



Nottingham Roman Catholic
Diocesan Education Service



Prophecy and
Promise

Branch 2

Y5 Planning for Advent 2

Version 1: September 2026

Branch 2: Prophecy and Promise

Advent Term (2) – 6 weeks

The Big Question: How can the image of a shepherd used in Scriptures help us to understand servant leadership?

Understand

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

U5.2.1. Show an understanding of Scripture passages that speak of David's life, recognising the intended audience and the historical context.

U5.2.2. Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians. Recognise links with God's covenant with Abraham.

U5.2.3. Use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and Psalm 21:1-7.

U5.2.4. Recognise that David is a model of prayer, referencing one of the psalms.

U5.2.5. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.

Discern

D5.2.1. Playing with possibilities, asking 'what if?' questions that explore why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God's in choosing a king? What is the possibility of those values being overlooked in today's communities?

D5.2.2. Wondering about the imagery of shepherds used in the Scripture passages studied and explore how it helps them, as readers, understand servant leadership.

D5.2.3. Exploring artistic representations of the *O Antiphons*, describe what they represent, and say which they prefer, giving reasons for their choice.

Respond

R5.2.1. Reflect on your understanding of David and the idea of a leader as a shepherd.

R5.2.2. Talk with others about their ideas about leadership, thinking about what it means to be a good shepherd today.

R5.2.3. Consider how their own lives and the future of the communities to which they belong could be transformed by offering their own lives in service to others, as part of their preparation during Advent.

Prophecy and Promise – Y4 (Advent 2)					
	Session 1 RESPOND	Session 2 UNDERSTAND/DISCERN	Session 3 UNDERSTAND/DISCERN	Session 4 UNDERSTAND	Session 5 UNDERSTAND
Learning Focus	LIVE <i>CST lesson – Community and Participation</i> To know how we can take part in helping others within our local community.	HEAR / BELIEVE Show an understanding of Scripture passages that speak of David’s life, from 1 Samuel, recognising the intended audience and the historical context.	HEAR / BELIEVE Show an understanding of Scripture passages that speak of David’s life, from 2 Samuel, recognising the intended audience and the historical context.	HEAR / BELIEVE Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17, Lk 1:32-33), recognising the gospel writers are writing for Christians. Recognise links with God’s covenant with Abraham.	HEAR / BELIEVE Use specialist vocabulary to describe and explain the nature of David’s kingship in the Old Testament, with reference to the passages that speak of David’s kingship and Psalm 21:1-7.
Recall and Retrieval	- CST principles - Which CST principle does Cafod’s penguin represent? - What is a community? - What communities are you part of?	- Who do you think is a good leader and why? - Link how we show leadership to serving others in the community.	Who was anointed in the Old Testament and why?	What can you remember about the Jesse tree (Y4) and the ancestry of Jesus?	- What was God’s covenant with David? - What made David a good choice of King?
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - what it means to be part of a community group. - examples of community groups in your local area. - that serving and participating in local community groups is living out the gospel values and CST. - how communities can be transformed by offering your own life in service to others.	Key knowledge Pupils will know: - great kings were anointed and chosen in the Old Testament. - God chooses in unexpected ways and especially values those the world overlooks. - the story of David becoming king, including the anointing of David. - David, the shepherd, was called by God to become a servant king.	Key knowledge Pupils will know: - the story of David and Goliath. - God’s covenant with David.	Key knowledge Pupils will know: - Joseph is descended from David. - about the ancestry of Jesus as outlined in Matthew’s gospel Matt 1:1-17. - the links with God’s covenant with Abraham. - Scripture passages that speak of Jesus as the fulfilment of the promise to David (Lk 1:32-33). - the story of David’s death. (1 Kings 2:1-12)	Key knowledge Pupils will know: - David became a great king and united his people who loved him. - psalms are part of the Church’s treasury of prayers. - how to pray some psalms.
Key Skills/ disciplinary knowledge	R5.2.3. – Consider how their own lives and the lives of the communities to which they belong could be transformed by offering their own lives in service to others.	U5.2.1. - Show an understanding of Scripture passages that speak of David’s life, recognising the intended audience and the historical context. D5.2.1. - Playing with possibilities, asking ‘what if?’ questions that explore why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God’s in choosing a king?	U5.2.1. - Show an understanding of Scripture passages that speak of David’s life, recognising the intended audience and the historical context. D5.2.2. - Wondering about the imagery of the shepherd used in the Scripture passages studied and explore how it helps them, as readers, understand servant leadership.	U5.2.2. - Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians.	U5.2.3. - Use specialist vocabulary to describe and explain the nature of David’s kingship in the Old Testament, with reference to the passages that speak of David’s kingship and Psalm 21:1-7.
Main teaching activity	- Think about what we are called to do as Christians. - Watch and respond to the video on Audrey’s charity and how Earl’s work helps the community. - In pairs, visit the different Scripture readings that speak of how we are called to serve one another: - John 13:34-35 - Matthew 22:37-39 - Matthew 25:31-46 <i>Galatians</i> 6:2 ‘Don’t be observers, but immerse yourself in the reality of life, as Jesus did.’ - Pope Francis, World Youth Day, 2013 - Discuss and think about how we can participate in local communities. Make a pledge of what you are going to do, what you need in order to achieve it and when it will be done by.	- Use the PPT to explain the historical context – that people wanted a King to protect them from their enemies. At that time, there was a prophet called Samuel who wants them to rely on God; however, people persist and Saul becomes the first King. However, Saul does not prove to be a worthy King, so Samuel sets out to find a successor. - Read 1 Samuel 16:1-13Discuss: How did God choose a King? Why do you think David was chosen? How did David feel confident that he knew what to do? - Written Activity: Retell the anointing of David as king, focusing on an explanation about how God chose him over his older brothers.	- Read 1 Samuel 17:1-11, 32-54 David and Goliath. - Watch: The Bible - David and Goliath (youtube.com) to cement the pupils’ understanding. - God’s promise to David is called the Davidic Covenant, and it is found in the Bible in 2 Samuel 7. Tell the pupils what God promised David and then, in pairs, ask them to find evidence of this in the Scripture text (print slides) - David’s family would be kings forever: God told David that his family would always have kings, and one day, one of his descendants would be a special king whose kingdom would last forever. ‘Your family and your kingdom will last forever. Someone from your family will always be king.’ (2 Samuel 7:16)	- Retrieve: what was God’s covenant with Abraham? - Read Matt 1:1-17 then look at the summarised version on the sheet. Use the information to complete the Jesus Family Tree worksheet to understand the connection between Abraham, David and Jesus. - This is the Scripture passage that speaks of Jesus as a descendant of David: <i>Lk 1:32-33</i> read together. - Turn to 1 Kings 2:1-4, 10-12Read together and discuss: Why do you think the advice he gave was important? Where might you hear ‘Once in Royal David’s City?’ (Link to hymn). - Independent activity: Next to the picture of King David, write down the words he said to his son when he knew he was about to die and the Scripture reference that accompanies it.	- Read 2 Samuel 5:1-3 (David is anointed king over Israel) Discuss: How did David become King? <i>Explain how God chose him and the people anointed him.</i> What made David a great king? <i>His ability to unite the people, his faithfulness to God, and his leadership.</i> - David was not just a king in the worldly sense but was also deeply connected to God and served his people with love and justice. - Introduce Psalm 21 as a prayer of gratitude for God’s blessings and David’s trust in God. Read together and then ask the pupils to annotate this psalm with the simplified version. (See resources) Explain how David acknowledges God’s power and goodness.

Prophecy and Promise – Y4 (Advent 2)					
	Session 1 RESPOND	Session 2 UNDERSTAND/DISCERN	Session 3 UNDERSTAND/DISCERN	Session 4 UNDERSTAND	Session 5 UNDERSTAND
	Use the hand template to display and decorate the pledge for the RE display. When it has been completed, signal that in someone, e.g. a small heart sticker.		- David’s son would build a special house for God: God said that David’s son (this would be Solomon) would build a temple for people to worship God. <i>‘He will build a house for me, and I will make his kingdom strong forever.’</i> (2 Samuel 7:13) God would always love David’s family: Even if David’s family made mistakes, God promised to always love them. He would correct them, but He would never break His promise. <i>‘I will be like a father to him, and he will be like a son to me. If he does something wrong, I will correct him, but I will never stop loving him.’</i> (2 Samuel 7:14-15) - Christians believe that Jesus, who is part of David’s family, is the King who fulfils this promise and will rule forever in God’s Kingdom. - Independent activity: Create a shield, displaying David’s qualities and reasons for their choices. E.g. <i>bravery, Faith in God, Humility, Leadership, Kindness, Loyalty, wisdom.</i>		- Discuss how psalms are used in the Church today (e.g., during Mass, Liturgy of the Hours, personal prayer). Question to class: ‘Have you ever heard psalms in church?’ Teacher Input: Share that the psalms are prayed daily by priests, religious communities, and the faithful. They help us express our feelings to God - whether we are happy, sad, grateful, or asking for help. - Ask the pupils to quietly reflect on something they are thankful for in their own lives. Respond to this on a strip of paper. - As a class, write a short psalm of thanksgiving to God, inspired by Psalm 21. (type this together and print for books)
Adaptive Teaching	- Provide Scripture cards with key verses highlighted and accompanied by simple symbols or pictures to support understanding. - Use a comparison table with prompts such as ‘What does this Scripture teach us?’ and ‘How can we do this today?’ - Offer a pledge-writing frame with sentence starters such as ‘I will help my community by...’, ‘I will need...’ and ‘I will complete this by...’. - Provide a word bank. - Use a decorated hand template with prompts already included to guide pupils’ responses.	- Provide a storyboard template with labelled boxes to support retelling the anointing of David. - Use character prompt cards for Samuel, David, and David’s brothers to support discussion. - Offer sentence starters such as ‘God chose David because...’ and ‘David felt confident because...’. - Provide a vocabulary mat. - Highlight key sections of the Scripture passage to help pupils identify important events.	- Provide a scaffolded information sheet summarising the three promises of the Davidic Covenant. - Use a matching activity, linking each promise to the relevant Scripture quote before independent work. - Offer a shield template, divided into sections with prompts for each character quality. - Provide a word bank. - Use sentence stems such as, ‘David showed bravery when...’ and ‘I chose this quality because...’.	- Provide a partially completed family tree to reduce cognitive load and support understanding of relationships. - Use colour-coding to show links between Abraham, David, and Jesus. - Offer a vocabulary bank. - Provide a writing frame for recording David’s advice to Solomon, including the Scripture reference. - Use sentence starters such as ‘David told Solomon to...’ and ‘This was important because...’.	- Provide a simplified version of Psalm 21 alongside the original text with matching sections highlighted. - Use annotation prompts such as ‘What is David thanking God for?’ and ‘What does this tell us about God?’. - Offer a gratitude reflection frame with sentence starters such as ‘I am thankful for...’ and ‘Thank you, God, for...’. - Provide a class psalm template with sentence stems to support shared writing. - Use a vocabulary mat.
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				

Prophecy and Promise – Y4 (Advent 2)					
	Session 1 RESPOND	Session 2 UNDERSTAND/DISCERN	Session 3 UNDERSTAND/DISCERN	Session 4 UNDERSTAND	Session 5 UNDERSTAND
Key vocabulary and definition/Explicit vocabulary instruction	Community – a group of people living in the same place or having a particular characteristic in common. Participation – taking part in something. Service – the action of helping or doing work for someone.	Samuel – he was a faithful servant of God. He anointed the first two kings of Israel – Saul and David. David – he was a shepherd who became king of Israel and Judah. Leadership – to lead a group of people toward achieving a common goal - the ability to lead. Shepherd – a person who looks after the sheep. Anointing – In Israel, priests, kings and prophets were anointed with oil to set them apart as leaders and they were dedicated to God.	Covenant – an agreement between God and humans, where God makes promises.	Ancestry – a line of descendants.	Psalm – psalms can be read as prayers. They are meant to be sung as a sacred song or hymn. Blessings – gifts from God that bring joy or help.
Resources	PowerPoint Resources for a poster RE books. i-pads / technology for research	PowerPoint RE books.	Resources for a poster RE books. i-pads / technology for research	PowerPoint RE books.	Scripture passages that speak of David's kingship. Psalm 21:1-7.
Diversity Links	Are there multi-faith or multi-cultural community events you are involved with?	Look at images of shepherding in Palestine today compared with images of shepherds in the UK.			
Checking for understanding (summative assessment)	Do the pupils recognise: - Which groups of the community they are part of. - How they can serve their local community.	Do the pupils recognise: Scripture passages that speak of David's life.	Do the pupils recognise: Some gospel passages that present Jesus as the fulfilment of the promise to David	Do the pupils recognise: Some gospel passages that present Jesus as the fulfilment of the promise to David	Do the pupils recognise: The significance of David in the Old Testament and for Christians today.

Prophecy and Promise – Y4 (Advent 2)					
	Session 6 UNDERSTAND	Session 7 UNDERSTAND	Session 8 UNDERSTAND/DISCERN	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
Learning Focus	CELEBRATE / LIVE Recognise that David is a model of prayer, referencing one of the psalms. (Psalm 23 – The Lord is my Shepherd)	CELEBRATE Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.	CELEBRATE Explore artistic representations of the <i>O Antiphons</i> , describe what they represent, and say which they prefer, giving reasons for their choice.	KNOWLEDGE CAPTURE Reflect on your understanding of David and the idea of a leader as a shepherd. ASSESSMENT (refer to assessment slide)	CELEBRATION OF THE WORD Talking with others about their ideas about leadership, thinking about what it means to be a good shepherd today.
Recall and Retrieval	What is a psalm and why do we pray them?	What mysteries can pupils recall about the Rosary?	How do Christians prepare for Advent?	Why was David chosen by God to be king?	Reflect on the CST principles discussed this half term. How does being ‘a good shepherd’ link to the CST principles?
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - some words of Psalm 23 to speak or sing. - psalms are an ancient way of prayer that are still prayed every day. - some creative expressions for Psalm 23 – Jen Norton artwork and hymns.	Key knowledge Pupils will know: the Joyful Mysteries of the Rosary: The Annunciation, the Visitation, the Nativity of the Lord, the Presentation of the Child Jesus in the Temple, and the Finding of the Child Jesus in the Temple.	Key knowledge Pupils will know: - the links between the <i>O Antiphons</i> and the Evening Prayer of the Church (Vespers) for 17-23 December. - the verses of the hymn ‘<i>O Come, O Come Emmanuel</i>’ as expressions of beliefs about who Jesus is. - To know how the <i>O Antiphons</i> are expressed in art form around the world (e.g. illuminated manuscripts, sung versions of the <i>O Antiphons</i>.) - how the <i>O Antiphons</i> are used by Christians to reflect on the significance of Jesus and his coming at Christmas (e.g. <i>The O Antiphons</i>, by Ansgar Holmberg C.S.J.).	Key knowledge Pupils will know: that shepherd leadership means a style of leadership that focuses on the growth and well-being of people and communities.	Key knowledge Pupils will know: ways of how you can be a ‘good shepherd’ today.
Key Skills/ disciplinary knowledge	U5.2.4. - Recognise that David is a model of prayer, referencing one of the psalms.	U5.2.5. - Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.	D5.2.3. - Explore artistic representations of the <i>O Antiphons</i> , describe what they represent, and say which they prefer, giving reasons for their choice.	R5.2.1. - Reflect on your understanding of David and the idea of a leader as a shepherd.	R5.2.2. - Talking with others about their ideas about leadership, thinking about what it means to be a good shepherd today.
Main teaching activity If the school has another short-term planning format, this does not need to be included.	- Watch: Psalm 23: The Lord's My Shepherd // Sounds Like Reign and think about how God has guided you through life. Have you trusted in God like David did? - Give small groups/pairs parts of the psalm to learn (<i>see resources</i>). Give 10mins to practice then perform as a class. - Discuss – why is it called the Lord is my shepherd? - Independent activity: Respond to your favourite line with an image and watercolour paint. Use Jen Norton as inspiration.	- Begin with a short discussion: What do the pupils already know about the Rosary? - Explain that the Rosary is a prayer used to reflect on important moments in Jesus' and Mary's lives. - Explain how the Rosary is used (holding the beads, reciting prayers, and meditating on different mysteries). - Highlight that today's focus is on the <i>Joyful Mysteries</i>, which help us think about the joyful events in the life of Jesus and Mary. - Independent activity: Using the Bible, find the Scripture that match the references (<i>on PPT</i>); then record in books as a double page spread, matching pictures to the references and writing a short summary about the passage.	- Start by playing the hymn ‘<i>O Come, O Come Emmanuel</i>’ as part of the opening prayer. - Explain the significance of the <i>O Antiphons</i>. - Watch the video provided by Father Simon Gillespie. - Explore artistic representation of the <i>O Antiphons</i>. - Pupils select one of the artistic representations, describe what they represent, and say which they prefer, giving reasons for their choices. - Share their preferences and reasons with others.		

Prophecy and Promise – Y4 (Advent 2)					
	Session 6 UNDERSTAND	Session 7 UNDERSTAND	Session 8 UNDERSTAND/DISCERN	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
Adaptive Teaching	- Provide a simplified version of Psalm 23 alongside the original text with key phrases highlighted. - Use picture/Widgit prompts to support understanding of imagery such as shepherd, green pastures, and still waters. - Give groups colour-coded sections of the psalm to rehearse and perform. - Offer discussion prompts such as ‘How does a shepherd care for sheep?’ and ‘How is God like a shepherd?’. - Provide an art response template with the chosen line already written and space for illustration and annotation.	- Use a visual Rosary guide showing the prayers, beads, and mysteries, step by step. - Provide a matching activity linking Scripture references, pictures, and Joyful Mysteries before recording work. - Offer a double-page spread template with labelled sections for each mystery. - Provide sentence starters such as ‘This mystery teaches us...’ and ‘In this story...’. Use a vocabulary mat.	- Provide a visual glossary explaining each <i>O Antiphon</i> with simple definitions and symbols. - Use an artwork analysis frame with prompts such as ‘I can see...’, ‘This represents...’ and ‘I think the artist is showing...’. - Offer sentence starters such as ‘My favourite <i>O Antiphon</i> is...’ and ‘I prefer this artwork because...’. - Provide a comparison table to organise thoughts before sharing opinions. - Use images with key features labelled to support interpretation of the artwork.	- Break the reflection task into individual questions presented one at a time rather than all together. - Provide sentence starters for each prompt (e.g., ‘The most important lesson I learned was...’). - Use a planning sheet/app with sections for ‘What I learned’, ‘What surprised me’, ‘Questions I still have’, and ‘How I can live this out’. - Offer a vocabulary bank containing key terms from the unit. - Allow pupils to record ideas using bullet points, mind maps, ICT or drawings before (potential) extended writing.	- Provide a planning template with sections already labelled (Gather, Word, Response, Mission). - Use prayer-writing frames with prompts linked to the Big Questions. - Offer a word bank containing key religious vocabulary from the unit. - Provide examples of simple prayers to support pupils who need a model. - Use a checklist of required elements so pupils can monitor completion of their plan.
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 /Explicit vocabulary instruction	Psalm 23 – this psalm reminds us of God’s grace. It tells us not to fear evil because God will protect us.	Rosary – A prayer of the Catholic Church in honour of Our Lady. Advent – the first season of the Church and a time of waiting for the birth of Jesus.	Antiphons – a short sentence sung or said before or after a psalm. It is amusical setting. O Antiphons – These are said between the 17-23 December. The word <i>come</i> is used in every <i>O Antiphon</i> . The <i>O Antiphons</i> are said before and after the Magnificat during Evening Prayer. Evening Prayer – a time of formal prayer held in the evening. Vespers – a service of Evening Prayer.	A leader as a shepherd – a style of leadership that focuses on the growth and well-being of people and communities.	A good shepherd – someone who protects, guides, cares and is ready to help others.
Resources	https://www.youtube.com/watch?v=uAaMPxDO2Wc Music video of ‘ <i>The Lord’s my shepherd</i> ’. Jen Norton artwork for Psalm 23.		<i>,O Come, O Come Emmanuel’</i> hymn Video to be provided by Father Simon Gillespie		
Diversity Links				Links between shepherding life in Palestine and the UK.	
Checking for understanding (summative assessment)	Do the pupils recognise: That Psalm 23 is entitled ‘<i>The Lord is my Shepherd</i>’ and understand what this means.	Do the pupils recognise: - That the Rosary is a prayer of the Catholic Church in honour of Our Lady. - October is traditionally the month of the Rosary. - That prayers can be petitions or meditative, making links with Catholic prayers, for example, the Rosary	Do the pupils recognise: - That <i>O Antiphons</i> have been sung in the Church for over a thousand years. - That prayers can be petitions or meditative.	Do the pupils recognise: - The significance of David in the Old Testament and for Christians today. - The nature of David’s kingship.	