



**Year 3: Spring 1**  
**Branch 3: Galilee to Jerusalem**

**Notes for teachers from the RED:** In this branch, pupils will encounter the Gospel of St Matthew. Matthew's gospel is divided into seven books. The first contains the birth and infancy narratives, the last describes Jesus' passion, death, and resurrection, and the five books in between give an account of the life and ministry of Jesus. In parts of this gospel, St Matthew gathers similar stories and accounts as they all point to the same message. The scriptural texts studied in this branch draw from two sections: a narrative section on ten miracles and a sermon on parables. Jesus may not have performed ten miracles in sequence or told parables one after the other, but St Matthew puts them together as they all indicate a greater truth about building the Kingdom of God. Parables are one of Jesus' teaching methods. In using them, he prompts listeners to think differently. Who would think a kingdom could be like a seed? He roots many of his parables in his time's domestic and agricultural habits, which may need some explaining to pupils today. For example, in the parable of the sower, we see a farmer so generous with expensive seed he lets it fall onto the path or stony ground. Such an idea would have captured the imagination of an audience who would be more familiar with carefully preparing soil and sowing expensive seed only where it would grow. As a literary form, they are story puzzles which would prompt conversation about what Jesus meant, a conversation that continues to this day.

The miracles Jesus performs are signs of the kingdom of God. On a human level, they show his compassion. As the Son of God, he understands the possibilities of the created world and that the experience of human suffering will pass away in the kingdom of God. So, at a 'cosmic' level, the miracles are signs of his power and ability to prompt people into a new way of thinking. In the Our Father, Jesus invites people to pray for God's kingdom to come. The miracles show that when a person's heart is fully opened to the possibilities of faith, as with the centurion, lives can be transformed. Pupils should not expect to understand miracles but rather to ask questions about how they call Christians to a deeper understanding of how to build the kingdom of God or, to put it another way, to experience an epiphany. Epiphany means to reveal. Following the Christmas season, the Sunday gospels cover a series of epiphanies in the account of his baptism and the wedding feast at Cana. In the Magi, St Matthew shows that all nations welcome the Good News of salvation through the incarnation of Jesus. The Magi bow down before him. He is Lord. He is the saviour of the world. St Matthew is writing for a community with Jewish heritage, whereas St Luke emphasises the recognition of Jesus by the poor shepherds. The gifts that the Magi bring point to Jesus as king and the one who will proclaim the kingdom of God.

Teachers may wish to revise the Sacrament of Reconciliation from the previous year if some pupils are being prepared for this sacrament in their parish at this time.

<b>Key vocabulary</b>	Kingdom of God, miracle, parable, Magi, Adoration, Epiphany
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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
<b>Focus 1: Hear</b> 📖						
Miracles YC 91 CCC 547-549  Parables CCC 54  Magi CCC 528  Magi CCC 528	U3.3.1	<b>Lesson 1</b>	<p><b>LO:</b> To retell the visit of the Magi and identify what the gifts reveal about Jesus</p> <p><b>CST Principle:</b> Solidarity and Peace - The visit of the Magi shows that Jesus came to unite all people.</p>	Matthew 2:1-12 (The visit of the Magi)	<p>Create a storyboard of the Magi's journey, focusing on the meaning of each gift.</p> <p>Write a diary entry as one of the Magi reflecting on their visit.</p> <p><b>GD question:</b> How do the Magi's actions show their belief in Jesus as the King of all nations?</p>	Magi, gold, frankincense, myrrh, journey, worship, gifts, Jesus, King, peace

<b>Kingdom</b> YC 89 CCC 541-546  <b>Miracles</b> YC 91 CCC 547-549, 515  Parables CCC 546  <b>Our Father</b> YCfK 149 YC 517 CCC 2794- 2796	U3.3.4	<b>Lesson 2</b>	<b>LO:</b> To compare the Parable of the Sower and the Parable of the Yeast, identifying what they teach us about the Kingdom of God  <b>CST Principle:</b> Community and Participation - The parables show how we can grow together in faith and build the kingdom of God by helping and supporting each other.	Matthew 13:4-9 (Parable of the Sower)  Matthew 13:33 (Parable of the Yeast)	Pupils listen to both parables being read aloud and discuss their initial impressions in pairs.  Create a Venn diagram to compare the messages of the two parables, identifying similarities (e.g. both teach about growth and transformation) and differences (e.g. the Sower focuses on individual responses, while the Yeast emphasises communal impact).  Write a short reflection on how these parables show what the kingdom of God is like.  <b>GD question:</b> How do the lessons of the Parable of the Sower and the Parable of the Yeast apply to our lives today in building God's kingdom?	parable, kingdom of God, sower, yeast, growth, transformation, faith, community
	U3.3.3	<b>Lesson 3</b>	<b>LO:</b> To explore Jesus' miracles of curing, asking and answering questions about the feelings of characters in the stories  <b>CST Principle:</b> Preferential Option for the Poor - Jesus shows love and care for all, especially the marginalized.	Matthew 8:5-13 (The Cure of the Centurion's Servant)  Matthew 9:1-8 (The Cure of the Paralytic)	Reenact the stories as a drama.  Write a short dialogue between Jesus and someone he healed (the centurion's servant or the paralytic)  Create a fact file about miracles and what they reveal about Jesus.  <b>GD question:</b> How does Jesus' response to the centurion show his love for everyone, regardless of status?	miracle, centurion, servant, healing, faith, compassion, kingdom, Jesus, care, love
	<b>Focus 2: Believe</b> †					
U3.3.2	<b>Lesson 4</b>	<b>LO:</b> To explain what the Kingdom of God is and is not like  <b>CST Principle:</b> Solidarity and Peace: Jesus teaches us how to live together peacefully in God's kingdom.	Matthew 13:33 (The Parable of the Yeast)  Matthew 13:44-46 (The Parable of the Treasure and Pearl)	Children will first read or listen to the Parable of the Yeast and the Parable of the Treasure and Pearl. Engage in a class discussion about the symbols in each parable (yeast, treasure, pearl) and what they reveal about the kingdom of God.  In pairs, pupils will create a Venn diagram to compare the two parables, highlighting how they both describe the kingdom of God. Use guided prompts to help children distinguish what the kingdom is (e.g. a treasure worth everything, transformative like yeast) and what it is not (e.g. exclusive, materialistic).  Individually, children will write a short reflection titled "The Kingdom of God is..." and "The Kingdom of God is not..." to summarize their understanding.  <b>GD question:</b> How might the world change if everyone understood and lived as if the kingdom of God were already here?	kingdom, yeast, treasure, pearl, parable, symbol, transformation, value, inclusivity, peace	

U3.3.5	<b>Lesson 5</b>	<p><b>LO:</b> To retell the Parable of the Mustard Seed and understand its deeper meaning</p> <p><b>CST Principle: Community and Participation</b> - The parable highlights how the kingdom of God grows through shared faith and collective action, showing how we can all contribute to a thriving, inclusive community.</p>	Mark 4:30-32 (The Parable of the Mustard Seed)	<p><b>Freeze frames:</b> Act out the stages of growth of a mustard seed into a large tree, with children representing the seed, growth, and birds.</p> <p><b>Storyboard:</b> Create a visual storyboard illustrating the progression from seed to tree, with explanations of its symbolism.</p> <p><b>Written reflection:</b> Write about how small acts of kindness or faith can grow into something much greater, contributing to the kingdom of God.</p> <p><b>GD question:</b> How does the growth of the mustard seed reflect the potential for small actions to make a big difference in the world?</p>	kingdom, mustard seed, grow, small, shelter, branches, parable, faith, inclusive, community
U3.3.2 U3.3.4	<b>Lesson 6</b>	<p><b>LO:</b> To explore what the Parable of the Treasure teaches about the choices needed to build the Kingdom of God</p> <p><b>CST Principle: Solidarity and Peace</b> - The kingdom of God brings peace when people make loving choices.</p>	Matthew 13:44-46 (The Parable of the Treasure and the Pearl)	<p>Design a "treasure map" showing actions that lead to building the kingdom. Write a reflection on the "treasures" they would give up to follow Jesus.</p> <p><b>GD question:</b> Why is the kingdom of God described as a treasure worth everything?</p>	treasure, pearl, parable, kingdom, choices, love, peace, faith, God, sacrifice
<b>Focus 3: Celebrate</b> 📅🗨️					
U3.3.6	<b>Lesson 7</b>	<p><b>LO:</b> To understand the meaning of the 'Our Father' prayer</p> <p><b>CST Principle: Community and Participation</b> - Praying together helps Christians build God's kingdom.</p>	Matthew 6:9-13 (The Lord's Prayer)  The Our Father	<p>Create artwork showing the key phrases of the prayer. Write a personal prayer inspired by the 'Our Father.'</p> <p><b>GD question:</b> How does the 'Our Father' prayer guide Christians to live as part of God's kingdom?</p>	prayer, Father, kingdom, bread, forgive, guide, love, heaven, God, community
R3.3.1	<b>Lesson 8</b>	<p><b>LO:</b> To consider how saints have helped build the kingdom of God through their actions</p> <p><b>CST Principle: Preferential Option for the Poor</b> - Saints care for the marginalised, following Jesus' example.</p>	Stories of St. Vincent de Paul and St. Mother Teresa	<p>Create a fact file on a saint who served the poor. Write a letter as if they are the saint, describing their work.</p> <p><b>GD question:</b> What can we learn from saints about building God's kingdom today?</p>	saint, kingdom, serve, poor, love, compassion, faith, example, God, dignity
<b>Focus 4: Live</b> ❤️					
D3.3.3	<b>Lesson 9</b>	<p><b>LO:</b> To reflect on how The Beatitudes invite us to build the Kingdom of God</p> <p><b>CST Principle: Solidarity and Peace</b> - Jesus' teachings bring people together in love and peace.</p>	Matthew 5:1-12 (The Beatitudes)	<p>Write a "modern Beatitude" describing how they can live as part of God's kingdom.</p> <p>Create a diamond nine ranking The Beatitudes.</p> <p><b>GD question:</b> How do the Beatitudes show the way to live in God's kingdom?</p>	The Beatitudes, blessing, kingdom, peace, love, faith, God, live, teaching, together

	D3.3.2	<b>Lesson 10</b>	<p><b>LO:</b> To explore how parables and the Our Father prayer help us imagine God's kingdom</p> <p><b>CST Principle:</b> Care for Creation - God's kingdom calls us to care for the world.</p>	<p>Review of key parables studied</p> <p>The Our Father</p>	<p>Create a group mural / personal artwork of the Kingdom of God using symbols from the parables and Our Father.</p> <p>Write a personal commitment to live out a lesson from one of the parables or Our Father.</p> <p><b>GD question:</b> Why do parables and prayers inspire people to make changes in their lives?</p>	<p>parable, kingdom, change, care, love, faith, God, Jesus, creation, teaching</p>
	R3.3.2	<b>Lesson 11</b>	<p><b>LO:</b> To understand how living in God's kingdom means following Jesus' teachings</p> <p><b>CST Principle:</b> Human Dignity - Living in God's kingdom means respecting everyone.</p>	<p>Reflection on all studied stories</p>	<p>As a class, create a "code of conduct" for living in God's kingdom.</p> <p>Write personal reflections on how they can live out this code at home and in school.</p> <p><b>GD question:</b> How can our actions show others what it means to live in God's kingdom?</p>	<p>kingdom, dignity, action, respect, live, faith, Jesus, God, love, teaching</p>
	U3.3.6 D3.3.2	<b>Lesson 12</b>	<p><b>LO:</b> To reflect on how praying the 'Our Father' helps Christians build the kingdom of God in their daily lives</p> <p><b>CST Principle:</b> Solidarity and Peace - Reflecting on the 'Our Father' unites us in prayer and inspires us to live peacefully as part of God's kingdom.</p>	<p>Matthew 6:9-13 (The Lord's Prayer)</p> <p>The Our Father</p>	<p><b>Discussion:</b> Recap from Lesson 11 about how Jesus' parables teach what the kingdom of God is like. Pose the question - "How can prayer help us live out what Jesus taught about the kingdom?"</p> <p><b>Prayer reflection:</b> Guide pupils through a reflective reading of the 'Our Father,' pausing after each line to discuss its meaning in building the kingdom (e.g. "Thy kingdom come" as an invitation to live God's love).</p> <p><b>Creative task:</b> Write a personal letter to God, inspired by the 'Our Father,' explaining how they will help build His kingdom.</p> <p><b>GD question:</b> How does praying the 'Our Father' connect Christians around the world in living out Jesus' vision of the kingdom of God?</p>	<p>prayer, kingdom, forgiveness, daily bread, peace, temptation, community, will, Father, heaven</p>