



Nottingham Roman Catholic  
**Diocesan Education Service**



Prophecy and  
Promise

Branch 2

**Y2 Planning for Advent 2**

Version 1: September 2026

**Branch 2: Prophecy and Promise**  
**Advent Term (2) – 6 weeks**  
**The Big Question: How do we prepare for Jesus' birth?**

**Discern**

- D2.2.1.** Talking about Isaiah's picture language about light and darkness (Is 9:1-2) and making simple links with Jesus.
- D2.2.2.** Saying what they wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt.
- D2.2.3.** Talking about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas.
- D2.2.4.** Listening to different traditions and interpretations of the meaning of the Advent wreath.

**Respond**

- R2.2.1.** Talking about Mary's prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer.
- R2.2.2.** Using artistic expressions to create a personal response to Isaiah's picture language about light and darkness (Is 9:1-2).

**Understand**

- U2.2.1.** Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist, and of the Annunciation and the birth of Jesus from the Gospel of Luke.
- U2.2.2.** Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.
- U2.2.3.** Identify Zechariah's special message about John's future (Lk 1:76).
- U2.2.4.** Recognise that the Church teaches that the person Isaiah spoke of was Jesus, long before he was born.
- U2.2.5.** Recognise that the Church teaches that Mary is the mother of God, who prays for them and with them.
- U2.2.6.** Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent: for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas.

| Prophecy and Promise – Y2 (Advent 2)                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                  | Session 1<br>UNDERSTAND                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Session 2<br>RESPOND                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Session 3<br>UNDERSTAND                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Session 4<br>UNDERSTAND                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Session 5<br>UNDERSTAND/RESPOND                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Session 6<br>UNDERSTAND                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Learning Focus</b>                                                                                                            | <b>HEAR</b><br><b>Know that</b> a prophet or prophetess communicates God’s message – inspired by the Holy Spirit – and that Isaiah is a prophet (who spoke of Jesus long before he was born).                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>LIVE</b><br>Use artistic expressions to create a personal response to Isaiah’s picture language about light and darkness.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>HEAR / BELIEVE</b><br><b>Know that</b> a prophet or prophetess communicates God’s message – inspired by the Holy Spirit and that John the Baptist is also a prophet – the annunciation of John the Baptist.                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>HEAR</b><br><b>Retell with increasing detail</b> the accounts from the Annunciation of Jesus.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>CELEBRATE</b><br><b>Know that</b> the Church teaches that Mary is the mother of God, who prays for them and with them – The Magnificat.                                                                                                                                                                                                                                                                                                                                                          | <b>HEAR</b><br><b>Retell with increasing detail</b> the birth of John the Baptist. Identify Zechariah’s special message about John’s future.                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Recall and Retrieval</b>                                                                                                      | <ul style="list-style-type: none"> <li>Who gives us messages?</li> <li>What do you know about the Holy Spirit? (Y1)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>What story have we heard about light and dark? (Creation Story Y2 Advent 1)</li> <li>Who is the light of the world? (Y1 Pentecost 1) ‘Turn and Talks’.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>What special name did we give God’s messenger Isaiah?</li> <li>Use ‘<i>Prepare Ye</i>’ from Godspell. Pupils identify links to John the Baptist (prior learning about the Baptism of Jesus).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>What did John the Baptist say about Jesus?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Who was Mary?</li> <li>Can you remember any of her story?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Last year the pupils learnt many stories from the Gospel of Luke.</li> <li>Can they remember names?</li> <li>How many gospels are there? (Y1)</li> </ul>                                                                                                                                                                                                                                                                                                                                    |
| <b>Sequence of knowledge throughout the lesson</b>                                                                               | <b>Key knowledge</b><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>what a prophet is, drawing on Isaiah and John the Baptist as examples.</li> <li>that a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.</li> </ul>                                                                                                                                                                                                                                                                                                                                         | <b>Key knowledge</b><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>about Isaiah’s picture language about light and darkness (Is 9:1-2) and make simple links with Jesus.</li> <li>that the Church teaches that the person Isaiah spoke of was Jesus, long before he was born.</li> </ul>                                                                                                                                                                                                                                                                                                                                                            | <b>Key knowledge</b><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>what a prophet is, drawing on Isaiah and John the Baptist as examples.</li> <li>that a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.</li> </ul>                                                                                                                                                                                                                                                                                                                                   | <b>Key knowledge</b><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>know that the Christian Bible is split into two parts: the Old Testament and the New Testament.</li> <li>retell, with increasing detail, one of the religious accounts from the Annunciation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  | <b>Key knowledge</b><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that the Church teaches that Mary is the mother of God, who prays for them and with them.</li> </ul>                                                                                                                                                                                                                                                                                                        | <b>Key knowledge</b><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>Know what is meant by the Acts of the Apostles.</li> <li>That St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.</li> </ul>                                                                                                                                                                                                                                            |
| <b>Key Skills/disciplinary knowledge</b>                                                                                         | <b>U2.2.2.</b> Know that a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.<br><b>U2.2.3.</b> Identify Zechariah’s special message about John’s future (Lk 1:76).                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>R2.2.3.</b> Using artistic expressions to create a personal response to Isaiah’s picture language about light and darkness (Is 9:1-2).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>U2.2.2.</b> Know that a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.<br><b>U2.2.3.</b> Identify Zechariah’s special message about John’s future (Lk 1:76).                                                                                                                                                                                                                                                                                                                                                                                                            | <b>U2.2.1.</b> Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist, and of the Annunciation and the birth of Jesus from the Gospel of Luke.                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>U2.2.5.</b> Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.<br><b>R2.2.1.</b> Talk about Mary’s prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. For example, how they could fill the hungry with good things in Advent <sup>147</sup> or what choices they could make in Advent to support local and global communities in need and to care for Creation (CST). (RVE)                                         | <b>U2.2.2.</b> Know that a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Main teaching activity</b><br><b>If the school has another short-term planning format, this does not need to be included.</b> | <ul style="list-style-type: none"> <li>Use video clip to introduce what a prophet is (someone who communicates God’s message/speaks God’s Word), linking with previous learning about Noah. <a href="#">What is a Prophet?   Animated Scripture Lesson for Kids (youtube.com)</a></li> <li>In books pupils are to write a sentence to describe what a prophet is and the type of things the prophets tell us: A prophet is...Prophets told people... (give instructions, warn, foretell things that will happen, speaks for the Lord).</li> <li>Puzzle of Isaiah chopped up on tables, with examples of what Isaiah said on the reverse. Pupils read the</li> </ul> | <ul style="list-style-type: none"> <li>Gather: Phil Collins ‘<i>In the Air Tonight</i>’ – <i>listen to chorus</i>. Gather in a darkened space.</li> <li>Read Isaiah 9: 2-6 with the pupils and discuss it’s meaning (e.g. linking the darkness to sin and the light to Jesus).</li> <li>Show examples of artistic expressions of Isaiah’s picture language about light and darkness and make personal responses: (Sieger Koder, McCrimmon’s, Stained Glass Windows). What can you see? What do you think it represents? How does it make you feel?</li> <li>Pupils create their own artwork based on the Scripture from Isaiah (Scratch Paper, Black Card and</li> </ul> | <ul style="list-style-type: none"> <li>Use Jen Norton’s image of John the Baptist and explain that John the Baptist is a figure we find in the New Testament but is also a prophet.</li> <li>Use the video: <a href="#">God’s Story: John the Baptist (youtube.com)</a></li> <li>Let’s go back to the beginning, to the time before John the Baptist was born. Retelling the annunciation of John the Baptist, using the animation: <a href="https://youtu.be/42fuDouQza4">https://youtu.be/42fuDouQza4</a></li> <li>Pupils retell the story of the annunciation of John the Baptist using images from the video to sequence (Stop at this point).</li> </ul> | <ul style="list-style-type: none"> <li>Visio Divina using image of the Annunciation. What can you see? What story is being shown in this picture? Explain that in the painting, we can see Mary at the moment the Angel Gabriel asked her to be Jesus’ mother and she said, ‘Yes!’ How do you think Mary felt when she saw Gabriel? The word <i>annunciation</i> sounds like ‘announcement’. What do you think the angel might announce to Mary? God chose her out of everyone in the world. Mary was free to say yes or no. She was nervous and confused but she trusted in God.</li> <li>Read the Scripture of the Annunciation (Luke 1: 26-31, 38).</li> </ul> | <ul style="list-style-type: none"> <li>Share the story of the Visitation with the pupils using Sieger Koder’s painting on the IWB (Luke 1:39-45; Luke 1: 46-55).</li> <li>Discuss Mary’s prayer/song of praise, the Magnificat (Lk 1:46-50, 53), the meaning of each line and how they can make the world fairer.</li> <li>In groups of 4, pupils are given a section of the Magnificat to mime/role-play and perform as a class from beginning to end. (Use CJM version of Magnificat).</li> </ul> | <ul style="list-style-type: none"> <li>Recap: Who is John the Baptist? (Prophet, cousin of Jesus, Son of Elizabeth and Zechariah). Verbally retell what happened at the annunciation of the birth of John the Baptist, with images on the IWB.</li> <li>Explain that now we’ll hear the next part of the story, using the animation: <a href="https://youtu.be/42fuDouQza4">https://youtu.be/42fuDouQza4</a></li> <li>Pupils retell the story of the birth of John the Baptist using images from the video to sequence.</li> </ul> |

| Prophecy and Promise – Y2 (Advent 2)                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | Session 1<br>UNDERSTAND                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Session 2<br>RESPOND                                                                                                                                                                                                                                                                                                                   | Session 3<br>UNDERSTAND                                                                                                                                                                                                                                                                                                                                                                                             | Session 4<br>UNDERSTAND                                                                                                                                                                                                                                                                                                                                                                                                                    | Session 5<br>UNDERSTAND/RESPOND                                                                                                                                                                                                                                                                                                     | Session 6<br>UNDERSTAND                                                                                                                                                                                                                                                                                       |
|                                                        | <p>example and make a picture of Isaiah.</p> <ul style="list-style-type: none"> <li>Review learning about Isaiah using video: <a href="#">Isaiah   God's Story - YouTube</a></li> <li>On a scroll, pupils are to explain who Isaiah was and some of the things he said.</li> </ul> <p>_____ is a prophet who said...</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Chalks, Paper and Paints). Provide pupils with a strip of scripture to add to their artwork.</p> <ul style="list-style-type: none"> <li>Pupils create a 'gallery plaque' to be hung under their painting to explain what it represents and what it is trying to speak/communicate to people.</li> <li>'In this piece...'</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Pupils retell the story of the annunciation using a word bank to support.</li> </ul>                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                               |
| Adaptive Teaching<br>(Dependent on needs in the class) | <ul style="list-style-type: none"> <li>Have word mats available on tables with key words, drawing on Isaiah and John the Baptist as examples.</li> <li>Stem sentences about what a prophet is and on scroll.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Scripture detecting approach.</li> <li>Pupils verbally add Scripture reflection while holding their artwork and record for seesaw/dojo.</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>Have word mats available on tables with key words, drawing on Isaiah and John the Baptist as examples.</li> <li>Retell using images in a storyboard format or verbally through freeze frames.</li> </ul>                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Have word mats available on tables with key words from the story.</li> <li>Provide speech bubbles for pupils to add to the picture to show what Mary and Angel Gabriel said.</li> <li>Use of post it notes to stick on for Visio Divina.</li> <li>Stem sentences on slides</li> <li>Those with writing barriers- use image, drama or an iPad app.</li> </ul>                                        | <ul style="list-style-type: none"> <li>Refer to a copy of the Magnificat prayer.</li> <li>Use Widgets for support of reading/singing the Magnificat.</li> </ul>                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Provide pupils with sentence starters for describing / retelling the birth of John the Baptist</li> <li>Sequence the images- simple word or sentence below.</li> </ul>                                                                                                 |
| Go Deeper                                              | <p>(Teacher to encourage pupils to select an option from the Go Deeper suggestions below:)</p> <ol style="list-style-type: none"> <li> Can you link your learning to a story or teaching from the Bible? → Name a story, parable, miracle, or teaching of Jesus.</li> <li> Can you explain why this is important? → Tell me more, give a reason, or explain your thinking.</li> <li> How does this link to what Christians believe or do? → Beliefs, Prayers, Sacraments, or Church seasons.</li> <li> How can you live this out? → What would this look like in your life, at school or at home?</li> <li> What does this teach us about how to treat others? → Kindness, forgiveness, respect, fairness, love.</li> <li> What question does this learning make you ask? → A "wonder" question about God, Jesus, or faith.</li> <li> Which Catholic Social Teaching principle does this link to and why? → Dignity of the Human Person, Family and Community, Solidarity and the Common Good, Dignity of Work, Rights and Responsibility, Option for the Poor and Vulnerable, Stewardship/ Care for Creation</li> </ol> |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                               |
| Key vocabulary and definition                          | <p><b>Prophet</b></p> <p>Is someone chosen by God to speak His message, guiding people toward salvation and helping them understand His plans and will through the power of the Holy Spirit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Prophetess</b></p> <p>A prophetess is a woman who receives divine messages from God and speaks them to others, either to reveal future events or to communicate God's will and teachings.</p>                                                                                                                                    | <p><b>John the Baptist</b></p> <p>John the Baptist's meaning is that of the Forerunner of Jesus Christ, the prophetic voice, and a model of penance and preparation. He is revered as a saint and a significant figure who prepared the way for the Messiah by calling people to repentance and a baptism of water for the forgiveness of sins, acting as a spiritual bridge between the Old and New Covenants.</p> | <p><b>The Annunciation</b></p> <p>Is the angel Gabriel's announcement to the Virgin Mary that she would conceive Jesus through the power of the Holy Spirit, marking the moment of the Incarnation and the beginning of God's salvation plan for humanity. It celebrates two key aspects: God's action in entering the world as Jesus and humanity's willing acceptance of this divine plan through Mary's humble 'yes' to God's call.</p> | <p><b>The Magnificat</b></p> <p>the Magnificat is Mary's song of praise and humility from the Gospel of Luke, where she 'magnifies' or makes God great in her life. It's a canticle expressing praise for God's power, mercy, and faithfulness, especially in choosing the humble and lowly, while humbling the proud and rich.</p> | <p><b>Temple</b></p> <p>'Temple' has two main meanings: it refers to the ancient Temple of Jerusalem, a sacred dwelling place for God and a center for worship and sacrifice, and more importantly, it also signifies the body of every baptized Christian, which is a sacred vessel for the Holy Spirit.</p> |
| Resources                                              | <p>Pupils' Bibles - Isaiah and John the Baptist</p> <p><a href="https://christian.art/all-gospel-readings/">https://christian.art/all-gospel-readings/</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Christian art - Isaiah's picture language about light and darkness</p> <p><a href="https://christian.art/all-gospel-readings/">https://christian.art/all-gospel-readings/</a></p>                                                                                                                                                   | <p>Pupils's B- Isaiah and John the Baptist</p>                                                                                                                                                                                                                                                                                                                                                                      | <p>Pupils's Bibles - one of the religious accounts from the Annunciation.</p>                                                                                                                                                                                                                                                                                                                                                              | <p>Copy of the Magnificat prayer</p> <p><a href="https://missio.org.uk/primary-school-resources/">https://missio.org.uk/primary-school-resources/</a></p>                                                                                                                                                                           | <p>Pupils' Bibles - the birth of John the Baptist</p>                                                                                                                                                                                                                                                         |

| Prophecy and Promise – Y2 (Advent 2)              |                                                                                                                                                                      |                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                       |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | Session 1<br>UNDERSTAND                                                                                                                                              | Session 2<br>RESPOND                                                                                                                                                                    | Session 3<br>UNDERSTAND                                                                                     | Session 4<br>UNDERSTAND                                                                                                                                  | Session 5<br>UNDERSTAND/RESPOND                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Session 6<br>UNDERSTAND                                                                                                                                                               |
| Diversity Links                                   | <ul style="list-style-type: none"> <li>Link to other World Religions, such as the role and importance of Prophet Muhammad in Islam and link with Judaism.</li> </ul> |                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                          | <ul style="list-style-type: none"> <li>Talk about Mary's prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. For example, how they could fill the hungry with good things in Advent<sup>147</sup> or what choices they could make in Advent to support local and global communities in need and to care for Creation?</li> </ul>                                                                                                                                                                                                                                     |                                                                                                                                                                                       |
| Checking for understanding (summative assessment) | <p>Do the pupils recognise:</p> <ul style="list-style-type: none"> <li>What a prophet is, drawing on Isaiah and John the Baptist as examples.</li> </ul>             | <p>Do the pupils recognise:</p> <ul style="list-style-type: none"> <li>About Isaiah's picture language about light and darkness (Is 9:1-2) and make simple links with Jesus.</li> </ul> | <p>Do the pupils recognise:</p> <ul style="list-style-type: none"> <li>Who was John the Baptist?</li> </ul> | <p>Do the pupils recognise:</p> <ul style="list-style-type: none"> <li>How Mary's response to the Angel Gabriel was different to Zechariah's?</li> </ul> | <p>Live Exit Ticket: Provide pupils with three lines from the Magnificat and the pupils describe how they can live this out to make the world fairer:</p> <ul style="list-style-type: none"> <li>He fills the starving with plenty. How can you make sure that everyone has enough? E.g. starved of love, lonely, isolated etc.</li> <li>He raises the lowly. How can you put others before yourself? Link to CST.</li> <li>He casts the mighty from their thrones. How can you stand up for others?</li> <li>He sends the rich away empty. How can you give to others during Advent?</li> </ul> | <p>Do the pupils recognise:</p> <ul style="list-style-type: none"> <li>Why Zechariah got his speech back? (Trusted in God, believed in the Angel's message, showed faith).</li> </ul> |

| Prophecy and Promise – Y2 (Advent 2)                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                    | Session 7<br>UNDERSTAND                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Session 8<br>*DIALOGUE AND ENCOUNTER                                                                                                                                                                                                                 | Session 9<br>DISCERN                                                                                                                                                                                                 | Session 9 and Session 10<br>RECALL AND RESPOND (DISCERN AND RESPOND)                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                         |
| Learning Focus                                                                                                     | <b>BELIEVE/LIVE</b><br><b>Know and describe</b> some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent.<br>Know about some daily/weekly commitments that enable Christians to live in a way that prepares them for Jesus' coming.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>LIVE</b><br><b>Talk about</b> how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas. (RVE)                                                                            | <b>BELIEVE</b><br><b>Listen to</b> different traditions and interpretations of the meaning of the Advent wreath. (RVE)                                                                                               | <b>HEAR / BELIEVE</b><br><b>ASSESSMENT (refer to assessment slide)</b><br><b>Retell, with increasing detail</b> , the birth of Jesus from the Gospel of Luke.                                                                                                                                                                                     | <b>RESPOND</b><br>Celebration of the word<br>Assessment – Knowledge capture                                                                                                                             |
| Recall and Retrieval                                                                                               | <ul style="list-style-type: none"> <li>Know that everyone is tempted to make bad choices (sin), but God loves and forgives all people.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Know some ways that Christians, and others prepare for Christmas during Advent</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>What can they remember about an advent wreath (EYFS)?</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>Use Nativity play to recall the story of Jesus' birth.</li> </ul>                                                                                                                                                                                                                                          |                                                                                                                                                                                                         |
| Sequence of knowledge throughout the lesson                                                                        | <b>Key knowledge</b><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas.</li> <li>some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent.</li> <li>about some daily/weekly commitments that enable Christians to live in a way that prepares them for Jesus' coming.</li> </ul>                                                                                                                                                                                                                                                                                                                | <b>Key knowledge</b><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas.</li> </ul>                | <b>Key knowledge</b><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>the meaning given to the Advent wreath and how these might help Christians prepare for Christmas.</li> </ul>                 | <b>Key knowledge</b><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>some of the ways that Christians prepare for Christmas during Advent</li> <li>that Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas.</li> </ul>                                                                   | <b>Key knowledge</b><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>the core knowledge outlined throughout the unit.</li> </ul>                                                     |
| Key Skills/ disciplinary knowledge                                                                                 | <b>U2.2.6.</b> Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. (RVE)                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>D2.2.3. Talk about</b> how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas. (RVE)                                                                                   | <b>D2.2.4. Listen to</b> different traditions and interpretations of the meaning of the Advent wreath. (RVE)                                                                                                         | <b>U2.2.1. Retell</b> , with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.<br><b>D2.2.2. Saying what they wonder</b> about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt. |                                                                                                                                                                                                         |
| Main teaching activity<br>If the school has another short-term planning format, this does not need to be included. | <ul style="list-style-type: none"> <li>Show the pupils a liturgical calendar and talk about the seasons of the Church's year, the liturgical year, pointing out the place of Advent.</li> <li>The most important preparation is the preparation that Christians make in their hearts.</li> <li>Advent is four weeks of preparing for the birth of Jesus and there are many ways that Christians can prepare.</li> <li>Talk about the Advent calendar and how it helps to remind people to do something to prepare for Christmas.</li> <li>Explain the tradition of the advent wreath, showing the pupils the advent wreath from the prayer area.</li> <li>Create Advent Wreaths with the pupils, discussing each symbol as it is added:</li> </ul> | <ul style="list-style-type: none"> <li>Talk about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas.</li> <li>Possibly a collage of ideas and depictions?</li> </ul> | <ul style="list-style-type: none"> <li>Describe the meaning given to the Advent wreath and how these might help Christians prepare for Christmas.</li> <li>Make an Advent wreath in different traditions.</li> </ul> | <ul style="list-style-type: none"> <li>Retell, with increasing detail, the birth of Jesus from the Gospel of Luke</li> </ul>                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Complete a knowledge capture of the core learning outlined from the knowledge organiser.</li> <li>Plan and prepare for class celebration of the word.</li> </ul> |

| Prophecy and Promise – Y2 (Advent 2) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                             |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | Session 7<br>UNDERSTAND                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Session 8<br>*DIALOGUE AND ENCOUNTER                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Session 9<br>DISCERN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Session 9 and Session 10<br>RECALL AND RESPOND (DISCERN AND RESPOND)                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                             |
|                                      | <ul style="list-style-type: none"> <li>The circle of the wreath has no beginning and no end, just like God’s everlasting love for us.</li> <li>The wreath is made of evergreens, which is a symbol eternal life.</li> <li>Holly also has a special Christian symbolism: the prickly leaves remind us of the crown of thorns, worn by Jesus.</li> <li>The circle of the wreath, which has no beginning or end, symbolises the eternity of God.</li> <li>The four candles represent the four weeks of advent. Three candles are purple and one is rose. The purple candles in particular symbolise the prayer, penance and good works undertaken in this time.</li> <li>The rose candle is lit on the third Sunday, Gaudete Sunday, this time of rejoicing, because this is the midpoint of advent, when the preparation is now half over and Christmas is near.</li> <li>Lighting the candles signifies Christ, the Light of the world.</li> </ul>                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                             |
| Adaptive Teaching                    | <ul style="list-style-type: none"> <li>Advent wreath – meanings associated.</li> <li>Use of stem sentences to complete instructions and template.</li> <li>Physically create an advent wreath and verbally record the instructions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Las Posadas – further insight and information.</li> <li>Create a class book using collage of different practices.</li> </ul>                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Advent wreath – meanings associated.</li> <li>In groups each pick a wreath from different traditions to create.</li> </ul>                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Have word mats available on tables with key words from the story.</li> <li>Sequence pictures</li> <li>Retell using dictation on iPad/Chromebook.</li> </ul>                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Pupils with any writing barriers can either type their responses or record them verbally.</li> </ul> |
| Go Deeper                            | (Teacher to encourage pupils to select an option from the Go Deeper suggestions below:)<br>1  Can you link your learning to a story or teaching from the Bible? → Name a story, parable, miracle, or teaching of Jesus.<br>2  Can you explain why this is important? → Tell me more, give a reason, or explain your thinking.<br>3  How does this link to what Christians believe or do? → Beliefs, Prayers, Sacraments, or Church seasons.<br>4  How can you live this out? → What would this look like in your life, at school or at home?<br>5  What does this teach us about how to treat others? → Kindness, forgiveness, respect, fairness, love.<br>6  What question does this learning make you ask? → A “wonder” question about God, Jesus, or faith.<br>7  Which Catholic Social Teaching principle does this link to and why? → Dignity of the Human Person, Family and Community, Solidarity and the Common Good, Dignity of Work, Rights and Responsibility, Option for the Poor and Vulnerable, Stewardship/ Care for Creation |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                             |
| Key vocabulary and definition        | <b>Advent</b><br>Advent is a four-week liturgical season of preparation and anticipation leading up to Christmas, with the word ‘advent’ meaning ‘arrival’ or ‘coming’ from the Latin adventus. Its two primary purposes are to prepare for the birth of Jesus at Christmas and to look forward to his future Second Coming.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Advent wreath</b><br>The Advent wreath symbolises God's never-ending love through its circular, evergreen form and symbolizes the growing light of Christ as one candle is lit each week, representing hope, peace, joy, and love. The progressive lighting of candles mirrors the anticipation of Jesus' first coming at Christmas and His future second coming, while the colours - purple for penitence and pink for joy on Gaudete Sunday - highlight the penitential and joyful aspects of the season. | <b>Advent wreath</b><br>The Advent wreath symbolises God's never-ending love through its circular, evergreen form and symbolizes the growing light of Christ as one candle is lit each week, representing hope, peace, joy, and love. The progressive lighting of candles mirrors the anticipation of Jesus' first coming at Christmas and His future second coming, while the colours - purple for penitence and pink for joy on Gaudete Sunday - highlight the penitential and joyful aspects of the season | <b>The Annunciation</b><br>Is the angel Gabriel's announcement to the Virgin Mary that she would conceive Jesus through the power of the Holy Spirit, marking the moment of the Incarnation and the beginning of God's salvation plan for humanity. It celebrates two key aspects: God's action in entering the world as Jesus and humanity's willing acceptance of this divine plan through Mary's humble ‘yes’ to God's call. | Revisit and review all vocabulary from the unit of work.                                                                                    |
| Resources                            | Advent resources RCDOW<br>Catholicism Unpacked                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Las Posadas – further insight and information<br><a href="https://kids.britannica.com/kids/article/Las-Posadas/625672">https://kids.britannica.com/kids/article/Las-Posadas/625672</a>                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Christian art - the birth of Jesus from the Gospel of Luke<br><a href="https://christian.art/all-gospel-readings/">https://christian.art/all-gospel-readings/</a>                                                                                                                                                                                                                                                               | Assessment resources<br>Prayer and liturgy planning and evaluation resources                                                                |

| Prophecy and Promise – Y2 (Advent 2)              |                                                                                                                                                                          |                                                                                                                                                       |                                                                                                                                                                              |                                                                                                                                                                                                                                |                                                    |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
|                                                   | Session 7<br>UNDERSTAND                                                                                                                                                  | Session 8<br>*DIALOGUE AND ENCOUNTER                                                                                                                  | Session 9<br>DISCERN                                                                                                                                                         | Session 9 and Session 10<br>RECALL AND RESPOND (DISCERN AND RESPOND)                                                                                                                                                           |                                                    |
| Diversity Links                                   | <ul style="list-style-type: none"> <li>Advent Wreaths around the world</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>How other cultures prepare for Advent</li> </ul>                                                               |                                                                                                                                                                              |                                                                                                                                                                                                                                |                                                    |
| Checking for understanding (summative assessment) | Do the pupils recognise: <ul style="list-style-type: none"> <li>Some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent.</li> </ul> | Do the pupils recognise: <ul style="list-style-type: none"> <li>Some ways that Christians, and others prepare for Christmas during Advent.</li> </ul> | Do the pupils recognise: <ul style="list-style-type: none"> <li>The meaning given to the Advent wreath and how these might help Christians prepare for Christmas.</li> </ul> | Do the pupils recognise: <ul style="list-style-type: none"> <li>The birth of Jesus from the Gospel of Luke.</li> <li>That Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas.</li> </ul> | Outcomes from Respond and celebration of the word. |