

Topics are per the Come and See scheme of work but St. Anne's tailor this year on year to meet the needs of the curriculum as well as following the Liturgical Year as closely as possible.

Topic 1
DOMESTIC CHURCH – FAMILY

Topic 2
BAPTISM / CONFIRMATION - BELONGING

Topic 3
ADVENT / CHRISTMAS - LOVING

Topic 4
LOCAL CHURCH – COMMUNITY

Topic 5
EUCCHARIST – RELATING

Topic 6
LENT/EASTER – GIVING

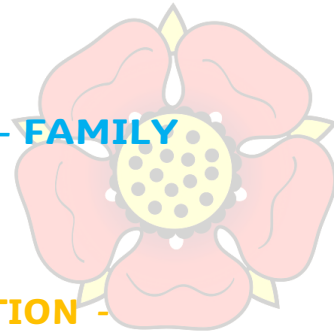
Topic 7
PENTECOST – SERVING

Topic 8
RECONCILIATION – INTER-RELATING

Topic 9
UNIVERSAL CHURCH – WORLD

World Religions are also taught across year groups and can be found on the RE Overview.

MAKING TOMORROW A BETTER DAY

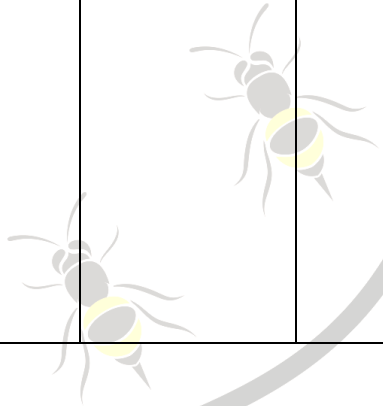
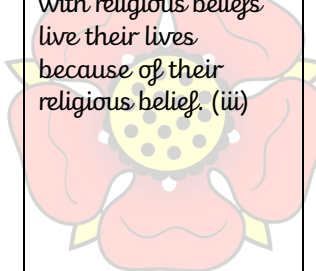


TOPIC 1
DOMESTIC CHURCH – FAMILY

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	MYSELF	FAMILY	BEGINNINGS	HOMES	PEOPLE	OURSELVES	LOVING
Learning outcomes	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>
	The importance of my name – Explore	The love and care shown in the family – Explore	The many beginnings each day offers – Explore	The joys and sorrows of being a family at home – Explore	Our family trees – Explore	A deepening awareness of 'Who I am' – Explore	The love and care of people – Explore
	God knows and loves me and each one by name – Reveal	God's love and care for every family – Reveal	God is present in every beginning – Reveal	God's vision for every family – Reveal	The family of God in Scripture – Reveal	Ourselves as made in the image and likeness of God – Reveal	God's love is unconditional and never ending – Reveal
	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond
AT1	The pupil is able to listen to religious stories with increasing attention and recall . (i) They can recognise	The pupil is able to recognise some elements of religious stories and the people and events within. (i) They are also beginning to recognise many	The pupil is able to retell accurately many key elements from stories within the Old and New Testament (i) The pupil is able to describe many religious signs,	The pupil is able to use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. (i) They are	The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. (i)	The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them	The pupil can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. (i)

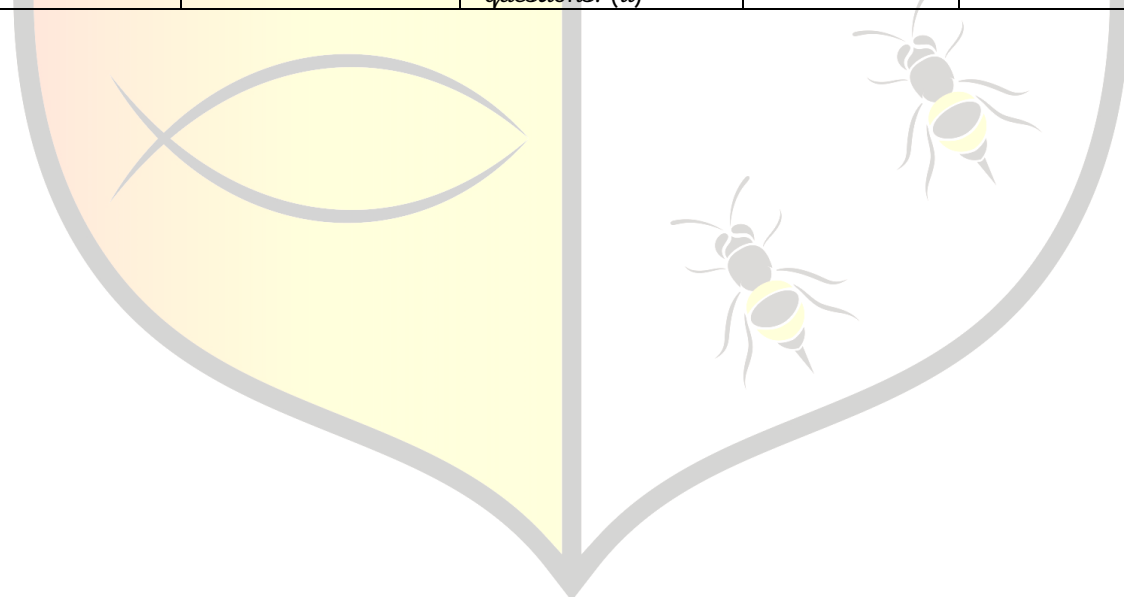
	<p>and describe special times or events for family and friends. (ii) They can capture religious experiences and respond by using a range of media. (iii)</p>	<p>religious signs and symbols and use some religious words and phrases. (ii) They are able to recognise that people act in a particular way because of their religion. (iii)</p>	<p>symbols and actions used in prayer and Liturgy (ii) The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (iii)</p>	<p>also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. (iii)</p>	<p>The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. (ii) Give religious reasons for many actions by believers. (iii)</p>	<p>to show understanding. (i) The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. (ii) The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. (iii)</p>	<p>The pupil can use religious terms to show an understanding of many different liturgies. (ii) The pupil can show some understanding of how religious belief shapes life in different ways. (iii)</p>
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MAKING TOMORROW A BETTER DAY



<p>AT2 (On-going)</p>	<p>The pupil is aware of their own feelings and knows that some actions and words can hurt others. (i) They learn new religious vocabulary. (ii)</p>	<p>The pupil is able to talk about many of their own experiences and how these made them feel. (i) They can also reflect upon some things they wonder about and speak about these. (ii)</p>	<p>The pupil is able to ask and answer some questions about how certain experiences make them and others feel and say why they feel that way. (i) The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. (ii)</p>	<p>The pupil is able to share with and question others about the things that have happened to them and talk about how they have felt. They can also give some examples of how their and others' behaviour is influenced by what they feel or believe. (i) They can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions. (ii)</p>	<p>The pupil can make some links to show how feelings & beliefs affect their behaviour & that of others. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. (ii)</p>	<p>The pupil can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. The pupil begins to engage in discussion about questions of life, in light of religious teaching. (ii)</p>	<p>The pupil can confidently show how their own and others' decisions are informed by beliefs and values. (i) The pupil engages in some discussion about questions of life, in light of religious teaching. (ii)</p>
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MAKING TOMORROW A BETTER PLACE



<p>AT3 (On-going)</p>	<p>Encourage pupils to reflect and share their thoughts</p>	<p>Listen to a point of view. (i) Talk about some sources (prayers and hymns). (ii)</p>	<p>Listen and respond to a point of view. Ask and respond to questions about sources (prayers, hymns and scripture stories).</p>	<p>Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.</p>	<p>Express a point of view and give some reasons for it. • Make a link to some sources that support a point of view. Express a preference and give some reasons for it.</p>	<p>Express a point of view and give many reasons for it. Make a link to many sources that support a point of view. Begin to arrive at judgements.</p>	<p>Express different points of view. Use sources to support some points of view. Arrive at judgements.</p>
<p>Scripture</p>	<p>Isaiah 43: 1-2 Psalm 131</p>	<p>Psalm 63: 6-9 Psalm 16: 7-9 Psalm 28: 6-8 Luke 12: 27-30</p>	<p>Genesis 1: 3, 9, 20, 24-26 Psalm 8: 3-11 Psalm 139: 14-18 Psalm 19: 1-5 – Ephesians 1: 3-5</p>	<p>Romans 12: 8-13 Ephesians 5: 1-9 and 6: 1-4 Luke 2: 39-40 John 13:34-35 Col. 3:12-17</p>	<p>Matthew 1: 1-17 Mt 2: 13-15, 19-23, Lk 2: 40-51, Mk 1: 14-20 Genesis 12: 1-8, 18 Genesis 21: 1-7 Genesis 25: 20-27 Genesis 35: 9-15, 23-26 Genesis Ruth 1: 2-7, 16, 17 1 Kings 1, 2, 4</p>	<p>Genesis 1: 26 –28 – Colossians 3: 10 -11 Colossians 3: 12-17 – Philippians 4: 4-9 – Hosea 11: 1-4</p>	<p>Isaiah 40: 1-5,9-11,28-31 – Psalms 23 and 136 Luke 15: 11-32 Matthew 5: 1-12, 44-48 John 15: 9-14 Ephesians 4:26, 31-32 Titus 3: 4-8</p>

Vocabulary	myself, name, Christian, first name, family name, class name, precious, parent, God, love, loving parent, prayer	family, belong, God, love, care, different, God's children, psalm, family of God, response	beginning, new start, family, friend, creation, psalm, litany	home, love, family, difference, respect, joys, sorrows, community, family	chosen people, siblings, relations, ancestors, generations, Old Testament, roots, family tree, genealogy, nomad, nomadic	qualities, talents, unique, gifts, challenge, joys, happiness, responsibility, dignity, image, peacemaker	unconditional, forgiveness, mercy, prodigal, parable, reconciliation
Liturgical links/ Prayers	Morning, night prayer. Prayer of thanksgiving for making me 'me'. Introduction to grace before and after meals	Litany, Responses Place for prayer	Litany, Responses Place for prayer	Morning and Evening prayers		Litany	Litanies
Songs/ Hymns	<i>If I were a butterfly My God Loves Me Good Morning Lord</i>				Song of Ruth: <i>'Wherever you go, I will go.'</i> Songs from Joseph and his Amazing Technicolour Dreamcoat	<i>God Beyond All Names You Have Called Us By Our Name You Are Mine Lord, You Are Near God Has Chosen Me</i>	<i>Let there be love shared among us This is My Body Though the Mountains may fall The Kingdom of Heaven Love Changes Everything Everything I do Love is all around</i>

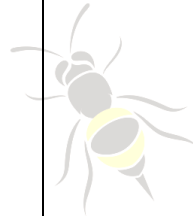
TOPIC 2

BAPTISM / CONFIRMATION - BELONGING

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	WELCOME	BELONGING	SIGNS & SYMBOLS	PROMISES	CALLED	LIFE CHOICES	VOCATION & COMMITMENT
Learning outcomes	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>
	What it is to welcome and be welcomed – Explore	Belonging to different groups – Explore	The love and care shown in the family – Explore	Belonging to a group involves promises and rules – Explore	The response to being chosen – Explore	Showing care and commitment – Explore	Commitment in life – Explore
	Baptism: a welcome to God's family – Reveal	Baptism an invitation to belong to God's family – Reveal	Signs & symbols in Baptism – Reveal	Promises made at Baptism – Reveal	Confirmation: a call to witness – Reveal	Marriage commitment and service – Reveal	The vocation of priesthood and religious life – Reveal
	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond
AT1 (On-going)	The pupil is able to listen to religious stories with increasing attention and recall . (i)	The pupil is able to recognise some elements of religious stories and the people and events within. (i) They are also	The pupil is able to retell accurately many key elements from stories within the Old and	The pupil is able to use their own words to accurately retell stories about religious	The pupil can make links between many religious stories and people they have	The pupil can securely make links between most religious stories and people they have shared/learnt	The pupil can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them . (i) The pupil can use religious terms to show an understanding of many

<p>They can recognise and describe special times or events for family and friends. (ii) They can capture religious experiences and respond by using a range of media. (iii)</p>	<p>beginning to recognise many religious signs and symbols and use some religious words and phrases. (ii) They are able to recognise that people act in a particular way because of their religion. (iii)</p>	<p>New Testament (i) The pupil is able to describe many religious signs, symbols and actions used in prayer and Liturgy (ii) The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (iii)</p>	<p>events and people and has begun to link some of these to religious beliefs. (i) They are also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. (iii)</p>	<p>shared/learnt about and beliefs. (i) The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. (ii) Give religious reasons for many actions by believers. (iii)</p>	<p>about and beliefs, and begin to describe them to show understanding. (i) The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. (ii) The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. (iii)</p>	<p>different liturgies. (ii) The pupil can show some understanding of how religious belief shapes life in different ways. (iii)</p>
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MAKING TODAY A BETTER DAY



<p>AT2 (On-going)</p>	<p>The pupil is aware of their own feelings and knows that some actions and words can hurt others. (i) They learn new religious vocabulary. (ii)</p>	<p>The pupil is able to talk about many of their own experiences and how these made them feel. (i) They can also reflect upon some things they wonder about and speak about these. (ii)</p>	<p>The pupil is able to ask and answer some questions about how certain experiences make them and others feel and say why they feel that way. (i) The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. (ii)</p>	<p>The pupil is able to share with and question others about the things that have happened to them and talk about how they have felt. They can also give some examples of how their and others' behaviour is influenced by what they feel or believe. (i) They can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions. (ii)</p>	<p>The pupil can make some links to show how feelings & beliefs affect their behaviour & that of others. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. (ii)</p>	<p>The pupil can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. The pupil begins to engage in discussion about questions of life, in light of religious teaching. (ii)</p>	<p>The pupil can confidently show how their own and others' decisions are informed by beliefs and values. (i) The pupil engages in some discussion about questions of life, in light of religious teaching. (ii)</p>
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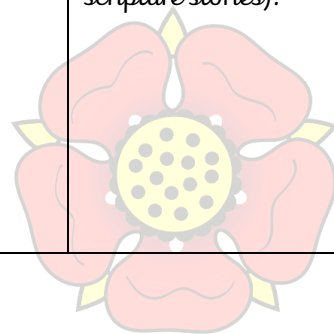
<p>AT3 (On-going)</p>	<p>Encourage pupils to reflect and share their thoughts</p>	<p>Listen to a point of view. (i) Talk about some sources (prayers and hymns). (ii)</p>	<p>Listen and respond to a point of view. Ask and respond to questions about sources (prayers, hymns and scripture stories).</p>	<p>Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.</p>	<p>Express a point of view and give some reasons for it. • Make a link to some sources that support a point of view. Express a preference and give some reasons for it.</p>	<p>Express a point of view and give many reasons for it. Make a link to many sources that support a point of view. Begin to arrive at judgements.</p>	<p>Express different points of view. Use sources to support some points of view. Arrive at judgements.</p>
<p>Scripture</p>	<p>Colossians 3:12</p>	<p>Mark 10: 13-16; God's Story 1 pages 30-31</p>	<p>Jeremiah 31: 3 Mark 1: 9-11</p>	<p>1 Samuel 2: 11, 3: 3-10, 19 God's Story 3 page 34 1 Samuel 16: 4-13 God's Story 3 page 35 1 Corinthians 12: 31: 13: 1-8, God's Story 3 page 143 Mark 1: 14-20 – God's Story, 3 page 89 1 John 1: 5-7</p>	<p>Ephesians 4: 1-7 Ephesians 4: 11- 13, 15 Proverbs 31: 10- 29 Matthew 5: 6-9</p>	<p>Mark 1: 9-11 God's Story 3 page 80 John 1: 35-41 Matthew 6:19-21 God's Story 3 page 85</p>	
<p>Vocabulary</p>	<p>welcome, welcomed, belong, school,</p>	<p>Sign of the Cross, belong, belonging, friends, sacrament,</p>	<p>garment, Easter candle, font, chrisms,</p>	<p>Promises, rules, actions, symbols, rite,</p>	<p>chosen, response, Sacrament of</p>	<p>Vocation, marriage, service, responsibility,</p>	<p>Commitment, dedicated, vocation, Ordination, anointing, religious life, service, celibacy, vows</p>

		invitation, welcome, Baptism, godparents, font, sign	Good News sign, symbols	Sacrament, commitment, faith, welcome, Church, ceremonies, Chrism, anointing, Trinity	Confirmation, oil of Chrism, mitre, crozier, sponsor, catechist, bishop, Holy Spirit, witness, anointing, Holy Trinity, enkindle, called	fidelity commitment	
Liturgical links/ Prayers	Sign of the Cross	Celebration of the Word	Holy water in Church	Rite of Baptism, the litany of the saints, The Creed Our Father	The rite of Confirmation Come Holy Spirit	Marriage service	Prayer of Blessed John Henry Newman
Songs/ Hymns	<i>See John Burland grid*</i>	<i>See John Burland grid*</i>	<i>See John Burland grid*</i>	<i>See John Burland grid*</i>	<i>See John Burland grid*</i> God has chosen me Bernadette Farrell Christ be Our Light Bernadette Farrell	<i>See John Burland grid*</i>	<i>See John Burland grid*</i>

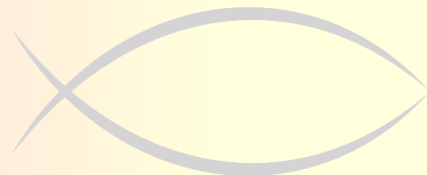
<p>AT1 (On-going)</p>	<p>The pupil is able to listen to religious stories with increasing attention and recall. (i) They can recognise and describe special times or events for family and friends. (ii) They can capture religious experiences and respond by using a range of media. (iii)</p>	<p>The pupil is able to recognise some elements of religious stories and the people and events within. (i) They are also beginning to recognise many religious signs and symbols and use some religious words and phrases. (ii) They are able to recognise that people act in a particular way because of their religion. (iii)</p>	<p>The pupil is able to retell accurately many key elements from stories within the Old and New Testament (i) The pupil is able to describe many religious signs, symbols and actions used in prayer and Liturgy (ii) The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (iii)</p>	<p>The pupil is able to use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. (i) They are also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. (iii)</p>	<p>The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. (i) The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. (ii) Give religious reasons for many actions by believers. (iii)</p>	<p>The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding. (i) The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. (ii) The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. (iii)</p>	<p>The pupil can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. (i) The pupil can use religious terms to show an understanding of many different liturgies. (ii) The pupil can show some understanding of how religious belief shapes life in different ways. (iii)</p>
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<p>AT2 (On-going)</p>	<p>The pupil is aware of their own feelings and knows that some actions and words can hurt others. (i) They learn new religious vocabulary (ii)</p>	<p>The pupil is able to talk about many of their own experiences and how these made them feel. (i) They can also reflect upon some things they wonder about and speak about these. (ii)</p>	<p>The pupil is able to ask and answer some questions about how certain experiences make them and others feel and say why they feel that way. (i) The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. (ii)</p>	<p>The pupil is able to share with and question others about the things that have happened to them and talk about how they have felt. They can also give some examples of how their and others' behaviour is influenced by what they feel or believe. (i) They can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions. (ii)</p>	<p>The pupil can make some links to show how feelings & beliefs affect their behaviour & that of others. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. (ii)</p>	<p>The pupil can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. The pupil begins to engage in discussion about questions of life, in light of religious teaching. (ii)</p>	<p>The pupil can confidently show how their own and others' decisions are informed by beliefs and values. (i) The pupil engages in some discussion about questions of life, in light of religious teaching. (ii)</p>
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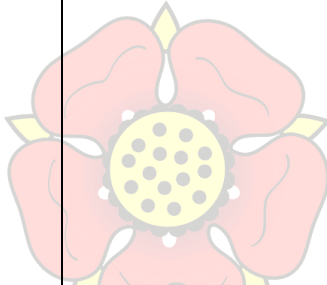
<p>AT3 (On-going)</p>	<p>Encourage pupils to reflect and share their thoughts</p>	<p>Listen to a point of view. (i) Talk about some sources (prayers and hymns). (ii)</p>	<p>Listen and respond to a point of view. Ask and respond to questions about sources (prayers, hymns and scripture stories).</p>	<p>Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.</p>	<p>Express a point of view and give some reasons for it. • Make a link to some sources that support a point of view. Express a preference and give some reasons for it.</p>	<p>Express a point of view and give many reasons for it. Make a link to many sources that support a point of view. Begin to arrive at judgements.</p>	<p>Express different points of view. Use sources to support some points of view. Arrive at judgements.</p>
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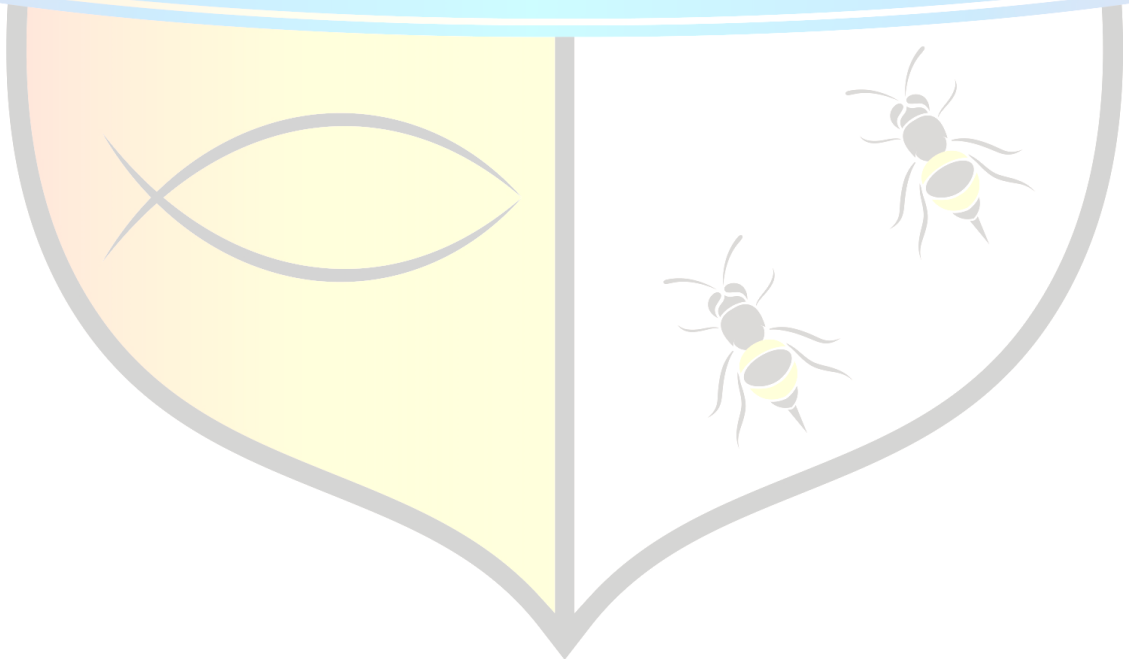
MAKING TOMORROW A BETTER DAY



<p>Scripture</p>	<p>Luke 2: 8-20 - God's Story 2 page 59 Luke 2: 4-7 God's Story 2 page 58 God's Story 1 pages 24-25, 26-27 (teachers' notes pages 46-47) Matthew 2: 1-12 - God's Story 2 page 60</p>	<p>Luke 1: 26-31, 38 - God's Story 2 page 55 Luke 1: 39-45 - God's Story 2 page 56 Luke 2: 1-7 - God's Story 2 page 58 Luke 2: 8-20 - God's Story 2 page 59</p>	<p>Isaiah 9: 2, 6 God's Story 2 page 46 Luke 1: 26-31, 38, 39-45 God's Story 2 page 55 Luke 1: 45-55 God's Story 2 page 56 Luke 2: 1-7 God's Story 2 page 58 (teachers' notes page 98)</p>	<p>Jeremiah 31: 3 Mark 1: 9-11</p>	<p>1 Samuel 2: 11, 3: 3-10, 19 God's Story 3 page 34 1 Samuel 16: 4-13 God's Story 3 page 35 1 Corinthians 12: 31: 13: 1-8, God's Story 3 page 143 Mark 1: 14-20 - God's Story 3 page 89 1 John 1: 5-7</p>	<p>Ephesians 4: 1-7 Ephesians 4: 11-13, 15 Proverbs 31: 10-29 Matthew 5: 6-9</p>	<p>Mark 1: 9-11 God's Story 3 page 80 John 1: 35-41 Matthew 6:19-21 God's Story 3 page 85</p>
<p>Vocabulary</p>	<p>birthday, waiting, wreath, celebrate Christmas, Advent, Jesus, Mary, Joseph, swaddling clothes, manger, crib Reception: shepherds, wise men</p>	<p>waiting, preparing, messenger, visit, celebrate, Advent, Jesus, Mary, Elizabeth, Joseph, shepherds, angels, Christmas, Bethlehem, manger, worship, wreath</p>	<p>preparing, Advent, Christmas, Nativity, waiting, Annunciation, Visitation</p>	<p>Promises, rules, actions, symbols, rite, Sacrament, commitment, faith, welcome, Church, ceremonies, Chrism, anointing, Trinity</p>	<p>chosen, response, Sacrament of Confirmation, oil of Chrism, mitre, crozier, sponsor, catechist, bishop, Holy Spirit, witness, anointing, Holy Trinity, enkindle, called</p>	<p>Vocation, marriage, service, responsibility, fidelity, commitment</p>	<p>Commitment, dedicated, vocation, Ordination, anointing, religious life, service, celibacy, vows</p>
<p>Liturgical links/ Prayers</p>	<p>Hail Mary</p>	<p>Hail Mary</p>	<p>Advent prayers Christmas Mass prayer</p>	<p>Rite of Baptism, the litany of the saints, The Creed Our Father</p>	<p>The rite of Confirmation Come Holy Spirit</p>	<p>Marriage service</p>	<p>Prayer of Blessed John Henry Newman</p>

Songs/ Hymns	<i>See John Burland grid*</i> Telling the Christmas story Away in a Manger	<i>See John Burland grid*</i>	<i>See John Burland grid*</i> 	<i>See John Burland grid*</i>	<i>See John Burland grid* God has chosen me Bernadette Farrell Christ be Our Light Bernadette Farrell</i>	<i>See John Burland grid*</i>	<i>See John Burland grid*</i>
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MAKING TOMORROW A BETTER DAY

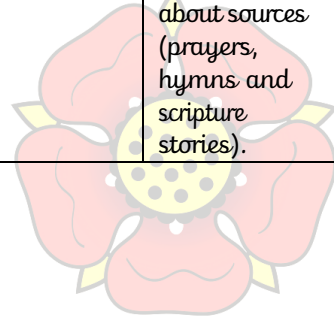


<p>AT1 (On-going)</p>	<p>The pupil is able to listen to religious stories with increasing attention and recall. (i) They can recognise and describe special times or events for family and friends. (ii) They can capture religious experiences and respond by using a range of media. (iii)</p>	<p>The pupil is able to recognise some elements of religious stories and the people and events within. (i) They are also beginning to recognise many religious signs and symbols and use some religious words and phrases. (ii) They are able to recognise that people act in a particular way because of their religion. (iii)</p>	<p>The pupil is able to retell accurately many key elements from stories within the Old and New Testament (i) The pupil is able to describe many religious signs, symbols and actions used in prayer and Liturgy (ii) The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (iii)</p>	<p>The pupil is able to use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. (i) They are also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. (iii)</p>	<p>The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. (i) The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. (ii) Give religious reasons for many actions by believers. (iii)</p>	<p>The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding. (i) The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. (ii) The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. (iii)</p>	<p>The pupil can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. (i) The pupil can use religious terms to show an understanding of many different liturgies. (ii) The pupil can show some understanding of how religious belief shapes life in different ways. (iii)</p>
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<p>AT2 (On-going)</p>	<p>The pupil is aware of their own feelings and knows that some actions and words can hurt others. (i) They learn new religious vocabulary. (ii)</p>	<p>The pupil is able to talk about many of their own experiences and how these made them feel. (i) They can also reflect upon some things they wonder about and speak about these. (ii)</p>	<p>The pupil is able to ask and answer some questions about how certain experiences make them and others feel and say why they feel that way. (i) The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. (ii)</p>	<p>The pupil is able to share with and question others about the things that have happened to them and talk about how they have felt. They can also give some examples of how their and others' behaviour is influenced by what they feel or believe. (i) They can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions. (ii)</p>	<p>The pupil can make some links to show how feelings & beliefs affect their behaviour & that of others. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. (ii)</p>	<p>The pupil can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. The pupil begins to engage in discussion about questions of life, in light of religious teaching. (ii)</p>	<p>The pupil can confidently show how their own and others' decisions are informed by beliefs and values. (i) The pupil engages in some discussion about questions of life, in light of religious teaching. (ii)</p>
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<p>AT3 (On-going)</p>	<p>Encourage pupils to reflect and share their thoughts</p>	<p>Listen to a point of view. (i) Talk about some sources (prayers and hymns). (ii)</p>	<p>Listen and respond to a point of view. Ask and respond to questions about sources (prayers, hymns and scripture stories).</p>	<p>Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.</p>	<p>Express a point of view and give some reasons for it. • Make a link to some sources that support a point of view. Express a preference and give some reasons for it.</p>	<p>Express a point of view and give many reasons for it. Make a link to many sources that support a point of view. Begin to arrive at judgements.</p>	<p>Express different points of view. Use sources to support some points of view. Arrive at judgements.</p>
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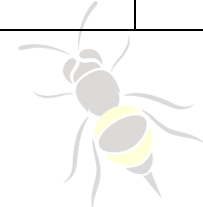
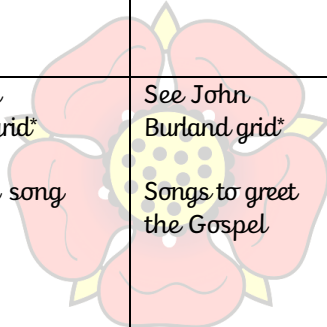
MAKING TOMORROW A BETTER DAY



<p>Scripture</p>	<p>Luke 2: 22b – God’s Story, 1 pages 28-29 (teachers’ notes page 48)</p>	<p>Luke 2: 23-40 – God’s Story, 2 page 62 Luke 2: 41-52 – God’s Story, 2 page 63 (teachers’ notes page 99)</p>	<p>Matthew 3: 13-17 John 13: 34-35</p>	<p>Psalm 84 – God’s Story, 3 page 42 Psalm 118 – 19-20, 26-29 God’s Story, 3 page 43 Psalm 122: 1-9 – God’s Story, 3 page 42</p>	<p>Romans 12: 8-11 – God’s Story, 3 page 141 (teachers’ notes page 159) Mark 3: 13-19 – God’s Story, 3 page 90 (teachers’ notes page 157) Acts 6: 2-13; 7: 57-60 – God’s Story, 3 page 137</p>	<p>Luke 4: 14-22 – God’s Story, 3 page 95 Isaiah 61: 1-2, 10-11 – God’s Story, 3 page 65 Luke 8: 1-3 – God’s Story, 3 page 99 John 17: 11-12, 20-23 – God’s Story, 3 page 109 I Corinthians 12: 12-17, 21, 27</p>	<p>Romans 15: 4-6 Bible Bible references, genre, context</p>
<p>Vocabulary</p>	<p>Church, priest, celebrate, celebrating, Parish family, family, community, celebration, party, memory, Father, altar Reception: Temple, parish,</p>	<p>Special people, greeters, Sunday, holy, Jesus, Presentation, church, community, temple, altar servers, Extraordinary ministers, readers, choir, cleaners, priest, collectors, musicians</p>	<p>books, library, text book, reverence, respect, Scripture, lectern, Gospel, Bible, New Testament, Old Testament, genre, thurible, missal</p>	<p>calendar, seasons, journey, liturgical, ordinary time, feast day, Our Lady</p>	<p>community, commitment, responsibility, parish, laity, ministries, Extraordinary Ministers, service, funeral rites, pastoral area, deanery</p>	<p>Mission, bishop, ecumenism, cathedral, diocese, inspirational, Baptism, Christian Unity, Gentile, inspired</p>	<p>Poetry, prose, history, information, stories, Bible, Old Testament, New Testament, genre</p>

Liturgical links/ Prayers	Our Father	Celebration of the Eucharist Thanks be to God	Mass responses Celebration of the Word	Rosary, Our Father, Hail Mary, Glory be to the Father	Funeral prayers, Eternal rest.	Prayers for Christian Unity	The Liturgy of the Word
Songs/ Hymns	<i>See John Burland grid*</i> Come and join the celebration	<i>See John Burland grid*</i> Gathering song	<i>See John Burland grid*</i> Songs to greet the Gospel	<i>See John Burland grid*</i>	<i>See John Burland grid*</i>	<i>See John Burland grid*</i> <i>God's Spirit is in my heart.</i> <i>Apostles' Song. Everyone has a mission.</i>	<i>See John Burland grid*</i>

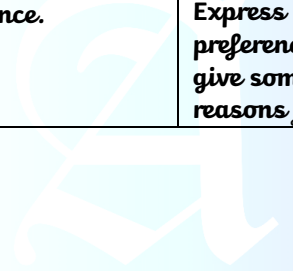
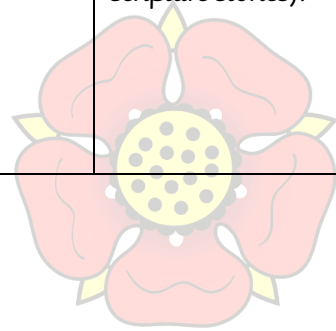
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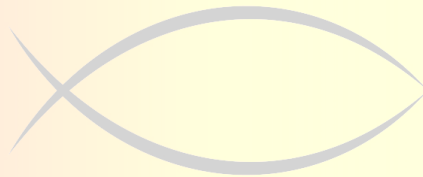
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<p>Scripture</p>	<p>Mark 10: 13,14,16 God's Story 1 pages 30-31 (Notes page 48)</p>	<p>Luke 22: 19-20 – God's Story 2 page 77</p>	<p>Luke 22: 19-20 – God's Story 2 page 77</p>	<p>2 Timothy 4:22 Liturgy of the Word – Church's Story 3 pages 56-57 Liturgy of the Eucharist – Church's Story 3 pages 58-63</p>	<p>Matthew 5: 45- 48 God's Story 3 page 84 (teachers' page 157) 1 Corinthians 11: 24-27 – God's Story 3 page 143 (teachers' page 159) Romans 12: 8-11 God's Story 3 page 141</p>	<p>Exodus 13: 3 Luke 22: 14-20</p>	<p>Matthew 6: 9-15 John 17: 11, 20-23 – God's Story 3 page 109 Romans 12: 3-10 – God's Story 3 1 Corinthians 10:17 1 Corinthians 12:12-13</p>
<p>Vocabulary</p>	<p>welcome, blessing, listen, pray, Mass, sing, gather, together, alone Reception: Lectern, "The Lord be with you." "And with your spirit."</p>	<p>family, meal, Mass, share, blessing, bread, host, wine, altar, Last Supper, Holy Communion, Preparation of the Gifts, litany, chalice</p>	<p>thank you, thanksgiving, thoughtful, Eucharist, Eucharistic Prayer, liturgy</p>	<p>listening, sharing, Eucharist, Mass, gathering, Liturgy of the Word, Liturgy of the Eucharist, Holy Communion, Good News, ambo</p>	<p>Communion, community, giving, receiving, Liturgy of the Word, Penitential Act, Lamb of God, Concluding Rite, Sign of Peace. Introductory Rite, Eucharist, Communion Rite</p>	<p>Memories, significant, memorial sacrifice, Passover, Pesach, host, chalice, liturgy of the Eucharist, Eucharistic Prayer, consecration, adoration, genuflect, acclamation</p>	<p>Poetry, prose, history, information, stories, Bible, Old Testament, New Testament, genre</p>

Liturgical links/ Prayers	Our Father	Mass, Last Supper, Our Father	Responses; Thanks be to God, Holy, Holy, Eucharistic Prayer for Children 1	Parts of the Mass, the Gloria, Mass responses.	The Eucharist; Introductory Rite, Communion Rite	The Eucharist; Introductory Rite, Communion Rite	Responses of the Mass, Communion Rite, The Sign of Peace
Songs/ Hymns	<i>See John Burland grid* Thank you, song</i>	<i>See John Burland grid*</i>	<i>See John Burland grid*</i>	<i>See John Burland grid* Love is like a Magic Penny Hymns used at Mass, Gloria, Holy, Holy,</i>	<i>See John Burland grid* The Sharing song.</i>	<i>See John Burland grid* Holy, Holy.</i>	<i>See John Burland grid* Communion hymns Bind us together Lord Let there be love shared among us</i>

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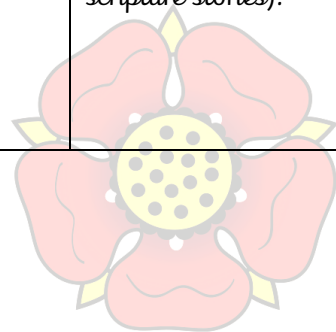
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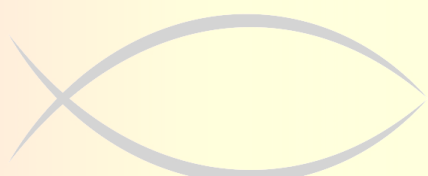
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<p>AT3 (On-going)</p>	<p>Encourage pupils to reflect and share their thoughts</p>	<p>Listen to a point of view. (i) Talk about some sources (prayers and hymns). (ii)</p>	<p>Listen and respond to a point of view. Ask and respond to questions about sources (prayers, hymns and scripture stories).</p>	<p>Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.</p>	<p>Express a point of view and give some reasons for it. • Make a link to some sources that support a point of view. Express a preference and give some reasons for it.</p>	<p>Express a point of view and give many reasons for it. Make a link to many sources that support a point of view. Begin to arrive at judgements.</p>	<p>Express different points of view. Use sources to support some points of view. Arrive at judgements.</p>
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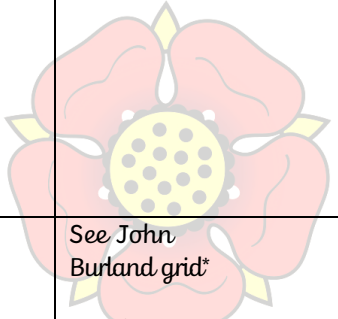
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<p>Scripture</p>	<p>John 13: 34-35 God's Story 1 pages 32-33 (Notes page 48) John 19: 25-27 God's Story 1 (Notes page 49) Acts 2: 23-24 God's Story 1 page 35 (Notes page 49) Luke 2: 51-52</p>	<p>Joel 2:13 God's Story 2 page 50 Luke 23: 33-35, 38-43 – God's Story 2 page 78 (Notes page 100) Mark 11: 1-11. God's Story 2 page 76 Mark 16: 1-6</p>	<p>Mark 11: 1-11 God's Story 2 page 76 Mark 15 :16-21 John 13: 4-15 Matthew 28:1-10</p>	<p>Matthew 5: 1-17 God's Story 3 page 82 Luke 4: 1-4 God's Story 3 page 94 Mark 14:26-31, 32- 46 – God's Story 3 page 116 Matthew 25: 31-40 – God's Story 3 page 88 Mark 15: 21-27 God's Story 3 page 120 Luke 24: 1-12 God's Story 3 page 126 Luke 23:33-35,38- 43 God's Story 2 page 78</p>	<p>Matthew 6:2-4 God's Story 3 page 85 Matthew 27:39- 56 Luke 6: 27-28, 32-36 Matthew 6: 2-4 John 13: 4-9, 12- 15 God's Story 3 page 115 Mark 15: 23-41 God's Story 3 page 122 Mark 16: 2-8 God's Story 3 page 125</p>	<p>Matthew 26: 14-16, 25, 38-48, 47-50 Matthew 28: 1-10 God's Story 3 pages 126-127 Mark 14: 10-11, 32- 36, 43-46 God's Story 3 page 116 Mark 15: 1-15, God's Story 3 page 118 Mark 15: 21-41 God's Story 3 page 122 Luke 4: 1-12 Luke 22:39-46 Luke 23: 26-43 God's Story 3 page 121 John 13: 34-35, John 20: 1-10</p>	<p>John 6: 35, 37,51, 60,67-68 God's Story 3 page 106 John 11: 1-43 John 12: 24-25 God's Story 3 page 112 John 19: 16-21, 25- 30, 38-42 John 20: 1-8</p>
<p>Vocabulary</p>	<p>Grow, spring, different, Lent, Good Friday, cross, Easter Sunday</p>	<p>change, seasons, spring, growth, Lent, Ash Wednesday, Good Friday, Easter Sunday, Alleluia, Cross, Resurrection</p>	<p>opportunities, Ash Wednesday, Lent, prayer, sharing, giving, Cross, crucifix, Easter candle, Easter, New Life, Sabbath</p>	<p>self-giving, courage, Ash Wednesday, Holy Week, prayer, fasting, alms giving, Easter – New Life, Resurrection, Sorrowful Mysteries</p>	<p>self-discipline, effort, potential, penance, contrition, Lent, Easter, Resurrection, fasting, alms giving</p>	<p>giving, carer, cost, temptation, betrayal, self-sacrifice, Holy Week, Maundy Thursday, Gethsemane, Altar of Repose, love, crucifixion, Easter vigil, Resurrection</p>	<p>Loss, death, change, growth, Ash Wednesday Lent, Holy Week, the Triduum, Easter Vigil, Resurrection, Paschal</p>

Liturgical links/ Prayers	Sign of the Cross	Lent, Ash Wednesday	Stations of the Cross	Ash Wednesday, Lent, Sorrowful Mysteries of the Rosary, Holy Week, Easter	The Stations of the Cross, Sorrowful Mysteries of the Rosary, Holy Week, Easter Triduum	Lent, Holy Week, Maundy Thursday, altar of repose, Station of the Cross, Sorrowful Mysteries of the Rosary	Lent, Ash Wednesday, Holy Week, Easter Vigil
Songs/ Hymns	<i>See John Burland grid*</i> <i>This is the wood of the Cross (Taine)</i> <i>Jesus Remember Me (Taizé)</i>	<i>See John Burland grid*</i>	<i>See John Burland grid*</i> Taizé chants Whatsoever you do to the least of...	<i>See John Burland grid*</i>	<i>See John Burland grid*</i>	<i>See John Burland grid*</i> <i>Graham Kendrick: For God so loved the world, Amazing Love</i>	<i>See John Burland grid*</i>

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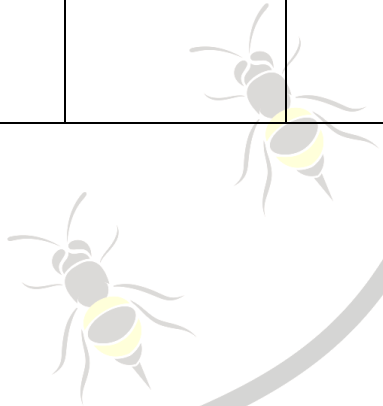
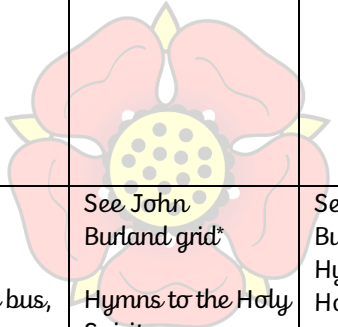
<p>AT1 (On-going)</p>	<p>The pupil is able to listen to religious stories with increasing attention and recall. (i) They can recognise and describe special times or events for family and friends. (ii) They can capture religious experiences and respond by using a range of media. (iii)</p>	<p>The pupil is able to recognise some elements of religious stories and the people and events within. (i) They are also beginning to recognise many religious signs and symbols and use some religious words and phrases. (ii) They are able to recognise that people act in a particular way because of their religion. (iii)</p>	<p>The pupil is able to retell accurately many key elements from stories within the Old and New Testament (i) The pupil is able to describe many religious signs, symbols and actions used in prayer and Liturgy. (ii) The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (iii)</p>	<p>The pupil is able to use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. (i) They are also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. (iii)</p>	<p>The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. (i) The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. (ii) Give religious reasons for many actions by believers. (iii)</p>	<p>The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding. (i) The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. (ii) The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. (iii)</p>	<p>The pupil can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. (i) The pupil can use religious terms to show an understanding of many different liturgies. (ii) The pupil can show some understanding of how religious belief shapes life in different ways. (iii)</p>
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<p>AT2 (On-going)</p>	<p>The pupil is aware of their own feelings and knows that some actions and words can hurt others. (i) They learn new religious vocabulary. (ii)</p>		<p>The pupil is able to talk about many of their own experiences and how these made them feel. (i) They can also reflect upon some things they wonder about and speak about these. (ii)</p>	<p>The pupil is able to ask and answer some questions about how certain experiences make them and others feel and say why they feel that way. (i) The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. (ii)</p>	<p>The pupil is able to share with and question others about the things that have happened to them and talk about how they have felt. They can also give some examples of how their and others' behaviour is influenced by what they feel or believe. (i) They can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions. (ii)</p>	<p>The pupil can make some links to show how feelings & beliefs affect their behaviour & that of others. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. (ii)</p>	<p>The pupil can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. The pupil begins to engage in discussion about questions of life, in light of religious teaching. (ii)</p>	<p>The pupil can confidently show how their own and others' decisions are informed by beliefs and values. (i) The pupil engages in some discussion about questions of life, in light of religious teaching. (ii)</p>
<p>AT3 (On-going)</p>	<p>Encourage pupils to reflect and share their thoughts</p>		<p>Listen to a point of view. (i) Talk about some sources (prayers and hymns). (ii)</p>	<p>Listen and respond to a point of view. Ask and respond to questions about sources (prayers, hymns)</p>	<p>Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.</p>	<p>Express a point of view and give some reasons for it. • Make a link to some sources that</p>	<p>Express a point of view and give many reasons for it. Make a link to many sources that support a point of view. Begin to arrive at judgements.</p>	<p>Express different points of view. Use sources to support some points of view. Arrive at judgements.</p>

			and scripture stories).		support a point of view. Express a preference and give some reasons for it.		
Scripture	Acts 2: 1-4, God's Story 1 pages 36-37 (Notes page 50)	John 14: 26 John 13: 33; 14:18, God's Story 2 page 81 (Notes page 101) Acts 2: 1-4 God's Story 2 page 84-85 (Notes page 101)	Luke 24: 48-52 Luke 24: 1-9 Act 2: 1-4 – God's Story 2 pages 84-85 (Notes pages 100-101) I Thessalonians 4: 13-14, 18 – God's Story 2 page 89 (Notes page 101) John 13: 33; 14:18, 15, 26; 16:5,7,13 – God's Story 2 pages 81 (Notes pages 100-101) Romans 8: 22-28	Matthew 28: 1-10 God's Story 3 page 126 John 16: 5-7 1 Corinthians 12: 4-8, 11 Acts 1: 6-11 God's Story 3 page 132 Acts 2: 1-18, 43, God's Story 3 page 132 Isaiah 11: 2	Acts 4 : 1-26 – God's Story 3 page 136 2 Corinthians 6: 3-10 – God's Story 3 page 144 Acts 8: 26-30, 34-38 God's Story 3 pages 138-139	Galatians : 5: 16-17, 22-23 – God's Story 3 page 144 Luke 24: 13-35 – God's Story 3 pages 128-129 Acts 2: 32-39, 41-42 Acts 22: 6-16 Romans 8: 14-17	Luke 24: 44-49 Matthew 28: 16-20 Acts 1: 6-14 Acts 6: 6 – 7: 6 God's Story 3 page 138 Acts 16: 11-15 God's Story 3 page 139 Ephesians 2: 10
Vocabulary	good news, share, Good News, Pentecost, promise, Holy Spirit, Easter, alleluia,	holiday, holyday, Apostles, help, Pentecost, promise, Holy Spirit, guide, Resurrection, alleluia	message, risen, Resurrection, Holy Spirit, Ascension, witnesses, blessing, Pentecost, promise, Good News, Holy Spirit	fire, warmth, wind, energy, power, gifts, Holy Spirit, Rosary, Glorious Mysteries, Pentecost	life, good news, Resurrection, Pentecost, Holy Spirit, fellowship	Transformation, transform, energy, wind, fire Holy Spirit, change, gift, Fruits of the Spirit	Loss, death, change, growth, Ash Wednesday Lent, Holy Week, the Triduum, Easter Vigil, Resurrection, Paschal

<p>Liturgical links/ Prayers</p>	<p>Litany of praise Red for the season of Pentecost Alleluia</p>	<p>Pentecost Feast</p>	<p>Prayer to the Holy Spirit</p>	<p>Glorious Mysteries of the Rosary, prayer to the Holy Spirit</p>	<p>Resurrection Pentecost</p>	<p>The Holy Spirit transforms Fruits of the Holy Spirit</p>	<p>Holy Spirit enables people to become witnesses Stephen as a missionary witness Martyrs, modern Christian witnesses</p>
<p>Songs/ Hymns</p>	<p><i>See John Burland grid*</i> <i>If you are happy and you know it. This is the day. Alleluia song.</i></p>	<p><i>See John Burland grid*</i> The wheels on the bus, Happy Days and Holy Days, Give me joy in my heart, Hymns to the Holy Spirit</p>	<p><i>See John Burland grid*</i> Hymns to the Holy Spirit</p>	<p><i>See John Burland grid*</i> Hymns about the Holy Spirit</p>	<p><i>See John Burland grid*</i> Hymns to the Holy Spirit</p>	<p><i>See John Burland grid*</i> <i>Sing Holy Spirit of fire, Lord, the light of your love</i></p>	<p><i>See John Burland grid*</i></p>

MAKING TOMORROW A BETTER DAY

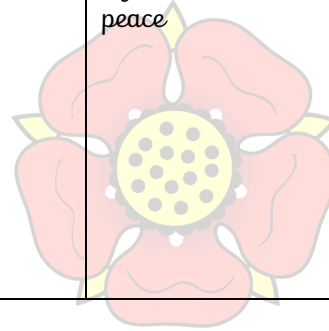


<p>AT1 (On-going)</p>	<p>The pupil is able to listen to religious stories with increasing attention and recall. (i) They can recognise and describe special times or events for family and friends. (ii) They can capture religious experiences and respond by using a range of media. (iii)</p>	<p>The pupil is able to recognise some elements of religious stories and the people and events within. (i) They are also beginning to recognise many religious signs and symbols and use some religious words and phrases. (ii) They are able to recognise that people act in a particular way because of their religion. (iii)</p>	<p>The pupil is able to retell accurately many key elements from stories within the Old and New Testament (i) The pupil is able to describe many religious signs, symbols and actions used in prayer and Liturgy (ii) The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (iii)</p>	<p>The pupil is able to use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. (i) They are also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. (iii)</p>	<p>The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. (i) The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. (ii) Give religious reasons for many actions by believers. (iii)</p>	<p>The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding. (i) The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. (ii) The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. (iii)</p>	<p>The pupil can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. (i) The pupil can use religious terms to show an understanding of many different liturgies. (ii) The pupil can show some understanding of how religious belief shapes life in different ways. (iii)</p>
<p>AT2 (On-going)</p>	<p>The pupil is aware of their own feelings and knows that some actions and words can hurt others. (i)</p>	<p>The pupil is able to talk about many of their own experiences and how these made them feel. (i)</p>	<p>The pupil is able to ask and answer some questions about how certain experiences make them and</p>	<p>The pupil is able to share with and question others about the things that have happened to them and talk about how they</p>	<p>The pupil can make some links to show how feelings & beliefs affect their behaviour</p>	<p>The pupil can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others'</p>	<p>The pupil can confidently show how their own and others' decisions are informed by beliefs and values. (i)</p>

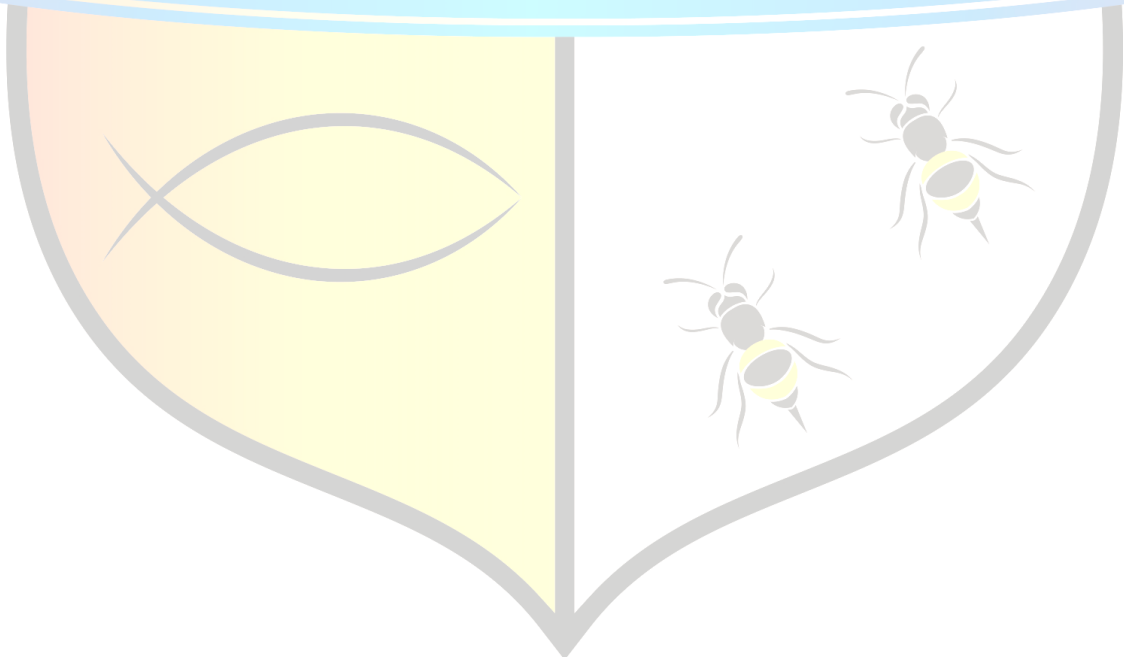
	They learn new religious vocabulary (ii)	They can also reflect upon some things they wonder about and speak about these. (ii)	others feel and say why they feel that way. (i) The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. (ii)	have felt. They can also give some examples of how their and others' behaviour is influenced by what they feel or believe. (i) They can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions. (ii)	& that of others. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. (ii)	decision are informed by beliefs and values. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. The pupil begins to engage in discussion about questions of life, in light of religious teaching. (ii)	The pupil engages in some discussion about questions of life, in light of religious teaching. (ii)
AT3 (On-going)	Encourage pupils to reflect and share their thoughts	Listen to a point of view. (i) Talk about some sources (prayers and hymns). (ii)	Listen and respond to a point of view. Ask and respond to questions about sources (prayers, hymns and scripture stories).	Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.	Express a point of view and give some reasons for it. • Make a link to some sources that support a point of view. Express a preference and give some reasons for it.	Express a point of view and give many reasons for it. Make a link to many sources that support a point of view. Begin to arrive at judgements.	Express different points of view. Use sources to support some points of view. Arrive at judgements.
Scripture	Mark 6: 7, 30-32 God's Story 2 page 66	Isaiah 58: 9-11 – God's Story 2	John 15: 12	Matthew 21: 28-31	Colossians 3: 12-15	Exodus 20: 1-17, Deuteronomy 6: 4-9	Mark 6: 13

	<p>(Notes page 99) John 13: 34 God's Story 1 pages 32-33 Nursery John 13: 34-35 God's Story 2 pages 72-73 Reception (Notes page 100)</p>	<p>pages 48-49 (Notes page 97) Luke 5: 27-31 – God's Story 2 page 68 (Notes page 99) Luke 19: 1-10 – God's Story 2 pages 70- 71 (Notes page 99) John 13: 34-35 – God's Story 2 page 72 (Notes page 100)</p>	<p>Colossians 3: 10- 17 God's Story 2 page 87 (Notes page 101) Matthew 18: 21- 22 God's Story 2 page 65 (Notes page 99)</p>	<p>1 Thessalonians 5: 12-18 God's Story 3 page 148 Luke 15: 11-32 God's Story 3 page 102</p>	<p>Matthew 5: 23- 24 Luke 15:3-6,7 God's Story 3 page 104 Mark 12: 28-31 God's Story 3 page 92</p>	<p>Isaiah 58: 3-8 God's Story 3 page 63 Amos 5: 14-15 God's Story 3 page 67 Mark 12: 28-31 God's Story 3 page 92 Matthew 5: 1-17 God's Story 3 page 82</p>	<p>Luke 18: 35-43 and God's Story 3 page 98 Luke 10: 30-37 James 5: 14-15</p>
Vocabulary	<p>friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, change Reception: rule, understanding, new start, friendship, forgive, change</p>	<p>choice, happy, sad, disappointed, sorry, forgive rules, wrong, right, feeling, love, Sign of Peace, Peace be with you</p>	<p>rules, care, safe, sorry, forgive, right, wrong make up, choices, sin, consequences, examination of conscience</p>	<p>Reconciliation, Confession, conscience, sorrow, penance, sin, choice, consequences, repentance, penitent, absolution, grace</p>	<p>bridges, friendship, contrition, Absolution, Sacrament of Reconciliation, Examination of Conscience, sin, penance, confession</p>	<p>freedom, responsibility, Beatitudes, Commandments</p>	<p>Care, sickness, hospice, compassion, Sacrament, anointing, sin, forgiveness, parable, Lourdes, responsibility.</p>
Liturgical links/ Prayers	<p>Litany of thanks for friends...</p>	<p>Prayers of sorrow The Sign of Peace</p>	<p>Act of sorrow The Sign of Peace</p>	<p>Act of sorrow Act of contrition Examination of Conscience Litany</p>	<p>Penitential Rite 2 and 3 Prayers Act of Contrition Sacrament of Reconciliation</p>	<p>Act of Contrition Sacrament of Reconciliation</p>	<p>Litany, Prayers for the sick Rite of the Sacrament of the Anointing of the Sick Final prayers</p>

<p>Songs/ Hymns</p>	<p><i>See John Burland grid*</i></p> <p><i>A new Commandment chorus</i> <i>Come and join the circle</i> <i>Bernadette Farrell</i> <i>Alleluia song.</i></p>	<p>See John Burland grid* Make me a channel of your peace</p>	<p>See John Burland grid*</p> <p>Hymns about peace</p>	<p>See John Burland grid*</p>	<p>See John Burland grid* Make me a channel of your peace</p>	<p><i>See John Burland grid*</i></p>	<p><i>See John Burland grid*</i></p>
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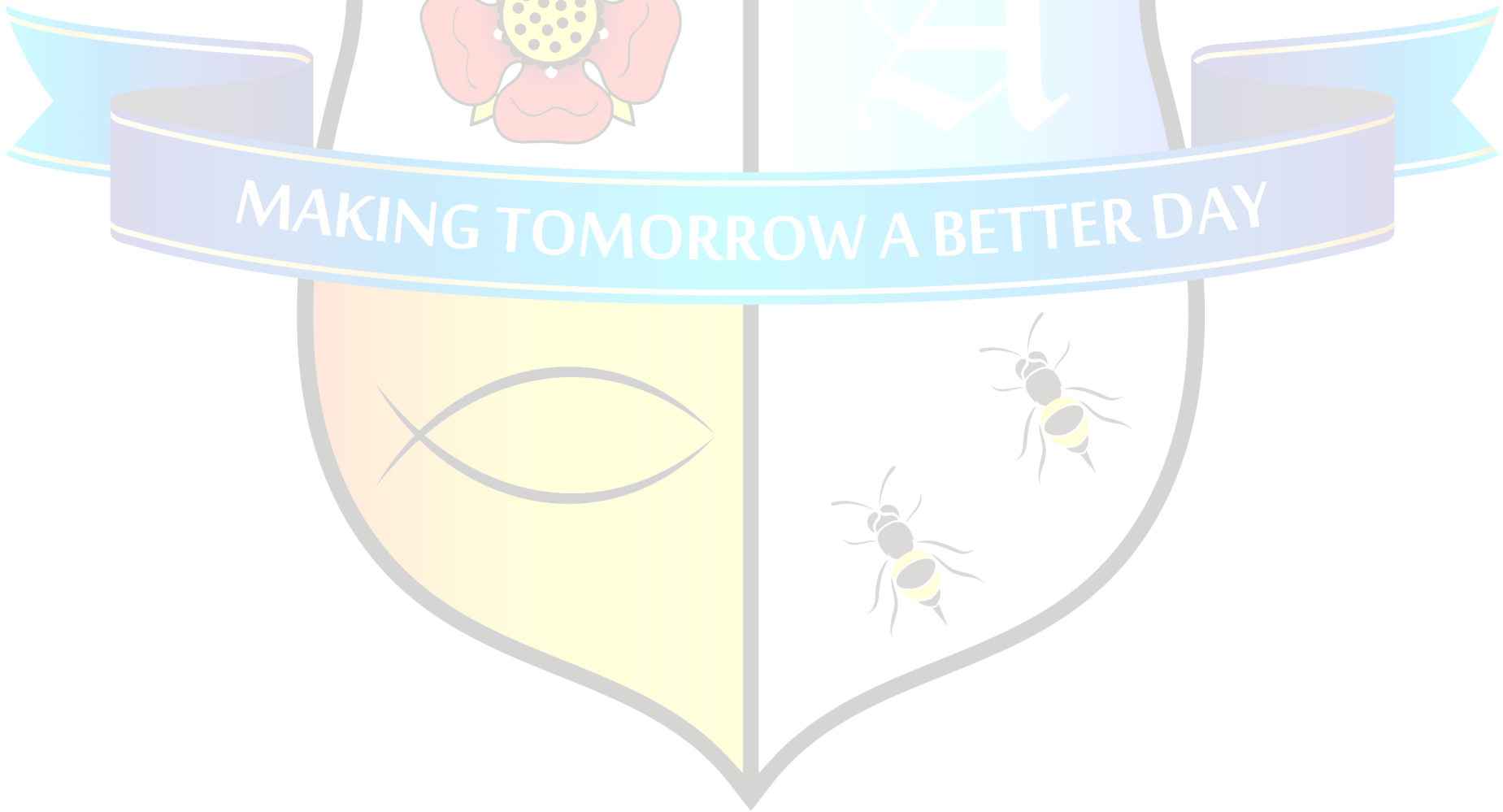


MAKING TOMORROW A BETTER DAY




<p>AT1 (On-going)</p>	<p>The pupil is able to listen to religious stories with increasing attention and recall. (i) They can recognise and describe special times or events for family and friends. (ii) They can capture religious experiences and respond by using a range of media. (iii)</p>	<p>The pupil is able to recognise some elements of religious stories and the people and events within. (i) They are also beginning to recognise many religious signs and symbols and use some religious words and phrases. (ii) They are able to recognise that people act in a particular way because of their religion. (iii)</p>	<p>The pupil is able to retell accurately many key elements from stories within the Old and New Testament (i) The pupil is able to describe many religious signs, symbols and actions used in prayer and Liturgy (ii) The pupil is able to describe and give many examples of ways that people live their lives because of their religious belief. (iii)</p>	<p>The pupil is able to use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. (i) They are also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. (iii)</p>	<p>The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. (i) The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. (ii) Give religious reasons for many actions by believers. (iii)</p>	<p>The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding. (i) The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. (ii) The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. (iii)</p>	<p>The pupil can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. (i) The pupil can use religious terms to show an understanding of many different liturgies. (ii) The pupil can show some understanding of how religious belief shapes life in different ways. (iii)</p>
<p>AT2 (On-going)</p>	<p>The pupil is aware of their own feelings and knows that some actions and words can hurt others. (i) They learn new religious vocabulary (ii)</p>	<p>The pupil is able to talk about many of their own experiences and how these made them feel. (i) They can also reflect upon some things they wonder about and speak about these. (ii)</p>	<p>The pupil is able to ask and answer some questions about how certain experiences make them and others feel and say why they feel that way. (i) The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. (ii)</p>	<p>The pupil is able to share with and question others about the things that have happened to them and talk about how they have felt. They can also give some examples of how their and others' behaviour is influenced by what they feel or believe. (i) They can speak to and question</p>	<p>The pupil can make some links to show how feelings & beliefs affect their behaviour & that of others. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. (ii)</p>	<p>The pupil can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. The pupil begins to engage in</p>	<p>The pupil can confidently show how their own and others' decisions are informed by beliefs and values. (i) The pupil engages in some discussion about questions of life, in light of religious teaching. (ii)</p>

			<p>others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions. (ii)</p>	<p>discussion about questions of life, in light of religious teaching. (ii)</p>	
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<p>AT3 (On-going)</p>	<p>Encourage pupils to reflect and share their thoughts</p>	<p>Listen to a point of view. (i) Talk about some sources (prayers and hymns). (ii)</p>	<p>Listen and respond to a point of view. Ask and respond to questions about sources (prayers, hymns and scripture stories).</p>	<p>Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.</p>	<p>Express a point of view and give some reasons for it. • Make a link to some sources that support a point of view. Express a preference and give some reasons for it.</p>	<p>Express a point of view and give many reasons for it. Make a link to many sources that support a point of view. Begin to arrive at judgements.</p>	<p>Express different points of view. Use sources to support some points of view. Arrive at judgements.</p>
<p>Scripture</p>	<p>Genesis 1: 3, 9, 20, 24-26, God's Story 1, pages 4-7 (teachers' notes, page 42) Psalm God's Story 1, pages 8-11 (teachers' notes page 42)</p>	<p>Psalm 18: 1-5 Isaiah 12: 4-9: God's Story 2 page 47 Mark 6: 30-32: God's Story 2 page 66 Luke 10: 25-37</p>	<p>Genesis 1:3, 9, 20, 24, 26 – God's Story 2 page 9 (Teachers' notes page 94) Psalm 19: 1-6 – God's Story 2 page 28 (Teachers' notes page 96) Isaiah 27: 3-4, 6 Luke 12: 27-28 – God's Story 2 page 69 (Teachers' notes page 99) Isaiah 41: 17-18 (PowerPoint) Psalm 147: 4-5, 8-9, 15-18 – God's Story 2 page 35</p>	<p>Luke 2: 11 Bethlehem Matthew 2: 23 Nazareth Luke 2: 41, 46 Jerusalem Mark 1: 9, Baptism in the Jordan Matthew 5: 1-2 Sermon on the mount Psalm 24: 1 Romans 5: 5</p>	<p>1 John 3: 1-3 – God's Story 3, page 149 Colossians 3: 12-13 God's Story 3, page 147 1 Corinthians 12: 4-30</p>	<p>Genesis 1: 1-31 God's Story 3 pages 8-9 Leviticus 19: 9-10 God's Story 3 page 30 Psalm 104 God's Story 3 page 51 Isaiah 1: 17 Luke 12: 32-34</p>	<p>Micah 6: 8 Matthew 5: 1-17 God's Story 3 page 82 Matthew 25: 31-40 Luke 4: 14-22</p>

Vocabulary	world, wonder, wonderful, care, love, share, work/play together	neighbour, love, world, Fairtrade, global, family, psalm, share	treasure, gift, care, love, protect, respect, preserve creation, precious	special, holy, place, world, pilgrim, pilgrimage, universal, temple, Nazareth	ordinary, extraordinary, admire, saint, martyr Communion of Saints, peace, justice	care, world, Earth, sustainable, stewards, stewardship sustainable, creation, creator, created, steward's stewardship, climate, preserve, ecology, integrity, harmony	justice, injustice, respect, solidarity, difference, Social Justice, common good, dignity, Catholic Social Teaching.
Liturgical links/ Prayers	God made the world, everyone shares the world	Everyone is our neighbour and is loved by God	Gloria (part 1) from the Mass	Pilgrimage, pilgrims Temple Jerusalem World as a holy place	Feast of All Saints	Nicene creed – opening sentence Holy, Holy Offertory prayer	Beatitudes Common Good Catholic Social Teaching
Songs/ Hymns	<i>See John Burland grid* He's got the whole world in his hands Praise him, praise him Louis Armstrong: What a wonderful world!</i>	<i>See John Burland grid* When I needed a neighbour Thank you, Lord, for this fine day</i>	<i>See John Burland grid* Live Simply song: If you want to change the world, change your life. (To the tune of If you're happy and you know it)</i>	<i>See John Burland grid*</i>	<i>See John Burland grid*</i> 	<i>See John Burland grid* All creatures of our God and King Laudate si</i>	<i>See John Burland grid* When I needed a neighbour Who will speak if you don't? Look around you</i>