contribute to the following questions by use of discussion, role-play, drama, art, cue cards etc: <ul style="list-style-type: none"> Recognise the different kinds of invitations that families receive. Babies are invited and welcomed into the Church family at Baptism. Recognise the simple details of the Rite of Baptism. Retell the elements of Baptism. 		Rejoice: Celebrate: Plan: Decide from all that the children have remembered what will be included share some refreshment at the end. The following is only an example: Gather: <ul style="list-style-type: none"> Children help build up the prayer focus, which might include some symbols of baptism. Welcome. Teacher lights the candle(s). Sing a song related to the topic. Picture of the Baptism from Church's Story 2 on the IWB Carefully make the Sign of the Cross. Word – Listen: <i>Use the appropriate pictures from Church's Story</i> <ul style="list-style-type: none"> With the help of the children offering the appropriate words and actions enact a Baptism. Response: <ul style="list-style-type: none"> Pray together: <i>'God our Father bless all babies, that they will always follow Jesus and bless their parents as they thank God for their baby.</i> Go Forth We go forth as members of Jesus' family in the name of the Father and of the Son and of the Holy Spirit, Amen <ul style="list-style-type: none"> Carefully make the Sign of the Cross. 	Renew: The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community. Apply their Learning: How can I make our next class celebration better? Some sample ideas: <ul style="list-style-type: none"> What are the ingredients of a good celebration, e.g. being happy, helping, taking turns, sharing etc. 	

EVALUATION: (To what extent have the learning objectives been achieved?)

Year One

Teacher Evaluation: Is ongoing and will inform future teaching and learning, which will include assessment for learning.

TOPIC: BIRTHDAYS

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES	
SEARCH	Recognise	That the children recognise someone's birthday.		Key Words: Celebration, celebrate		
	Reflect	That the children reflect on other people's birthdays.				
	Respect	That the children appreciate that everyone has a birthday and people like to celebrate birthdays.				
REVELATION	Relate	That the children's own exploration of celebrating 'Birthdays' is enriched by learning about Advent a time of waiting for Christmas, the birthday of Jesus through relating to: <ul style="list-style-type: none"> ▪ Luke 2:1-7 The story of Christmas ▪ Luke's story of the shepherds (Luke 2:8-20) ▪ Matthew's story of the wise men (Matthew 2:1-4) ▪ Through the Advent wreath or calendar ▪ Listening to, singing and working with Rejoice Songs 5 and 54 ▪ Through Advent prayers 		Key Words: Advent, wreath, Christmas, Jesus, Mary, Joseph, Bethlehem, Matthew, Luke, Caesar Augustus		
RESPONSE	<p>Remember: Everyone has a birthday; people like to celebrate birthdays; Advent is a time of waiting; Christmas celebrates the birthday of Jesus. <i>Start the session with a moment of quiet reflection using the display children may be able to contribute to the following questions by use of discussion, role-play, drama, art, cue cards etc:</i></p> <ul style="list-style-type: none"> ▪ Recognise that people like to celebrate birthdays ▪ Describe Advent as a time of special waiting to celebrate the birthday of Jesus at Christmas ▪ Recognise some of the ways that Advent is celebrated ▪ Retell some of the Christmas stories 		<p>Rejoice: Celebrate: Birthdays every year Plan: Decide from all that the children have remembered what will be included share some refreshment at the end, have a simple birthday cake with <i>Happy Birthday Jesus</i> The following is only an example:</p> <p>Gather:</p> <ul style="list-style-type: none"> ▪ Children help build up the prayer focus, you may include birthday cards ▪ Welcome ▪ Teacher lights the candle(s) of the Advent wreath ▪ Sing a carol which is relevant to the story to be read ▪ Picture of the Nativity from God's Story 12 p58-59 on the IWB <p><i>Word – Listen: Use appropriate pictures from Church's Story</i> Use one of the Christmas stories God's Story 2 p58-60 or p311-312 in the folder. Ask the children what they think about particular characters in the story, how they reacted, how they might have felt.</p> <p>Response</p> <ul style="list-style-type: none"> ▪ Re-enact the story (could use part of the Nativity play they may have been involved in). <p>Go Forth</p> <ul style="list-style-type: none"> ▪ Use a prayer that you have used during the topic, or a verse from a carol say prayerfully e.g. what can I give Him as poor as I am... ▪ Sing Happy Birthday to Jesus, share some party food. 		<p>Renew: The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community. <i>Apply their Learning:</i> How can I make someone else's birthday special?</p> <p>Some sample ideas:</p> <ul style="list-style-type: none"> ▪ Make birthday card for someone who is going to have a birthday soon. ▪ Think about what they can do to help make someone's birthday a really happy day. ▪ Together build a mind map of good birthday ideas for making it a happy day, perhaps some of those ideas could be used by the children at Christmas. 	

EVALUATION: (To what extent have the learning objectives been achieved?)

Year One

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**"HERE I AM" TERMLY PLANNER
AUTUMN TERM CYCLE A**

**Belief: Foundation: LIFE <-> CREATION
Key Question: Where do I come from?**

Class: Year Two

THEME	TOPIC	SUGGESTED DATES	CONCEPTS/ATTITUDES/SKILLS	LEARNING OUTCOMES
3. (CHURCH) FAMILY ↓ DOMESTIC CHURCH	MYSELF	<i>Beginning of term</i> <i>To</i> <i>3rd October</i>	Concepts to develop: People who love and care for them; God knows and loves everyone, from the beginning, the joys of receiving and sharing love. A key skill to develop: To name and celebrate the good in self and others. An attitude to be fostered: Respect for self, for others and for God the Creator.	<ul style="list-style-type: none"> Children know and understand the skills they have. Children know and understand the Church's teaching on skills as God's gifts. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding of the importance of the skills they have and skills as God's gift.
2. (CELEBRATION) BELONGING ↓ BAPTISM/ CONFIRMATION	INVITATIONS	<i>6th October</i> <i>To</i> <i>7th November</i> <i>(includes mid term week for some schools)</i>	Concepts to develop: They can belong. An invitation to belong and to respond. A key skill to develop: To listen and make a response. An attitude to be fostered: Respect for self, for others and for God the Creator.	<ul style="list-style-type: none"> Children know and understand everyday and special invitations they receive. Children know and understand the Church's teaching on Baptism, a special invitation to join the Church family. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding of everyday and special invitations they receive and Baptism, a special invitation to join the Church family.
WORLD FAITH WEEK (JUDAISM) 10TH – 15TH NOVEMBER				
3. (LIFE IN CHRIST) LOVING ↓ ADVENT/ CHRISTMAS	BIRTHDAYS	<i>17TH November</i> <i>to</i> <i>End of Term</i>	Concepts to develop: They get ready to celebrate and entering into a celebration. A key skill to develop: To make connections between celebrations and the Church's seasons and feasts. An attitude to be fostered: A sense of wonder and joy.	<ul style="list-style-type: none"> Children know and understand birthdays as important days we long for and celebrate. Children know and understand the Church's teaching on Advent; 4 weeks of longing to celebrate Christmas, the birthday of Jesus. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge on birthdays as important days we long for and celebrate and Advent; 4 weeks of longing to celebrate Christmas, the birthday of Jesus.

**Feast/Holy Days
School/Parish Celebrations**

Special Notes for Planning:

REMEMBER A GOOD RESOURCE WOULD BE FRANK McDERMOTT's CD - *Statements to Live By* (which contains circle time and liturgy ideas)

TOPIC: MYSELF

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES
SEARCH	Recognise	That the children recognise that everyone has skills.		Key Words: Skills	
	Reflect	That the children reflect on the things they do well, what they like doing, what they can't do, what they would like to do.			
	Respect	That the children appreciate all that they can do, are learning to do, hope to do.			
REVELATION	Relate	That the children's own exploration of 'their senses' is enriched by learning about skills as God's gift through relating it to: <ul style="list-style-type: none"> ▪ Psalm 139 ▪ Psalm 47:2-3, 6-8 ▪ Litany of praise (Psalm 150) ▪ A Breathing Prayer 		Key Words: God, Wonderful Creator, praise, love, Psalm, litany.	
RESPONSE	<p>Remember: That everyone has skill: skills as gifts from God the Creator <i>Start the session with a moment of quiet reflection. Using the display children may be able to contribute to the following pointers in a variety of ways: e.g. discussion, mind mapping, what I know now I didn't know before etc:</i></p> <ul style="list-style-type: none"> ▪ Recognise the skills they possess now and those they would like to develop ▪ Ask question(s) and wonder about their skills ▪ Recognise that these are a gift from God ▪ Retell the essence of one of the Psalms they have studied ▪ Describe a prayer skill they have acquired 		<p>Rejoice: Celebrate: Our skills are gifts Plan: Decide from all that the children have remembered what will be included share some refreshment at the end. The following is only an example:</p> <p>Gather:</p> <ul style="list-style-type: none"> ▪ Children help build up the prayer focus, include photos or examples of skills that have been learnt ▪ Welcome ▪ Teacher lights the candle(s) ▪ Sing a song related to the topic ▪ Picture from God's Story 2 p36-37 on the IWB <p>Word – Listen: Before listen use the prayer skill they have learnt of being still, a <i>breathing prayer</i>. Use part of Psalm 139 God's Story 2 p36-37, with the children responding with 'You love me and know me' between verses. Response: Use the litany of praise prayer the children composed. Going Forth: Sing a 'thank you' song for all their gifts.</p>		<p>Renew: The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community. <i>Apply their Learning:</i> Which skills am I good at? Which skills shall I work on today?</p> <p>Some sample ideas:</p> <ul style="list-style-type: none"> ▪ In groups show each other their best skills ▪ Ask another person to teach them a new skill

EVALUATION: (To what extent have the learning objectives been achieved?)

Year Two

Teacher Evaluation: Is ongoing and will inform future teaching and learning, which will include assessment for learning.

TOPIC: INVITATIONS

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES
SEARCH	Recognise	That the children recognise a number of different invitations (<u>everyday</u> and <u>special</u>)	Retell: 'Jason's calendar' Discuss: Different kinds of invitations, using questions/prompts. Group Activity: Make 2 lists <u>everyday</u> and <u>special</u> invitations – display with samples of children's invitations; explore <u>gestures</u> which are part of the invitations ritual. Inner Space: Children's reflections use prompts p55.	Key Words: Invitation, receive Assess language, ideas by observation etc. Ongoing display added to in next week (RELATE) can be used for assessing children's understanding.	Madeleine Lindley Invitations Story, note pointers. Quiet music, candle, use of display gathered by children.
	Reflect	That the children reflect on different invitations they receive.			
	Respect	That the children appreciate the everyday and special invitations they receive.			
REVELATION	Relate	That the children's own exploration ' <i>family invitations</i> ' is enriched by learning about the special invitation to celebrate Baptism through relating it to: <ul style="list-style-type: none"> Learning about the order of events during Baptism and the symbolism of the oil and Easter candle. Psalm 34. An enactment of Baptism. Singing and working with appropriate hymns. Visit to Church to see the Easter candle, font and Baptismal books. 	. A series of cards each with stage of the Rite of Baptism hung as mobiles – children draw pictures for <u>display</u> . . Some individual work in concertina book. . Writing out some of the prayers Psalm 34: rank the advice in order of importance! Role-play: showing each action. Use hymns - find favourite words underline/highlight them.	Key Words: Easter candle, Christian, light of Christ. . Use display to assess knowledge and understanding. . Evidence including books. . Role-play (observation). . Worksheet of Signs & Symbols.	<u>See chapters on Baptism "Focus on the Sacraments" - Peter Wilkinson</u> Home <-> School Link: Ask class to bring mementoes from home. Hymns: Rejoice 1:30, 40, 208 Visit to church see Signs & Symbols of Baptism
	Remember:	Rejoice:	Renew:		
RESPONSE	<p>Start the session with a moment of quiet reflection. Using the display children may be able to contribute to the following pointers in a variety of ways: e.g. discussion, mind mapping, what I know now I didn't know before etc:</p> <ul style="list-style-type: none"> Recognise the different kinds of invitations. Recognise that Baptism is a special invitation to join the family of Jesus. Retell what happens at Baptism. Describe something of what it means to live a Christian life. 		<p>Decide from all that the children have remembered what will be included share some refreshment at the end.</p> <p>The following is only an example:</p> <p>Gather:</p> <ul style="list-style-type: none"> Children help build up the prayer focus, which might include some symbols of baptism. Welcome. Teacher lights the candle(s). Sing a song related to the topic – see p307 Picture of the Baptism from Church's Story 2 on the IWB Carefully make the Sign of the Cross, remembering how this is an important part of the Baptismal Rite. <p>Word – Listen:</p> <ul style="list-style-type: none"> Consider what being a member of Jesus' family means, listen to Psalm 34 p57 in Here I Am, repeat a line or a word you like. <p>Response:</p> <ul style="list-style-type: none"> Think quietly or aloud of what we might pray for – for babies who have been baptised. Pray for our own parents or carers. Pray for ourselves that we will keep our baptismal light burning in our lives. <p>Go Forth Sing this little of mine I am going to let it shine.</p>	<p>The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community.</p> <p>Apply their Learning: When I get my next invitation, how will I show I am really glad to receive it?</p> <p>Some sample ideas:</p> <ul style="list-style-type: none"> With a partner think of an invitation you might receive in the future and tell your partner how you will reply to show how pleased you are to receive it. 	
	EVALUATION:		(To what extent have the learning objectives been achieved?)		

Teacher Evaluation: Is ongoing and will inform future teaching and learning, which will include assessment for learning.

TOPIC: BIRTHDAYS

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES	
SEARCH	Recognise	That the children recognise that birthdays are prepared and celebrated.		Key Words: Prepare, celebrate		
	Reflect	That the children reflect on how birthdays are prepared and celebrated.				
	Respect	That the children appreciate that birthdays are important days and that they can spend the waiting time in preparation.				
REVELATION	Relate	That the children's own exploration of preparing and waiting for 'Birthdays' is enriched by learning about Advent, 4 weeks set aside by the Church to prepare for the feast of Christmas through relating to: <ul style="list-style-type: none"> ▪ Isaiah 9:1, 5, 6 ▪ Galatians 4:4-6 ▪ Mary's waiting and longing (Luke 1:26-31, 38) ▪ Mary's visit to Elizabeth (Luke 1:39-56) ▪ Matthew's story of the wise men (Matthew 2:1-4) ▪ Through the Advent wreath or calendar ▪ Listening to, singing, working with Rejoice Songs 5 and 54 ▪ Through Christmas prayers 		Key Words: Joy, Isaiah		
RESPONSE	<p>Remember:</p> <p>That birthdays are important days; that people wait and long for them; that Christmas is Jesus' birthday; that during Advent people long for Christmas.</p> <p>Start the session with a moment of quiet reflection. Using the display children may be able to contribute to the following pointers in a variety of ways: e.g. discussion, mind mapping, what I know now I didn't know before etc:</p> <ul style="list-style-type: none"> ▪ Describe the feelings associated with waiting for a birthday ▪ Recognise Advent – a period of 4 week longing for Christmas, the birthday of Jesus ▪ Recognise and explain waiting and longing for Christmas stories ▪ Describe how the Advent tradition helps people prepare for Christmas ▪ Make links between Isaiah's promise and the birth of Jesus. 		<p>Rejoice:</p> <p>Celebrate: Birthdays are important</p> <p>Plan: Decide from all that the children have remembered what will be included share some refreshment at the end, including a birthday cake for Jesus at the end. Have an empty crib with figures ready to be put inside.</p> <p>The following is only an example:</p> <p>Gather:</p> <ul style="list-style-type: none"> ▪ Children help build up the prayer focus ▪ Welcome ▪ Teacher lights the candle(s) of the Advent wreath ▪ Sing a carol which is relevant to the story to be read ▪ Picture of the Nativity from God's Story 12 p58-59 on the IWB <p>Word – Listen: Use appropriate pictures from Church's Story</p> <p>Use one of the Christmas stories God's Story 2 p58-60 or p312-313 in the folder.</p> <p>As the story is being read children place figures into the crib.</p> <p>Response</p> <p>Use a prayer from p311 such as: <i>Dear Jesus, when we come.....</i></p> <p>Go Forth</p> <ul style="list-style-type: none"> ▪ Finish with a carol appropriate to the story used. ▪ Share the birthday cake and singing Happy Birthday Jesus 		<p>Renew:</p> <p>The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community.</p> <p>Apply their Learning:</p> <p>How can I show someone that their birthday is important to me?</p> <p>Some sample ideas:</p> <ul style="list-style-type: none"> ▪ Think about what I would like to happen on my birthday, then choose someone close to you and think about what they would like to make their birthday special. ▪ Describe how that could happen. 	

EVALUATION: (To what extent have the learning objectives been achieved?)

Year Two

Teacher Evaluation: Is ongoing and will inform future teaching and learning, which will include assessment for learning.

THEME	TOPIC	SUGGESTED DATES	CONCEPTS/ATTITUDES/SKILLS	LEARNING OUTCOMES
4. (CHURCH) FAMILY ↓ DOMESTIC CHURCH	MYSELF	Beginning of term To 3rd October	Concepts to develop: People who love and care for them; God knows and loves everyone, from the beginning, the joys of receiving and sharing love, the challenges of receiving, sharing and growing in love. A key skill to develop: To name and celebrate the good in self and others. An attitude to be fostered: Respect for self, for others and for God the Creator.	<ul style="list-style-type: none"> Children know and understand the difficult emotions they experience in the ups and downs of life. Children know and understand the Church's teaching of God's unchanging love for each person throughout life. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding of the different emotions they experience in the ups and downs of life and the Church's teaching about God's unchanging love for each person throughout life.
2. (CELEBRATION) BELONGING ↓ BAPTISM/ CONFIRMATION	INVITATIONS	6th October To 7th November (includes mid term week for some schools)	Concepts to develop: They can belong. An invitation to belong and to respond. The privileges and responsibility of the call to respond. A key skill to develop: To listen and make a response. An attitude to be fostered: Openness to being involved.	<ul style="list-style-type: none"> Children know and understand what different invitations are asking of them. Children know and understand the Church's teaching on Baptism and Confirmation – the call to belong to the Church. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding of what different invitations are asking of them and of Baptism and Confirmation, the call to belong to the Church.
WORLD FAITH WEEK (JUDAISM) 10TH – 15TH NOVEMBER				
3. (LIFE IN CHRIST) LOVING ↓ ADVENT/ CHRISTMAS	BIRTHDAYS	17 TH November to End of Term	Concepts to develop: They get ready to celebrate, entering into a celebration, entering into the story at the heart of a celebration. A key skill to develop: To make connections between celebrations and the Church's seasons and feasts. An attitude to be fostered: A sense of wonder and joy.	<ul style="list-style-type: none"> Children know and understand that some birthdays are specially prepared for and celebrated. Children know and understand the Church's teaching on Advent and Christmas, the Church's seasons of preparing for and celebrating the birthday of Jesus. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding that some birthdays are specially prepared for and celebrated. Advent and Christmas, the Church's season of preparing for and celebrating the birthday of Jesus.

Feast/Holy Days
School/Parish Celebrations

Special Notes for Planning:

REMEMBER A GOOD RESOURCE WOULD BE FRANK McDERMOTT's CD - *Statements to Live By (which contains circle time and liturgy ideas)*

TOPIC: MYSELF

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES
SEARCH	Recognise Reflect Respect	That the children recognise a wide range of emotions. That the children reflect on some emotions they have felt and how they have responded. That the children appreciate some of their emotions and some ways in which they might deal with them.		Key Words: Emotions, feelings, coping, respond, response.	
REVELATION	Relate	That the children's own exploration of ' <i>Emotions</i> ' is enriched by learning about God's unchanging love for each person no matter what happens, or how they feel through relating it to: <ul style="list-style-type: none"> ▪ David's Psalms – especially Psalm 6 ▪ Starting a journal ▪ How to pray a mantra ▪ Listening to, singing and working with appropriate hymns and chants. 		Key Words: God's people, prophet, Isaiah, promise.	
RESPONSE	<p>Remember:</p> <p>That they experience many emotions; they can choose how to deal with them. Scripture readings that tell of God's unchanging love.</p> <p>Start the session with a moment of quiet reflection. Using the display children may be able to contribute to the following pointers in a variety of ways: e.g. discussion, mind mapping, what I know now I didn't know before etc:</p> <ul style="list-style-type: none"> ▪ Some emotions they experience ▪ Make links between their emotions and behaviour ▪ Some Psalms and what they say about God ▪ Some scripture readings that deal with emotions ▪ God's unchanging love ▪ The difference believing in God makes to the psalmist. 	<p>Rejoice:</p> <p>Celebrate: I can feel. I am alive Plan: Decide from all that the children have remembered what will be included share some refreshment at the end.</p> <p>The following is only an example:</p> <p>Gather: Create a focus for worship with 2 different coloured cloths. On 1 side place pictures/photos of positive emotions and on the other negative emotions. Place a candle and light it. Let children select a hymn or song to Gather from those they have learnt that evokes emotion e.g. Give me Joy in my Heart.</p> <p>Word – Listen: Read Psalm 46: C/mB God's Story 3 p46. Put picture that goes with it on IWB</p> <p>Response: Play evocative background music e.g. Adagio for Strings, Barber. Invite children to develop understanding by completing a promise card – next time I feel.. I will try to... Place cards in lidded box on focus table.</p> <p>Going Forth: Children choose appropriate hymn/song they have learnt e.g. Come back to me, or, I will be with you.</p>	<p>Renew:</p> <p>The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community.</p> <p>Apply their Learning: Next time I feel... I will try to...</p> <p>Some sample ideas:</p> <ul style="list-style-type: none"> ▪ The task already completed at the Going Forth part of the liturgy is suitable here. ▪ Alternatively have a pack of cards face down. Each card has a different emotion on it e.g. anxious, furious, ecstatic etc. Invite each child to pick up a card and ask them how they would respond to this emotion. 		

EVALUATION: (To what extent have the learning objectives been achieved?)

Level 3 Yr 3/4

Teacher Evaluation: Is ongoing and will inform future teaching and learning, which will include assessment for learning.

TOPIC: INVITATIONS

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES
SEARCH	Recognise	That the children recognise a variety of different invitations.	Retell: 'What a day!' Discuss the different invitations using prompts/questions. Group Activity: discuss and make lists of 2 kinds of invitations; add others. Report back to class; make posters/captions to show results. Display assess knowledge & understanding so far. NB: Emphasise personal responses. Invite children to frame short reflections on displayed invitations e.g. I'm pleased I was asked...	Key Words: Invitations, response,	Some examples of different kinds of invitations.
	Reflect	That the children reflect on different invitations and how they feel about them.			
REVELATION	Respect	That the children appreciate that every invitation is making a demand on them.			
	Relate	That the children's own exploration " <i>Invitations</i> " is enriched by learning about the call to belong to the Christian family through relating it to: <ul style="list-style-type: none"> ▪ "An invitation for Eleanor" ▪ Matthew 5:14-15 "<i>A child of the Light</i>" ▪ "The Call of Confirmation" Choose either A or B for the class/groups of children (Remember, work in B is always more challenging. Use Copymaster A for <u>most</u> of the class.	Retell: "An invitation for Eleanor" discuss using prompt/questions. Read "A child of the Light": classwork (writing, pictures, keywords) ADD to display: title ' <i>Belonging to Jesus' Family</i> ' Retell: "The Call of Confirmation" discuss questions to help children give an account of the meaning of Confirmation. Make a concertina book showing ways Christians help each other. Assess replies, ideals, oral work, also through little books – what effect does the Holy Spirit have on our lives? Group A: Make collage of the story using images, boat, net, fish, people.	Key Words: Child of the Light, Confirmation	"Focus on the Sacraments" - Peter Wilkinson p24-25 C/m A Mark 1:14-20 Junior Bible Jesus Calls p4-5 Use songs to help language Rejoice 31 Hymns Old & New 360
RESPONSE	Remember: What different invitations ask them; the call of Baptism & Confirmation to belong to the Church. Start the session with a moment of quiet reflection. Using the display children may be able to contribute to the following pointers in a variety of ways: e.g. discussion, mind mapping, what I know now I didn't know before etc: <ul style="list-style-type: none"> ▪ Explain what different invitations ask of them ▪ Compare their own and others responses to invitations ▪ What Confirmation asks of people ▪ What it means to live in God's light and love ▪ What Baptism asks of people ▪ Some words associated with Baptism and Confirmation. 		Rejoice: Celebrate: Invitations and what they are asking of us. Plan: Decide from all that the children have remembered what will be included share some refreshment at the end. The following is only an example: Gather: <ul style="list-style-type: none"> ▪ Create focus for worship with white cloth, Easter candle, a Baptismal candle, chrism and an invitation. Sing "Follow me, follow me" Sit in circle. Word – Listen: Listen to Matthew 5:1-12 follow text on the IBW or by handouts. Response: Pass Baptismal candle or invitation round the circle. When candle/card arrives each child is invited to say which invitation from Matthew they would like and why/or which is difficult and why. Go Forth Children choose appropriate hymn/song e.g. 'This little light of Mine'.	Renew: The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community. Apply their Learning: I'll try to remember that invitations give me the chance to say yes or no. Some sample ideas: On IWB put series of invitations including those that would be classed as Christian e.g. follow Jesus, Baptism, give to the poor. Provide each child with a double sided card YES/NO – ask them to respond to the invitations. In their workbook ask them to write up why they responded to one 'Yes' invitation and one 'No'.	
	EVALUATION: (To what extent have the learning objectives been achieved?)				

Teacher Evaluation: Is ongoing and will inform future teaching and learning, which will include assessment for learning.

TOPIC: BIRTHDAYS

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES
SEARCH	Recognise	That the children recognise a very special birthday celebration.		Key Words: Century	
	Reflect	That the children reflect on what makes a birthdays very special.			
REVELATION	Respect	That the children appreciate that birthdays are special because of the person who is celebrated and because a special stage in a person's life has been achieved.		Key Words: Season, John the Baptist, prophet	
	Relate	That the children's own exploration of ' <i>Birthdays</i> ' is enriched by learning about Advent, the season kept by the Church in preparation for Christmas, Christmas as the time the Church remembers and celebrates Jesus' birthday through relating to: <ul style="list-style-type: none"> ▪ The Advent wreath ▪ Prayers for Advent ▪ John the Baptist's birthday (Luke 1:5-23. 57-66) ▪ The Christmas Story (Luke 1:26-31, 38) ▪ Story of the shepherds (Luke 2:1-7) ▪ Story of the wise men (Matthew 2:1-12) ▪ Hymns to listen to, sing and work with. 			
RESPONSE	Remember: That some birthdays are specially prepared for and celebrated; that Advent is a season for preparing to celebrate Jesus' birthday at Christmas. <i>Start the session with a moment of quiet reflection. Using the display children may be able to contribute to the following pointers in a variety of ways: e.g. discussion, mind mapping, what I know now I didn't know before etc:</i> <ul style="list-style-type: none"> ▪ Why birthdays are special ▪ Why some birthdays are extra special ▪ Make links between some of the Advent and Christmas stories and Christmas traditions. 		Rejoice: Celebrate: Preparing & Celebrating very special birthdays Plan: Decide from all that the children have remembered what will be included share some refreshment at the end, split class into 3 groups to mime 3 passages of Scripture. The following is only an example: <i>Gather:</i> Ensure room is dark – gather in a triangle (3 groups) spread some hay on the floor and a manger and an unlit candle on a birthday cake. Sing: 'Stay Awake, Be Ready' <i>Word – Listen:</i> The world was in darkness - play quiet music and allow children time to reflect. <i>Response</i> Retell 3 passages of Scripture that tell the Christmas Story: God's Story 3 p74-76; Luke 2:107; Luke 2:8-10 – allow children to mime as story is retold and Matthew 2:1-12 Go Forth <i>Light candle and sing "Come and join the Celebration" Enjoy cake!</i>	Renew: The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community. <i>Apply their Learning:</i> How can I celebrate a special birthday in a special way? <i>Some sample ideas:</i> At Christmas people receive gifts even though it is Jesus' birthday. Invite children to make a small gift e.g. something to hang on the Christmas tree to give to someone who would not be expecting a gift from them = celebrating Jesus' birthday in a special way.	
	EVALUATION: (To what extent have the learning objectives been achieved?)				

Level 3 Yr 3/4

Teacher Evaluation: Is ongoing and will inform future teaching and learning, which will include assessment for learning.

**"HERE I AM" TERMLY PLANNER
AUTUMN TERM CYCLE A**

**Belief: Foundation: LIFE <-> CREATION
Key Question: Where do I come from?**

Class: Year 5/ 6

THEME	TOPIC	SUGGESTED DATES	CONCEPTS/ATTITUDES/SKILLS	LEARNING OUTCOMES
5. (CHURCH) FAMILY ↓ DOMESTIC CHURCH	MYSELF	<i>Beginning of term</i> <i>To</i> <i>3rd October</i>	Concepts to develop: People who love and care for them; God knows and loves everyone, from the beginning, the joys of receiving, sharing and growing in love. A key skill to develop: To name and celebrate the good in self and others. An attitude to be fostered: Respect for self, for others and for God the Creator.	<ul style="list-style-type: none"> Children know and understand human gifts and qualities they have and/or would like to develop. Children know and understand the Church's teaching that each person is created in the image and likeness of God. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding about human gifts and qualities they have and/or would like to develop and that each person is created in the likeness of God.
2. (CELEBRATION) BELONGING ↓ BAPTISM/ CONFIRMATION	INVITATIONS	<i>6th October</i> <i>To</i> <i>7th November (includes mid term week for some schools)</i>	Concepts to develop: They can belong. An invitation to belong and to respond. The privilege and responsibility of the call to respond. A key skill to develop: To listen and make a response. An attitude to be fostered: Openness to being involved.	<ul style="list-style-type: none"> Children know and understand what is involved in responding to an invitation. Children know and understand the Church's teaching on Baptism and Confirmation – the response to God's call to belong to the Church. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding about what is involved in responding to an invitation and Baptism and Confirmation – the response to God's call to belong to the Church.
WORLD FAITH WEEK (JUDAISM) 10TH – 15TH NOVEMBER				
3. (LIFE IN CHRIST) LOVING ↓ ADVENT/ CHRISTMAS	BIRTHDAYS	<i>17TH November</i> <i>to</i> <i>End of Term</i>	Concepts to develop: They get ready to celebrate, entering into a celebration, entering into the story at the heart of a celebration. A key skill to develop: To make connections between celebrations and the Church's seasons and feasts. An attitude to be fostered: Openness to being involved.	<ul style="list-style-type: none"> Children know and understand why people think it is important to celebrate birthdays. Children know and understand the Church's teaching on Advent and Christmas, the Church's seasons of preparing for and celebrating Jesus, born to show God to the world. Children demonstrate their ability to celebrate, assimilate and apply their new knowledge and understanding of why people think it is important to celebrate birthdays and Advent and Christmas, the Church's seasons of preparing for and celebrating Jesus, born to show God to the world.

**Feast/Holy Days
School/Parish Celebrations**

Special Notes for Planning:

REMEMBER A GOOD RESOURCE WOULD BE FRANK McDERMOTT's CD - *Statements to Live By (which contains circle time and liturgy ideas)*

TOPIC: MYSELF

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES
SEARCH	<p>Recognise</p> <p>Reflect</p> <p>Respect</p>	<p>That the children recognise human qualities and gifts.</p> <p>That the children reflect on the qualities they have and would like to have.</p> <p>That the children appreciate that qualities need to be used and developed.</p>		<p>Key Words: Qualities, develop, generosity</p>	
REVELATION	Relate	<p>That the children's own exploration of <i>'qualities and gifts'</i> is enriched by learning about God as loving Creator and people made in God's image and likeness through relating it to:</p> <ul style="list-style-type: none"> ▪ Genesis 1:26-28 Made in God's Image ▪ Starting a journal ▪ Listening to, singing and working with appropriate hymns and chants. <p>Choose either A or B for class/groups</p>		<p>Key Words: Made in God's image, faithful, loving, wise.</p>	
RESPONSE	<p>Remember: The qualities they have or would like to have; what God is like; God as Creator and people made in God's image. <i>Start the session with a moment of quiet reflection. Using the display children may be able to contribute to the following pointers in a variety of ways: e.g. discussion, mind mapping, what I know now I didn't know before etc:</i></p> <ul style="list-style-type: none"> ▪ Identify some human gifts and qualities they have or would like and why ▪ Explain how qualities can be developed ▪ Some of the qualities attributed to God ▪ How people are made in God's image and likeness ▪ Scripture they have explored and what it says about God. ▪ Show understanding of how people are made in God's image. 	<p>Rejoice: Celebrate: The wonder of my being. Plan: Decide from all that the children have remembered what will be included share some refreshment at the end. The following is only an example:</p> <p>Gather: Create simple focus for worship. Just have photos of the children placed on a table with a candle. On IWB put image from p89 Church's Story of child with arms outstretched. Or images from God's Story p56-57. Play evocative/reflective music.</p> <p>Word – Listen: Listen to <i>Made to be like God</i> based on Genesis 1:26-31 God's Story 3 p10.</p> <p>Response: Litany of thanks; get children to list their qualities or those they would like to develop e.g. gift of being able to care.</p> <p>R: Give thanks to our God for God is good; for generosity give thanks Going Forth: Lucky dip; pick out a quality from a bag and keep it to remind you of a quality to have or one to develop further. Sing <i>The Wonder of my Being from Rejoice 2</i></p>	<p>Renew: The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community. Apply their Learning: How can I make better use of the qualities I have? How can I begin to develop a quality I would like to have?</p> <p>Some sample ideas: List different qualities children would aspire to on a trunk of a tree; ask each child to select one and keep it in mind. Help them identify how they could develop this quality and put it into practice. When they have put it into operation ask them to add a leaf on a branch of the tree – the tree will eventually <i>bloom</i> with these qualities.</p>		

EVALUATION: (To what extent have the learning objectives been achieved?)

Level 4 Yr 5/6

Teacher Evaluation: Is ongoing and will inform future teaching and learning, which will include assessment for learning.

TOPIC: INVITATIONS

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES
SEARCH	Recognise	That the children recognise that an invitation needs a reply.	Retell: 'The family is invited' Discuss through questions – p59. Group Activity: consider different invitations; build up display using illustrations/captions. Have title: <i>Choices & Decisions</i> Quiet space: class to frame replies to invitations which invitations did they find difficult to respond to and why?	Key Words: Choices, decisions, reply, difficult, easy, tactful, loyalty. Use display for assessment understanding of why it is sometimes difficult to respond.	A selection of different invitations. (Make invitation for a younger child in school coming to a celebration etc!)
	Reflect	That the children reflect on invitations they have received and their response.			
	Respect	That the children appreciate that responding to an invitation can mean giving up something else.			
REVELATION	Relate	That the children's own exploration " <i>Invitations</i> " is enriched by learning what is required of a candidate for Confirmation through relating it to: <ul style="list-style-type: none"> ▪ "Confirmation class" ▪ Difference between Baptism and Confirmation ▪ Ephesians 1:3a, 4a, 13-19 ▪ John 14:23-26 ▪ Appropriate songs/hymns to listen to, sing, work with Choose either A or B for the class/groups of children (Remember, work in B is always more challenging.)	Listen to: "Confirmation class" and discuss questions p60 Group: In groups look at differences between Baptism & Confirmation; present findings to others; choose hymns, look at class activity: look at readings on C/m B. Read passages, find words on cards that tell class of Holy Spirit. A: Rank gifts from St. Paul's reading B: Use role-play to explain Galatians 6:1-5	Key Words: Confirmation, anoint, Chrism, laying on hands, baptismal promises. Using Keywords either Ask children to describe Confirmation or comment on Scripture passages or choose simpler assessment task.	1 Order of Confirmation Service, Hymns Old & New 360,500, 501 2 C/m B 3 Word cards e.g. Holy Spirit, stamp, freedom, wise C/mC
RESPONSE	Remember: What is involved in responding to an invitation; what is involved in responding to the call of Confirmation. Start the session with a moment of quiet reflection. Using the display children may be able to contribute to the following pointers in a variety of ways: e.g. discussion, mind mapping, what I know now I didn't know before etc: <ul style="list-style-type: none"> ▪ Show understanding of what is involved in responding to an invitation ▪ What the Sacrament of Confirmation asks of people ▪ The significance of the renewal of Baptismal promises ▪ The significance of anointing ▪ What Scripture says about God's call ▪ Show understanding of the 'Gifts of the Spirit' and how Christians respond to the Holy Spirit. 		Rejoice: Celebrate: Responding to Invitations Plan: Decide from all that the children have remembered what will be included share some refreshment at the end. Teacher to plan and deliver Rejoice – send class invitation to celebration of Invitations in advance, who, when & where it will take place. The following is only an example: Gather: Create simple focus for worship. Place festive cloth, bowl with oil and candle on table. Have small gift boxes with card inside that names one gift of the Spirit (Church's Story 3 p113 list) Word – Listen: Paul to Galatians 5:16,17,20,22,23 God's Story 3 p144 Response: Children to take "gift" from table and reflect on how to use it in their life. Play quiet music. Children anoint each other with oil, mark palm and say "Be strengthened with the gifts of the Spirit". Go Forth Sing: Give me joy in my heart (Love, Peace, Hope etc)	Renew: The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community. Apply their Learning: Can I listen more carefully and take more time to respond to the invitations I receive each day? Some sample ideas: Keep invitations journal for 1 week. Ask children to think about their responses and note them alongside. At end of week ask children to share their feelings about the invitations and how they responded. Did anything surprise them? Challenge them?	

EVALUATION: (To what extent have the learning objectives been achieved?)

Level 4 Yr 5/6

Teacher Evaluation: Is ongoing and will inform future teaching and learning, which will include assessment for learning.

TOPIC: BIRTHDAYS

		LEARNING OBJECTIVES	ACTIVITIES/GROUPINGS	ASSESSMENT	RESOURCES	
SEARCH	Recognise	That the children recognise some reasons for celebrating a birthday.		Key Words: Acknowledge, worth, celebrity		
	Reflect	That the children reflect on reasons why they have celebrated other people's birthdays and why they celebrate theirs.				
	Respect	That the children appreciate the importance of celebrating birthdays.				
REVELATION	Relate	That the children's own exploration of `Birthdays` is enriched by learning about Christmas the birthday of Jesus who was born to show God to the world and Advent a season of preparation for Christmas through relating to: <ul style="list-style-type: none"> The Advent wreath Scripture: Isaiah tells of God's promise - Isaiah 7-10; The Annunciation - Luke 1:26-38; The Visitation - Luke 1:39-45; The Magnificat - Luke 1:46-56; Birth of Jesus - Luke 2:1-7; Story of the shepherds - Luke 2:1-7; The wise men - Matthew 2:1-12		Key Words: Isaiah, promise, Messiah, Emmanuel		
RESPONSE	<p style="text-align: center;">Remember:</p> <p>Why it is important to celebrate birthdays; why it is important to celebrate Christmas; Advent is a time set aside to prepare for the Christmas celebration.</p> <p>Start the session with a moment of quiet reflection. Using the display children may be able to contribute to the following pointers in a variety of ways: e.g. discussion, mind mapping, what I know now I didn't know before etc:</p> <ul style="list-style-type: none"> Importance of getting ready for and celebrating birthdays Show understanding of the importance of Advent What Christians do during Advent to get ready for the birthday of Jesus. Significant events they have learnt about through Scripture. Any significant new prayers e.g. The Angelus, the Magnificat. 		<p style="text-align: center;">Rejoice:</p> <p>Celebrate: Birthdays are important. Plan: Decide from all that the children have remembered what will be included share some refreshment at the end. Teacher to plan and deliver Rejoice – send class invitation to celebration of Invitations in advance, who, when & where it will take place.</p> <p style="text-align: center;">The following is only an example:</p> <p>Gather: Gather round IWB with a picture of the Advent wreath on the screen; sing 'Stay Awake, Be Ready' Word – Listen: Stories of Jesus' birth – use God's Story 3 p70-76 Have variety of images rotating on IWB (from old to modern). Quiet reflective background music – give children time to reflect on each image. Response: Invite children to pray 'The Angelus' Go Forth Sing: 'Silent Night'</p>		<p style="text-align: center;">Renew:</p> <p>The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community.</p> <p>Apply their Learning: When I next celebrate a birthday, I will think about how important the person is in my life?</p> <p>Some sample ideas: Celebrating a birthday is making a celebrity of someone so they know how important they are in your life. Invite them to think of a parent, grandparent, or another. Invite them to create a concertina book entitled 'Guess who is a celebrity today?' Each page shows a different aspect about how important the person is in the child's life. Save it to give to that person on their birthday.</p>	
	<p>EVALUATION: (To what extent have the learning objectives been achieved?) Level 4 Yr 5/6</p>					

Teacher Evaluation: Is ongoing and will inform future teaching and learning, which will include assessment for learning.