

Year 2

LOCAL CHURCH – COMMUNITY

Come and See for yourself

EXPLORE

The experience of community is an essential and enjoyable part of life for people of every age and faith. The cycle of a year and the span of a lifetime contain occasions for regular celebrations as well as unexpected surprises, when people want to celebrate with family, friends and communities.

- Q Think back to your childhood. Which celebrations of community life did you most enjoy?
How did you celebrate? Who took part?
- Q Which celebration are you looking forward to in the coming months?
How will you celebrate? Who else will take part?

REVEAL

The Church's celebrations are community occasions. On Sundays, the parish family gathers together. It is a time to remember how much there is to celebrate; a time to say thank you; a time to know that God's love is offered and made visible here and now in Jesus and in people. Sacraments are more formal special moments: signs of 'God-with-us', who journeys with his people; signs of strength and blessing for life.

Word of God

"Now there was a man in Jerusalem whose name was Simeon; this man was righteous and devout, looking forward to the consolation of Israel, and the Holy Spirit rested on him. It had been revealed to him by the Holy Spirit that he would not see death before he had seen the Lord's Messiah. Guided by the Spirit, Simeon came into the temple; and when the parents brought in the child Jesus, to do for him what was customary under the law, Simeon took him in his arms and praised God, saying, "Master, now you are dismissing your servant in peace, according to your word, for my eyes have seen the salvation which you have made ready in the sight of the nations; a light of revelation for the Gentiles and glory of your people Israel." (Luke 2:25-32)

- Q Simeon celebrates the coming of Jesus of Nazareth. How do we celebrate his coming to us in Word and Sacrament?

Catechism of the Catholic Church

The whole liturgical life of the Church revolves around the Eucharistic sacrifice and the Sacraments. There are seven Sacraments in the Church: Baptism, Confirmation (or Chrismation), Eucharist, Penance, Anointing of the Sick, Holy Orders and Matrimony. (CCC1210)

The feast of the Presentation of the Lord (2 February) marks a thanksgiving celebration for a first-born son.

RESPOND

Q What and how does your school community celebrate?

Consider this extract from *The Directory on Children's Masses*:

All those concerned with education should work and plan together to ensure that the children, besides having some idea of God and the supernatural, should also, in proportion to their years and degree of maturity as persons, have some experience of those human values which are involved in Eucharistic celebration: for example, acting together as a community; exchanging greetings; the capacity to listen, to forgive and to ask for forgiveness; the expression of gratitude; the experience of symbolic actions, conviviality and festive celebration.

Q How do the adult members of your school community 'work and plan together' to make sure your religious celebrations with the children involve the human values described?

Prayer and Reflection

*Lord, you fulfilled the hope of Simeon who did not die
until he had been privileged to
welcome the Messiah.*

*In Sacramental Celebrations we meet the Risen Christ.
May he continue to give us life.
Amen.*

LOCAL CHURCH – COMMUNITY: BOOKS – TOPIC OVERVIEW

YEAR 2 FOUNDATION 2 - 4 WEEKS | The books used in Church

TEACHERS' NOTES		
<p>The scriptures are the treasured Word of God for the Jewish and Christian communities. The books used by the Christian community record and hand on its story. The lectionary which is used at Mass contains the scriptures used by the community throughout the year.</p> <p>Scripture: Luke 1:1-3 <i>Many people have done their best to write a report of the things that have taken place among us. They wrote what we have been told by those who saw these things from the beginning and who proclaimed the message.</i></p> <p>Catechism of the Catholic Church 104: ...in the sacred books, the Father who is in heaven comes lovingly to meet his children and talk with them.</p>		
ABOUT THE TOPIC		
<p>Prior learning: that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus.</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • About the different books used at home and in school – Explore • The books used in Church on Sunday by the parish family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>		
SCRIPTURE	TRADITION	
<p>Matthew 3: 13-17 John 13: 34-35</p>	<p>Lectionary, Lectern, Missal, Gospel, Mass responses, Church, parish family <i>Church's Story 2</i> pages 10-12 (teachers' notes pages 83-84)</p>	
SOME QUESTIONS OF MEANING & PURPOSE	CORE VOCABULARY	
<p>Why do we need books? How many kinds of books do we use and why? What is special about the Bible and why it is important to us?</p>	<p>books, library, text book, reverence, respect, Scripture, lectern, Gospel, Bible, New Testament, Old Testament, genre, thurible, missal</p>	
RESOURCES	A CROSS CURRICULAR LINKS	
<p><i>Church's Story 2</i> <i>God's Story 2</i> <i>God's Story 3</i> <i>Picture of the Baptism of Jesus God's Story 3 page 83</i></p>	<p>Literacy, Art, Music, Drama, Science, RSE</p>	
COME & SEE WEBSITE	STANDARD INDICATORS	
<p>Illuminated manuscripts, different kinds of books New Missal Video of the reading of the Gospel Working with Scripture</p>	<p>Learning about religion Beliefs, teaching & sources Celebration and ritual Social & moral practices & way of life Learning from religion Engagement with own & others' beliefs & values Engagement with questions of meaning</p>	
RE CURRICULUM DIRECTORY	LITURGICAL/PRAYERS LINKS	SONGS/HYMNS TO SING
<p>Area of Study 1: Knowing and loving God, the Scriptures, Jesus Christ, Son of God Area of Study 2: What is the Church? One and holy, Catholic, Apostolic, Mission Area of Study 3: Liturgy, Sacraments, Eucharist, prayer Area of Study 4: The human community, love of God, love of neighbour</p>	<p>Mass responses Celebration of the Word</p>	<p>See John Burland Grid <i>Songs to greet the Gospel</i></p>
POINTS TO REMEMBER		
<p>Consider the fact that the Gospel readings for each Sunday are on a 3 Year Cycle. (A, B, C)</p>		

EXPLORE

Different books used at home and in school

STANDARD INDICATOR

Some children will be able to **talk** about their experience and feelings about the different books that are used at home and school.

Some children will be able to say what they **wonder** about the importance of books in their lives.

Some children will be able to **ask and respond** to questions about their own and others' experience and feelings of the different books that are used at home and school.

ICT

Relevant books that are available in an IWB format

KEY WORDS

books, library, text book

RESOURCES

- Favourite books
- A range of different types of books

LEARNING INTENTION: Different books used at home and at school.

CONTENT | WHOLE CLASS CORE INPUT

Display a range of books, fiction, reference and information. Explore, discuss and investigate the many books which we use at home and at school and how and where each one might be used. Share together favourite books, why they are favourites and notice how people choose the same and different types of books.

Read and discuss a chosen book (as a class or in small groups).

SOME KEY QUESTIONS

- Q What types of books are there at home and at school?
- Q What uses do books have? (e.g. a timetable, telephone directory, text books, photo albums etc.)
- Q How do these books differ?
- Q What books do you like and why?
- Q What would a world without books be like?

SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY

- Visit the school/class library. Look at how the books are sorted, make a list of the different types of books.
- Explore and investigate different kinds of books used in different places. Discuss what kind of book each is, where it is used, what it is used for and who uses it.
- In pairs, read a short section from a book without showing the other. Ask them to guess what kind of book they have read from, who would use it, where and why?
- Collect images from the Come and See website as well as ones discussed in class. Sort them into different groups. Create a class collage entitled 'Books from home and school.'

CONTINUOUS PROVISION

- Design book covers.

REFLECTION ON SIGNIFICANCE

Children gather around the display and have a quiet moment to reflect on books that are used at home and in school.

Think and wonder about:
the work done
all the different books you use
all the different books used in school and at home
the people who use them
how important books are
a world without books.

REVEAL

The books used in Church on Sunday by the parish family

CONTENT: – scripture – tradition – prayers

STANDARD INDICATOR

Some children will be able to **recognise** that the Bible is a special book and name some of the stories in the Bible.

Some children will be able to **recognise** and name some of the special books used in church and the people who use them.

Some children will be able to **retell** some of the stories you have learnt about Jesus.

Some children will be able to **describe** how the Gospels are used by the parish family.

Some children will be able to use religious words and phrases to **describe** the actions and symbols related to proclaiming the Gospel.

KEY WORDS

book, Scripture, lectern, gospel, Bible, reverence, respect, New Testament, Old Testament, genre, thurible, missal

COME AND SEE WEBSITE

Film clip of the reading of the Gospel.

RESOURCES

- *Church's Story 2* pages 6-7, 10-13
- *God's Story 2* pages 52-53
- Some pictures of the Baptism of Jesus
- An adult Catholic *Bible*

LEARNING FOCUS 1: The Bible.

CONTENT | WHOLE CLASS CORE INPUT

Show the children a copy of an adult Catholic Bible. Explain how the Bible is God's special book. It is all about how much God loves and cares for people. Describe how the Bible is the most important book that Christians use, because it is God's Word, so it is always treated with reverence. Like all special books we take care of it, make sure our hands are clean before we use it and keep it in a safe place.

There are two main sections in the Bible. The Old Testament tells us about the time before Jesus. The New Testament tells us about Jesus and the beginning of the Church. Some of the books are called by the name of the person thought to have written them: Mark, Jeremiah, Peter. Some are named after the person the story is about: Job, Ruth, Jonah. One is called after an event: Exodus. Others tell you about the content of the book: Genesis (Beginnings), Psalms, Proverbs, Letters. The Bible is like a library of different books, (refer to the work of Explore).

Play some quiet reflective music. While you listen, pass the Bible from hand to hand around the group. Then hold up the Bible for all to see. 'This is a special book; it is the Word of God, the Bible, the story of God's love'. Enthroned the Bible on a stand. Light some candles. During Collective Worship show reverence and respect to the Word of God.

SOME KEY QUESTIONS

- Q What is the Bible?
- Q Why is it so important?
- Q How do you think we can show reverence for the Bible?
- Q What does the first part of the Bible tell us?
- Q What is the second part of the Bible about?

SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY

- Choose a favourite story from the Bible and retell the story to a partner or the class.
- Design a front cover for the Bible that shows it is a special book for the People of God. On the back cover write a summary of what you would find inside.

CONTINUOUS PROVISION

- Create a bookmark for a Bible including the title of your favourite story from the Bible.

LEARNING FOCUS 2: The Gospels.

CONTENT | WHOLE CLASS CORE INPUT

The four Gospels are found in this second part of the Bible, the New Testament. Show the children the two parts of the Bible and where the Gospels come in the second part. The Gospels tell the story of Jesus' life on earth, his birth, his teaching, the friends he called to help him and his Death and Resurrection.

Explain that there are four Gospels, each named after the person who is thought to have written it – Matthew, Mark, Luke and John. The Gospel writers wrote for different reasons and different groups. Use *God's Story 2* pages 52-53 on the IWB, talk about the stories depicted in the thought bubble pictures by each writer, those are the stories you find in that Gospel. (Matthew – Visit of the Wise Men *God's Story 2* page 60, Mark – Jesus' friends *God's Story 2* page 66, Luke – Zacchaeus *God's Story 2* page 71, John – The promise of the Spirit *God's Story 2* page 81.)

SOME KEY QUESTIONS

- Q How many Gospels are there?
- Q What are the names of the Gospels?
- Q How do the Gospels help us?

SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY

- Using *God's Story 2* pages 52-53 on the IWB invite different groups to explore one of the Gospel writers and retell in any form, the story depicted in the thought bubble (referenced above) from that Gospel writer.
- In the Gospel of John, Jesus says, *'Love one another. I love each one of you'* and, *'You are my friends.'*
Choose one of these sayings and describe how it can be lived out at home, in school, in the parish etc. (see *God's Story 2* page 72) Invite some children to give reasons for these words and actions.

CONTINUOUS PROVISION

- Provide a copy of the four Gospel stories from above for children to read and re-enact.

LEARNING FOCUS 3: The parish family listens to God's Word in the Gospel.

CONTENT | WHOLE CLASS CORE INPUT

Show the film clip from the *Come and See* website of the Gospel being read or share the account below.

Before you watch the film clip or read the account, ask the children to look out for the following:

- What the priest or deacon does and says
- What the altar servers do
- What the people do and say
- How the Book of the Gospels is treated.

The Gospel of the Lord

Michael and Cathy were twins. Both had been altar servers at St Mary's for some time, but this Sunday they were going to have a special part. They were going to carry the candles for the Gospel reading.

Father David had practised with them, showing them what to do and how to carry the candles. Now they were ready.

After the end of the second reading, everyone stood up and sang, "Alleluia, alleluia, alleluia, alleluia."

Michael and Cathy picked up the candle sticks, holding them carefully and as straight as they could. They took their places on either side of Father David. Angela, the chief altar server, walked ahead of them carrying the thurible with the incense as part of the procession. Father David was holding the Book of the Gospels with both hands, high in front of him. When they got to the lectern, he put the book down and opened it. Michael and Cathy stood on either side facing him holding their candles steady. He took the thurible from Angela and swung it so that incense went swirling towards the Book of the Gospels. He gave it back to Angela and looked at all the people.

He said, 'The Lord be with you,' and everyone replied, 'And with your spirit.' Then he said, 'A reading from the Holy Gospel according to Luke.' He made the sign of the Cross on the Book of the Gospels and on his forehead, his lips and his heart. Everyone in the Church used their thumbs to make signs of the Cross on their foreheads, lips and hearts and said, 'Glory to You O Lord.'

When Father David had finished reading the Gospel, he said, 'The Gospel of the Lord,' and everybody replied, 'Praise to you, Lord Jesus Christ.' Then Father David kissed the Book of the Gospels.

Teaching points

Introduce and discuss key words within the Teaching points.

If possible, have a Book of the Gospels (it may be possible to borrow one from the parish) and a Bible (not a child's version) to show the children.

- **The Gospel readings** for each Sunday are on a 3 Year cycle. (A, B, C)
- **Gospel:** means 'Good News'; the Book of the Gospels is honoured in a special way because Jesus is God's Son bringing the Good News of God's love to everyone.
- **Thurible:** is a container for hot charcoal on a chain; as it swings, the smoke and the smell of incense is spread around as a sign of honour and prayer.
- **Incense:** a natural gum (resin) which has a sweet smell when it is burned.
- **Lectern:** is the bookstand where people read.
- **The Sign of the Cross with the thumb:** just before the Gospel is read is the sign of Jesus; here used in a blessing. One traditional explanation for this action is that listeners may think about and understand the Gospel (forehead), proclaim it (lips), treasure and live by it (heart).

SOME KEY QUESTIONS:

These questions could be adapted for use with the film clip.

- Q What did you notice about the way the Book of the Gospels is treated?
- Q What did Michael and Cathy do?
- Q How did everyone greet the Gospel?
- Q Why do you think people make the sign of the Cross three times on themselves before they listen to the Gospel?
- Q What did Father David say before he read the Gospel?
- Q What did he say at the end?

SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY

- Role play the account and freeze frame, at key points, to describe what is happening and say why.
- Use photographs or other means to record ways to think like Jesus, speak like Jesus and love like Jesus, remembering what happens when we make the Sign of the Cross on our foreheads, lips and hearts.

CONTINUOUS PROVISION

- Continue to role play the reading of the Gospel.

LEARNING FOCUS 4: A story from the Gospel of Matthew.

CONTENT | WHOLE CLASS CORE INPUT

One of the stories about Jesus that we hear after Christmas is the story of Jesus' Baptism. Before Jesus started his ministry of teaching and healing he asked John the Baptist, his cousin, to baptise him.

Take the Bible from its special place. Find Matthew's account of that event. (3: 13-17) Ask the children to stand reverently and respectfully to listen to the Gospel reading.

The reader says, 'A reading from the holy Gospel according to Matthew'. Children respond by saying 'Glory to You O Lord' whilst making the Sign of the Cross on their foreheads, lips and hearts.

At that time Jesus arrived from Galilee and came to John at the Jordan to be baptised by him. But John tried to make him change his mind. "I ought to be baptised by you," John said, "and yet you have come to me!" But Jesus answered him, "Let it be so for now. For in this way we shall do all that God requires." So, John agreed. As soon as Jesus was baptised, he came up out of the water. Then heaven was opened to him, and he saw the Spirit of God coming down like a dove and alighting on him. Then a voice said from heaven, "This is my own dear Son, with whom I am pleased."

Matthew 3:13-17

At the end say, 'The Gospel of the Lord,' and the children reply, 'Praise to you, Lord Jesus Christ.' At the end of the Gospel reading reverently and respectfully place the Bible in its special place.

Have some quiet time to reflect on the story.

Listen to John Burland's song Year 2 CD1 Track 5 *The Baptism of Jesus*

Teaching Points

- The Bible should be kept in a special place in the classroom.
- The picture in *God's Story 3* page 80 might be displayed.

SOME KEY QUESTIONS:

- Q What does this Gospel story say to you?
- Q Why did Jesus ask John to baptise him?
- Q How do you think John felt?
- Q How do you think Jesus felt when he heard God the Father's words?

SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY

- Having listened to the Gospel story, give pupils time to reflect on what it is saying to them and what they wonder about. Invite them to pair/share their thoughts of the Good News from the Gospel and record them.
- Sequence the events in the story using words and pictures. Retell the story and begin to give reasons for the words and actions of those involved.
- Think of questions to ask John or Jesus – hold a class hot seating activity to further secure understanding and knowledge.

CONTINUOUS PROVISION

- Role-play this Gospel story being proclaimed

LEARNING FOCUS 5: Other books the parish family uses.

CONTENT

Take the children into church and if possible, invite the parish priest, deacon or reader from the parish community to help the children to find and look at the books that are used at Mass on Sunday: e.g. hymn books, missal, lectionary, the Book of the Gospels, Mass books with the readings, children's Mass books, prayer books. Whilst you are in church show the children the lectern and talk about how it is used. See *Church's Story 2* pages 10-11.

If possible, and with the parish priest's permission, gather these books together to look at in class. Use *Church's Story 2* pages 6-7, 10-11 and 12-13 on the IWB to show the books being used.

Encourage children to share their own knowledge and experience of these books.

Teaching point

- **Altar Missal:** the book that contains the prayers the priest uses during Mass.
- **Lectionary:** the book containing a collection of scripture readings.
- **Book of the Gospels:** the Gospel stories that are used for the celebration of Mass and Sacraments.
- **Lectern/Ambo:** the stand from which the Word of God is proclaimed.

SOME KEY QUESTIONS:

- Q Which books are used on the Lectern/Ambo and how?
- Q Which books are used by the parish community and how?
- Q Who would read from the Book of the Gospels and why?

SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY

- Design a simple information leaflet about the books we use at church and describe how and why these books are used.
- Provide the children with a series of pictures of a variety of books including Altar Missal, Lectionary, Book of the Gospels, Hymn book, Mass Book from the *Come and See* Website. Invite the children to identify those pictures which belong in the parish community and talk about how they are used.

CONTINUOUS PROVISION

- Provide a collection of books which the parish family uses for children to read and role play.

LEARNING FOCUS 6: Books the community use to respond at Mass.

CONTENT

Many parishes use Mass books to enable the parish community to join in with the Mass responses. Share the Mass responses found in *Church's Story 2* (revised edition) pages 9, 10, 13, 16 to show how we respond, as a parish family, to these words from the Missal:

Page 9 "The Lord be with you." We respond with: **"And with your spirit."**

Page 10 "The Word of the Lord." We respond with: **"Thanks be to God."**

Page 13 "The Gospel of the Lord." We respond with: **"Praise to you Lord Jesus Christ."**

Page 16 "Go in peace." We respond with: **"Thanks be to God."**

The community also sings parts of the Mass and hymns during Mass. Many parishes use hymn books.

Teaching Point

The responses from the Missal enable people to have full and active participation in the celebration.

SOME KEY QUESTIONS

- Q Why do we use a Mass book?
- Q How does it help us?
- Q Which responses do you recognise?
- Q When might you have used them?

SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY

- Invite a parishioner into school to talk about how helpful they find using certain books and why.
- Choose one of the four responses and invite children to explore and illustrate how they would live that out in word and action.

CONTINUOUS PROVISION

- Create a matching activity using the Mass responses e.g. The priest says, "The Lord be with you," is matched by the response "And with your spirit". In pairs role play these responses.

RESPOND

Remembering, celebrating and responding to books used at home and in school and the books used in Church on Sunday by the parish family

Remember

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to the experience of *Books*. Using the display, children may be able to recognise the following by use of discussion, role-play, drama, art, cue cards etc.

Ask the children if there is anything they wonder about

- The importance of books in their lives.
- The need for books.
- That the Bible is the Word of God.

Provide the opportunity, possibly by one of the means above, for the children to remember

- The Bible as a special book and there are four Gospels.
- The variety of books used during the Mass by the parish family.
- The responses we say and what they mean to us.
- The way the Gospel is revered at Mass.
- The story of the Baptism of Jesus.

Rejoice

Remember to plan an end of topic class celebration. (*Download the Rejoice and Gather Form on the Come and See website.*)

Renew

The teacher helps each child to make an individual response to what they have understood and celebrated from their own experience and the experience of the Church community.

Apply their learning

How can I show reverence for the Bible?

Some suggested ideas

After a time of quiet reflection and prayer

- Remember to use the Mass responses during Collective Worship.
- Share/swap/lend a favourite book with a friend.

Teacher evaluation

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

STANDARD SUMMARY

Some children will be able to **talk** about their experience and feelings of books that are used at home and school.

Some children will be able to say what they **wonder** about the importance of books in their lives.

Some children will be able to **recognise** that the Bible is a special book and name some of the stories in the Bible.

Some children will be able to **recognise** and name some of the special books used in church and the people who use them.

Some children will be able to **ask and respond** to questions about their own and others' experience and feeling of the different books that are used at home and school.

Some children will be able to **retell** the story of the Baptism of Jesus.

Some children will be able to **describe** how the Gospels are used by the parish family.

Some children will be able to use religious words and phrases to **describe** the actions and symbols related to proclaiming the Gospel.

CHURCH TEACHING

This is an outline of the teaching of the Church covered in **BOOKS**:

- The division of the Bible into Old and New Testament.
- The names of the some of the Books of the Bible.
- The place of the Gospels in the Bible, something of their writers.
- The reverence given to the reading of the Gospel during Mass.
- The religious vocabulary and symbols related to the reading of the Gospel.
- The names, types and functions of various of books used at Mass.
- Introduction to some responses at Mass.