



Nottingham Roman Catholic
Diocesan Education Service



Galilee to
Jerusalem

Branch 3

Y5 Planning for Lent 1

Version 1: September 2026

Branch 3: Galilee to Jerusalem

Lent Term (1)

Big Question: How can Jesus' greatest commandment and the Beatitudes be used as rules for living our own lives?

Understand

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

U5.3.1. Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed.

U5.3.2. Compare Matthew and Luke's description of the new law, or great commandment and make links between the new law a parable and Jesus' summary of the law and Sessions for Christian life today.

U5.3.3. Make simple links between the Beatitudes and the Ten Commandments.

U5.3.4. Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.

U5.3.5. Make links between the seven petitions (requests) of the Our Father and their meaning for Christians.

U5.3.6. Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes.

Discern

By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:

D5.3.1. Expressing a point of view about Jesus' great commandment as a rule for life.

D5.3.2. Imagining how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery.

D5.3.3. Exploring how they and others interpret artists' meanings, in response to paintings of the Transfiguration.

Respond

During this unit of study, pupils will be invited to respond to their learning, for example by:

R5.3.1. Reflecting on the mystery of the Transfiguration.

R5.3.2. Reflecting on why Jesus invites us to call God 'Father'.

R5.3.3. Reflecting on the meaning of what they have learned about Jesus' great commandment for their own lives.

R5.3.4. Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves. (RVE)

Galilee to Jerusalem – Year 5 (Lent 1)						
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND/DISCERN	Session 4 RESPOND	Session 5 UNDERSTAND/DISCERN/RESPOND	Session 6 DISCERN
Learning Focus	HEAR / BELIEVE Know that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed.	HEAR / BELIEVE Know and make simple links between the Ten Commandments and The Beatitudes.	HEAR Know and compare St Matthew and St Luke's Gospel description of the new law, the greatest commandment.	HEAR Know that Jesus teaches us we should love our neighbour and understand how the parable of The Good Samaritan is an example of this.	HEAR/BELIEVE Know that Jesus reveals his divine glory to three of his disciples at The Transfiguration.	HEAR/BELIEVE/LIVE Know some different artistic representations of The Transfiguration.
Recall and Retrieval	Know and name some of the ways Christians try to live like Jesus.	Know and name some of The Beatitudes.	Know and name the four Gospel writers.	Know and name Jesus' greatest commandment.	Know that Elijah and Moses were prophets.	Turn and talk – Know what happened at the Transfiguration.
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - The Beatitudes are a set of teachings from Jesus to positively guide our behaviour. - The Beatitudes from St Matthew's Gospel contain eight statements. - The Beatitudes describe how faithful Christians should aim to live their lives. - That The Beatitudes show the loving face of Christ.	Key knowledge Pupils will know: - What is similar about the Ten Commandments and The Beatitudes. - What is different about the Ten Commandments and The Beatitudes. - And make links between The Beatitudes and the Ten Commandments.	Key knowledge Pupils will know: - What Jesus' greatest commandment is. - That Jesus summarises the law as The Greatest Commandment. - The similarities and differences between Matthew and Luke's description of the greatest commandment.	Key knowledge: Pupils will know: - That Jesus teaches Christians to love our neighbour. - Ways for how we can love our neighbour. - The greatest Commandment describes how faithful Christians should aim to live their lives.	Key knowledge Pupils will know: - That at the Transfiguration Jesus revealed his divine glory - That Elijah and Moses appeared at The Transfiguration, as they symbolise the law and the prophets.	Key knowledge Pupils will know: - That there are different artistic representations for the bible story of the Transfiguration. - Why different artists represent the same bible story in different ways. - That people can have different interpretations of the artwork to yourself.
Key skills/disciplinary knowledge	U5.3.1. Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed.	U5.3.3. Make simple links between the Beatitudes and the Ten Commandments.	U5.3.2. Compare Matthew and Luke's description of the new law, or great commandment. D5.3.1. Express a point of view about Jesus' greatest commandment as a rule for life.	U5.3.2. Make links between the new law, a parable (<i>The Good Samaritan</i>) and Jesus' summary of the law and Sessions for Christian life today. R5.3.2. Reflecting on the meaning of what they have learned about Jesus' great commandment for their own lives.	U5.3.4. Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah. D5.3.2. Imagining how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery. R5.3.1. Reflect on the mystery of the Transfiguration.	R5.3.1. Reflecting on the mystery of the Transfiguration. U5.3.3. Exploring how they and others interpret artists' meanings, in response to paintings of the Transfiguration.
Main teaching activity <i>If the school has another short-term planning format, this does not need to be included</i>	- Display the Mafa Jesus painting of the Sermon on the Mount. - Silent debate that includes what you think the people in the painting are thinking, feeling and saying. Stick the picture in the centre of the A1 sheets for pupils to record on. - Work in table groups. Each group have one of the eight Beatitudes. - Think about the meaning of that Beatitude and explain it in your own words. - Make links to your own lives and how you would live this out. - Make links to how Christians live this out in their own lives. - Make wider links to the Bible, hymns, prayer, virtues, and CST. - Present findings to the whole class. Encourage an environment of active listening and allow pupils to ask questions.	- Pupils need a double page for this Session. - On one side of the page, stick The Ten Commandments and the other side The Beatitudes. - Make simple links between the two passages. - Share their findings with the class. - Explain their understanding and give reasons for their choices.	- Read both Matthew's and Luke's Gospel accounts of the greatest commandment. - Compare similarities and differences of these using different colour highlighters – one colour for similar and one for different. - Explain their understanding and give reasons for their choices.	- Share read the story of The Good Samaritan (Luke 10:25-37) - Watch the short video https://www.bbc.co.uk/programmes/p011400q - Turn and Talk – key questions to discuss. - Drama activity - In small groups, role-play different sections of the parable. - Record in your RE book how you can make links with the teaching of this parable and how you can live out Jesus' greatest commandment in your own life. (Leave a space for the photograph of the role-play).	- Share the video of Tom Baptist reading the story of The Transfiguration. This includes an explanation from Tom about this story. - Create your own story board / comic strip to show knowledge of the story. - Include the language of 'divine glory', 'Elijah' and 'Moses' and say something about the importance of Elijah and Moses. - Explain through the storyboard / comic strip how Peter, James and John felt at the Transfiguration. - Explain their thinking with reference to why this event is a mystery.	- Look at different artistic representations of the Transfiguration. - Why do you think different artists represent the bible story in different ways? - Choose your selected piece of art and stick it in the RE book. - Work through the questions about the artwork.

Galilee to Jerusalem – Year 5 (Lent 1)						
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND/DISCERN	Session 4 RESPOND	Session 5 UNDERSTAND/DISCERN/RESPOND	Session 6 DISCERN
Adaptive teaching examples – Adapt to suit cohort	- Pre-teach key words using simple explanations and visuals. - Model how to infer thoughts and feelings from an image. - Provide structured prompts. - Reduce language load by using word banks, emotion cards or symbols instead of full sentences where needed. - Use mixed-ability groups with clear roles. - Assign one Beatitude per group and provide a simplified version alongside visual support. - Provide sentence stems.	- Use visual versions of both texts alongside simplified wording. - Read each commandment and beatitude aloud together, pausing to explain key vocabulary. - Focus on a small number of key links rather than all possible comparisons. - Use colour-coding or symbols to support matching ideas. - Provide linking prompts such as ‘This is similar because...’ and ‘Both passages teach...’. - Allow pupils to use cut-and-stick statements or matching cards instead of writing full comparisons where needed.	- Provide simplified versions of both Gospel passages alongside key vocabulary support. - Use colour-coded highlighting or symbols. - Provide a structured comparison sheet . - Offer sentence stems such as ‘This is similar because...’ and ‘This is different because...’. - Provide visual cues or icons. - Support recording through drawing, arrows, or adult scribing.	- Use pictures or props to support understanding. - Use a short video clip with pauses to check understanding. - Provide visual prompts or story sequencing cards to support recall of the main events. - Use clear group roles in drama. - Use adult support to guide groups and prompt understanding. - Provide sentence stems for recording such as ‘This story teaches...’ and ‘I can live this out by...’. - Reduce written demand by allowing pupils to draw, use bullet points, or add photographs. - Display key messages visually.	- Pause the video at key moments to explain divine glory, Elijah and Moses using simple visuals and short explanations. - Provide a structured storyboard template and model one example before pupils begin. - Support pupils to show understanding of feelings and meaning using drawings, speech bubbles or short captions, with sentence stems such as ‘They felt...’ and ‘This is a mystery because...’.	- Show a small selection of artwork and guide pupils to notice key details using simple prompts (‘What do you see?’, ‘What is happening?’). - Explain that artists show Bible stories differently to reflect culture, time and personal interpretation, using clear examples. - Provide structured question cards with sentence starters (e.g. ‘I notice...’, ‘I think this shows...’, ‘This makes me feel...’).
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?					
Key Vocabulary and Definition	The Beatitudes – Blessings given to the disciples by Jesus at The Sermon on the Mount. Sermon – A talk on a religious subject based on a passage from the Bible.	The Beatitudes – Blessings given to the disciples by Jesus at The Sermon on the Mount.	Commandment – a rule given to follow.	Parable – a simple story told by Jesus to teach a moral or spiritual Session.	Transfiguration – Jesus becomes radiant in glory to three of his disciples – Peter, James and John.	Transfiguration – Jesus becomes radiant in glory to three of his disciples – Peter, James and John.
Resources	PowerPoint The eight Beatitudes each on eight pieces of large paper.		PowerPoint	PowerPoint Class Bibles RE books		PowerPoint RE books Variety of artistic images for The Transfiguration Small pictures printed List of art interpretation questions to respond to.
Diversity Links	Mafa Jesus (Cameroon)					Use diverse representations of the image.
Checking for Understanding (summative assessment)	Do pupils recognise different prayers we say, and especially the Our Father prayer?	Do pupils recognise that the Ten Commandments help human beings live good and happy lives?	Do pupils recognise St Matthew and St Luke’s Gospel description of the new law, the greatest commandment?	Do pupils recognise that Jesus teaches Christians to love our neighbour?	Do pupils recognise the significance of Moses and Elijah at the Transfiguration?	Do pupils recognise that there are different artistic representations for the bible story of the Transfiguration?

Galilee to Jerusalem – Year 5 (Lent 1)				
	Session 7	Session 8	Session 9 and Session 10 DISCERN/RESPOND (DISCERN AND RESPOND)	
	UNDERSTAND/DISCERN	UNDERSTAND/DISCERN	DISCERN/RESPOND	RESPOND
Learning Focus	HEAR/BELIEVE / CELEBRATE Know that the Our Father prayer is the perfect prayer given to us by Jesus and it is composed of seven petitions.	CELEBRATE Know that the theological virtues of faith, hope and love help Christians live out the Beatitudes.	Recall: How can Jesus' greatest commandment and the Beatitudes be used as rules for living our own life? Identify the links between the Beatitudes and the Ten Commandments. How are they similar? How are they different? Can you give reasons why Jesus told the parable of the Good Samaritan? Explain why the theological virtues of faith, hope and love help to follow Jesus' greatest commandment. Can you explain what the disciples saw at The Transfiguration? What do you understand about the appearance of Elijah and Moses at The Transfiguration? Explain why St Thomas Aquinas called The Our Father the perfect prayer. D5.3.1. Expressing a point of view about Jesus' greatest commandment as a rule for life. R5.3.3. Reflecting on the meaning of what they have learned about Jesus' great commandment for their own lives. R5.3.4. Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves. Key Vocabulary: Commandment, Parable, Sermon, Transfiguration, Petition, Virtue, Theological, Divine Respond: Plan a Celebration of the word based on your school's agreed format.	
Recall and Retrieval	Know and recall which prophets appeared at the Transfiguration.	Know the scripture reference for where they can find the Our Father in the New Testament.		
Sequence of Knowledge throughout the Lesson	Key knowledge Pupils will know: - That a petition is a form of prayer. - That the Our Father prayer is composed of seven petitions. - That the Our Father is the perfect prayer given to us by Jesus. - That St Thomas Aquinas describes the Our Father as the perfect prayer because it shows Christians how to ask for what they desire in the order they should be desired. - The Our Father is a prayer that calls Christians in to a family relationship with God.	Key knowledge Pupils will know: That the theological virtues link with Jesus' teachings in The Beatitudes.	Key knowledge Pupils will know: - What a virtue is. - And explain what the theological virtues are and name them. - That the Church teaches that Christian hope and charity unfold from the Beatitudes as they show the path to a life in Christ. - Some ways that the theological virtues help Christians live out The Beatitudes.	Key knowledge: Pupils will know: - The core knowledge outlined throughout the unit. - Revisit Knowledge Organiser
Key Skills/Disciplinary Knowledge	U5.3.5. Make links between the seven petitions (requests) of the Our Father and their meaning for Christians. R5.3.2. Reflect on why Jesus invites us to call God 'Father'.	U5.3.6. Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes.	R5.3.4. Reflect on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves.	
Main teaching activity <i>If the school has another short-term planning format, this does not need to be included.</i>	- Teacher to display the Our Father prayer with clear seven petitions. - Model using one of the petitions and what the meaning is for Christians. - Give the other petitions out to pupils to discuss. - Record in their book for one of the other petitions and explain the meaning for Christians. - Reflect on why Jesus invites us to call God 'Father'.	- Revisit The Beatitudes and Jesus' greatest commandment. (Luke 10:27 or Matthew 22:36-40). - Introduce (or revisit) the Theological virtues (faith, hope and love (charity). - In small groups, make links between The Beatitudes and Jesus' greatest commandment and at least one of the Theological virtues. - Look at and discuss a range of symbolic representations for the three Theological virtues. - Pupils to design their own crest to symbolise the Theological virtues	- Answer the big question 'How can The Beatitudes and Jesus' greatest commandment help Christians live out their life?' - Discuss how the virtues teach Christians to live a good life and follow a path to Christ. - Teacher to decide how pupils record the information.	- Complete a knowledge quiz. - Class to plan and lead a celebration of the word. - Follow the instructions for completing the Celebration of the Word sheet and record it in books.

Galilee to Jerusalem – Year 5 (Lent 1)				
	Session 7	Session 8	Session 9 and Session 10 DISCERN/RESPOND (DISCERN AND RESPOND)	
	UNDERSTAND/DISCERN	UNDERSTAND/DISCERN	DISCERN/RESPOND	RESPOND
Adaptive Teaching – Adapt to suit cohort.	• Display the prayer in short, clearly separated petitions with simple visuals or symbols to support meaning. • Model one petition together, thinking aloud to show how Christians understand it in everyday life. • Provide simplified wording and sentence stems to support discussion of the remaining petitions. • Encourage paired talk before sharing ideas with the class to support confidence and understanding. • Allow pupils to record understanding through drawing, key words, or short sentences with support or adult scribing where needed. • Support reflection on ‘Father’ using simple prompts and real-life comparisons (e.g. care, guidance, love).	• Revisit the Beatitudes and Greatest Commandment using key visuals and short recap prompts to support memory and understanding. • Introduce faith, hope and love using simple definitions and symbolic images to make abstract ideas concrete. • Model one example link between a Beatitude, the Greatest Commandment and a virtue before group work begins. • Provide structured linking cards or sentence stems (e.g. ‘This connects to... because...’) to support discussion and reasoning. • Allow pupils to respond through discussion, drawing, symbols or a simple matching grid rather than extended writing. • For the crest design, provide templates and visual examples of symbols for each virtue to support creativity and understanding.	• Revisit key learning using simple visual prompts of the Beatitudes, Greatest Commandment and virtues to support recall. • Model how to answer the big question using one clear example before pupils begin independent thinking. • Provide sentence stems such as ‘They help Christians by...’ and ‘This teaches Christians to...’ to structure responses. • Encourage paired talk before recording ideas to support confidence and organisation of thinking. • Allow pupils to show understanding in different ways (drawing, spoken explanation, bullet points, or supported 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.) 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?			
Key Vocabulary and Definition	Petition – A request asking for something. Our Father – The prayer Jesus taught us as the way to pray.	Theological virtues – faith, hope and charity (love)	Virtue – a good habit	
Resources	PowerPoint	PowerPoint Pre-cut template of a heart, anchor and cross.	PowerPoint	PowerPoint Items for prayer table Music Religious art images
Diversity Links				
Checking for understanding (summative assessment)	Do pupils recognise that prayers can be petitions or meditative, making links with Catholic prayers, for example, the Rosary and Our Father?	Do pupils recognise how the virtue of either hope or charity (love) links with Jesus’ teaching in the Beatitudes?	Do pupils recognise how virtue teaching, the Ten Commandments and Jesus’ teaching help people live a good life?	