



Nottingham Roman Catholic
Diocesan Education Service



Desert to
Garden

Branch 4

Y4 Planning for Lent 2

Version 1: September 2026

Branch 4: Desert to Garden

Lent Term (2)

The Big Question: How do the words and life of Christ speak to and guide Christians today?

Understand

- U4.4.1.** Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness.
- U4.4.2.** Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.
- U4.4.3.** Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.
- U4.4.4.** Retell the story of St Peter during Holy Week.
- U4.4.5.** Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable.
- U4.4.6.** Make simple connections between belonging to the Church and living out the 'Works of Mercy' in support of those in need (for example, giving alms in Lent or praying for someone who is sad).

Discern

- D4.4.1.** Considering why St Peter might have turned away from Jesus and how that made him feel making connections with when they have let people down or broken a promise.
- D4.4.2.** Expressing a point of view about the difference between the people who are like sheep and the people who are like goats in the Judgement of Nations.
- D4.4.3.** Making connections between being a Christian and choosing to live out the 'Works of Mercy'. (RVE)

Respond

- R4.4.1.** Reflecting on how the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty and the inspiration they offer for their life. (RVE)
- R4.4.2.** Reflecting on what it is they need to change about themselves during Lent to be better people and discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities. (RVE)
- R4.4.3.** Considering how their own lives and the future of the communities to which they belong could be transformed by what they have learned about forgiveness. (RVE)

Desert to Garden – Year 4 (Lent 2)						
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
	UNDERSTAND	UNDERSTAND	UNDERSTAND	UNDERSTAND	UNDERSTAND/DISCERN	DISCERN
Learning focus	HEAR Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God’s mercy and forgiveness.	HEAR Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.	HEAR / BELIEVE Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable.	HEAR Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.	CELEBRATE Retell the story of St Peter during Holy Week making connections with when they have let people down or broken a promise.	LIVE Make simple connections between belonging to the Church and living out the ‘Works of Mercy’ in support of those in need (for example, giving alms in Lent or praying for someone who is sad). Linking this to Scripture.
Recall and retrieval	Know what a parable is and be familiar with some Christian beliefs.	Know what a parable is, and that helping others is part of loving God.	Use developing religious vocabulary to name and describe the corporal works of mercy,	Know and describe the events of Holy Week	Know who St. Peter was, and what he did.	Use developing religious vocabulary to name and describe the corporal works of mercy.
Key skills/disciplinary knowledge	U4.4.1. Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God’s mercy and forgiveness.	U4.4.2. Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.	U4.4.5. Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable. D4.4.2. Expressing a point of view about the difference between the people who are like sheep and the people who are like goats in the Judgement of Nations.	U4.4.3. Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.	U4.4.4. Retell the story of St Peter during Holy Week. D4.4.1. Considering why St Peter might have turned away from Jesus and how that made him feel making connections with when they have let people down or broken a promise.	D4.4.3. Making connections between being a Christian and choosing to live out the ‘Works of Mercy’.
Sequence of knowledge throughout the lesson	Key knowledge: Pupils will know: - What a parable is. - Understand the importance of the parable of the Prodigal Son. - Understand the Christian beliefs about God’s mercy and forgiveness.	Key knowledge: Pupils will know: - What is meant by the Christian belief that helping others is part of loving God. - The Judgement of Nations parable shows us that the people who love God cannot help but do good deeds.	Key knowledge: Pupils will know: - And describe the seven-corporal works of mercy - About the Judgements of the Nations parable.	Key knowledge: Pupils will know: Some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.	Key knowledge: Pupils will know: Even Jesus’ closest friends did not understand his course of action. Pupils can get some sense of this through the actions of Peter.	Key knowledge: Pupils will know: About the ‘Works of Mercy’ in support of those in need (for example, giving alms in Lent or praying for someone who is sad).
Main teaching activity <i>If the school has another short-term planning format, this does not need to be included</i>	- Scripture detective activity focusing on the Prodigal son story. - Explore, and discuss Christian beliefs about God’s mercy and forgiveness. - Retell the Prodigal son make simple connections with Christian beliefs about God’s mercy and forgiveness.	- Scripture detective activity focusing on the Judgement of Nations parable. - Use the above, to make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.	- As a class, we create a book detailing The Seven Corporal Acts of Mercy. In seven groups Pupils make a page for each act focusing on what the act is, how they can live it out and how it links to the parable. https://www.lancaster-diocese-education.org.uk/app/uploads/2015/03/The-Corporal-Works-of-Mercy-Project.pdf	Sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.	Retell the story of St Peter during Holy Week. Focus upon why St Peter might have turned away from Jesus and how that made him feel, making connections with when they have let people down or broken a promise.	Invite pupils to explore some of the related Scripture passages within; https://www.openbible.info/topics/works_of_mercy Make connections between being a Christian and choosing to live out the ‘Works of Mercy’, and related Scripture.
Adaptive Teaching Examples – Adapt to suit cohort	- Read the parable in short sections with simple explanations of key vocabulary (mercy, forgiveness). - Use sequencing pictures or a ‘scripture detective’ sheet to help pupils identify key events and meanings.	- Read a simplified version of the parable aloud, pausing to explain key vocabulary such as judgement, serving, and neighbour. - Use a ‘scripture detective’ prompt to help pupils identify what actions Jesus says are important (helping, feeding, welcoming).	- Introduce the Seven Corporal Works of Mercy using simple definitions and visual examples for each one. - Read and explain one act at a time, checking understanding before moving on. - Provide image prompts or scenario cards to help pupils understand what each act looks like in real life.	- Provide visual story cards of key Holy Week events and support pupils to sequence them in order before any writing. - Use short, simple explanations of each event with images to support understanding of what happened and who was involved.	- Share-read Peter’s story in short sections, pausing to explain key moments and emotions. - Highlight Peter’s feelings using emotion cards and model how to describe them (e.g. fear, guilt, sadness). - Encourage pupils to make simple personal connections using	Use simple visual prompts or images to support sequencing and understanding of events. Allow pupils to show understanding through ordering, drawing, role play or supported writing.

Desert to Garden – Year 4 (Lent 2)						
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
	UNDERSTAND	UNDERSTAND	UNDERSTAND	UNDERSTAND	UNDERSTAND/DISCERN	DISCERN
	Model one example of linking the story to Christian belief before pupils complete their own retelling or explanation.	- Provide visual cues or scenario pictures to support understanding of the different acts of kindness in the story. - Model how to link one action from the parable to the Christian belief that helping others is part of loving God.	Model one page of the class book together, showing how to include 'what it is', 'how we live it' and 'link to parable'.	- Highlight different reactions to Jesus (e.g. crowds, disciples, leaders) using emotion cards or symbols to make feelings explicit. - Model how to describe one event and its reactions before pupils complete their own sequencing or explanations. - Provide sentence stems such as 'People reacted by...' and 'This speaks to Christians today because...' to support written or spoken responses.	structured prompts such as 'This is like when I...' or 'He felt... because...'. Allow pupils to retell the story through drawing, role play, sequencing images or supported writing rather than extended text.	
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	A parable is a short, simple story that uses realistic human situations to teach a moral or spiritual lesson. The word comes from a Greek term meaning 'to place side by side' for comparison.	A parable is a short, simple story that uses realistic human situations to teach a moral or spiritual lesson. The word comes from a Greek term meaning 'to place side by side' for comparison.	Acts of Mercy (works of mercy) are charitable actions by which we help our neighbors with their physical and spiritual needs. They are split into two main groups: corporal (body) and spiritual (soul). These acts are based on the words of Jesus in the Gospel of Matthew, where he says that helping others is the same as helping Him.	Lent is a 40-day solemn religious season of prayer, fasting, and almsgiving that prepares Catholics to celebrate Easter. It begins on Ash Wednesday and mirrors the 40 days Jesus spent fasting in the desert.	Holy Week is the most sacred time in the Catholic liturgical year, commemorating the Passion, death, and resurrection of Jesus Christ. It spans the final week of Lent, beginning on Palm Sunday and culminating in the Triduum before Easter Sunday.	Lent is a 40-day solemn religious season of prayer, fasting, and almsgiving that prepares Catholics to celebrate Easter. It begins on Ash Wednesday and mirrors the 40 days Jesus spent fasting in the desert.
Resources	Session PowerPoint Children's Bibles Christian Art website - https://christian.art/daily-gospel-reading/luke-15-1-311-32-2021/	Session PowerPoint Children's Bibles Christian Art website - https://christian.art/daily-gospel-reading/matthew-25-31-46-2022/	The Seven Corporal Acts of Mercy https://www.lancaster-diocese-education.org.uk/app/uploads/2015/03/The-Corporal-Works-of-Mercy-Project.pdf https://www.youtube.com/watch?v=fr8YPWvSVZ8	https://youtu.be/skXQ_XD7wHE?si=T68JTmO7kVZtgVeo https://www.catholic.org/lent/holyweek.php	https://christian.art/daily-gospel-reading/john-13-21-33-36-38-2023/	https://www.openbible.info/topics/works_of_mercy
Diversity Links		Inclusion of all				Inclusion of all.
Checking for understanding (summative assessment)	Do pupils recognise what a parable is and make simple connections with Christian beliefs about God's mercy and forgiveness?	Do pupils recognise what is meant by the Christian belief that helping others is part of loving God?	Do pupils recognise vocabulary to name and describe the corporal works of mercy and make links with the Judgements of the Nations parable?	Do pupils recognise the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today?	Do pupils recognise the story of St Peter during Holy Week?	Do pupils recognise the meaning of the corporal works of mercy, through writing about how these are lived out, and linked to Scripture?

Desert to Garden – Year 4 (Lent 2)				
	Session 7	Session 8	Session 9 (longer session) RESPOND Session 10 RESPOND	
	UNDERSTAND	UNDERSTAND		
Learning Focus	BELIEVE / CELEBRATE / LIVE Know that Lent is a time to live out the works of mercy (for example, by praying for someone who is sad, practising patience, fasting, or giving time or money to those in need).	HEAR / CELEBRATE / LIVE Know how the life and work of a person or organisation (historical or contemporary) live out the works of mercy and/or the love for those oppressed by poverty (e.g., St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD).	BELIEVE Reflecting on what it is they need to change about themselves during Lent to be better people and discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities.	Refer to RESPOND Celebration of the word Assessment – Knowledge capture
Recall and Retrieval	Know what the works of mercy are.	Know about some of the following; St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD	Know that for Christians, Lent is a time when they need to reflect upon something to change about themselves, to be better people	
Sequence of Knowledge throughout the Lesson	Key knowledge: Pupils will know: That Lent is a time to live out the works of mercy (for example, by praying for someone who is sad, practising patience, fasting, or giving time or money to those in need).	Key knowledge: Pupils will know: About some of the following; St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD	Key knowledge: Pupils will know: What it is they need to change about themselves during Lent to be better people and discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities.	
Key Skills/Disciplinary Knowledge	U4.4.6. Make simple connections between belonging to the Church and living out the 'Works of Mercy' in support of those in need (for example, giving alms in Lent or praying for someone who is sad).	R4.4.1. Reflect on how the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty and the inspiration they offer for their life.	R4.4.2. Reflect on what it is they need to change about themselves during Lent to be better people and discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities.	
Main Teaching activity <i>If the school has another short-term planning format, this does not need to be included</i>	Describe ways in which Lent is a time to live out the works of mercy linking this to some of the following; by praying for someone who is sad, practising patience, fasting, or giving time or money to those in need.	Choose one of the following to explore and research; St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD. Describe ways in which the works of mercy and/or the love for those oppressed by poverty are lived out.	Have a silent debate for pupils to move around the room sharing their views about what it is they need to change about themselves during Lent to be better people, and discuss how focusing on one of the acts of mercy could help with this.	
Adaptive teaching examples – Adapt to suit cohort	- Introduce Lent using simple language and visual prompts, linking it to prayer, giving, fasting and kindness. - Use concrete examples (e.g. helping a friend, sharing, being patient) to make abstract ideas easier to understand. - Model one example of a Work of Mercy in Lent and explain how it links to everyday actions before pupils begin. - Provide picture cards or scenario prompts to help pupils match Lent practices (prayer, fasting, giving) with real-life actions.	- Provide short, simplified information sheets for each person/organisation with key ideas highlighted to reduce reading load. - Pre-teach key vocabulary (mercy, poverty, oppression, charity, service) using simple definitions and visuals. - Model how to extract key information from one example before pupils begin independent or group research. - Offer structured note-taking frames with prompts such as 'They help by...', 'This shows mercy because...' - Allow pupils to present understanding through drawing, posters, bullet points or oral explanation rather than extended writing. - Support pupils with paired work so they can discuss ideas before recording responses.	- Use clear, simple prompts around the room (e.g. 'be kinder', 'be more patient', 'help others more') with visual symbols to support understanding. - Model how to move between statements and show agreement/disagreement respectfully before pupils begin. - Provide sentence stems such as 'I think this because...' or 'This could help me because...' to support reflection. - Allow pupils to respond through movement, pointing, drawing or verbal explanation rather than written responses.	- 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.

Desert to Garden – Year 4 (Lent 2)				
	Session 7	Session 8	Session 9 (longer session) RESPOND Session 10 RESPOND	
	UNDERSTAND	UNDERSTAND		
Challenge	(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	Acts of Mercy (works of mercy) are charitable actions by which we help our neighbors with their physical and spiritual needs. They are split into two main groups: corporal (body) and spiritual (soul). These acts are based on the words of Jesus in the Gospel of Matthew, where he says that helping others is the same as helping Him.	A parable is a short, simple story that uses realistic human situations to teach a moral or spiritual lesson. The word comes from a Greek term meaning ‘to place side by side’ for comparison.	Acts of Mercy (works of mercy) are charitable actions by which we help our neighbors with their physical and spiritual needs. They are split into two main groups: corporal (body) and spiritual (soul). These acts are based on the words of Jesus in the Gospel of Matthew, where he says that helping others is the same as helping Him.	
Resources	The Seven Corporal Acts of Mercy https://www.lancaster-diocese-education.org.uk/app/uploads/2015/03/The-Corporal-Works-of-Mercy-Project.pdf	Further links to some of the following; • St Damien of Molokai • Ruth Pfau • National Justice and Peace • CAFOD.	The Seven Corporal Acts of Mercy https://www.lancaster-diocese-education.org.uk/app/uploads/2015/03/The-Corporal-Works-of-Mercy-Project.pdf	
Diversity Links		Universal church links		
Checking for understanding (summative assessment)	Do pupils recognise that Lent is a time to live out the works of mercy?	Do pupils recognise how the life and work of a person or organisation (historical or contemporary) live out the works of mercy and/or the love for those oppressed by poverty?	Do the pupils recognise that for Christians, Lent is a time when they need to reflect upon something to change about themselves, to be better people?	