



Nottingham Roman Catholic
Diocesan Education Service



Galilee to
Jerusalem

Branch 3

Y4 Planning for Lent 1

Version 1: September 2026

Branch 3: Galilee to Jerusalem
Lent Term (1)
The Big Question: How can I be compassionate like Jesus?

Understand

- U4.3.1.** Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the Scripture studied.
- U4.3.2.** Make links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah.
- U4.3.3.** Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society, making relevant links to the Scripture studied.
- U4.3.4.** Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick.
- U4.3.5.** Make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer.
- U4.3.6.** Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love. (RVE)

Discern

- D4.3.1.** Thinking about and discussing answers to Jesus' question, 'Who do you say I am?', consider the response of Peter and the response of Christians today.
- D4.3.2.** Considering the claim 'The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission' (YOUCAT 91), expressing a point of view, supported by relevant reasons, in response to this statement.

Respond

- R4.3.1.** Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did. (RVE)
- R4.3.2.** Considering how Jesus serves others and discussing how Christians can follow this example today. What could this mean for their lives and the lives of their local communities? (RVE)

Galilee to Jerusalem – Year 4 (Lent 1)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND/DISCERN	Session 4 UNDERSTAND/RESPOND	Session 5 RESPOND
Learning Focus	HEAR Show understanding of why some people gave Jesus the title ‘Christ’ (the anointed one) by making links with the Scripture studied.	HEAR Make links between Jesus’ speech to John the Baptist’s followers and signs that he is the Messiah.	HEAR / BELIEVE Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society, making relevant links to the Scripture studied.	CELEBRATE Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick.	LIVE Make relevant links between the belief in Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer.
Recall and Retrieval	Know about the life of Jesus and some of the things he said and did.	Know about the story of John the Baptist, and how this links to the life of Jesus.	Know about God’s Kingdom, and have some understanding what this means / looks like.	- Know what a Sacrament is, and to recap what their meaning and significance. - How Catholics experience God’s forgiveness in the Sacrament of Reconciliation and through it are reconciled with their community - How the Anointing of the Sick brings God’s strength to help those who are sick.	To know about different prayers that Catholics say, and in the belief that Jesus is the Messiah.
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: About why some people gave Jesus the title ‘Christ’ (the anointed one) by making links with the Scripture studied.	Key knowledge Pupils will know: About some of the links between Jesus’ speech to John the Baptist’s followers and signs that he is the Messiah.	Key knowledge Pupils will know: About the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society, making relevant links to the Scripture studied.	Key knowledge Pupils will know: About some religious vocabulary, that describes the Sacrament of Reconciliation and the Sacrament of the Sick.	Key knowledge Pupils will know: - About some of the links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4). - Why Catholics say the Nicene Creed.
Key skills/disciplinary knowledge	U4.3.1. Show understanding of why some people gave Jesus the title ‘Christ’ (the anointed one) by making links with the Scripture studied.	U4.3.2. Make links between Jesus’ speech to John the Baptist’s followers and signs that he is the Messiah.	U4.3.3. Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society, making relevant links to the Scripture studied.	U4.3.4. Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick.	U4.3.5. Make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer.
Main teaching activity. <i>If the school has another short-term planning format, this does not need to be included</i>	- Retell, in any form; Jesus walks on the water and, with him, Peter (Matt 14:22-33) - Turn and talk activities and whole class discussion - scripture detecting/ Exploring links to the title; Jesus ‘Christ’ (the anointed one)	- Scripture detectives; <i>The Baptist’s question</i> (Matt 11:1-15) - Create our own depiction in a form of your choice. - Make links to signs that Jesus is the Messiah.	- Retell either; <i>Cure of the woman with a hemorrhage</i> (Matt 9:18-26) or <i>Cure of two blind men and cure of a demoniac</i> (Matt 9:27-34) - Link the piece of Scripture to the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society.	- Describe the Sacrament of Reconciliation and the Sacrament of the Sick in a form of your choice. - Explore how this links to how Jesus showed compassionate healing in mind and body through his ministry. https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Feducation.rcdow.org.uk%2Fwp-content%2Fuploads%2F2022%2F01%2FReconciliation-Catholicism-Unpacked-final-new-1.docx&wdOrigin=BROWSELINK	<i>Prayer detecting</i> of the Nicene Creed as a class – exploring how the words and phrases within link to the belief that Jesus is the Messiah. Do this through discussion while reading the creed. - Explore, and discuss an artistic depiction of the Nicene Creed; <i>Solemnity of the Most Holy Trinity</i> https://christian.art/daily-gospel-reading/matthew-28-16-20-2024/
Adaptive teaching examples – Adapt to suit cohort	Use the pictures- retell the story as a group verbally retelling the story- record a video for the books.	Model scripture detectives as a class- annotation.	Have word mats available on tables with key words from the story.	- Act out each sacrament, taking photographs of each as a freeze frame. - Discuss what is happening in the sacrament using the key religious vocabulary.	Exploration of the Nicene Creed through the 5 W’s – key words and phrases.
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.				

Galilee to Jerusalem – Year 4 (Lent 1)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND/DISCERN	Session 4 UNDERSTAND/RESPOND	Session 5 RESPOND
Key Vocabulary and Definition	Messiah - (derived from the Hebrew word for 'anointed one') refers to Jesus Christ. As the prophesied savior of the world, Jesus perfectly fulfilled the divine roles of priest, prophet, and king.	Messiah - (derived from the Hebrew word for 'anointed one') refers to Jesus Christ. As the prophesied savior of the world, Jesus perfectly fulfilled the divine roles of priest, prophet, and king. Parable - a parable is a short, metaphorical story drawn from everyday life used by Jesus to illustrate a profound spiritual truth about the Kingdom of God	God's Kingdom - the Kingdom of God (also called the Kingdom of Heaven) is both a spiritual reality within the believer and a visible, historical community.	Sacrament of Reconciliation - (officially called the Sacrament of Penance and Reconciliation or Confession) is the Sacrament in which we receive forgiveness from Christ.	Nicene Creed - To believe Jesus to be the 'Only Son of God' is to affirm his divine sonship. The Nicene Creed developed this by adding that the Son was 'begotten, not made, consubstantial with the Father.'
Resources	Children's Bibles https://christian.art/daily-gospel-reading/matthew-14-22-36-2021/	Children's Bibles Teacher notes; https://youtu.be/fV18QAJ6UIY?si=eQ4hA9mc6sukURy	Jesus healed two blind men https://christian.art/daily-gospel-reading/matthew-9-27-31-2019/	The Sacrament Of Reconciliation - YouTube Catholic Sacraments: Anointing of the Sick What is the Anointing of the Sick?	https://christian.art/daily-gospel-reading/matthew-28-16-20-2024/
Diversity Links	Explore a variety of artistic depictions of the scripture passage, from a range of cultural viewpoints.	Explore a variety of artistic depictions of the scripture passage, from a range of cultural viewpoints.	Worldwide exploration of those who are excluded by society.	Make links to Bishop Patrick's spiritual theme of <i>Missionary Discipleship</i> .	Compose a Prayer for all – reflecting upon; Bishop Patrick's spiritual theme of <i>Missionary Discipleship</i> .
Checking for Understanding (summative assessment)	Do pupils recognise why some people gave Jesus the title 'Christ' (the anointed one) by making links with the Scripture studied?	Do pupils recognise links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah?	Do pupils recognise the belief that Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society, making relevant links to the Scripture studied?	Do pupils recognise some religious vocabulary, when describing the Sacrament of Reconciliation and the Sacrament of the Sick?	Do pupils recognise links between the belief that Jesus is the Messiah and the Nicene Creed?

Galilee to Jerusalem – Year 4 (Lent 1)					
	Session 6	Session 7	Session 8	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
	UNDERSTAND/DISCERN	UNDERSTAND/DISCERN	DISCERN	DISCERN/RESPOND	RESPOND
Learning Focus	BELIEVE/LIVE Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love.	HEAR / CELEBRATE / LIVE Thinking about and discussing answers to Jesus’ question, ‘Who do you say I am?’, consider the response of Peter and the response of Christians today.	BELIEVE / CELEBRATE / LIVE Consider the claim ‘The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission’ (YOUCAT 91), expressing a point of view, supported by relevant reasons, in response to this statement.	LIVE Assessment (refer to assessment slide) RESPOND Celebration of the word Assessment – Knowledge capture.	
Recall and Retrieval	Know about different Christian groups and organisations that help, and work with the poor, and marginalised.	Be familiar with Peter’s profession of faith (Matt 16:13-26)	Know what a miracle is and be familiar with some of those that Jesus performed.	- Know about some scripture which tells us more about how Jesus served others in his life. - Complete a knowledge capture of the key knowledge outlined on the knowledge organiser.	
Sequence of Knowledge throughout the session	Key knowledge Pupils will know: About the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love.	Key knowledge Pupils will know: About and be able to discuss answers to Jesus’ question, ‘Who do you say I am?’, considering the response of Peter and the response of Christians today.	Key knowledge Pupils will know: How to express a point of view, supported by relevant reasons, in response to the statement; ‘The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission’	Key knowledge Pupils will know: - About how Jesus serves others and be able to discuss how Christians can follow this example today. - The core knowledge outlined throughout the unit.	
Key Skills/Disciplinary Knowledge	U4.3.6. Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love. (RVE) R4.3.1. Reflect on those that society excludes today and consider how they could show love for these people as Jesus did. (RVE)	D4.3.1. Thinking about and discussing answers to Jesus’ question, ‘Who do you say I am?’, consider the response of Peter and the response of Christians today.	D4.3.2. Considering the claim ‘The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission’ (YOUCAT 91), express a point of view, supported by relevant reasons, in response to this statement.	RECALL Pupils will: U4.3.1. Show understanding of why some people gave Jesus the title ‘Christ’ (the anointed one) by making links with the Scripture studied. U4.3.2. Make links between Jesus’ speech to John the Baptist’s followers and signs that he is the Messiah. U4.3.3. Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society, making relevant links to the Scripture studied. U4.3.4. Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick. Pupils to answer the Big Question ‘How can I be compassionate like Jesus?’ This could be presented in a number of ways. Key Vocabulary: Messiah - a special leader or saviour chosen by God to bring peace, hope, and change to the world. The word comes from Hebrew and means ‘anointed one’. Incarnation - ‘taking on flesh’ or when something invisible becomes visible. Nicene Creed - a special, ancient summary of the most important beliefs in the Christian faith, often recited together during church services. Marginalised - to make someone feel unimportant, left out, or pushed to the edge of a group. Kingdom of God - the loving rule of God in our hearts and lives, not a physical place, where people follow Jesus, share love, and show kindness. Sacrament - a special, sacred ceremony in the Christian faith that acts as an ‘outward sign of inward grace,’ meaning it is a physical action—like using water, oil, or bread—that shows a hidden, loving gift from God. Scaffolding Questions: - Can you describe the kind of messiah Jesus showed he was. - Show you understand why Catholics say the Nicene Creed.	
Main Teaching activity. <i>If the school has another short-term planning format, this does not need to be included.</i>	Mini research project on; the work of a person or organisation who has been inspired by Jesus, work with those marginalised by societal attitudes to illness (e.g., St Francis Leprosy Guild, St Damien of Molokai, Ruth Pfau, Sr Julie Driscoll and the House of Ruth)	Create a collage / artistic depiction reflecting the words; <i>Who do you say I am?</i>	Invite the pupils to reflect upon and discuss some of the miracles that Jesus worked. Then choose one and depict this in a form of your choice.		
Adaptive Teaching Examples – Adapt to suit cohort.	- Focus on a specific person or organisation who / that has been inspired by Jesus. - Provide a leaflet template with Q prompts - Who do they support? - Why do they support these people? - How do they help people? - How are they living out the example of Jesus?	- Provide key words and phrases - Step process Step One: Fill your silhouette of Jesus with names of him Step 2: Pick 4 symbols to represent Jesus around the silhouette.	- Sentence hooks / starters; <i>Live out by.....</i> <i>In the words of Pope Francis....</i> <i>I would decide to.... because....</i> - Videos of each of the miracles as recaps from stories of the bible - Share a modelled example - Support- Use Widgit stem sentence style sheet (or similar) with key words to further assist pupils.		

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	UNDERSTAND/DISCERN	UNDERSTAND/DISCERN	DISCERN	DISCERN/RESPOND	RESPOND
				• Can you make links between Jesus’ miracles and the coming of the Kingdom of God? • How do the Sacraments of Reconciliation and the Sacrament of the Sick link to Jesus’ compassion? • Can you make links between Catholic Social Teaching and God’s Kingdom on earth? 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: • Can you describe the work of someone who shows compassion to the marginalised? 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. • Use prompts: The ‘Open Ears’ Rule • The Idea: Jesus always stopped to listen to people. We can do the same! • What to do: If a friend is sad at playtime, stop playing and listen to them. Ask, ‘Are you okay?’ The ‘Everyone is Invited’ Rule • The Idea: No one should ever feel left out. • What to do: If you see someone standing alone on the playground, go and ask them to join your game. • Pupils 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	• Virtues - In Catholic theology, the Seven Sacraments are closely intertwined with the Seven Virtues. Through these sacraments, believers receive the divine grace required to practice and grow in the human and theological virtues: Faith, Hope, Charity, Prudence, Justice, Fortitude, and Temperance	• Faith in Action - We are reminded and called to be a Church of faith in action. • As Catholics we are given the gift of grace while at the same time inheriting the responsibility of caring for one another.	• Humankind - In Catholic theology, humankind is defined by the Imago Dei (image and likeness of God). Every person possesses an inherent, inviolable dignity and is a union of a physical body and a spiritual soul. Endowed with intellect and free will, humans are uniquely called to know, love, and serve their Creator.	• Service - In Catholicism, ‘service’ has two main meanings: it refers to charitable outreach to the poor and marginalized (seen as serving Christ), or it denotes the Mass, which is the central act of public worship where the bread and wine are consecrated into the Eucharist • Revisit and review all vocabulary from the unit of work.	
Resources	ST FRANCIS LEPROSY GUILD - Home	Children’s Bibles	Children’s Bibles	Background notes; https://youtu.be/-IWgKFHqLhA	

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Diversity Links	Explore further; <i>forgive us our trespassers</i> in today's global context – how is this witnessed in today's world?	The Our Father – a Universal Prayer. It's meaning for many throughout the world.	Oscar Romero – explore further his work and the impact of this then and still today.	- Assessment resources - Prayer and celebration of the word planning and evaluation resources - Exploration of further saints' lives from a culturally diverse and global perspective.	
Checking for understanding (summative assessment)	Do pupils recognise different prayers we say, and especially the Our Father prayer?	Do pupils recognise the meaning of the Kingdom of God?	Do pupils recognise the life of a saint who worked to build the kingdom of God?	- Do pupils recognise how Jesus serves others and discussing how Christians can follow this example? - Outcomes from the 'Respond' and celebration of the word.	