

Year 3

EUCCHARIST – RELATING

Come and See for yourself

EXPLORE

Being thoughtful for life, for people and gifts, is a vital part of our relationships with one another. When praise and appreciation are experienced, we are enabled to relate on a deeper level.

- Q Recall a time when you were thanked. How was the gratitude expressed? How did you feel?
- Q How are relationships deepened in everyday life?

REVEAL

Word of God

Where two or three are gathered together in my name I am there among them.
(Matthew: 18:20)

Catechism of the Catholic Church

Believers who respond to God's word and become members of Christ's Body become intimately united with him: "In that body the life of Christ is communicated to those who believe, and who, through the sacraments, are united in a hidden and real way to Christ in his Passion and glorification." This is especially true of Baptism, which unites us to Christ's death and Resurrection, and the Eucharist, by which "really sharing in the body of the Lord, ... we are taken up into communion with him and with one another." (CCC790)

The inexhaustible richness of this sacrament is expressed in the different names we give it. Each name evokes certain aspects of it. It is called:

Eucharist, (Thanksgiving) because it is an action of thanksgiving to God.

The Lord's Supper, because of its connection with the supper which the Lord took with his disciples on the eve of his Passion.

The Breaking of Bread, because Jesus used this Rite, part of a Jewish meal, when as master of the table he blessed and distributed the bread, above all at the Last Supper. It is by this action that his disciples will recognise him after his Resurrection.

The **memorial** of the Lord's Passion and Resurrection.

The **Holy Sacrifice**, because it makes present the one sacrifice of Christ the Saviour and includes the Church's offering.

Holy Communion, because by this sacrament we unite ourselves to Christ who makes us sharers in his Body and Blood to form a single body.

Holy Mass, (Missa) because the liturgy concludes with the sending forth (missio) of the faithful, so that they may fulfil God's will in their daily lives. (cf 1328-1332)

- Q How do we express being in communion with one another?

RESPOND

- Q What can a school community do to enhance the sense of feeling included and forgiven?
- Q What is done for those who might feel excluded?
- Q What can home, school and parish do to help all people relate on a deeper level?

Prayer and Reflection

*Lord Jesus Christ,
in you we know the love of God.
When we gather together in your name
we experience the marvel of your loving presence
which challenges us to live for one another.
Help us to follow your example
so that we may never become complacent.
Help us to listen to your constant call to us
to continue the work you began,
you who lived and died for us.
Grant this through your Spirit of Love.
Amen.
(Prayer for Unity of Christians)*

EUCHARIST – RELATING: LISTENING & SHARING

YEAR 3 - 4 WEEKS | Listening to the Word of God and sharing Holy Communion

TEACHERS' NOTES		
<p>The Eucharistic celebration consists of two parts. The first part is the Liturgy of the Word, where Christians listen to God's Word in the readings, listen to the homily and the prayers of the Faithful. The second part of the celebration is the Liturgy of the Eucharist. Here the gifts are prepared, the Eucharistic prayer expresses thanksgiving and Communion is shared.</p> <p>Scripture: 1 Cor 11: 23-25 <i>The Lord Jesus, on the night he was betrayed, took a piece of bread, gave thanks to God, broke it and said, "This is my body, which is for you. Do this in memory of me." In the same way, after supper he took the cup and said "This cup is God's new covenant sealed with my blood. Whenever you drink it, do so in memory of me."</i></p> <p>Catechism of the Catholic Church 1346: The Liturgy of the Eucharist unfolds according to a fundamental structure which has been preserved throughout the centuries down to our own day. It displays two great parts that form a fundamental unity: – the gathering, the Liturgy of the Word, with readings, homily and general intercessions; – the Liturgy of the Eucharist, with the presentation of the bread and wine, the consecratory thanksgiving, and communion. The Liturgy of the Word and Liturgy of the Eucharist together form "one single act of worship"; the Eucharistic table set for us is the table both of the Word of God and of the Body of the Lord.</p>		
ABOUT THE TOPIC		
<p>Prior learning: the Eucharist: the parish family thanks God for Jesus</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • Listening and sharing with one another – Explore • Listening to the Word of God and sharing in Holy Communion – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>		
SCRIPTURE	TRADITION	
<p>2 Timothy 4:22 Liturgy of the Word – <i>Church's Story 3</i> pages 56-57 Liturgy of the Eucharist – <i>Church's Story 3</i> pages 58-63</p>	<p>The importance of listening in our lives The cost of sharing The joys of sharing</p>	
SOME QUESTIONS OF MEANING & PURPOSE	CORE VOCABULARY	
<p>What is so important about listening and sharing? What is the cost of listening and sharing?</p>	<p>listening, sharing, Eucharist, Mass, gathering, Liturgy of the Word, Liturgy of the Eucharist, Holy Communion, Good News, ambo</p>	
RESOURCES	A CROSS CURRICULAR LINKS	
<p><i>Church's Story 3</i> <i>God's Story 3</i> <i>Missal or Mass card</i> <i>Welcome To The Mass (2008) Pauline Books & Media</i> ISBN: 978-0953854080</p>	<p>Literacy, Art, Music, Drama, RSE</p>	
COME & SEE WEBSITE	STANDARD INDICATORS	
<p>The Story of the Stone Soup The Mass</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/PR AYERS LINKS	SONGS/ HYMNS TO SING
<p>Area of Study 1: Knowing and loving God, Jesus Christ, Son of God Area of Study 2: What is the Church? One and holy, Catholic Area of Study 3: Liturgy, Sacraments, Eucharist, prayer Area of Study 4: The dignity of the human person, the human community, love of God, love of neighbour</p>	<p>Parts of the Mass, the Gloria, Mass responses.</p>	<p>See John Burland Grid <i>Love is like a Magic Penny</i> <i>Hymns used at Mass,</i> <i>Gloria, Holy, Holy,</i></p>

EXPLORE

Listening and sharing with one another

STANDARD INDICATOR

Some children will be able to **ask and respond** to questions about their own and others' experiences and feelings about listening well and sharing.

Some children will be able to **ask questions** about what they and others wonder about the joys and difficulties of listening and sharing and realise that some of these questions are difficult to answer.

Some children will begin to **make links** to show how feelings and beliefs affect their own and others' desire to listen and to share.

Some children will begin to **compare** their own and others' ideas about the questions of how and why we listen and share and that these questions are difficult to answer.

KEY WORDS

listening, sharing

RESOURCES

- Stone soup

LEARNING INTENTION: Listening

CONTENT

Talk about the importance of listening: share any experiences of what happens when you didn't listen.

SOME KEY QUESTIONS

- Q What did you miss when you didn't listen?
- Q What happens when people don't listen to you?
- Q How do you feel when you know you are listened to?

SOME SUGGESTED ACTIVITIES

- In pairs tell one another a story, it could be something that happened during the weekend or a break time etc. Ask the other person to retell the story to you and then discuss any differences.
- Play any other game which will encourage good listening.

LEARNING INTENTION: Sharing with one another.

CONTENT

Tell the story of Stone Soup.

One day, a poor man was walking along when he came to a village. As he approached it, the villagers thought, 'Here is a beggar and we don't have much ourselves'. They started going towards their homes, hoping he would go away, and they would not have to share anything. The man called out that he was hoping for somewhere to sleep and a meal. The villagers told him to go away and that they had not got enough to eat themselves. The man told them he had everything for a meal and that he was thinking of making stone soup for everyone. He took a stone out of his pocket and an iron cooking pot out of his bag.

He started to build a fire and fill the pot with water. He put his stone into the boiling water. The villagers came out of their houses and watched as the man sniffed the contents of the pot and licked his lips. "That is good," he said, "it just needs a pinch of salt and some parsley."

"I can give you some," a villager responded, and she returned with parsley, salt and a cabbage.

"Thank you," remarked the man, "I once had stone soup with cabbage and some carrots and it was really delicious." Then another villager said, "Well, as it happens, I do have a few carrots." He returned with some carrots and a turnip. So, it went on until there were potatoes, onions and mushrooms. Someone even had some loaves of bread.

When it was ready everyone sat down and enjoyed a really lovely soup. There was enough for the entire village. When the man left the next morning, one of the villagers, stopped him and said, "I would like to buy your magic stone. You have given us the greatest of gifts the secret of how to make soup from stones. We shall never forget." The man replied. "The stone is not the greatest gift, but sharing is. It is only by sharing that we may make a feast."

SOME KEY QUESTIONS

- Q What do you think of the villagers?
- Q Why were they afraid to let the man into their homes?
- Q What started the sharing?
- Q What lesson did the villagers learn?
- Q What is the cost of sharing?
- Q What are the joys of sharing?

SOME SUGGESTED ACTIVITIES

- Role play the story of Stone Soup. Freeze frame at various points and discuss what is happening.
- Encourage every child to bring in a vegetable and make and share a vegetable soup together. Discuss what you have done and how you feel about the experience.
- Invite a volunteer from the local food bank to share their experiences of the joys and cost of sharing food with others. Following the visit, invite the children to design

posters asking for donations to the local foodbank and publish some on the school website.

REFLECTION ON SIGNIFICANCE

Gather around the display or focus and have a quiet moment to reflect on and appreciate how important it is to listen and to share. Think about the joys and the cost of listening and sharing. Listen to and sing a song about sharing e.g. *Love is like a Magic Penny...*

REVEAL

Listening to the Word of God and sharing in Holy Communion

CONTENT: scripture – tradition – prayers

STANDARD INDICATOR

Some children will be able to use religious words and phrases to **describe** the actions and symbols used during the celebration of the Eucharist.

Some children will be able to **describe** some ways in which Christians share God's love with others.

Some children will begin to use a developing religious vocabulary to **give reasons** for specific actions and words used during the celebration of the Eucharist.

Some children will begin to **give reasons** why Christians want to share the Good News of Jesus.

KEY WORDS

Listening, sharing, Eucharist, Mass, gathering, Liturgy of the Word, Liturgy of the Eucharist, Holy Communion, Good News, ambo

COME AND SEE WEBSITE

Parts of the Mass

RESOURCES

- Missal, Mass card
- *Church's Story 3* pages 54-63
- 2 Timothy 4:22
- *Welcome To The Mass*

LEARNING FOCUS 1: The people gather and the Introductory Rite.

CONTENT

Use *Church's Story 3* page 54. On Sunday, members of the parish family come together to share the Sacrament of the Eucharist. Welcomers greet the people as they come into the church and give them the books they need. The musicians get their music ready. The altar servers and the priest put on their vestments. When the time comes to begin Mass, someone rings a bell, and everyone stands up to sing the Gathering Hymn. The servers then come in followed by the priest.

The priest and people make the Sign of the Cross as the priest says, "In the name of the Father and of the Son and of the Holy Spirit." and the people respond, "Amen!" He welcomes the parish family using the words, "The Lord be with you." Everyone replies, "And with your spirit."

At the end of one of Paul's letters to Timothy, this is what he says,

'The Lord be with your spirit. God's grace be with you all.'

2 Timothy 4: 22

Teaching point

Rite means the action of God's people, ceremony or act.

SOME KEY QUESTIONS

- Q Why do members of the parish family come together on a Sunday?
- Q How do the people prepare for Mass?
- Q What happens during the gathering?
- Q What do you think Paul's words to Timothy mean?

SOME SUGGESTED ACTIVITIES

- Role-play the liturgical elements of the gathering: Procession, the Sign of the Cross and welcome. Record it in some way and include a commentary to describe and give reasons for what is happening.
- Using the images from *Church's Story 3* page 54 write a short account describing and giving reasons for some of the things which happen when people gather to celebrate Mass.

LEARNING FOCUS 2: The people give Glory to God: The Gloria.

CONTENT

Use *Church's Story 3* page 55. After the priest has greeted everyone there is the opportunity to say sorry for anything we may have done wrong. This is called the *Penitential Act*. It prepares the parish family for the celebration of the Eucharist. The response to God's mercy and forgiveness is a song of praise called the *Gloria*, a prayer praising and glorifying God which also prepares people for listening to God's Word. The first words remind us of the heavenly message to the shepherds when Jesus was born, *Glory to God in the highest*. Display the words of the Gloria from the *Come and See* website.

*Glory to God in the highest,
and on earth peace to people of good will.*

*We praise you,
we bless you,
we adore you,
we glorify you,
we give you thanks for your great glory,
Lord God, heavenly King,
O God, almighty Father.*

*Lord Jesus Christ, Only Begotten Son,
Lord God, Lamb of God, Son of the Father,
you take away the sins of the world, have mercy on us;
you take away the sins of the world, receive our prayer;
you are seated at the right hand of the Father,
have mercy on us.
For you alone are the Holy One, you alone are the Lord,
you alone are the Most High, Jesus Christ,
with the Holy Spirit, in the glory of God the Father. Amen.*

SOME KEY QUESTIONS

- Q Why is the Gloria said after the Penitential Act?
- Q What makes you think of the Christmas story when you hear the first words?
- Q Why do Christians want to give glory to God?
- Q Which are your favourite lines of the Gloria and why?
- Q What does it say about God and about Jesus Christ?
- Q How do you think praying the Gloria makes people feel?

SOME SUGGESTED ACTIVITIES

- Choose the words in the Gloria that you like best. Discuss why you like them and how these words might prepare people to listen to God's Word.
- Invite the children to write their own version of the Gloria giving glory and praise to God for God's goodness to them today. Use some of the versions in Collective Worship.
- Find a sung version of the Gloria and learn it together for future celebrations of the Eucharist.

LEARNING FOCUS 3: The Liturgy of the Word.

CONTENT

Use *Church's Story 3* pages 56-57. During the Liturgy of the Word, the readings proclaim the message of God's love and truth, mercy and forgiveness as it has been told by the People of God in the Old and New Testaments. On Sunday at Mass there are three readings.

The first reading is usually from the Old Testament. It is followed by a Responsorial Psalm. The second reading is usually from one of the letters in the New Testament. At the end of each reading the reader says, "The Word of the Lord." And everyone replies, "Thanks be to God." Members of the parish family will read these readings, and everyone sits and listens during this time.

When the Gospel is proclaimed, there are a few differences to show how important this reading is. It is read by the priest or the deacon, if there is one present. Everyone stands and joins in the singing of the Gospel Acclamation. Often two altar servers with lighted candles will stand either side of the lectern, called the ambo. The priest or deacon makes the Sign of the Cross on the page of the Gospels, his forehead, lips and heart. The people also make the Sign of the Cross on their foreheads, lips and heart, in preparation to hear the Good News of the Gospel of Jesus Christ. We make the Sign of the Cross on our foreheads to show we believe in God's Word, on our lips to show we try to speak God's Word to others, and on our hearts to show we love God's Word and will try to live a good life.

Christians believe that God speaks through the Scriptures and that the Gospel is the Good News. Watch the *Come and See* website video clip of the Gospel being read. Ask the children to listen and watch and see what they notice and hear.

SOME KEY QUESTIONS

- Q What is the Liturgy of the Word?
- Q Why does God speak to us through the Scriptures?
- Q Why is it important to listen?
- Q Why do you think there is a difference in the way the Gospel is proclaimed and who reads it?
- Q What preparation do people make to hear the Gospel? What do you think this means?
- Q In what ways is the Gospel 'Good News' for the followers of Jesus?

SOME SUGGESTED ACTIVITIES

- As a class, role play the proclamation of the Gospel. Include the words and actions which are used at this time. Discuss the reasons for the words and actions of the priest/deacon and the people.
- Listen to Col 3: 12-17 from *God's Story 3* page 147 on the *Come and See* website. Write how and why God speaks to us through this piece of scripture.

LEARNING FOCUS 4: The offering of the Gifts.

CONTENT

At the end of the Liturgy of the Word, the priest and people together say the Creed, which is a statement of what they believe. It starts with the words *'I believe in one God'*.

The second part of the Mass now begins. It is called the *Liturgy of the Eucharist*. Read *Church's Story 3* pages 58-59.

Now members of the parish family carry the bread and wine up to the altar from the table at the back of the Church. The collection is taken and brought up to the altar with the gifts. All these gifts represent the giving of ourselves to God and one another. Once the priest has received the gifts of bread and wine he stands at the altar and offers these to God and praises God for providing them. Display the PowerPoint from the *Come and See* website.

The priest holds up the bread and says:

"Blessed are you, Lord, God of all creation for through your goodness we have received the bread we offer you: fruit of the earth and work of human hands. It will become for us the bread of life."

The parish family join in with this blessing and say:

"Blessed be God for ever."

He holds up the wine and says:

"Blessed are you, Lord, God of all creation for through your goodness we have received the wine we offer you: fruit of the vine and work of human hands. It will become our spiritual drink."

The parish family join in with this blessing and say:

"Blessed be God for ever."

Teaching point

The cup is called a chalice. The dish, which contains the hosts, is called a paten.

SOME KEY QUESTIONS

- Q What gifts are brought in procession to the altar?
- Q Who brings the gifts to the altar?
- Q Who receives the gifts?
- Q What does the priest do with the gifts?
- Q What do the gifts of bread and wine represent?

SOME SUGGESTED ACTIVITIES

- Make arrangements for the children to see and handle the sacred vessels used during the Mass. If this is not possible, look at pictures of them in *Church's Story 3* page 58 or on the *Come and See* website. Find out what they are called. Draw and label them, say where they are used and describe how they are used.
- All these gifts represent the 'giving of ourselves to God and one another'. Use this phrase and build descriptions around it to say how and why we live this out in our daily lives. e.g. collecting for the local foodbank, because we are sharing food with others as Jesus showed us. Some children may be able to link their actions to scripture.
- Act out the offering of the gifts, freeze frame at significant points giving children an opportunity to ask and respond to questions, describing what is happening, who is involved, what they are doing and the reasons why.

LEARNING FOCUS 5: The Eucharistic Prayer.

CONTENT

Use *Church's Story 3* pages 60-61 or the video clip of the Eucharistic Prayer being prayed during Mass on the *Come and See* website.

The Eucharistic Prayer gives thanks for all God's goodness. The greatest of all gifts is Jesus and in this prayer the Church remembers the special meal of the Last Supper. This is a time when the priest speaks the words of the prayer and the parish family listen carefully and pray quietly in their hearts. Holding the host, the priest says the words Jesus used at the Last Supper:

"Take this, all of you and eat of it; for this is my Body, which will be given up for you."
(Jesus' words mean 'This is my living presence today, this is myself, this is me'.)

Holding the chalice, the priest says,

*"Take this, all of you and drink from it;
For this is the chalice of my Blood,
the Blood of the new and eternal covenant,
which will be poured out for you and for many
for the forgiveness of sins,
Do this in memory of me."*

By the power of the Holy Spirit the bread and wine have now become the Body and Blood of Jesus.

At the very end of the Eucharist Prayer everyone says 'Amen!', which is a Hebrew word. It means 'let it be so', 'we agree'.

Teaching point

Bread and wine was part of the staple diet of people at the time of Jesus.

New eternal covenant can be explained to children in this year group as Jesus being with us in the past, the present and in the future.

SOME KEY QUESTIONS

- Q What kind of prayer is the Eucharistic Prayer?
- Q When we celebrate the Eucharist, what are we thanking God for?
- Q What links the Eucharistic Prayer to the Last Supper?
- Q What did Jesus mean when he said, "This is my body"?
- Q Why do you think Jesus chose bread and wine as symbols to remember him by?

SOME SUGGESTED ACTIVITIES

- As you did in the previous focus now act out the actions of the Eucharistic Prayer, freeze frame at significant points giving children an opportunity to ask and respond to questions, describing what is happening, who is involved, what they are doing and why.
- Using the word 'Amen' as prayed at the end of the Eucharistic Prayer, describe what people are agreeing to.
- Use the pictures from *Church's Story 3* page 60 to describe what is happening in the Eucharistic Prayer. Include what the priest is saying and the gestures he makes during the Eucharistic Prayer.

LEARNING FOCUS 6: The Communion Rite.

CONTENT

Use *Church's Story 3* pages 62-63. The Christian family comes to the Lord's table united in love of Jesus and one another. Communion with Jesus is celebrated in prayers and actions.

Firstly, everyone prays the *Our Father*, the prayer which Jesus gave his friends. Then the priest prays for peace and then he says,

"Peace be with you"

and people respond:

"And with your spirit."

The priest/deacon then invites everyone to share a Sign of Peace. People say, "Peace be with you," to one another. Everyone prays or sings the prayer; *'Lamb of God...'*

The priest invites people to come to Communion. He holds up the sacred host and chalice and says,

*"Behold the Lamb of God, behold him who takes away the sins of the world.
Blessed are those called to the supper of the Lamb."*

The people respond by saying,

*"Lord I am not worthy that you should enter under my roof, but only say the word
and my soul shall be healed."*

The priest receives the Body and Blood of Christ, (Holy Communion) and gives Communion to the Extraordinary Ministers of Holy Communion and servers. Then the people come in procession to receive Communion. The priest or Extraordinary Ministers of Holy Communion hold up the host to each person saying,

"The Body of Christ." They do the same with the chalice saying, *"The Blood of Christ."*
Each time the person responds, *"Amen!"*

In receiving Holy Communion, the people are nourished by the Body and Blood of Christ. They become what they have received. This is a quiet time when people pray, thanking God for the gift of sharing Jesus in Holy Communion.

At the very end of Mass, the priest blesses the people and he or the deacon sends them out to share God's love with others.

Play John Burland's song Year 3 CD 1 Track 14 *And with your spirit*.

Teaching point

Rite means the action of God's people, ceremony or act.

Sacred host: the host is made of unleavened bread (without yeast) 'sacred' means 'holy' because it has become the Body of Christ.

Extraordinary Ministers of Holy Communion: women and men who are specially appointed to help the priest to give Communion. They will also take communion to people who are sick or housebound.

SOME KEY QUESTIONS

- Q What happens during the Communion Rite?
- Q What gestures or signs and prayers are important in the Communion Rite (Sign of Peace, Lamb of God, holding up the Host and Chalice, giving and receiving)
- Q Praying for peace and unity is part of the Communion Rite. What helps us to be peaceful within ourselves and with one another?
- Q What is the difference between the bread and wine brought up during the Preparation of the Gifts and what is received at the Communion Rite?
- Q What do Catholics believe is happening when they receive Holy Communion?

SOME SUGGESTED ACTIVITIES

- As you did in the previous focus now act out the actions of the Communion Rite, freeze frame at significant points giving children an opportunity to ask and respond to questions, describing what is happening, who is involved, what they are doing and why.
- Having been nourished by listening to the Word of God and receiving Jesus in Holy Communion, give reasons why Catholics want to share God's love with others. Record this in a way of your own choice.
- Make a poster with footprints on it, representing the people being sent forth from Mass. On each footprint write a word or phrase indicating how they could share God's love with others.

RESPOND

Remembering, celebrating and responding to listening and sharing with one another and listening to the Word of God and sharing in Holy Communion.

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 *Listening and Sharing*.

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 and ask questions about:

- The importance of listening well and sharing.
- The joys and difficulties of listening and sharing.
- How feelings affect their own and others desire to listen and to share.

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

- Some new vocabulary associated with the Eucharist.
- Some of the content and the meaning of the *Gloria*.
- Some of the responses used at Mass.
- Why we need to listen during the Liturgy of Word.
- The special reverence when listening to the Gospel.
- Offering of the gifts at the Preparation of the Gifts.
- What happens during the Liturgy of the Eucharist.
- That the bread and wine became the Body and Blood of Jesus Christ.
- How we might share God's love with others.

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 listen more attentively to the Word of God and share more generously of myself with others?

Some suggested ideas

After a time of quiet reflection and prayer:

- Make a promise card to show how I will use the skills of listening and sharing of myself with others each day.

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 **ask and respond** to questions about their own and others' experiences and feelings about listening well and sharing.

Some children will be able to **ask questions** about what they and others wonder about the joys and difficulties of listening and sharing and realise that some of these questions are difficult to answer.

Some children will be able to use religious words and phrases to **describe** the actions and symbols used during the celebration of the Eucharist.

Some children will be able to **describe** some ways in which Christians share God's love with others.

Some children will begin to **make links** to show how feelings and beliefs affect their own and others' desire to listen and to share.

Some children will begin to **compare** their own and others' ideas about the questions of how and why we listen and share and that these questions are difficult to answer.

Some children will begin to use a developing religious vocabulary to **give reasons** for specific actions and words used during the celebration of the Eucharist.

Some children will begin to give **reasons** why Christians want to share the Good News of Jesus.

CHURCH TEACHING

This is an outline of the teaching of the Church covered in **LISTENING & SHARING**:

- The Introductory Rite
 - The Penitential Act.
 - The *Gloria*.
- Liturgy of the Word.
- The Gospel is the Good News.
- God speaks to us through the scriptures.
- The Creed.
- The Liturgy of the Eucharist.
- Preparation of the Gifts.
- The Eucharistic Prayer.
- Transubstantiation.
- The Communion Rite.
- The Concluding Rite.
 - Sending forth.
- The responses of the Mass.