



Nottingham Roman Catholic
Diocesan Education Service



Prophecy and
Promise

Branch 2

Y4 Planning for Advent 2

Version 1: September 2026

Branch 2: Prophecy and Promise

Advent Term (2) – 6 weeks

The Big Question: How did the prophets help prepare for the coming of Jesus?

Understand

By the end of this unit of study, pupils will be able to:

U4.2.1. Describe what a prophet is drawing on Elijah and John the Baptist as examples.

U4.2.2. Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant.

U4.2.3. Compare the description of John the Baptist in Mark's and Matthew's accounts and **describe** the beliefs about John the Baptist the gospel writers show.

U4.2.4. Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent.

U4.2.5. Know that the feast of Christ the King marks the end of the Church's year and **describe** what is celebrated.

U4.2.6. Makes links with the ancestry of Jesus and the Jesse tree.

Discern

D4.2.1. Respond to a variety of artistic ways in which the Jesse tree is portrayed. Suggest reasons for the artist's choices and give reasons for their personal preference.

D4.2.2. Talk about the type of king they think Jesus would be and give reasons for their answers.

D4.2.3. Respond to a variety of artistic ways in Christ the King portrayed. Suggest reasons for the artist's choices, give reasons for their personal preference and compare their ideas with others.

Respond

R4.2.1. Reflect on how Elijah and John the Baptist's words speak to people today.

R4.2.2. Reflect on what it means to be a good leader and talk to others about their ideas.

Prophecy and Promise – Y4 (Advent 2)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND	Session 4 UNDERSTAND/DISCERN	Session 5 DISCERN
Learning Focus	HEAR Know that Elijah was a prophet and that he calls the people of Israel to return to God.	HEAR / BELIEVE Know that John the Baptist was sent to prepare the way for Jesus.	HEAR Know about the preaching of John the Baptist and compare the description of him in Mark's and Matthew's Gospels.	CELEBRATE Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated.	LIVE Know how some artists have depicted Jesus Christ as King.
Recall and Retrieval	- Know that the Old Testament includes stories about God. - Know what a prophet is.	- Know who John the Baptist is. - Describe why people needed to be reminded of God's covenant.	- Describe what a prophet is, drawing on Elijah and John the Baptist as examples. - A glass of wine is sometimes set for Elijah at a modern Passover meal. (<i>Branch 6 Year 3</i>)	- Know the Liturgical colour for Feast days. - Know the key events from the Liturgical calendar.	Know when the Church's Liturgical year ends.
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - what a prophet is. - who Prophet Elijah was and that he called the people of Israel to return to God. - that the story of Elijah can be found in the book of Kings in the Old Testament (1 Kings 17-19). - the importance of the historical context to appreciate the literal sense of biblical stories. - and retell the miracle of the flour and the oil and understand that this miracle shows God's generosity towards the poor widow.	Key knowledge Pupils will know: - that when John the Baptist came, people had been waiting centuries for the prophecy to be fulfilled. - for Christians, the prophets awaken an expectation of the coming of the Messiah in people's hearts.	Key knowledge Pupils will know: - that there are similarities in Mark's and Matthew's account of John the Baptist. - how to compare John the Baptist in Mark's and Matthew's Gospel accounts. - that there are similarities of the appearance of John the Baptist in St Mark's and St Matthew's Gospel accounts. - that both Gospel writers draw on the prophet Isaiah	Key knowledge Pupils will know: - when the feast of Christ the King is in the Liturgical year. - what is celebrated during the feast of Christ the King.	Key knowledge Pupils will know: - that religious artwork is used to celebrate the feast of Christ the King. - that different artists make different choices in how they choose to present their religious artwork.
Key Skills/ disciplinary knowledge	U4.2.2. Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant.	U4.2.1. Describe what a prophet is, drawing on Elijah as an example. U4.2.1. Describe what a prophet is, drawing on John the Baptist as an example.	U4.2.3. Compare the description of John the Baptist in Mark 1:1-8 and Matthew's 3:1-12 accounts and describe the beliefs about John the Baptist the Gospel writers show. U4.2.4. Make links with the words of Isaiah 40:3, the preaching of John the Baptist.	U4.2.5. Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated. D4.2.2. Talk about the type of king they think Jesus would be and give reasons for their answers.	D4.2.3. Respond to a variety of artistic ways Christ the King is portrayed. D4.2.3. Suggest reasons for the artists' choices, give reasons for their personal preference and compare their ideas with others.
Main teaching activity	- Pupils to complete the 'What I already know about Elijah'. - Find the book of Kings in the Bible (1 Kings 1:17) - When reading through the story of Elijah, begin to create a whole class story map of Elijah's encounters with God. 'Turn and talk' activities and whole class discussion to understand points in the story where Elijah has an encounter with God. - Silent solo (written) – describe what a prophet is making reference to Elijah.	- Pupils to complete 'What I already know about John the Baptist'. - Complete a double page spread in RE book with a Venn diagram format one side of Elijah and one side John the Baptist. Describe what a prophet is drawing on each of the two people as examples. - Make links between Elijah and John the Baptist in the intersecting circles.	- Compare the description of John the Baptist drawing on both Mark 1:1-8 and Matthew 3:1-12. - Using both pieces of scripture, record in RE book and highlight what is similar about both physical descriptions (Scripture detective task).	- Pupils to complete 'What I already know about the feast of Christ the King'. - Explain when the feast of Christ the King is celebrated and why. - Display a selection of artistic representations of Christ the King. - Work through the religious art questions discussing the artistic representations.     - Pupils select their favourite piece of art and describe the type of king they think Jesus would be and give reasons for their answer.	- Pupils create their own piece of artwork showing Christ the King giving reasons for their artistic choices. - Discuss their piece of art, comparing their ideas with the ideas of others. - Extension task – write a prayer giving thanks for the feast of Christ the King.

Prophecy and Promise – Y4 (Advent 2)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND	Session 4 UNDERSTAND/DISCERN	Session 5 DISCERN
Adaptive Teaching	- The story map will be created by the teacher for the whole class. - Video should be used to recap and be a visual to support understanding. - Sentence starter: A prophet is____. Elijah was sent by God to ____.	- Model Venn Diagram together as a class. Main activity steps to success: - Look at your definition of a prophet from the last lesson. - Explain what message Elijah delivered. - Elijah told his people that..... Because..... - Explain what message John the Baptist delivered. John the Baptist said that.... He did this because..... An example from the story is.... They both..... They are different because....	- Have word mats available on tables with key words from the stories of Elijah and John the Baptist. - Create a grid with each version of the description of John the Baptist: model highlighting in red John’s appearance, then in purple the belief about who John is. - As a class, generate similarities and differences on a grid. - Have similarities and differences to sort between grids and stick them on.	- Give pupils sentence starters for describing the type of king they think Jesus would be. - Jesus is presented in the image as.... - In the image I can see.... - Jesus is.... - Objects that I can see in the image are.... - Jesus looks like he feels.... - I think this image is set in a time when... - Jesus referred to a Kingdom when.... - At the feast of Christ, the King Christians celebrate.... - It is an important time of the year because...	- Use one of the examples discussed in the last lesson to sketch and then select colour choices. - Share some ideas pictorially of symbols e.g. shepherd, dove, rainbow, sheep, an angel, the world etc. - Combine the idea of Jesus as a shepherd with the imagery of a king. - Show Jesus on a heavenly throne, surrounded by symbols of His divine power and peace. - Focus on Jesus as the source of light, truth, and goodness in His kingdom.
Go Deeper	(Teacher to encourage pupils to select an option from the Go Deeper suggestions below:) - Can you link your learning to a story or teaching from the Bible? → Name a story, parable, miracle, or teaching of Jesus. - Can you explain why this is important? → Tell me more, give a reason, or explain your thinking. - How does this link to what Christians believe or do? → Beliefs, Prayers, Sacraments, or Church seasons. - How can you live this out? → What would this look like in your life, at school or at home? - What does this teach us about how to treat others? → Kindness, forgiveness, respect, fairness, love. - What question does this learning make you ask? → A “wonder” question about God, Jesus, or faith. - 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	Prophet – A person who delivered a message they received from God to the people. Elijah – A prophet from the Old Testament. Miracle – An extraordinary event taken as a sign of the power of God. Historical context – events in history that influenced what was written and who it was written for.	John the Baptist – John devoted his life to preparing the way for Jesus. Covenant – A promise or an agreement. Messiah – a saviour of a group of people; ,the anointed’ one.	John the Baptist - John devoted his life to preparing the way for Jesus. Gospel writers – Matthew, Mark, Luke and John wrote the Bible stories about the life of Jesus. Preaching – teaching and spreading the Good News of Jesus.	Christ the King – Jesus Christ is not an earthly king, but the divine king of the universe who unites all of creation with God the Father. Liturgical year – shows the Church’s seasons throughout the year.	Christ the King – Jesus Christ is not an earthly king, but the divine king of the universe who unites all of creation with God the Father.
Resources	Lesson Powerpoint Children’s Bibles Activity sheet on first page with a box – <i>What I already know about Elijah.</i> RE books	Lesson Powerpoint Children’s Bibles RE books Activity sheet with a box – <i>What I already know about John the Baptist.</i>	Lesson Powerpoint Children’s Bibles RE books Class story map	Activity sheet with a box – <i>What I already know about Christ the King.</i> Artistic representations of Christ the King RE books	RE books Artistic representations of Christ the King
Diversity Links	Consider the Historical context of this Old Testament Bible story.			Look at how the universal Church represents Jesus Christ the King.	Artwork that represents world views of Jesus Christ the King.
Checking for understanding (summative assessment)	Do the pupils recognise: - The historical, cultural, and religious context of texts. - What a prophet is, providing examples from the Old and New Testaments.	Do the pupils recognise: The significance of John the Baptist, making links with the Old Testament.	Whole class knowledge review (recorded) – - What was the role of a prophet? - Why did the people need to be reminded of God’s covenant? - Name three encounters Elijah had with God. - What was the role of John the Baptist? Why is the historical context important to understand when reading Old Testament Bible stories?	Do the pupils recognise: The reasons for some feasts of the Church, linking scripture and liturgical feasts or seasons.	Do the pupils recognise: Why some people gave Jesus the title ‘Christ’ (the anointed one) and the Messiah by making links with the scripture studied.

Prophecy and Promise – Y4 (Advent 2)					
	Session 6 UNDERSTAND	Session 7 UNDERSTAND	Session 8 UNDERSTAND	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
Learning Focus	BELIEVE/LIVE Know how Christians prepare for the coming of Christ during Advent.	BELIEVE / CELEBRATE / LIVE Know 'He will come again in glory' from the Nicene Creed.	HEAR / CELEBRATE / LIVE Know that that ancestry of Jesus can be linked to the Jesse Tree. Know how Christians use the Jesse tree during Advent.	LIVE ASSESSMENT (refer to assessment slide) Identify the meaning and representation of the Jesse tree in art around the world.	RESPOND Celebration of the word Assessment – Knowledge capture
Recall and Retrieval	Know what is symbolic about the Advent wreath.	Know ways that Christians prepare for the coming of Jesus at Christmas.	Know about the descendants of Jesus.	Know about the significance of the Jesse tree.	Complete a knowledge capture of the key knowledge outlined on the knowledge organiser.
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - that the Church teaches that in the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas. - different ways that Christians prepare for the coming of Christ during Advent.	Key knowledge Pupils will know: - that the Church teaches that Advent is a time of preparation for Jesus' incarnation at Christmas and for the second coming, as King of the Universe. - that 'He will come again in glory' refers to the Second Coming at the end of time. - that the Church teaches that for Christians, the prophets awaken an expectation of the coming of the Messiah in people's hearts. - that in Advent, the figure of John the Baptist asks Christians how they will prepare a way for Jesus in their own lives and at the end of all things.	Key knowledge Pupils will know: - that a Jesse tree represents the ancestry of Jesus using artistic symbols starting with creation and ending with the incarnation. - the Jesse Tree tradition is rooted in Isaiah 11:1: 'A shoot shall come out from the stump of Jesse, and a branch shall grow out of his roots.' - that Jesse was the father of David, Israel's greatest king. - each symbol represents a story from within this family tree and a step toward the birth of Jesus.	Key knowledge Pupils will know: how the meaning and representation of the Jesse tree connects to God's plan for salvation.	Key knowledge Pupils will know: the core knowledge outlined throughout the unit.
Key Skills/ disciplinary knowledge	U4.2.4. Describe and give reasons for the different ways Christians prepare for the coming of Christ during Advent.	U4.2.4. Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent.	U4.2.6. Make links with the ancestry of Jesus and the Jesse tree.	D4.2.1. Respond to a variety of artistic ways in which the Jesse tree is portrayed. D4.2.1. Suggest reasons for the artist's choices and give reasons for their personal preference.	
Main teaching activity If the school has another short-term planning format, this does not need to be included.	- Discuss examples of ways Christians prepare their hearts for Jesus during Advent (<i>prepare your heart, create an Advent calendar, daily prayer, be present, set up a space for prayer, remember those in need</i>, light Advent candles, read the Bible, sing Christmas carols). - Set out a double page spread for recording several different ways from those discussed, of how Christians prepare for the coming of Christ during Advent. Draw and write about the selected examples. - Give reasons for each example recorded.	- The Apostles creed is explored on page 28 <i>YouCat for Kids</i>. Explain there are two versions of the Creed and today we will focus on the Nicene Creed statement comparing it with the statement in the Apostles' Creed (<i>He will come again in glory</i>). - Re-read Matthew 3:3 (Prophet Isaiah link 40:3) and Mark 1:1 - Make links with the words of Isaiah, the preaching of John the Baptist and the season of Advent.	- Pupils complete 'What I already know about the Jesse tree'. - Start to explore the different artistic symbols and which Bible stories they relate to. - Work with a partner to read their story and then explain why the symbol matches with the story.	- Create a class Jesse tree. Each child to contribute a symbol for the tree. - Make a link to the artistic symbol they have chosen and the Bible story it represents. - Take a photo of design to record in RE book.	- Complete a knowledge capture of the core learning outlined from the knowledge organiser. - Plan and prepare for class collective worship. - Write a prayer that links with asking for faith and hope in God, even in difficult times and make a link to Elijah or their own personal encounter with God.

Prophecy and Promise – Y4 (Advent 2)					
	Session 6 UNDERSTAND	Session 7 UNDERSTAND	Session 8 UNDERSTAND	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
Adaptive Teaching	- Widgit images to stick over a double page spread. - Stem sentences for each bit e.g. General Introduction. - Advent is a special time because Christians are getting ready for... - The word Advent marks the beginning of... The Advent Wreath - The Advent wreath is shaped like a circle to remind us that... - We light purple candles during weeks 1, 2, and 4 to show... - The pink candle is lit on the third week because... - Finally, the white candle is lit on Christmas Day to signify...	- Use of mixed ability pairs/ adult support or speak screen to read the Creeds. - Model highlighting similarities and difficulties. Stem sentences: - The message in Mark's Gospel is that..... - The voice 'shouting in the desert' tells people to 'Get the road ready for the Lord,' which means ... - Isaiah's message is that..... - Both messages are similar because they	- Reduce the number of Bible stories and symbols for the children to match. - Pick one to draw and explain.	- Have examples that can be used as a stimulus for the Bible story image they are creating. - Use the templates to help you make your Jesse Tree.	- The assessment task will be independent work. - Children with any writing barriers can either type their responses or record them verbally.
Go Deeper	(Teacher to encourage pupils to select an option from the Go Deeper suggestions below:) 1 Can you link your learning to a story or teaching from the Bible? → Name a story, parable, miracle, or teaching of Jesus. 2 Can you explain why this is important? → Tell me more, give a reason, or explain your thinking. 3 How does this link to what Christians believe or do? → Beliefs, Prayers, Sacraments, or Church seasons. 4 How can you live this out? → What would this look like in your life, at school or at home? 5 What does this teach us about how to treat others? → Kindness, forgiveness, respect, fairness, love. 6 What question does this learning make you ask? → A "wonder" question about God, Jesus, or faith. 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 /Explicit vocabulary instruction	Advent – The first season of the Church's year and a time of waiting for the coming of Jesus at Christmas.	Advent – The first season of the Church's year and a time of waiting for the coming of Jesus at Christmas. Nicene creed – A profession of Christian faith often said during Mass; whilst sometimes it may be The Apostles Creed that is said during the Mass. It contains twelve key facts that explain Christian faith. Incarnation – God became man in the body of Jesus Christ. Jesus was both fully human and fully God at the same time.	Jesse tree – a way of preparing for Advent by journeying through the Bible stories from Jesus' family tree. Ancestry – the geneology (family tree) of Jesus.	Jesse tree – a way of preparing for Advent by journeying through the Bible stories from Jesus' family tree.	Revisit and review all vocabulary from the unit of work.
Resources	RE books	https://www.youtube.com/watch?v=QKaweo2UGcE YouCat for kids	Copies of Bible stories reflected on the Jesse tree. Copies of examples of symbols that reflect the Bible story. RE books	Branches to make a tree for display. Card / wooden discs String Colouring pens / paints	Assessment resources Prayer and liturgy planning and evaluation resources
Diversity Links	Explore ways that Catholics around the world prepare for Advent.	What Advent traditions exist in different global cultures?	Explore different cultural representations of the Jesse tree.	Explore different cultural representations of the Jesse tree.	
Checking for understanding (summative assessment)	Do the pupils recognise: Reasons for some feasts of the Church, linking scripture and liturgical feasts or seasons.	Do the pupils recognise: - Why some people gave Jesus the title 'Christ' (the anointed one) and the Messiah by making links with the scripture studied. - Relevant links between the Nicene Creed and the Apostles' Creed and the central beliefs of Christianity.	Do the pupils recognise: Why the Jesse tree is used during Advent, and give reasons why.	Do the pupils recognise: The meaning of the Jesse tree.	Outcomes from the Respond and celebration of the word.