

The Vine and the Branches

January/February 2025

Agenda

Prayer

- The Big Picture
- Explore Desert to Garden

A prayer of hope

God, our loving Father,
in this Jubilee Year,
you remind us of our call to love creation.
Help us to work together
to replant, repair, and renew.

**Guide us on our journey
as pilgrims of hope.**



Jesus, our light,
In this Jubilee Year,
you remind us of our call to love
our neighbours
and to set free those who suffer.
Help us to treat everyone with dignity;
to be fair, forgiving and kind.

**Guide us on our journey
as pilgrims of hope.**

Holy Spirit, our inspiration,
in this Jubilee Year, you remind us of our
call to grow in faith and love.
Help us to hear you in scripture, to see
Jesus in others,
and to be united as God's global family.

**Guide us on our journey
as pilgrims of hope.**

Amen



Agenda

Prayer

- The Big Picture
- Explore Desert to Garden

What's the Big picture?

Creation and Covenant...

*'In this branch, pupils will encounter the God who **creates and calls** a people: all that is comes from God (Creation); God calls his people and has a covenantal relationship with them'*

(adapted from RED p62)

What's the Big picture?

Prophecy and Promise...

*'In this branch, pupils will explore the Christian understanding of the **teaching of the prophets** as they point to the **fulfilment of God's promise in a messiah**, Jesus Christ; the expectant waiting for the Messiah through the **Advent season** and how this speaks to Christians today as they wait for Christ; the story of the **nativity of Jesus** and the **mystery of the incarnation**'*

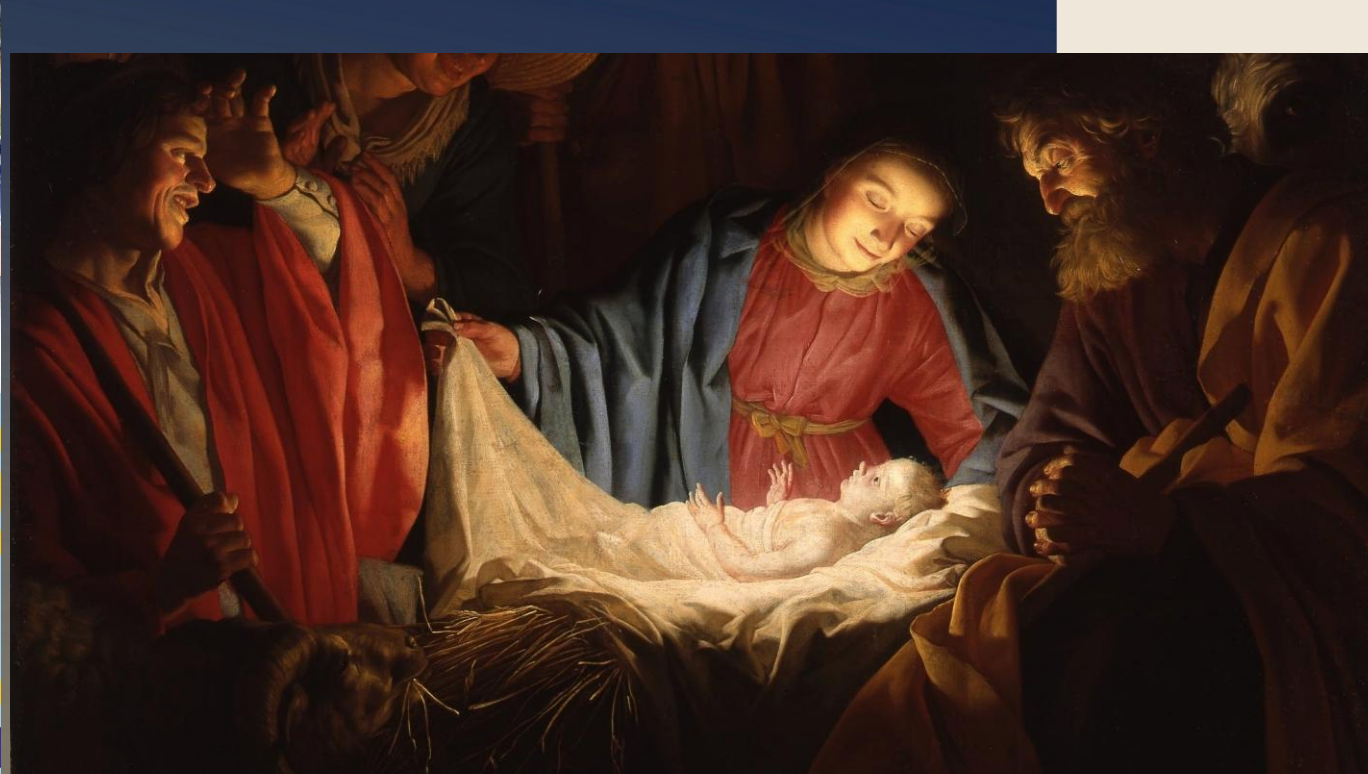
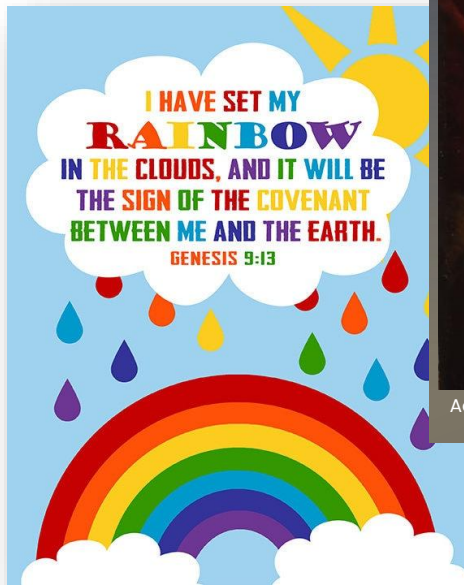
(adapted from RED p62)

What's the Big picture?

Galilee to Jerusalem...

*'God's only Son, who is at the Father's side, has made him known' (Jn 1:18). In this branch, **pupils will experience the ministry of Jesus, the Word of God.** They will learn about the **life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings.** They will learn about the **call of the disciples and the nature of being a follower of Jesus.**' (RED p62)*

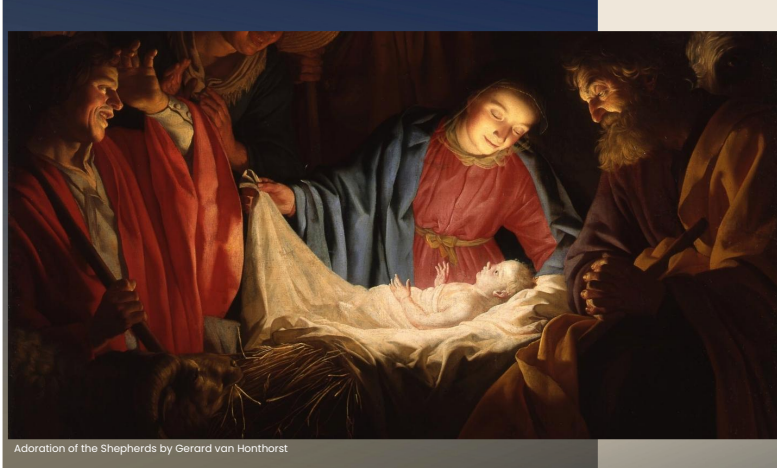
What's the Big picture?



Adoration of the Shepherds by Gerard van Honthorst



What's the Big picture?

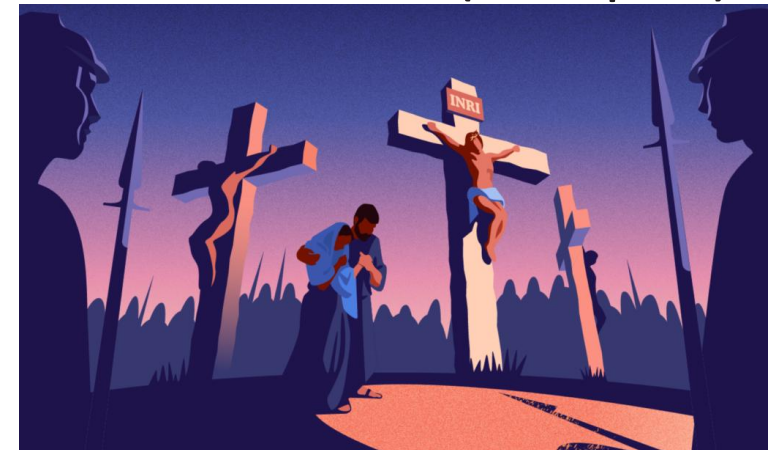
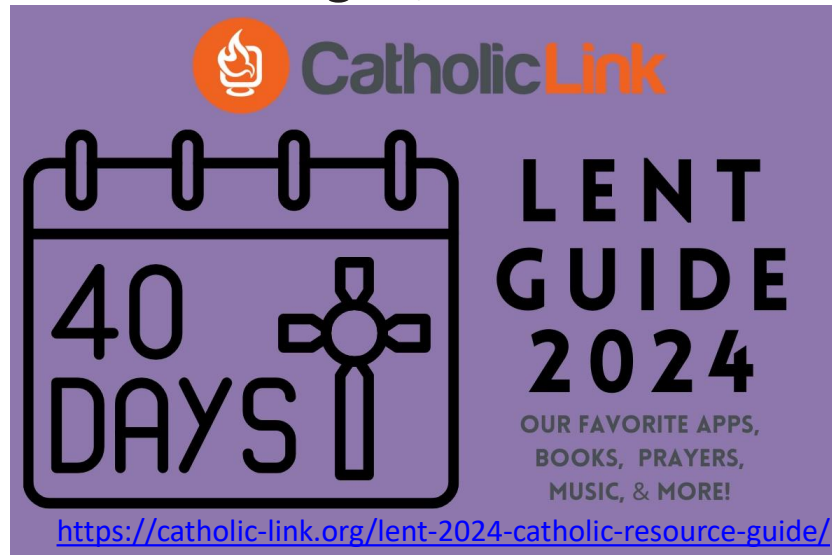


What's the Big picture?

Desert to Garden...

*'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the **Paschal Triduum** at the heart of the Catholic Church's Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.'*

(RED p62)



Desert to Garden

Lent – Triduum – Easter

At the heart of the liturgical year is the celebration of the Paschal Triduum when we remember the saving Passion, death, and resurrection of Christ on Maundy Thursday, Good Friday, and Easter Sunday. These three days are what Lent is leading up to and Easter is leading away from.

During Lent we make the slow ascent to the holy mountain of Easter. Lent is a time of preparation on two fronts. For those who will be baptised at Easter, it marks the final period of intense spiritual preparation. For those who have already been baptised, it is a time to focus on the promises made in Baptism and to seek Reconciliation, so as to celebrate Easter worthily. The devotional practices of prayer, fasting, and almsgiving are disciplines to help us make the ascent.

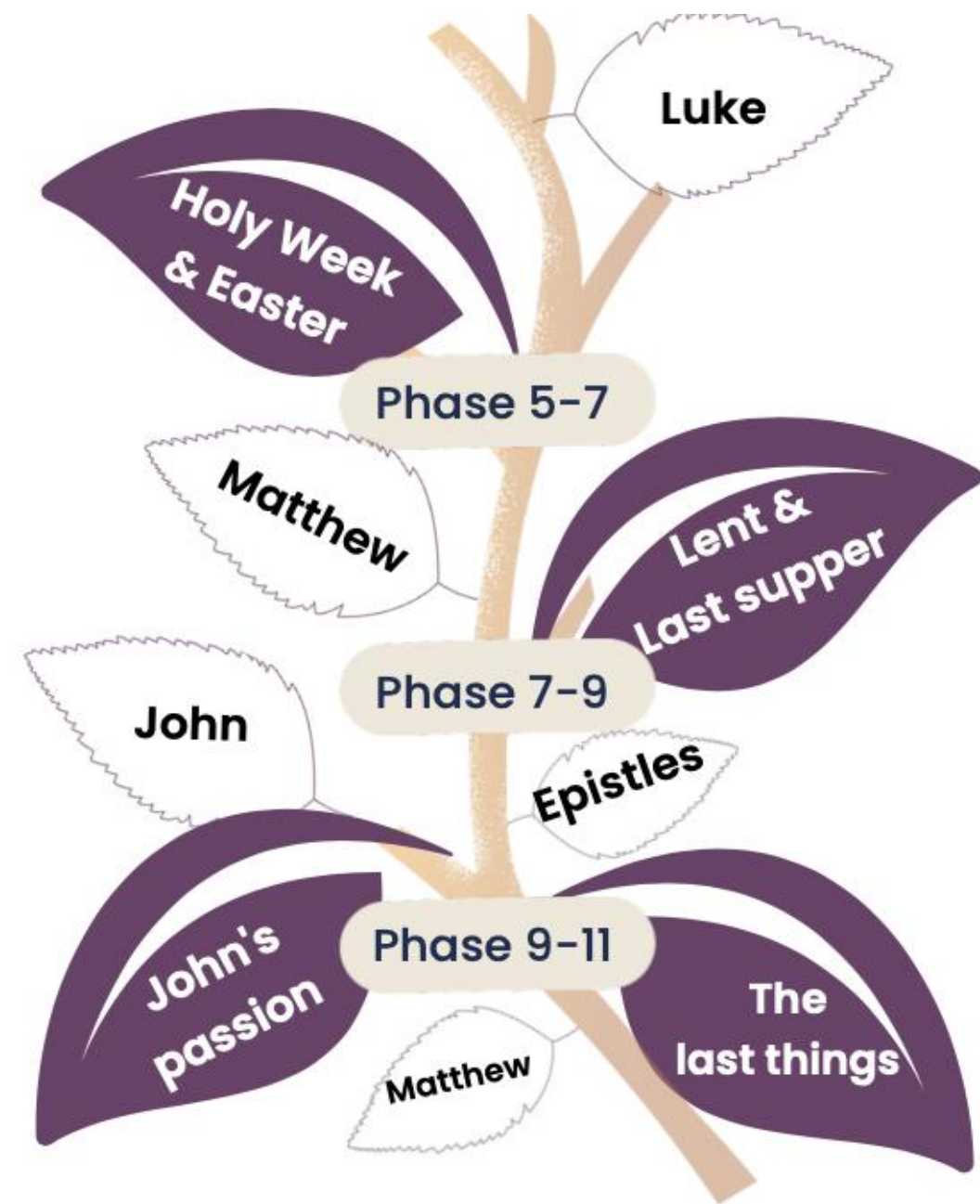
The Easter season flows from the Triduum and consists of fifty days of rejoicing and reflecting on what has been celebrated so that one's own faith is deepened (mystagogy). Forty days into Eastertide, the Church celebrates the Ascension of the Lord, which marks the culmination of the Paschal Mystery. Then on the fiftieth day, the season ends at Pentecost.

(PLD p32)

4. Primary



Desert
to
Garden
Season of Lent



Conceived by the
power of the Holy
Spirit

The Holy Family
escaped to Egypt

Suffered under
Pontius Pilate

Jesus was tempted by
Satan in the desert

He ascended into
heaven and is
seated on the
right hand of the
Father (40 days
after his
Resurrection)

Jesus Timeline

As seen in the Gospels:
Our core beliefs about Jesus
(referencing the Apostles Creed)

On the third day
he rose again

0 AD

30 AD

33 AD

Jesus in the Temple
with the elders

Presentation of Jesus
in the Temple

Born of the Virgin
Mary (in Bethlehem)

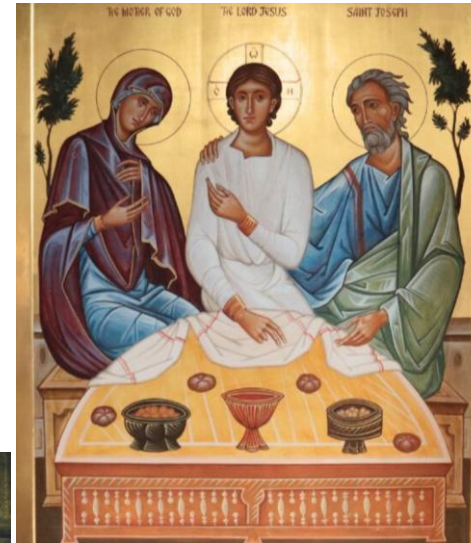
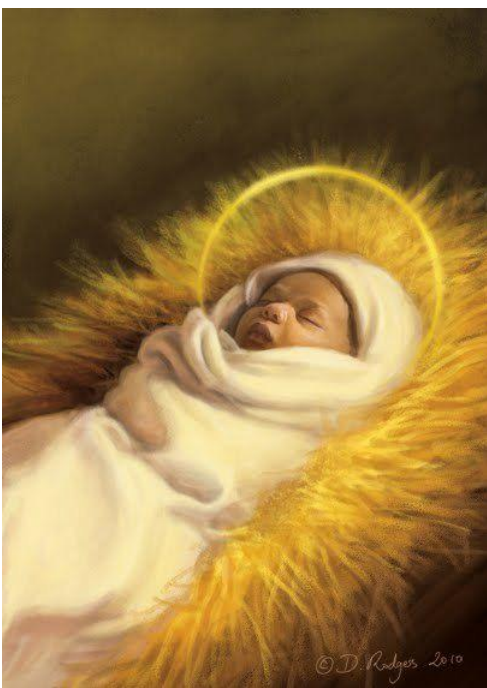
Was crucified,
died and was buried

He
descended
into hell

He will come
again to
judge the
living and the
dead
(at the end
of time)

“ He worked with human hands, He thought with a human mind, acted by human choice and loved with a human heart. Born of the Virgin Mary, He has truly been made one of us, like us in all things except sin. ”

Gaudium et Spes, 22



“

We believe and confess that Jesus of Nazareth, born a Jew of a daughter of Israel at Bethlehem at the time of King Herod the Great and the emperor Caesar Augustus, a carpenter by trade, who died crucified in Jerusalem under the procurator Pontius Pilate during the reign of the emperor Tiberius, is the eternal Son of God made man.

”

Catechism, 423

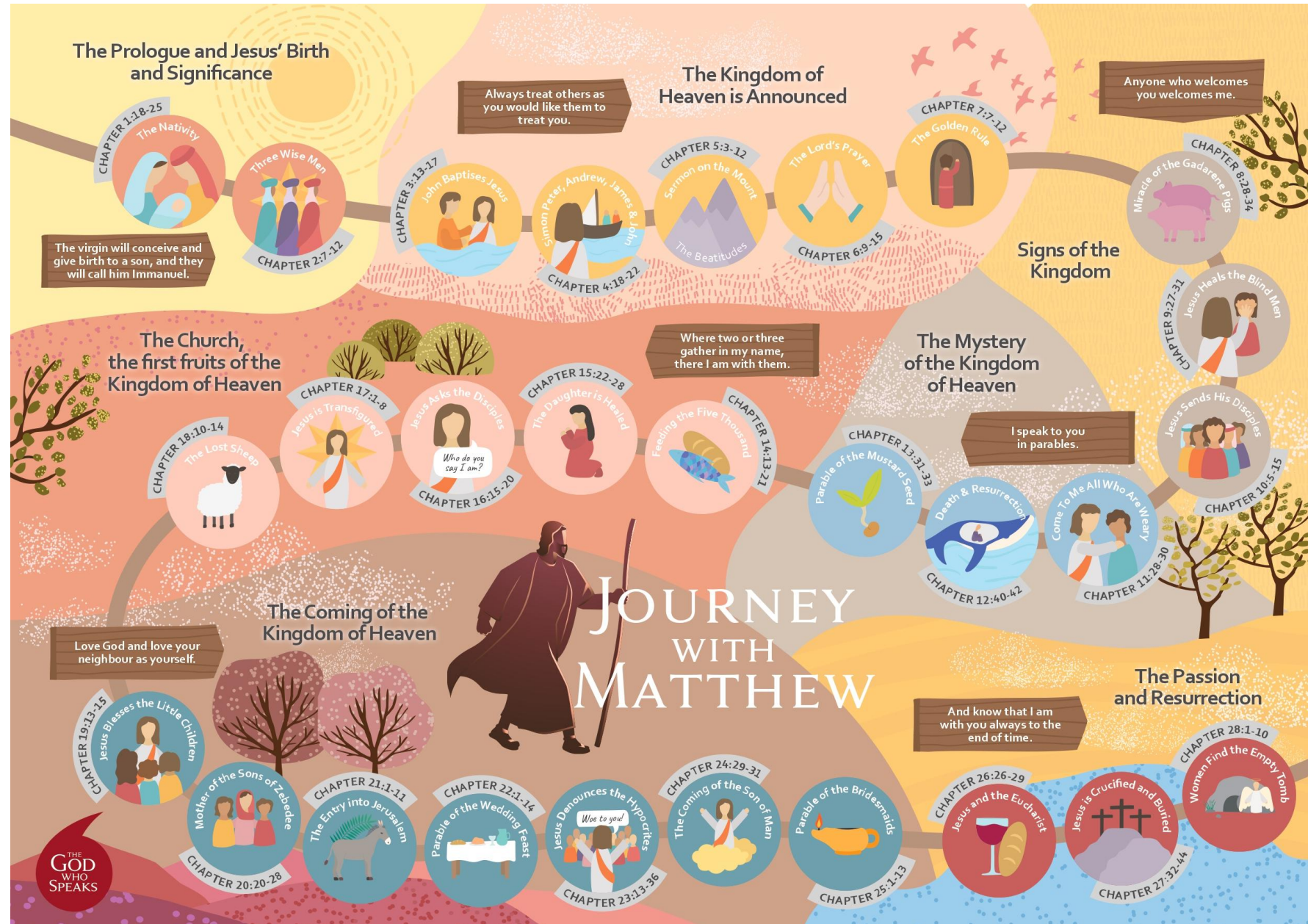
Understanding scripture – Margaret Carswell

- When we teach, we assume that both we and the children know this world. Do we know what the roles of Pharisees and Sadducees were when Jesus was conducting his ministry? Do we know the difference between synagogue and Temple? In order for the children to understand scripture they (and us) need to enter and understand the context and the world it was written in.
- Consider the Biblical world we enter, it is like entering a Tardis and it is far removed from the children's experience of their world.
- Key question to consider: *Do I understand the world that I am entering?*

<http://www.thebibledoctor.com/>

Desert to Garden

Y3



Matthew's style

Matthew writes in Greek. Like Luke he uses Mark's Gospel for his outline and then adds stories from his own community; for example his story of the birth of Jesus.

Jews won't say the word 'God'. When they find it in their Scripture they say 'Adonai' instead, a word which means Lord. Matthew, therefore, doesn't talk about the Kingdom of God, he speaks about the Kingdom of *heaven*. Chapter 13 of Matthew's Gospel is full of parables about the kingdom.

Matthew also links Jesus to Moses: Just as Moses escapes a ferocious ruler, so Jesus has to; just as Moses brings God's gift of the 10 Commandments from Mount Sinai, so Jesus teaches from a mountain.

Who was Matthew?

We really don't know who wrote the Gospel we call 'Matthew'.

The early Church thought that this Gospel was written by one of the disciples – the tax collector Levi – who is called Matthew in this Gospel. (See Mt 9:9-13) That's why this Gospel appears as the first Gospel in the New Testament: Mark and Luke were thought to have copied what Matthew wrote.

However, more recent study of the writing shows that whoever wrote this Gospel was more interested in things that worried the Church around the year 80, not during the lifetime of Jesus. So most likely Matthew copied Mark – not the other way!

3

THE GOSPEL OF MATTHEW

Matthew's Purpose

Like all the Gospel writers, Matthew is writing to share his personal belief in Jesus. He has come to know and love Jesus through hearing others speak about him. Now he wants to pass his belief on.

Matthew uses quotes from the Old Testament (First Testament) often in his writing. This makes us think that Matthew was writing for a Jewish community. By using quotes from the Old Testament Matthew can show how Jesus fulfills all the promises and expectations of the Messiah the Israelites (Jews) had been waiting for.

Matthew sometimes writes very harshly about how the Jewish leaders react to Jesus. We think this is because his own community was in conflict with the Jewish leaders *they*, rather than Jesus, encountered. Matthew wants to encourage his community to stay true to what they have come to believe about Jesus, not to return to their previous Jewish faith.

Desert to Garden

Y3

'The Season of Lent and the events of Holy Week are not listed in this branch as the focus of curriculum religious education is on the institution of the Eucharist at the Last Supper.

However, as at other times of the year, pupils will still discuss Lent, Holy Week, and Easter in other areas of school life and will still be invited to participate in the prayer and Liturgy of school and parish life.' (RED p123)

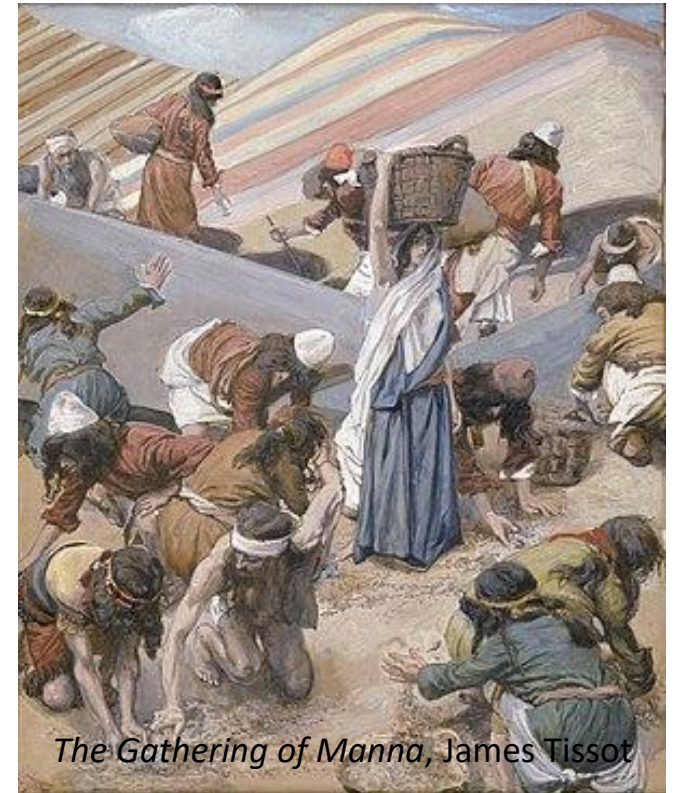
The Last Supper, Leonardo da Vinci



Desert to Garden

Y3

‘Jesus feeding a multitude is the only miracle (apart from the Resurrection) recorded in all four gospels. Jesus’ words and actions are important as they foreshadow what will happen at the Last Supper. For the first readers of St Matthew’s gospel, the miracle is a reminder of God feeding the Jewish people manna in the desert. As in the Exodus story, Jesus reaches out with compassion to feed the hungry.’ (RED p123)



The Gathering of Manna, James Tissot

Desert to Garden

Y3

‘Following on from focusing on the Liturgy of the Word in the ‘Prophecy and Promise’ branch, pupils will focus on the second part of the Mass, the Liturgy of the Eucharist. In this branch, they may need to revisit the Mass as a whole and recognise ‘The Holy Mass is a miracle: we can be present at Jesus’ death and Resurrection. With Jesus Christ, our risen Lord, we are celebrating the big feast of thanksgiving’ (YCfK 75).’ (RED p123)



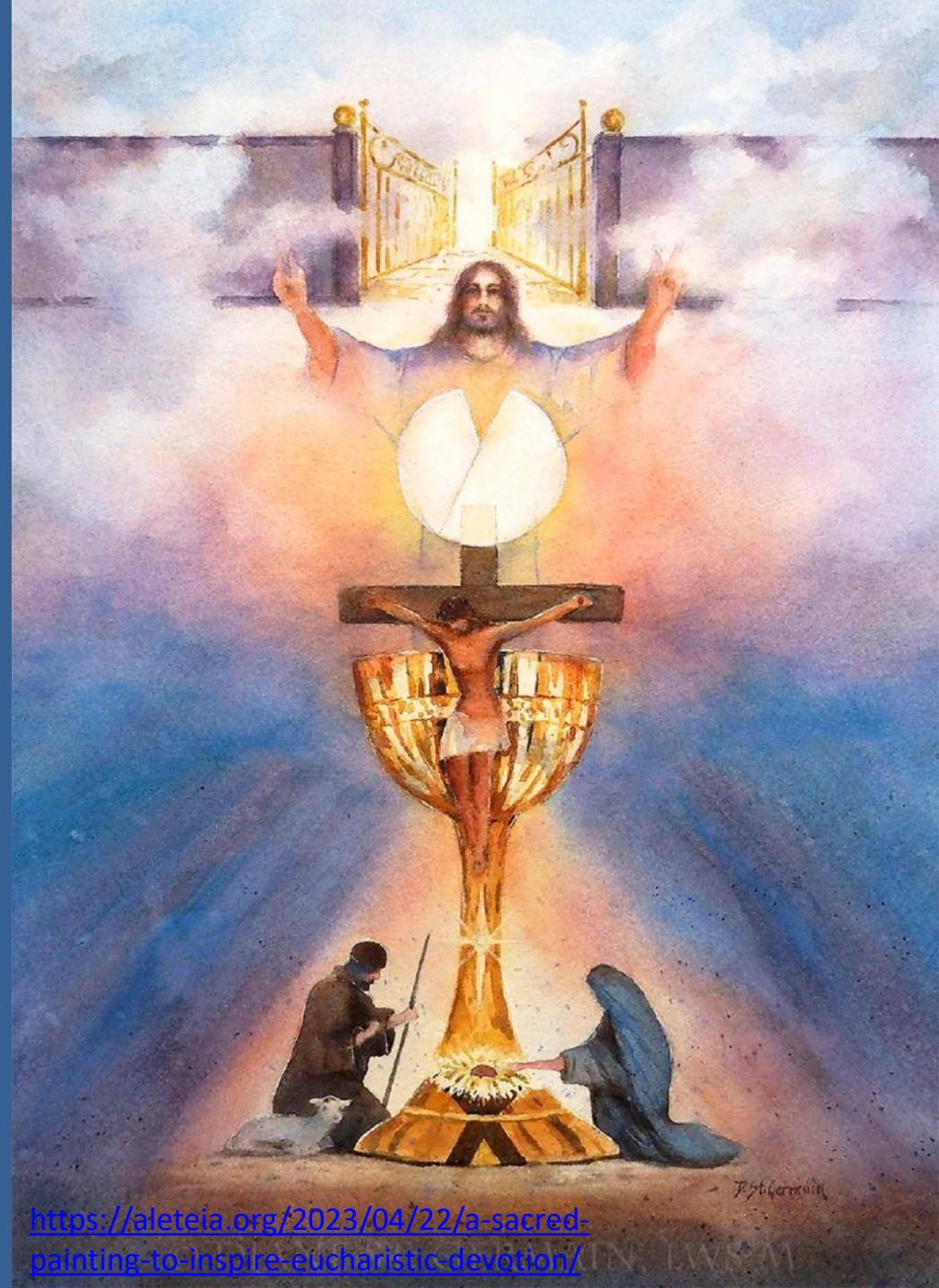
‘The Christ who is present in our prayer and liturgy is the risen and glorified Jesus. he made his entire life a gift to God the Father, which culminated in the offering of himself on the cross.

With his resurrection the renewal of humanity begins, and in his risen glorified body he points to the destiny of all creation.

The Church has a technical term for the journey of Christ through his birth, life, suffering, death, resurrection, and ascension: the ‘Paschal Mystery’. ‘Mystery’ here does not mean something unknown, but rather something which has been revealed which we cannot wholly grasp or understand until it is completely fulfilled – this is God’s plan for salvation.’ (PLD p9)



'in each Holy Mass Jesus's death and resurrection are made present for us: we meet the crucified and resurrected Lord and unite ourselves with him by going to Communion. It is not like on TV, when we watch a movie for the thousandth time. through Holy Mass we experience the death and resurrection of Jesus live.'
(YCfK p121)



Desert to Garden

Y3

CCC Links	Knowledge lens content
Miracle of the loaves YCfK 31 CCC 1335 Last Supper YCfK 35 YC 209-210 CCC 1339-1340 Mass YCfK 76-77 YC 214, CCC 610-611 CCC 1333-1355 Sacrament YCfK 64 YC 173 CCC 774 Eucharist YCfK 74, 77 YC 209 CCC 1337-1341 YC 217 CCC 1368-1372	Hear By the end of this unit of study, pupils will hear the following key texts: - The miracle of the loaves (Matt 14: 13-21). - The last supper (The institution of the Eucharist) (Matt 26: 26-29). - Extracts from a Eucharistic Prayer. Believe By the end of this unit of study, pupils will know: - At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to 'Do this in remembrance of me' (1 Cor 11:23-25, Eucharistic prayer). - Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). By the end of this unit of study, pupils will know that the Church teaches that: - A sacrament is a meeting point where people are blessed by God and become closer to the community of the Church. - The Eucharist is a sacrament in which Jesus offers his life for the salvation of the world. He is present in Holy Communion to be received by those who believe. - That at the Last Supper Jesus instituted the Eucharist. - People give themselves to Jesus when they receive the Eucharist (Holy Communion). Celebrate By the end of this unit of study, pupils will know: - Some prayers and responses Catholics say during Mass. - Some prayers and responses Catholics sing during the Eucharistic Prayer. - Some ways people celebrate their first Eucharist (First Holy Communion). Live By the end of this unit of study, pupils will know: - The ways in which Catholics are called to live Eucharist by following the example of Jesus. - Some different cultural practices associated with Holy Week (e.g., Maundy money in the UK, Green Thursday in Germany).

Desert to Garden

Y3

Expected outcomes

Understand

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

Retell in any form the story of the feeding of the five thousand.

Recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves.

Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist.

Make links between the story of the Last Supper and the Mass, giving reasons for these links.

Recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become ever more united in his Body the Church (YCfK 74).

Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.

Give reasons for actions and symbols used in the Mass and make links between beliefs and actions.

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:

Wondering about the words of the offertory prayer and the story of Creation.

Exploring some different cultural practices associated with Holy Week.

Respond

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

Reflecting on the Catholic belief that Jesus gives himself in Holy Communion.

Talking about the experience of Mass with Catholics and asking questions about their experiences and feelings. (RVE)

Reflecting on what their learning means for their life. (RVE)

Desert to Garden

Y3

CCC Links	Knowledge lens content
Miracle of the loaves YCfK 31 CCC 1335 Last Supper YCfK 35 YC 209-210 CCC 1339-1340 Mass YCfK 76-77 YC 214, CCC 610-611 CCC 1333-1355 Sacrament YCfK 64 YC 173 CCC 774 Eucharist YCfK 74, 77 YC 209 CCC 1337-1341 YC 217 CCC 1368-1372	Hear By the end of this unit of study, pupils will hear the following key texts: - The miracle of the loaves (Matt 14: 13-21). - The last supper (The institution of the Eucharist) (Matt 26: 26-29). - Extracts from a Eucharistic Prayer. Believe By the end of this unit of study, pupils will know: - At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to 'Do this in remembrance of me' (1 Cor 11:23-25, Eucharistic prayer). - Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). By the end of this unit of study, pupils will know that the Church teaches that: - A sacrament is a meeting point where people are blessed by God and become closer to the community of the Church. - The Eucharist is a sacrament in which Jesus offers his life for the salvation of the world. He is present in Holy Communion to be received by those who believe. - That at the Last Supper Jesus instituted the Eucharist. - People give themselves to Jesus when they receive the Eucharist (Holy Communion).



3.4.1
Miracle of the Loaves

3.4.2
The Last Supper

3.4.3
Celebrating the Mass

3.4.4
The Eucharistic Prayer

3.4.5
God's Great Love

3.4.6
Sacrament of Reconciliation

Desert to Garden

Y1

Key vocab:

- Mass
- sacrament
- Eucharist
- Last Supper
- communion

How will you support the learning and usage of these key vocab terms?

How will you ensure they are understood in context?

Planning

1. Read the Teacher notes from the RED for the Year group and for the branch
2. Note the lens content in the RED (Hear, Believe, Celebrate, Live) for the branch. This will help you to recognise the key content that should be taught. [NB – find out more about the lenses in the RED (p23-35)]
3. Note the Expected Outcomes in the RED (Understand, Discern, Respond) for the branch
4. Read the Teacher Book (TB), this contains theological notes and also identifies the learning linked to the Expected Outcomes
5. Read the guidance from the Diocese on each branch as these show how the RED, TB and PB talk to each other. They may provide a helpful basis for your planning

NB: Note the key vocab for the branch is in the Teacher Book (TB)

Planning

Read the notes on 'Eucharist' from RED p30. See refs to Church teaching on Eucharist: CCC 1322-1419; CCCC 271-294; YC 208-223; YCfK 74-80

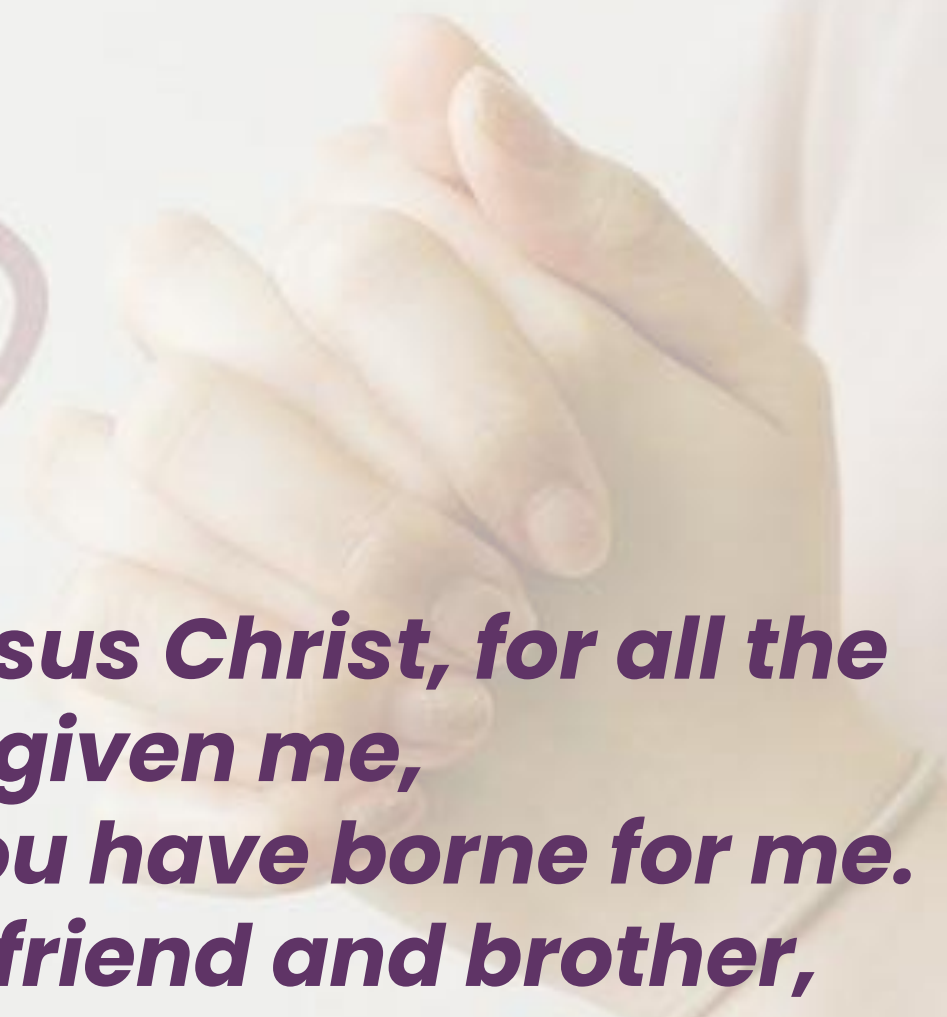
Content through Lenses	Model Curriculum Expected Outcomes	The Vine and the Branches	Support Notes
H: The miracle of the loaves (Matt 14: 13-21)	U3.4.1 Retell in any form the story of the feeding of the five thousand.	3.4.1 Miracle of Loaves and Fish Carefully read the <i>Theological Notes</i> TB p 40 TB p42 has helpful notes to guide in class Q&A PB p98-100. Account of the miracle is on p98 BUT consider reading the passage directly from the Bible Matt 14:13-21 Activity 1a PB p99 is useful to aid retell Activity 1b Who do you believe Jesus really is? This question could be tweaked to 'What does this story tell us about Jesus?' e.g. He is divine because he performed miracle / human because he recognised the feeling of being hungry and showed compassion for others	Carefully read 'Notes for teachers' RED p123 Activity on page 100 allows for further understanding of Jesus as fully human and fully divine. NB: in this account in St Matthew's Gospel, when the disciples say to Jesus to send the people away as it is late and they need to buy food, he says, '<i>You yourselves give them something to eat</i>' (Mt 14:16 GNT). This reminds us of the New Commandment to 'love one another' that as Christians we are called to help those in need. This could be picked up again in a future lesson when exploring the Eucharist where '<i>we become what we receive</i>' i.e. we become the Body of Christ and have the nourishment and strength to do his work on earth.
H: The Last Supper (The institution of the Eucharist) (Matt 26: 26-29). B: Know that at the Last Supper Jesus instituted the Eucharist	U3.4.2 Recall the words and actions of Jesus at the Last Supper and make simple links with his words and actions in the miracle of the loaves.	3.4.2 The Last Supper PB p101-104. Again, consider reading the account from the Bible The events of Holy Week are not listed as the focus in Y3. Pupils will access these events in the wonder Catholic life of the school and prayer & liturgy though. However, you may wish to use the ppt PB TB p43 to give an overview of Holy Week. This will also help with exploring different cultural practices in Holy Week if this is the Discern you choose to do. NB – the 3rd ppt in TB p43 also supports the Discern exemplar, however, it only focuses on Palm Sunday and uses the same slides as one found in V&B Y2.	PB p104 Activity 4: Consider highlighting similarities and differences between the miracle of the loaves and the Last Supper. Highlighting and annotating could be on copies of the texts themselves glued into their books. The ppt in PB p102 will help with this. Consider RED Discern: <i>D3.4.2. Exploring some different cultural practices associated with Holy Week.</i> Holy Week Cultural practices: Pupils may wish to do additional research to support this. In addition, look at your class demographic or the local parish community. Can they share their cultural practices personally with you e.g. The Polish Church, the Ukrainian Church, The <u>Syro-Malabar Church</u>. See below (final row) for some information on cultural practices for Maundy Thursday

Planning

H: Extracts from a Eucharistic Prayer. B: Know that at the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to 'Do this in remembrance of me' (1 Cor 11:23-25, Eucharistic prayer). B: Know a sacrament is a meeting point where people are blessed by God and become closer to the community of the Church. C: Know some ways people celebrate their first Eucharist (First Holy Communion).	U3.4.3 Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist.	3.4.2 The Last Supper The second ppt TB p43 'Jesus showed his love at the Last Supper' should be shown. 3.4.4 The Eucharistic Prayer See PB p115 ppt 'Celebrating First Holy Communion' to explore this EO further. This EO will link with U3.4.4 as pupils will need to be clear about the links between the Last Supper and the Mass, and the meaning of each.	New Covenant—this is not mentioned specifically in the RED model curriculum but is covered in the Vine and Branches. However, the Eucharistic Prayer references the 'new covenant' so it is helpful context. Consider Y3 pupils 'interviewing' pupils in Y4 about how they celebrated their First Communion, and what it meant to them (take care to focus on the sacramental celebration, not the party afterwards!). Alternatively, they could ask parishioners of the local parish what the Eucharist means to them and why. This would be accessing RED Respond: <i>R3.4.2. Talking about the experience of Mass with Catholics and asking questions about their experiences and feelings.</i> See YC4K p118-121 for further explanation to support teacher and pupil understanding towards achieving this EO. NB – YC4K p108 explains that sacraments are meeting points. A good start for talking about the Holy Eucharist Possible questions to explore: What happens when we receive communion? Why is it important? When do you feel close to or feel the love of Jesus? Refer to how receiving Communion brings Catholics closer to the community of the Church, the Body of Christ (see note above on 1st row: 'we become what we receive')
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LET US

pray.



***Thanks be to you, my Lord Jesus Christ, for all the
benefits you have given me,
for all the pains and insults you have borne for me.
O most merciful redeemer, friend and brother,
may I know you more clearly, love you more dearly,
and follow you more nearly, day by day. Amen.***