



# RERC Term 4 Planner - Primary 5



## Experiences and Outcomes

I can understand that the Eucharist is 'the source and summit of the Christian life'. **RERC 2-09b**

I can recognise Mary's significance within the Catholic tradition and I know that celebrating her feast days and praying to God through Mary can enrich my life.

**RERC 2-15a**

I know some of the signs and symbols related to Lent, Easter, Pentecost, Advent and Christmastide and I can use this understanding to help me explore the themes of these celebrations. **RERC 2-18a**

I recognise the contribution of other Christian Churches to Jesus' Kingdom. I have explored ecumenical action and reflected upon its impact in the world. **RERC 2-21b**

I can identify some of the customs and artefacts related to the Jewish and/or Muslim communities and their festivals. **RERC 2-27b**

I know that Jesus is truly divine and truly human and I can acknowledge Him as our Saviour who brings the New Covenant. **RERC 2-05a**

I can examine God's relationship with myself and others. I have reflected on how the gift of faith can permeate my whole being. **RERC 2-03a**

I can identify the three persons in the Holy Trinity and I have reflected on how I can honour the Holy Trinity. **RERC 2-04a**

I have examined some political, social, historical and religious elements in first-century Palestine and gained an understanding of Jesus' life on earth. **RERC 2-06a**

## Benchmarks

- Explains in their own words the importance of the Eucharist for Christian life and participates reverently in all parts of the Mass.
- Shares ways that devotion to Mary deepens personal faith life and says in their own words why Mary is important to Catholics.
- Investigates and shares why signs and symbols are used at particular times of the liturgical year and uses symbols and rituals to worship God, reflecting on their purpose.
- Explains some facts about ecumenism and discusses how it contributes to building God's Kingdom.
- Shares some key beliefs and guiding principles for Jewish OR Muslim life.
- Shares facts and participates in discussion about Jewish OR Muslim customs, artefacts, places of worship and religious festivals.
- Demonstrates through words and actions how Jesus influences people's lives and values.
- Reflects and acts upon how good choices, forgiveness and reconciliation are important in their relationship with God and others.
- Identifies the three persons of the Trinity, discusses their unique characteristics and shares ways that they honour the Trinity.
- Investigates and identifies key knowledge about Palestine at the time of Jesus.

## Plan for Assessment

### Focus 1:

Children understand that we can learn about Jesus through the Gospels and that each Gospel gives a particular portrait of the same Jesus.

Children understand that Jesus was fully human and felt the emotion of anger.

Children understand that Jesus called forth a response from the crowds.

Children can identify how people responded to Jesus in different ways.

Children will learn more about Jesus through the Gospel of Mark.

### Focus 2:

Children can pray The Angelus.

Children recognise that Mary is honoured as the first of all believers.

Children know that Mary is given the titles 'Mother of God' and 'Mother of the Church' and can explain what these terms mean.

Children understand what a litany means and can participate in a Litany to Mary.

Children know and understand the structure and terminology associated with the Rosary.

Children can name the Joyful, Sorrowful and Glorious and Luminous Mysteries of the Rosary, and recognise that these narratives come from the Gospel accounts of Jesus' life, death and Resurrection.

### Focus 3:

Children know that during the Eucharistic prayer we remember the words and actions of Jesus at the Last Supper.

Children know that at Pentecost we celebrate the gift of the Holy Spirit.

Children develop an understanding that the Holy Spirit strengthens our faith, informs our conscience and guides us in all moments of our lives.

### Focus 4:

Children can identify the three persons in the Holy Trinity and know that we call this the Mystery of the Most Holy Trinity.

Children know the words of the Nicene Creed.

Children recognise that, when saying the Nicene Creed, they are expressing their faith and honouring God as Father, Son and Holy Spirit.

### Focus 5:

Children can identify, on a map of geographical locations, places associated with Jesus and the Holy Land.

Children can investigate how long it would have taken to travel between two places on a map.

Children will recognise groups of people who were considered outcast in Jesus' time.

Children will develop understanding that Jesus reached out to those who were considered outcasts, offering them acceptance and healing, and invited them into the Kingdom of God.

Children develop awareness of those treated unfairly in our society and how as Christians we are called to respect them and treat them fairly.

### Focus 6:

Children can recall and build on prior learning of Judaism, using their knowledge to discuss Jewish beliefs, Sacred Days, places of worship, Jewish artefacts and their significance.

## Sequence of Lessons

### Focus 1:

In P5 we will focus on the Gospel of Mark (with occasional references to the Gospel of John). Mark's Gospel, "The Good News about Jesus Christ, Son of God" (Mark 1: 1) is thought to be the first Gospel to be written. It chronicles the signs and wonders of Jesus and the amazement of those who witnessed them; the humanity of Jesus in his words, looks and gestures; and his invitation to enter the Kingdom of God.

- I know that we can learn about Jesus through the Gospels and that each Gospel creates a specific picture of Jesus, but they all create the image of the same Jesus.
- I will learn about Jesus through the Gospel of Mark.
- I can hear, read and recount narratives about Jesus' life to show that He was fully human - *being angry* - the cure of the man with the withered hand (Mark 3: 1-6)
- I have read Mark 8: 34-38 and I understand that Jesus asked for a response from the crowds.
- I can identify how people responded in different ways e.g.
  - the rich young man (Mark 10: 17-22)
  - the blind man of Jericho, Bartimaeus (Mark 10: 46-52)
  - Peter's profession of faith (Mark 8: 27-30).

## Suggested Activities

(Optional resources to support lessons available on website)

### Focus 1:

- Teacher will explain that the four Gospels of Matthew, Mark, Luke and John tell the story of Jesus' life, death, resurrection and proclaim the good news of God's victory over the powers of sin and death. Explain that although the four Gospels tell the stories of Jesus, each does so in a distinctive way, emphasising aspects of Jesus' identity and mission (See Resources for information sheet). Complete The Four Gospels Worksheet (See Resources).
- CT to explain that having four Gospels, rather than one, gives us a deeper understanding of Jesus. Give the children an opportunity to explore the Gospels using a class set of Bibles (if available). Allow them to identify specific stories from each and share them with the class or their group. Complete 'Stories unique to each Gospel' Worksheet (See Resources).
- CT to explain that the class will be learning more about Jesus through the Gospel of Mark. Remind the children that, although Jesus was the Son of God, He was also fully human and showed emotions just like they do. Discuss some emotions that the pupils experience in their daily lives through various scenarios, e.g. having a fall out with a friend, celebrating a birthday, being given a surprise gift, watching a scary film, being told off by a teacher. Do we think Jesus experienced the feelings and emotions which we would feel in these situations? Read Mark 3:1-6 (Jesus curing the man with the withered hand) and discuss the different emotions shown by the people in the story e.g. the onlookers, Jesus, the cured man, the Pharisees. Teacher should emphasise that Jesus displayed the emotions of anger and pity in this scripture reading. (Children could create a dramatisation of the event)
- Read and discuss Mark 8: 34-38. Encourage the children to imagine that they are in the crowd and Jesus is talking to them. What is Jesus asking them to do? Complete 'The Way of the Cross' worksheet (See Resources).
- Group Activity: Complete 'Response to Jesus' worksheet (See Resources) using Mark 10:17-22, Mark 10:46-52 and Mark 8: 27-30.

## **Focus 2:**

- I am learning to pray the Angelus at noon, in honour of Mary, particularly in the season of Advent and during the months of May and October.
- I can recognise that Mary is honoured as the first of all believers.
- I know that Mary is given the titles 'Mother of God' and 'Mother of the Church' and I can explain what these terms mean.
- I understand what 'a litany' means and I can participate in a simple Litany to Mary, or the Litany of the Saints.
- I know and understand the structure and terminology associated with the Rosary.
- I can name the Joyful, Sorrowful and Glorious and Luminous Mysteries of the Rosary, and I recognise that these narratives come from the Gospel accounts of Jesus' life, death and Resurrection.

## **Focus 2:**

- May Altar - liturgical colour of green. Place a statue of Mary on the altar and highlight the importance of this, especially during the month of May.  
Class prayers around the May Altar - Our Father, Hail Mary and Glory be to the Father.  
Introduce the hymn, Mary Immaculate Star of the Morning (See Resources) for lyrics. You can access this link to help teach the words: [Mary Immaculate, Star of the Morning Song Lyrics \(youtube.com\)](https://www.youtube.com/watch?v=...)
- Revise the Story of Our Lady of Lourdes (see Term 1 planner)  
Remind the children that a way of honouring Mary is to pray The Angelus at noon each day. Explain that The Angelus means angels and Mary has been given the title, Queen of the Angels (show image - see resources).  
Discuss Jean Francois Millet's painting of the tradition of praying The Angelus (See Resources for painting and notes).  
Suggested questions: What had the man and woman been doing? How are they standing? What can you see in the distance? What time of day do you think it is?  
Pray The Angelus and try to incorporate it into your daily prayers for the month of May. (See Resources).
- Read Luke 1: 26-38 (The story of The Annunciation). Discuss the faith and trust Mary had in the Angel's words. Explain that Mary is honoured as the first of all believers because she said "yes" to God and became the Mother of his Son.  
Examine paintings by artists who created the images of what they imagined when they read the story of The Annunciation. (See Resources). Children paint a picture of their own interpretation.
- Titles of Mary - Mary was given many different titles, including 'Mother of God' and 'Mother of the Church.' Explain that 'Mother of God' represents Mary as the mother of Jesus who was both fully God and fully man. The title, 'Mother of the Church' was emphasised by Pope Paul VI when he said, "For the glory of the Blessed Virgin and our own consolation, we proclaim the Most Blessed Virgin Mary Mother of the Church, of the whole people of God, faithful and pastors, and we call her most loving Mother."

The Holy Father expressed the hope that this title of Mary, Mother of the church would "lead Christians to honour Mary even more and to call upon her with still greater confidence." He decreed that "from now onward the whole Christian people should give even greater honour to the Mother of God under this most loving title."

Complete Titles for Mary worksheet (See Resources).

- Remind the children that a litany is a form of prayer which is a prayer of petitions and responses. Teacher explains that a litany has three parts: the invocation (addressing God), the petitions (asking God for His help) and the responses ("Have mercy on us," "Pray for us," "Hear us").

Class will compile their own Litany to Mary for the month of May. See layout of a litany and a list of titles for Mary in Resources.

This site may offer help and guidance: [The Mini Litany of Saints \(cathfamily.org\)](http://cathfamily.org)

- Recap prior learning, reminding the children that the Rosary is a special prayer to Mary when we ask her to intercede to God on our behalf. Use 'Rosary Beads' and 'How to Pray the Rosary' worksheets to explain how to pray the Rosary. (See Resources).
- CT should explain that the twenty mysteries of the rosary are divided into four sets (Decades of the Rosary). These mysteries tell us about the life of Jesus: The Joyful Mysteries (happy stories about the birth of Jesus and his early life), The Luminous Mysteries (the life of Jesus as an adult as he spread the Word of God), The Sorrowful Mysteries (the passion and death of Jesus) and The Glorious Mysteries (what happened after Jesus died). (See resources for notes on each of the mysteries).

Children should complete 'The Rosary and the Life of Jesus' Worksheet (See Resources).

Discuss how the narratives came from the Gospel accounts of Jesus' life, death and Resurrection. Work co-operatively to find a relevant reading from the Bible. Complete The Mysteries of The Rosary Worksheet (See Resources).

### **Focus 3:**

- I know that *God* reveals himself gradually throughout history and that the story of the self-revelation and self-communication of *God* to human beings, which culminates in the person of *Jesus Christ* and which is recounted in the *Old and New Testaments*, is known as "Salvation History."
- I know that *God* has revealed himself above all in the life, death and resurrection of His son *Jesus*, and in the outpouring of the Holy Spirit at Pentecost and that this revelation originates in, and also somehow reveals, the inner mystery of *God* as Father, Son and Holy Spirit.
- GLP - I know that the Holy Spirit strengthens my faith, informs my conscience and guides me in all moments of my life.

### **Focus 3:**

- Discuss the word, 'salvation'. Look at the dictionary definition and discuss the meaning. Show Salvation PowerPoint and explore the activities in the notes section. (See Resources)  
Discuss how *God* has communicated his plan to save us and how this has been in action for all eternity and is called "Salvation History." (See Resources for notes on Salvation History)
- Locate and read *Genesis 1:26-31* and *Genesis 2:1-25*. (Copy in Resources) Explain that salvation history began with Adam in the Garden of Eden. Discuss how Adam and Eve failed to keep the covenant and were cast out but *God* showed them compassion because he never stops loving us, even when we fail to keep our 'side of the bargain'. Discuss other stories in the Old Testament which show the continuing relationship between *God* and mankind. Possible scripture reading include: *God's covenant with Noah (Genesis 9: 1-17)*, *God command Abraham to offer Isaac (Genesis 22: 1-19)*, *Moses and the Red Sea (Exodus 14: 1-30)* and *David's prayer of thanksgiving 2 (Samuel 7: 18-19)*. Complete Salvation History worksheet (See Resources).
- Read and discuss the Eucharistic Prayer where we remember the words and actions of *Jesus* at the Last Supper.
- Explain that The Feast of Pentecost is celebrated on the Sunday 50 days after Easter. Read and discuss *Acts 2: 1-13*. (See Resources)  
Learn the hymn *The Spirit Lives to Set Us Free* (See Resources) and access the following link:  
<https://www.youtube.com/watch?v=8CumpuwbWv4>  
  
Pentecost Art - discuss colours, shapes, mood, etc (See Resources for example and template).
- Explain that *God* sent the Holy Spirit to be with us always and to strengthen our faith, inform our conscience and guide us in all moments of our life.  
Discuss the gifts and fruits of the Holy Spirit. (See resources for notes).  
Examine example posters depicting the Gifts and Fruits of the Holy Spirit (See Resources). Children to create own posters.

#### **Focus 4:**

- I recognise that God is a loving community of three persons, and I know that we call this the Mystery of the Most Holy Trinity.
- I recognise that, when I say the Creed, I am expressing my faith and honouring God as Father, Son and Holy Spirit.

#### **Focus 5:**

- I can identify the geographical locations of places associated with Jesus and the Holy Land: Judea, Galilee, Bethlehem, Nazareth, Jerusalem, Jericho, Samaria, the Sea of Galilee, the Jordan. I can investigate how long it would have taken to travel between these places.
- I can recognise groups of people who were considered outcasts in Jesus' time:
  - Tax collectors (Mark 2: 15-17) since they worked for the Roman Authorities and often cheated people.
  - Shepherds (Luke 2: 8) because their job kept them away from worship and community life, and they were often blamed for stealing.
  - People from Samaria (John 4: 5-10) who had their own Temple and had fought with Jewish people for many centuries.

#### **Focus 4:**

- Children to define the word mystery reflecting on previous learning. CT to explain that God is a loving community of three persons: God the Father, God the Son and God the Holy Spirit. The mystery of the Most Holy Trinity is the central mystery of Christian faith and life. It is the mystery of God in himself. It is therefore the source of all the other mysteries of faith, the light that enlightens them. It is the most fundamental and essential teaching in the "hierarchy of the truths of faith". The whole history of salvation is identical with the history of the way and the means by which the one true God, Father, Son and Holy Spirit, reveals himself to men "and reconciles and unites with himself those who turn away from sin." (Catechism of the Catholic Church)  
Examine the painting by The Heavenly and Earthly Trinities by Bartoleme Murillo (See Resources) and discusses how the Father, the Son and the Holy Spirit are portrayed.  
Examine the image of the Shield of the Most Holy Trinity and complete The Most Holy Trinity worksheet (See Resources).
- Explain that when we say the Creed, we are expressing our faith and honouring God as Father, Son and Holy Spirit. Say the Nicene Creed together. Complete Nicene Creed worksheet (See Resources).

#### **Focus 5:**

- Locate the region which was part of the Holy Land in biblical time on a world map.  
Examine map of Israel in New Testament Times and ask children to identify: Judea, Galilee, Bethlehem, Nazareth, Jerusalem, Jericho, Samaria, the Sea of Galilee and the River Jordan (See resources for map).  
Explain that these places are all associated with Jesus and are written about in the Bible within the New Testament. (See resources for information sheet on locations and River Jordan)  
Explain that Jesus was born around the time of the Roman Empire's expansion throughout the Mediterranean region. Since Jesus and His followers were not wealthy (mostly fishermen and farmers) it was

- Lepers (Mark 1: 40-45) who caused fear because of their contagious and disfiguring disease.
- I understand that while many people considered the outcast and disabled to be cursed by God, Jesus reached out to them, offering them acceptance and healing, and invited them into the Kingdom of God e.g., the cure of the man born blind - John 9: 1-7 cures of Gennesaret - Mark 6: 53-56.
- I am able to identify those who are outcasts and are treated unfairly in today's society, and how Christians are called to affirm the dignity of every human being, created in the image and likeness of God.

likely that they travelled by foot to the villages and towns in the region.

Examine map of Israel in New Testament Times and explain how to use the scale bar. Show how to work out the length of time it would take to walk between Bethlehem and Jerusalem at an average walking speed of three miles per hour.

Children should complete 'Travelling in New Testament Times' worksheet (See Resources).

- Examine times where Jesus reached out and showed friendship and tolerance to people who were considered outcasts. Such people were: tax collectors (Mark 2: 15-17), shepherds (Luke 2: 8), people from Samaria (John 4: 5-10) and lepers (Mark 1: 40-45).  
Read and discuss the miracle in John 9: 1-7. Children could perform a short play.  
Read and discuss Mark 6:53-56. Children could write a newspaper article describing what happened at Gennesaret.
- Explain that there are people in our society today who are treated unfairly because they are poor, sick, homeless, refugees etc. Remind children how Jesus treated outcasts and that as Christians we are called to respect and treat with dignity every human being, created in the likeness of God.  
Fairness game - 3 groups: one gets royal treatment; one treated the same as always and one ostracised. Discuss fairness following the activities each group is given.
- Create a poster promoting equality and inclusion.



### **Focus 6 (Other World Religion)**

- I can recall from my P3 learning that the Jewish community believe in one God.
- I know that the Jewish community follow God's law and that they keep the Holy Sabbath.
- I can recall from my previous learning that the Jewish community believe that God commanded them to save the Sabbath day and I know some of the practices (lighting candles, preparing a family meal, saying prayers and greetings) involved in preparation for the Sabbath.
- I can recall from my previous learning that the Jewish community go to the Synagogue to worship, and I can identify some of the key features of a Synagogue.
- I know some of the practices and rituals (segregation, the service and clothing worn) associated with attendance at the Synagogue.
- I know some of the artefacts used (the Ark, the Torah, the eternal light) in the Synagogue.

### **Focus 6: (Other World Religion)**

- Reminder of Jewish faith:  
<https://www.youtube.com/watch?v=73WsIne-FKg>
- The Shema - watch <https://www.bbc.co.uk/programmes/p0114z13> and complete The Shema worksheet (see resources).
- The Synagogue - identify key features. Explore <https://www.bbc.co.uk/teach/inside-the-synagogue-what-do-you-need-to-know/zb3f2sq>  
Complete The Synagogue worksheet (See Resources).
- Hanukkah - Explore <https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zj446v4>  
Create a poster or information leaflet about the Festival of Hanukkah.
- Further activities to reinforce learning can be found at [https://www.primaryresources.co.uk/re/re\\_Judaism.htm](https://www.primaryresources.co.uk/re/re_Judaism.htm)

**Evaluation**

**Next Steps**