



Nottingham Roman Catholic
Diocesan Education Service



Galilee to
Jerusalem

Branch 3

Y2 Planning for Lent 1

Version 1: September 2026

Branch 3: Galilee to Jerusalem
Lent Term (1) – 6 weeks
The Big Question: How does Jesus' life teach us to say sorry?

Understand

- U.2.3.1.** Retell, in any form, the story of John the Baptist and the baptism of Jesus.
- U.2.3.2.** Begin to recognise 'parables' as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4-7) and how Jesus uses them to teach people about God.
- U.2.3.3.** Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people.
- U.2.3.4.** Begin to recognise that the miracles of Jesus are signs that he is the Son of God.
- U.2.3.5.** Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important.

Discern

- D2.3.1.** Looking at artistic representations of Jesus' baptism and talking about images used for God the Father, Jesus (God the Son), and the Holy Spirit and notice how they are connected.
- D2.3.2.** Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit.
- D2.3.3.** Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah.

Respond

- R2.3.1.** Reflecting on what it feels like to say sorry and to be forgiven.
- R2.3.2.** Talking about ways they and others show that they are sorry.
- R2.3.3.** Considering what people might want to say sorry to God for and how praying can be part of this (e.g., through making a simple Act of Sorrow).

Galilee to Jerusalem – Year 2 (Lent 1)					
	Session 1 UNDERSTAND/HEAR/BELIEVE	Session 2 UNDERSTAND/DISCERN/HEAR	Session 3 HEAR/BELIEVE/DISCERN	Session 4 HEAR/UNDERSTAND	Session 5 HEAR/BELIEVE/UNDERSTAND
Learning Focus	HEAR / UNDERSTAND • To retell the story of the preaching of John the Baptist (Lk 3:2-6, 10-17) • To know the story of John the Baptist.	HEAR / UNDERSTAND • To know what happened at Jesus’ baptism and retell the story using art.		HEAR / UNDERSTAND To know the story of Jesus being tempted in the desert and recognise that we all can make bad choices.	HEAR / BELIEVE Begin to recognise that the miracles of Jesus are signs that he is the Son of God through the story of the paralytic.
Recall and Retrieval	• Remember More: Can you name some prophets? E.g. Isaiah, John the Baptist, Noah. • Do More: Explain what a prophet is. • A prophet communicates God’s special message. (Previous unit)	• Remember More: Story of Noah. Pupils to sequence the story by placing the letters next to each image in the correct order. • Do More: Explain what happened at the end of the story of Noah? • Can pupils use vocabulary such as: steward, stewardship, covenant, relationship with God, salvation. (Advent 1)	• Remember More: What happened at Jesus’ baptism? Can you sequence the images? • Do More: Summarise what John said about how the one following him would baptise? • ‘I baptise with water but the one following me...’	• Remember More: When Jesus was baptised, what was he filled with? (Holy Spirit) • Recall Bishop Patrick’s prayer for the Holy Spirit: ‘Holy Spirit, walk with me this day. Help me to walk more closely with you each day. Amen.’	• What did Jesus set out to do at the end of last lesson’s scripture.
Sequence of knowledge throughout the lesson	• Know from the previous unit who John the Baptist was. • Read and retell Lk 3:2-6, 10-17 Know the story of John the Baptist baptism. Know that John was a prophet who called people back to God by encouraging them to say sorry. • Link Isaiah and John the Baptist as prophets and their openness about the Holy Spirit. • Recall and illustrate ‘I baptise you with water, but someone is coming who is much greater than I am. I am not good enough even to untie his sandals. He will baptize you with the Holy Spirit and fire.	• Know that water signifies a new start – like in the story of John’s baptism and Noah. (forgiveness/reconciliation) • Know that Jesus was baptised by John the Baptist • Know the scripture story of Jesus’ baptism (Luke 3: 21-22) • Retell the story of Jesus’ baptism (Drama) • Look at famous painting of the story. • Know that artist uses different images to show God the Father, Jesus and the Holy Spirit. (Where else have we heard of the dove?) • Retell the story using own artistic interpretation (including symbols)		• Know the story of Jesus in the desert. • Sequence the temptations of Jesus in the desert and his answers. • Know that we all tempted like Jesus and we do make mistakes and bad choices - sin – but God always forgives us. • Know that the Holy Spirit helped Jesus in the desert.	• Know what a miracle is. • Know the scripture story of the paralytic man • Know that this miracle is a sign that Jesus us the son of God.
Key skills/disciplinary knowledge	D2.3.2. Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit. Retell, in any form, the story of John the Baptist’s preaching.	D2.3.1. Looking at artistic representations of Jesus’ baptism and talking about images used for God the Father, Jesus (God the Son), and the Holy Spirit and notice how they are connected. D2.3.2. Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit. D2.3.3. Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah. U.2.3.1. Retell, in any form, the story of John the Baptist and the baptism of Jesus.		U.2.3.3. Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people.	U.2.3.4. Begin to recognise that the miracles of Jesus are signs that he is the Son of God.

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Main teaching activity <i>If the school has another short-term planning format, this does not need to be included</i>	- Revisit the Jen Norton image of John the Baptist with the message repent. Pupils to recall knowledge about who John was: Jesus' cousin, a prophet, baptised people in the River Jordan, baptised Jesus, lived in the wilderness, told people to repent and get ready. - Share the reading from Lk 3:2-6, 10-17 with the pupils and discuss. - Highlight the reference to the prophet Isaiah; John is the person shouting in the wilderness and preparing a way for the Messiah. John is also a prophet, communicating God's message to repent and turn away from their sins and be baptised. He wanted to get people ready for the person who was coming next – Jesus. - Put Yourself In Their Shoes Activity: (This is an opportunity for oracy/hot-seating, which will scaffold the activity for the pupils). Have different sandals and ask the pupils who they might belong to. Who are the different groups of people that John mentions in his teaching. Have four different footprints for the pupils to reflect on each part of John's teaching, with the following focus: - John: 'I am John and I...' (pupils make the link between Jogn and Isaiah e.g. I am the one shouting in the desert...) - The Wealthy: 'I am a wealthy person and I...' (pupils retell what John taught about those who have more than enough e.g. give away half of what you have, take only what you need). - Tax Collector: 'I am a tax collector and I...' (pupils retell what John taught about tax collectors e.g. not cheating people out of more money than they should take). - Soldier: 'I am a soldier and I...' (pupils retell what John taught about soldiers e.g. don't falsely accuse people or treat them unfairly.' - Exit Ticket: Summarise who John said was coming next and what they would do. Begin to learn the John the Baptist rap.	- Gather: Beneath the Waters (I Will Rise) by Hillson - Share the story of Jesus' baptism with the pupils and discuss. (Luke 3: 21-22) - Retell the story again through role-play (narrators, Jesus, John, crowd, Holy Spirit, voice of God the Father, water). - Visio Divina using Da Vinci's 'The Baptism of Christ' painting. - What is the first thing you notice in the picture? - Who is the person pouring water over Jesus? - Can you spot the symbols of Baptism? (E.g. water, shell, light, white garment). - Notice how Jesus is stood in water. What does water mean in Baptism? - Can you find God the Father, the Son and the Holy Spirit? What are they all doing? - Why do you think the dove is flying directly above Jesus? - Can you see the light coming from above? (God the Father's blessing) Why is this important? - Why do you think Jesus wanted to be baptised, even though he is fully God and born without sin? - What do you think the dark shape on the right-hand side represents? (A dark bird of prey. Is it trying to catch the dove? Could this be sin and temptation, trying to stop the work of the holy spirit). - Imagine you were there, watching Jesus be baptised. How would you feel? - Show pupils a range of other artwork that depicts the baptism of Jesus. Pupils are to create their own artistic representation of the story. This could be a watercolour image with a batik effect. Pupils must include: - Jesus (God the Son) - John the Baptist - God the Father (e.g. hands, breath/voice of God) - Holy Spirit - Water - Discuss the number '3' and relate to the Trinity e.g. a tree could have three branches, three birds etc).	- Gather: Use Bishop Patrick's prayer to the Holy Spirit. - Share the feedback slides with the pupils, showing the pupils some of their paintings from the previous lesson. Can you spot any of the hidden symbols in these paintings? (E.g. Trinity, baptism etc). Use of word bank to support. - Retell the story of Jesus' baptism (Luke 3: 21-22) again by repeating the role-play from previous lesson. - Pupils retell the story of the baptism of Jesus in writing, using a word bank and sentence starters to support. - Go Forth: Pupils make the Sign of the Cross using holy water and think of something they would like to ask God's forgiveness for.	- Share the video of Jesus' 40 days in the wilderness. - Share the story of the Temptation of Jesus in the Wilderness with the pupils. (Luke 4: 1-15) - Pupils are to create a 'flap' book, sequencing the temptations of Jesus from the above video. 'If you're God's Son, order this stone to turn into bread' 'I will give you all this power and wealth if you worship me.' 'Throw yourself from the highest point of the temple. God will send his angels to save you.' - Underneath the flaps the pupils are to retell Jesus' response to each of the tests. 'The Scripture says, human beings cannot live on bread alone.' 'The Scripture says worship the Lord your God and serve only Him.' 'The Scripture says, do not put the Lord your God to the test.' - Discuss how we are all tempted to make wrong choices – sins but that God always forgives us. Discuss how the Holy Spirit helped Jesus when he was tested and the Holy Spirit helps us to make better choices too. - Exit Ticket: Pupils write a short paragraph to explain how we're all tempted to make bad choices but God loves us and forgives us.	- Miracles Boxes on Tables: Images of miracles of Jesus, simple text, objects. - Silent debate – what do you wonder - Discuss what are miracles. - Teacher can retell the story of the healing of the paralytic. - Diamond 4 - Exit Ticket: What is a miracle? What does it show about Jesus?

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Adaptive Teaching Examples – Adapt to suit cohort	Have shoes prepared for the pupils who should match them into pairs e.g. image for a tax collector with what they should do. Adult supported to read captions.	Verbally reflect on their painting- stem sentences using Widget symbols for oracy practice <i>In my painting I have...</i> <i>This shows....</i>	Sequence the different parts of the story and complete cloze procedure activity.	- Further role play of the story to support. - Key words on a word bank. - Stem sentences for flip book	- Sequence images - Verbally retell using story wheel
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	Baptism is the first sacrament of initiation in the Catholic Church. It washes away original sin, welcomes a person into the Christian community, and grants new life in Christ. It is performed by immersing the person in water or pouring water over their head while saying the Trinitarian formula.	Saint John the Baptist is viewed as the ultimate bridge between the Old and New Testaments and the greatest of the prophets, serving as the ‘forerunner’ or precursor to Jesus Christ.	Trinity - In Catholicism, the Holy Trinity is the central mystery of faith: that one God exists as three distinct, co-equal, and co-eternal divine Persons—God the Father, God the Son (Jesus Christ), and God the Holy Spirit.	Temptation - in the Catholic faith, temptation is defined as an attraction—either from outside oneself or from within—to act contrary to God's commandments and right reason.	Miracle - The Catechism of the Catholic Church defines a miracle as an extraordinary event or wonder that transcends the laws of nature and can only be attributed to divine power.
Resources	https://jen-norton.pixels.com/featured/st-john-the-baptist-jen-norton.html Preaching of St. John, the Baptist Domenico Ghirlandaio 	https://drrichardstemp.com/2020/06/15/day-89-the-baptism/  Di Vinci https://www.liturgicalartsjournal.com/2019/01/from-giotto-to-rubens-baptism-of-lord.html			FreeBibleimages :: Jesus heals a paralysed man :: A lame man is let down through the roof to see Jesus (Mark 2:2-12, Luke 5:17-26) (other options on there too)
Diversity Links					
Checking for Understanding (summative assessment)	Do the pupils recognise that John the Baptist was a prophet and that he called people back to God.	Do the pupils recognise simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit.	Do the pupils recognise the symbols and signs used in art for God Jesus and the Holy Spirit	Do the pupils recognise that Jesus was tempted in the desert and that we can all make bad choices but the Holy Spirit helps us and God will always forgive.	Do the pupils recognise what a miracle is and that Jesus’ miracles where a sign that he is the Son of God.

Galilee to Jerusalem – Year 2 (Lent 1)					
	Session 6	Session 7	Session 8	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
	UNDERSTAND/DISCERN	UNDERSTAND/RESPOND	RESPOND	KNOWLEDGE CAPTURE	CREATE/RESPOND BOOKLET
Learning Focus	HEAR / BELIEVE To know that the miracles Jesus did is a sign that he is the son of God.	HEAR / BELIEVE To know what a parable is and the parable of the lost sheep.	LIVE Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people.	RECALL Pupils to answer the Big Question ‘How does Jesus’ life teach us to say sorry?’ This could be presented in a number of ways. Key Vocabulary: Sin - Doing something wrong on purpose, which breaks our relationship with God, with others and with Creation. Miracle - An amazing event taken as a sign of the power of God and that Jesus was God’s son. Sorrow - feeling sorry for the wrong things we have done and wanting to make better choices. Parable - A story that Jesus told to teach us about God and what God is like. Forgiveness - letting go of hurt and not staying angry when someone says sorry. Temptation - feeling like you want to do something wrong, even when you know it is not a good choice. Reconciliation - Reconciliation means saying sorry and being forgiven. Scaffolding Questions: - Who was John the Baptist? - What is a miracle? - What is a parable? Why did Jesus tell them? - Can we say the Our Father together? The quantity of teacher input for the scaffolding shared with the pupils will be dependent on the cohort. This task is not a stand-alone test of knowledge. Therefore, it is acceptable that the teacher provides a model example of the task, with scaffolds provided. Challenge / additional question: - Why would Jesus want to say sorry? - What can I do to show I am sorry? RESPOND Celebration of the word (see SharePoint for a template) – This can be led either as a whole school, in phases or in year groups. This will be down to the local school to decide how this is led. It will be at the school’s discretion to select how to record the evaluation of the Celebration of the word. There are templates available on the SharePoint that can be used as they are or adapted accordingly.	
Recall and Retrieval	What is a miracle?	Recap on the meaning of forgiveness.	Discuss the parable of the lost sheep.		
Sequence of Knowledge throughout the Lesson	- Know that Jesus spoke to God for help in choosing his 12 disciples. - Know that Jeus calmed a storm. - Know that miracles are a sign that Jesus is the Son of God – the Messiah.	- Know what a parable is – stories that help us remember a lesson about God. - Know the parable of the lost sheep. - Know that we are taught by Jesus that God cares for each of us and never wants anyone to feel lost or alone. If someone is missing, we should always go looking for them with love.	- Know what a sin is - Know that we all sin - Know that God will always forgive us and come and look for us like in the parable of the lost sheep - Know what it feels like to be sorry and to be forgiven. - Know how we can show others that we are sorry and that we forgive others.		
Key Skills/Disciplinatory Knowledge	U.2.3.4. Begin to recognise that the miracles of Jesus are signs that he is the Son of God.	U.2.3.2. Begin to recognise ‘parables’ as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4-7) and how Jesus uses them to teach people about God.	U.2.3.3. Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people. R2.3.1. Reflecting on what it feels like to say sorry and to be forgiven. R2.3.2. Talking about ways they and others show that they are sorry. R2.3.3. Considering what people might want to say sorry to God for and how praying can be part of this (e.g., through making a simple Act of Sorrow)	R2.3.1. Reflecting on what it feels like to say sorry and to be forgiven. R2.3.2. Talking about ways they and others show that they are sorry. R2.3.3. Considering what people might want to say sorry to God for and how praying can be part of this (e.g., through making a simple Act of Sorrow).	

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	UNDERSTAND/DISCERN	UNDERSTAND/RESPOND	RESPOND	KNOWLEDGE CAPTURE	CREATE/RESPOND BOOKLET
Main Teaching activity <i>If the school has another short-term planning format, this does not need to be included</i>	- Explore The choice of the twelve (Lk 6:12-16. - BE A SCRIPTURE SEEKER - Can you answer the questions? What? When? Who? How? - Highlight the scripture to show key parts of the story.	- Read the parable of the Lost Sheep, Luke 15: 4-7 and discuss. - Watch the accompanying video. - Discuss - What does the parable of the Lost Sheep teach us about God? - What does the parable of the Lost Sheep teach us about ourselves? - What might we be ‘lost’ like the sheep? - Using the following sentence stems, record what the parable teaches us. Think about when we are like lost sheep. - In the Parable of the Lost Sheep, Jesus teaches us... We are like the lost sheep when...	- Share scenarios and discuss how the pupils would act in these situations - Create a conscience alley exploring the different choices. - Use the sentence stems to answer: When I say sorry and I am forgiven, I feel... I can show people that I am sorry by...		
Adaptive Teaching Examples – Adapt to suit cohort	Scripture detectives as a group- support with highlight and scribing- use post it notes for wonder and heart reflection- support through transcription	Use small word figures to retell the parable- video and QR code	Support with writing on discern hearts/ coffee paper- use transcription or dictation	- Pre-printed Our Father prayer either onto cross or another sheet to cute stick and design on cross- pupils to add pictorial representations around it. - Reflection on the respond using pictures/ transcription/ dictation.	
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	Miracle - the Catechism of the Catholic Church defines a miracle as an extraordinary event or wonder that transcends the laws of nature and can only be attributed to divine power.	Cana - the Wedding at Cana (John 2:1-11) is profoundly significant as the site of Jesus' first public miracle, where He turned water into wine.	Repent - in the Catholic faith, repentance (derived from the Greek term metanoia) means a radical change of heart and a continuous, lifelong turning away from sin toward God's grace.		
Resources	The choice of the twelve (Luke 6:12-16.	Further examples of Parables.	Children’s Bibles		
Diversity Links					
Checking for understanding (summative assessment)	Do pupils recognise that the calming of the storm is a sign that Jesus is the Son of God?	Do pupils recognise what a parable is – a story to teach us about God and hat we are all special and God will never give up on us?	Do pupils recognise what people might want to say sorry to God for and how praying can be part of this?		