



Year 2: Spring 1
Branch 3: Galilee to Jerusalem


Notes for teachers from the RED: The Feast of the Epiphany (Matt 2:1-12) may fall at the beginning of this branch, so the feast day's text is given. The visit of the Magi will be covered in detail in Year Three. In this branch, pupils will deepen their knowledge from Year One about who Jesus is and understand how he teaches about the nature of God through parables and miracles. Parables are a literary form where a comparison is made to tell a more profound truth. Jesus uses them to teach about the nature of God. Across this year, pupils have learned that God calls people back to him in the story of Noah and that the Sacrament of Baptism welcomes people into a relationship with God in the Christian family. In this branch, pupils will revisit these themes by looking at the baptism of Jesus and thinking about how Christians use prayer as a way of turning back to God alongside the symbolism of water as a sign of cleansing and new birth. Baptism is the first Sacrament of Reconciliation as it turns people towards a familial relationship with God. John the Baptist calls the people of his time to turn back to God and uses baptism in water to symbolise this relationship. As a prophet, John baptises with water, symbolising cleansing. However, when he baptises Jesus and Jesus prays, his divinity is revealed through the voice of the Father and the presence of the Holy Spirit. Teachers can lay the foundations for learning more about the Trinity by discussing what this could mean, perhaps using works of art that aim to capture the communion of Father, Son, and Spirit. 'Sin is a word, deed or intention' (YC 315), which is a deliberate choice against the true order of things in accordance with God's love. It is a difficult concept for children. However, pupils can understand about making bad choices on a personal level. In contrast, when Jesus is tempted to make bad choices that will serve only his needs, he says no. Instead, he chooses to help others through miraculous healings and calming the storm to save the disciples from their fear. Jesus reveals his divine nature showing his power over Creation which pupils may link with the story of Noah. Jesus also shows God's love and forgiveness through his teaching, and the parable of the lost sheep shows that God is searching for people to turn back to his love. In St Luke's gospel, John the Baptist links Jesus' teaching about turning back to God with Isaiah's call for repentance as the first step to welcome the Messiah. John is the link between the old covenantal promise told through the prophets and the new covenant fulfilled in Jesus.

Key vocabulary

Baptism, John the Baptist, miracle, parable, temptation, sin, sorrow, forgiveness, reconciliation

CCC links	RED links	Lesson	Learning Objectives & Catholic Social Teaching (CST) Principles	Key scripture, prayers, hymns, etc...	Suggested pupil outcome / linked activities / Greater Depth (GD) questions	Key vocabulary for the lesson
Focus 1: Hear 📖						
John the Baptist YC 195 CCC 717-719 Jesus' baptism YC 195 CCC 1223-1225 Temptation in the wilderness YC 88 CCC 538-540, 566 Ministry of		Lesson 1	LO: To retell the visit of the Magi, making links to the Feast of the Epiphany CST Principle: Community and Participation - The wise men came together to bring gifts to Jesus, showing that we can share with others.	Matthew 2:1-12 (The visit of the Magi)	Write a letter from one of the Magi to a friend, explaining the journey they made and the gifts they brought to Jesus. The letter can include their thoughts about the significance of the gifts and why they came to visit. Create a collage of the gifts the Magi brought using glitter, paper and fabric to represent gold, frankincense and myrrh.	Magi, gift, star, Jesus, Bethlehem, gold, frankincense, myrrh, journey, worship

<p>Jesus YCfK 31 YC 92 CCC 551-533, 567</p>					<p>GD question: Why do you think the wise men brought special gifts to Jesus?</p>	
<p>Miracles YC 91, CCC 241-242, 547</p> <p>Epiphany CCC 528</p> <p>Baptism & forgiveness CCC 977</p> <p>Miracles YCfK 25 YC 91 CCC 547-550</p>		<p>Lesson 2</p>	<p>LO: To know that Jesus was baptised by John the Baptist</p> <p>CST Principle: Human Dignity - Jesus' baptism shows us that we are special and loved by God, as we become part of his family.</p>	<p>Luke 3:2-6, 10-17 (John the Baptist preaching)</p> <p>Luke 3:21-22 (Jesus is baptised)</p>	<p>In small groups, pupils can reenact the baptism of Jesus, focusing on the peace and specialness of the moment when the Holy Spirit descended like a dove.</p> <p>Draw a picture of the baptism of Jesus with water, a dove and John the Baptist. They can write words of blessing or phrases that show how special baptism is.</p> <p>GD question: Why do you think Jesus chose to be baptised by John?</p>	<p>John the Baptist, baptism, Jesus, river, Holy Spirit, dove, water, repentance, family, love</p>
<p>Parables CCC 546</p> <p>Sin YCfK 55-56 YC 315 CCC 224-239</p> <p>Baptism YCfK 66 YC 195 CCC 1229-1245, 1278</p> <p>Forgiveness YCfK 149 YC 524 CCC 2838-2845, 2862, 2646</p>		<p>Lesson 3</p>	<p>LO: To understand that Jesus was tempted and how He overcame temptation</p> <p>CST Principle: Solidarity and Peace - Jesus shows us how to resist bad choices and stay close to God.</p>	<p>Luke 4:1-15 (The Temptation in the wilderness)</p>	<p>In pairs, pupils can act out scenarios where they face a choice (e.g., helping a friend vs. ignoring them) and demonstrate how Jesus would help them make the right choice.</p> <p>Pupils draw two paths: one showing good choices and the other showing bad choices. They can represent Jesus guiding them down the path of good choices.</p> <p>GD question: How do you think Jesus felt when He was tempted? What can we learn from His response to temptation?</p>	<p>Jesus, temptation, overcome, choices, resist, solidarity, peace, faith, God, strength</p>
		<p>Lesson 4</p>	<p>LO: To retell how Jesus healed a paralysed man and showed His power</p> <p>CST Principle: Preferential Option for the Poor - Jesus often helped people who were suffering.</p>	<p>Luke 5:17-26 (The cure of the paralytic)</p>	<p>Ask pupils to write a letter from the perspective of the healed man, explaining how he felt before and after Jesus healed him and what it means to be healed.</p> <p>GD question: Why do you think people were amazed by the healing of the paralysed man?</p>	<p>Jesus, healing, paralysed, power, help, suffering, compassion, faith</p>
		<p>Lesson 5</p>	<p>LO: To explore how Jesus chose His disciples and how He calmed the storm</p> <p>CST Principle: Community and Participation - Jesus called others to work with Him and share His love.</p>	<p>Luke 6:12-16 (The choice of the twelve apostles)</p> <p>Luke 8:22-25 (The calming of the storm)</p>	<p>Create a small "storm" in the classroom using sound effects (e.g., clapping or shaking bottles for thunder). Pupils can pretend to be the disciples on the boat, panicking before Jesus calms the storm. They can act out how Jesus' power brought peace.</p> <p>Have pupils write a diary entry as if they were one of Jesus' disciples, describing their feelings when called by Jesus and how they worked together to spread His message.</p> <p>GD question: Why do you think Jesus chose ordinary people to be His helpers?</p>	<p>Jesus, disciples, chose, storm, calmed, apostles, ordinary, helpers, called, love</p>

	<p>Lesson 6</p>	<p>LO: To recognise that God cares for everyone, especially those who are lost</p> <p>CST Principle: Preferential Option for the Poor - Jesus cares for everyone, even those who seem lost or forgotten.</p>	<p>Luke 15:4-7 (The parable of the lost sheep)</p>	<p>Set up a role play where one pupil plays a lost sheep and others act as the shepherd searching for them. Discuss how God cares for the lost, and how we can help others who feel forgotten or alone.</p> <p>Pupils can make a collage of the lost sheep, using cotton wool, paper, and fabric to create a sheep and a background. They can add a heart or cross to show how much God cares for everyone.</p> <p>GD question: Why do you think the shepherd cared so much about one lost sheep?</p>	<p>God, cares, everyone, lost, shepherd, sheep, parable, love, forgotten, found</p>
<p>Focus 2: Believe </p>					
	<p>Lesson 7</p>	<p>LO: To know that John the Baptist helped people to be forgiven, and Catholics today say sorry for their sins</p> <p>CST Principle: Community and Participation - John the Baptist's example lives on today in the Sacrament of Baptism, where families come together to welcome a baby into God's family and wash away sin.</p>		<p>Ask pupils to write a journal entry from the perspective of someone who went to John the Baptist to be baptised. They can describe how they felt asking for forgiveness and how it connects to the Sacrament of Reconciliation today.</p> <p>Pupils can create a picture of a river where John baptised people. They can include symbols of water, such as waves or ripples, and write words like "forgiveness," "clean" and "new start" around the artwork.</p> <p>GD question: How can we show and tell others that we forgive them?</p>	<p>John the Baptist, forgiven, sorry, sins, Catholics, Baptism, sacrament, family, welcome</p>
	<p>Lesson 8</p>	<p>LO: To know that water in Baptism is a symbol of a fresh start with God, making links to Noah's covenant with God</p> <p>CST Principle: Human Dignity - Baptism helps us start fresh and be part of God's family.</p>	<p>Luke 3:21-22 (Jesus' baptism)</p>	<p>Let each pupil dip their fingers in water and trace the sign of the cross on their own hand to feel connected to their baptism.</p> <p>Lead pupils in the simple Act of Sorrow.</p> <p>In small groups, pupils can act out the story of Noah's Ark, focusing on God's promise and how water was a symbol of a new beginning. They can then reenact a baptism, showing how the water symbolizes a fresh start and a covenant with God.</p> <p>Pupils can create a collage using blue paper (for water) and pictures of rainbows (representing Noah's covenant). They can write words that symbolise new beginnings, such as "new life," "forgiveness," "sorry" and "promise."</p> <p>GD question: What do you think it means to have a fresh start with God?</p>	<p>water, baptism, symbol, fresh, start, God, covenant, Noah, dignity, family</p>

	Lesson 9	<p>LO: To know that Jesus uses parables to teach us about God's love</p> <p>CST Principle: Preferential Option for the Poor - Jesus always looks for those who are lost or forgotten.</p>	<p>Luke 15:4-7 (The parable of the lost sheep)</p> <p>Luke 15:8-10 (The lost coin)</p> <p>Luke 10:25-37 (The Good Samaritan)</p>	<p>Pupils can create a poster that illustrates one of Jesus' parables, such as the the lost coin, the good Samaritan or the lost sheep. The poster should highlight the lesson of showing love and care for others, especially those who are forgotten or lost.</p> <p>GD question: How do the parables help us understand God's love?</p>	<p>Jesus, parables, teach, love, God, lost, forgotten, poor, care, lessons, morals</p>
Focus 3: Celebrate 📖🕒					
	Lesson 10	<p>LO: To explore artworks of Jesus' Baptism and talk about images used for God the Father, God the Son and the Holy Spirit</p> <p>CST Principle: Human Dignity - We recognise that different artists have different interpretations of Jesus and that all views should be treated with respect.</p>		<p>Diamond 9 activity - Provide groups with printed images or visuals of nine different representatons. Ask them to rank the images from 1 (favourite) to 9 (least favourite) based on which ones they find most meaningful or interesting.</p> <p>Pupils discuss why certain images stand out to them, taking into account their personal views on Jesus' Baptism, the symbolism of the Trinity, and the CST Principle of Human Dignity.</p> <p>GD question: Why is it important to have different artworks of Jesus' Baptism?</p>	<p>art, representations, Baptism, Jesus, God, Father, Son, Holy Spirit, dignity, respect</p>
	Lesson 11	<p>LO: To celebrate how Jesus' healing miracles bring forgiveness and peace</p> <p>CST Principle: Preferential Option for the Poor - Jesus showed kindness and healing to those in need.</p>	<p>Luke 5:17-26 (The cure of the paralytic)</p> <p>Matthew 9:27-31 (Healing two blind men in Galilee)</p>	<p>In small groups, pupils can reenact a healing story, such as the healing of the blind man or the paralyzed man. One child can play Jesus, while others play the people who need healing. After the skit, pupils can discuss how they felt acting out Jesus' compassion and the peace His healing brings.</p> <p>Pupils can create a collage of "healing hands," using cut-outs or handprints to show Jesus' power and kindness. Each hand can have words like "love," "care," "forgiveness," "peace" and "healing" written on it.</p> <p>GD question: What do you think it means to heal others?</p>	<p>Jesus, healing, miracles, forgiveness, peace, kindness, poor, need, compassion, care</p>
Focus 4: Live ❤️					
	Lesson 12	<p>LO: To know how we can show that we're sorry through our actions, not just our words</p> <p>CST Principle: Human Dignity - Being sorry means shows that we a good person and can grow closer to God.</p>		<p>Ask pupils to create "Sorry Cards." On the front, they can draw pictures of actions they might take to show they are sorry, like helping someone, sharing, or listening. On the inside, they write or draw a message about how they will try to make things right.</p>	<p>sorry, actions, words, dignity, grow, closer, God, forgiveness, respect, kindness</p>

					<p>Once the cards are completed, pupils can share them with the class, explaining their action and why it would show that they are truly sorry.</p> <p>GD question: Why are actions as important as words when we say sorry?</p>	
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