

Prep Plan – Religion Curriculum

Year level description	<p><i>Prep Year level Description</i></p> <p>How children learn in the early phase of schooling.</p> <p>The curriculum is based on active learning, which includes real-life situations, experiences, investigation and play. It recognises the importance of children's brain development through learning using all 5 senses, and the role of adults in facilitating, scaffolding and monitoring learning. (QSA)</p> <p>Children in the Preparatory Year level develop their understandings about God and life by developing an attitude of awe and wonder about God as creator, by making links between their life experiences and Jesus' story and by developing an awareness of belonging to a group.</p> <p>Children develop a familiarity with everyday rituals in their lives and communicate an understanding and appreciation of the simple symbols that are part of these rituals.</p> <p>Children construct understandings about how their actions can have a positive or negative impact on relationships</p> <p>Children develop a familiarity with and appreciation of prayers by participating in traditional and informal celebrations that develop positive understandings of a relationship with God.</p> <p style="text-align: center;"><i>The content at this year level involves four strands of Beliefs, Sacraments, Morality and Prayer. These strands are interrelated and should be taught in an integrated way.</i></p> <p>Key Inquiry/Wondering Questions for Students</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">What do I think about God?</td> <td style="width: 50%;">I wonder about God.</td> </tr> <tr> <td>What do I know about Jesus?</td> <td>I wonder about Jesus and his life.</td> </tr> <tr> <td>Jesus shows us how to treat others.</td> <td>I wonder how I show I care for others.</td> </tr> <tr> <td>How do I celebrate things in my life?</td> <td>I wonder how I celebrate things in my life.</td> </tr> <tr> <td>How and where can I pray to God?</td> <td>I wonder how I can pray to God.</td> </tr> </table>	What do I think about God?	I wonder about God.	What do I know about Jesus?	I wonder about Jesus and his life.	Jesus shows us how to treat others.	I wonder how I show I care for others.	How do I celebrate things in my life?	I wonder how I celebrate things in my life.	How and where can I pray to God?	I wonder how I can pray to God.
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	<p>What actions can I use when I pray? I wonder what actions I can use.</p>
<p>Achievement standard</p>	<p>By the end of the Preparatory Year, students:</p> <ul style="list-style-type: none"> • share knowledge and ideas about images of God. • know who Jesus is and recall simple key concepts and stories about Jesus' life. • respond to a simple retelling of events in Holy Week. • identify feelings associated with belonging to a group and times when we celebrate together • display a sense of awe and wonder of the world • identify and give examples of good choices they have make every day. • identify what is special about themselves and the people they love. • engage in and contribute to prayer time • make the Sign of the Cross using the correct ritual movements • recognise that the Bible is a special book that is treated with respect.
<p>Adjustments for needs of learners</p>	<p>Section 6 of the Disability Standards for Education (The Standards for Curriculum Development, Accreditation and Delivery) state that education providers, including class teachers, must take reasonable steps to ensure a course /program is designed to allow any student to participate and experience success in learning.)</p> <p>Details of adjustments for student needs are identified in the class profile and class data.</p> <p>Consideration should be given to how planning will cater for the needs for all students.</p>
<p>Considerations</p> <p>The Early Years Guidelines provide key understandings about contexts for learning in Prep</p>	<p>Engaging children in learning involves:</p> <ul style="list-style-type: none"> • recognising and building on children's diverse backgrounds and experiences, and catering for these by engaging children in curriculum decision making • reflecting on the possible social or cultural biases of teachers' own knowledges • understanding how the sociocultural practices operating in the classroom advantage or disadvantage children, groups of children and other partners • understanding how children learn and the importance of building interconnectedness between learning experiences • creating a learning environment characterised by positive relationships among all partners in the learning community • engaging children in experiences of increasing complexity that lead to deep understandings.

The year level overview, achievement standards and content provide and understanding of the knowledge, understanding and skills to be developed

Creating contexts for learning and development:

Within flexible preparatory learning environments, teachers purposefully create five main contexts for learning and development:

- play
- real-life situations
- investigations
- routines and transitions
- focused learning and teaching.

These contexts also provide meaningful contexts for assessment in the early phase of school. Children have opportunities to learn within each of the five contexts in both indoor and outdoor preparatory environments. The contexts for learning and development are designed to actively engage children, parents, teachers and teacher aides as partners in learning. Together, these partners co-construct, reconstruct and reflect on new ways to make sense of their world and relationships with others. A balanced curriculum provides opportunities for children to participate in all five contexts for learning regularly and a range of contexts daily. Longer blocks of time for engaging in active learning through play, real-life situations and investigations are interspersed with meaningful routines and transitions, and short, appropriate, focused learning and teaching. Children are also likely to shift between contexts as learning progresses. For example, initial investigations using art materials may lead to play with materials and processes and then shift towards real-life art-making.

Effective contexts for learning and development exhibit the following characteristics:

- active emotional, social, physical and intellectual engagement of all partners in learning
- engagement in interactions involving people, objects and representations
- learning that invites attention, exploration, manipulation, elaboration, experimentation and imagination
- opportunities to learn independently and with others
- negotiation and opportunities to make choices
- a sense of shared ownership of and responsibility for learning and involvement of partners in shared decision making
- flexibility to respond to shifts and changes in children's ideas and interests
- opportunities to use multiple sensory channels to learn and to use multiple intelligences
- opportunities to extend oral language development, engage with multiple literacies and numeracy experiences in meaningful and purposeful ways
- active exploration of issues associated with diversity and equity, and inclusion of children and families with diverse backgrounds and needs

- a sense of connectedness with others and the world
- a safe, supportive and stimulating environment.

Term Overview

Focused contexts can be recorded as the learning experiences progress.

Term One: I wonder about God

Assessment opportunities throughout the teaching and learning experiences

Assessment as learning- (Formative)

The student can respond to wondering with creativity and empathy.

Assessment of learning- (Summative)

Students paint/draw a picture of their image of God. Teacher scribes what the child would like to say about their image. Display and discuss similarities and differences.

Complete the sentence with words or drawing "I know God loves me when..."

Discuss what is good about an aspect of creation.

Compose a prayer of praise or thanks

Illustrate a part of creation they like.

Assessment for learning- (Formative)

Participate in prayers and learning experiences in a way that shows care and respect for others.

Using a simple puppet children introduce themselves to the class and name a special gift that they have and which makes them unique.

Can the child verbalise, sing, mime or illustrate a prayer of praise for God's creation?

Has the child demonstrated a sense of wonder and respect for God's gift of creation?

Identifying Scripture used:

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<i>World of the Text</i>		<i>World Behind the Text</i>		<i>World in Front of the Text</i>	
Genre?		Author?		What is my response to the text?	
Characters?		Audience?		How might you understand it differently from people in the past?	
Interesting words?		Date written?		What does the Church say about the meaning of this text?	
What happens in this text?		What was life like at this time? Cultural, social, historical aspects?		How might people of different genders and cultures interpret this text differently?	
Who speaks?		Where does the text take place?			
Who is silent?					
Play	Real life situations	Wonderings	Routines and transitions	Focused learning and teaching	Teachable moments
<p>Allow children to experience the five senses in a focussed way by setting up the following experiences:</p> <p>Feeling bag or box where different textures are experienced e.g. cotton wool, feather, starfish, branch, rock, petal, leaf.</p> <p>Listening Post: use sounds of nature. Have large shells for listening.</p> <p>http://www.kidsplanet.org/ga</p>	<p>Use moments of interaction and play to develop the concept and language of creation.</p> <p>Throughout the term children are encouraged to identify awesome things they hear, see, touch, taste, smell in the environment. Things that make you go WOW! E.g. the sound of waves, the taste of a fresh strawberry, the sight of a new puppy etc.</p>	<p>I wonder why we have a night sky and a day sky</p> <p>I wonder what clouds are for</p> <p>I wonder why you can't see the moon and the stars at daytime.</p> <p>I wonder what flowers you like best.</p> <p>I wonder if you have felt the garden soil in your hands.</p>	<p>Children identify a WOW factor for the day. (see Real life situations)</p> <p>Create a special ritual as children share these WOW factors eggs a drum roll by hitting hands on their knees.</p> <p>If possible add the representation of the WOW factor to the prayer space.</p> <p>Decorate the classroom</p>	<p>List words and photographs around the room that reflect the children's understandings of Creation e.g. our eyes help us to see God's creation, our ears help us to hear God's creation, our hands help us to feel God's creation; our nose helps us to smell God's creation.</p> <p>Encourage children to explore ways to describe creation using</p>	<p><i>Add here those things that are not planned but occur as a result of the teaching and learning experiences in classroom e.g. A student brings in their own nativity set, Students ask questions that are prompted through discussion and lead to more focussed teaching and learning.</i></p>

<p>mes/js/whoami.html http://faculty.washington.edu/chudler/flash/sounds.html</p> <p>These websites provide some games of listening for children</p> <p>Smelling table; set up an area where children can smell different smells e.g. lemon, orange, rose ,mint, onions, honey etc.</p> <p>Seeing: make a kaleidoscope and allow the children to play with it.</p> <p>Create a class collage depicting wonderful scenes – paint, digital, collage materials.</p> <p>Print handprints</p> <p>Write and decorate key statements about what God is like or copy and illustrate scripture quotes: Jeremiah 31:3, Hosea 11:4 Luke 18:15-17</p> <p>Provide materials and opportunities for students to create their own natural and made – worlds using figures, anural objects and blocks that reflect their experiences of natural and built environment.</p> <p>Children play music and sound effects and respond through</p>	<p>Children can be encouraged to bring in a photos or a representation of the WOW factor.</p> <p>Set up microscopes for children to use to investigate outside natural items.</p> <p>Go for an excursion to a National park to admire and discover God’s wonderful creations.</p> <p>Ask parents to explain the meaning of their child’s name and why they chose it.</p> <p>Children participate in a guided reflection on the world around them.</p> <p>Michael Mangan <i>Open our hearts</i> meditation CD</p> <p>Take advantage of opportunities for children to take part in community environmental activities such as Clean Up Australia day,</p> <p>Using a Peoplescape strategy illustrate in pictures and words someone who is a care of creation – the grounds person.</p>	<p>I wonder if you have ever climbed a tree.</p> <p>I wonder what your favourite place is.</p> <p>I wonder how the mountain and the sea came to be created.</p> <p>I wonder what animals you like.</p> <p>I wonder if you have felt the wind in your hair</p> <p>I wonder if you like playing in water at the beach.</p>	<p>sacred space with their environment items.</p> <p>Children report daily on the weather and record it on an individual and class chart.</p> <p>Using verses from psalm 104 or 139 simply them and use as a prayer every day.</p> <p>Participate in songs that depict the wonder of God . Farrell, B. <i>Great Gifts</i>, CD John Burland, Andrew Chinn etc.</p> <p>Children acknowledge their own and each other’s gifts in a sharing circle.</p> <p>Music and Movement: sing appropriate songs and create accompanying movements. Andrew Chinn <i>Fluterby Butterfly; The face of God; I have called you by name; In the Beginning.</i></p> <p>Children listen to nature sounds in prayer, rituals, meditations and when moving from one activity to another.</p> <p>Invite family members to tell</p>	<p>words that describe the taste, smell, feel, sound, look of creation.</p> <p>Prayer experiences; share the verses from Psalm 104: 16-18, 19-20, 30-31, 24-25.</p> <p>Have children respond to the psalms through creative art. – painting, drawing, constructing, moulding, sculpture etc.</p> <p>Children’s literature: Marie-Helene Delval <i>Psalms for Young Children</i>. Eerdmans Books for Young Readers ISBN 9780802853226 D. Wood <i>Grandad’s Prayers for the earth</i>. Candlewick press ISBN 076360660 Nancy Sweetland <i>God’s Quiet things</i> Eerdmans Books for Young Readers ISBN 9780802851673 Rock, L. (1997) <i>Before the Stars were Made</i>. England: Lion Kroll, V. L. & Jenkins, D.R. (1994) <i>I wanted to know all about God</i>. Grand Rapids, Mitch: Eerdmans</p> <p>Write a prayer thanking God for our beautiful world.</p> <p>Think Pair Share Name and List: Qualities that make you unique, your likes and dislikes,</p>	
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<p>dance and song to the awe and wonder of God's creation.</p> <p>Children learn about God's creation with Dottie and Buzz, through playing interactive online games at www.dottieandbuzz.co.uk/prog2/index.html</p> <p>Provide opportunities for children to express their observations of creation using clay. Wire or other sculpture medium.</p>			<p>about a natural wonder of the world that he/she might have visited</p>	<p>your ideas about God.</p> <p>Read Old Turtle by Douglas Wood. Highlight the invocation in the story to reverence all of creation. Ask the children to create their own God is...image in word and drawing or painting as a response. Use parts of Psalm 148 to title their work or use as a stimulus.</p> <p>Brainstorm all the geographical environments that the children know e.g. bush, desert, forest, mountains.</p>	
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Prep Year Religion: Checklist for balance and coverage of knowledge and understandings

<i>Strand</i>	<i>Term</i>			
<i>Beliefs</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
God created a wonderful world. God is creator.				
God is love.				
God's love can be experienced in people and in the world around us.				
Jesus is the central person in the Gospels.				

He was born in Bethlehem.				
He lived in a family.				
Mary was Jesus' mother.				
Joseph and Mary cared for and looked after Jesus.				
Jesus reveals God's love for us.				
Jesus died in Jerusalem.				
Strand				
Sacraments				
	1	2	3	4
We participate in rituals at home school and church.				
We belong to many groups – family, school, church.				
Jesus made God's love present on earth through his actions, words and gestures.				
We celebrate life which is a gift from God.				
The world reflects the presence and goodness of God.				
We are introduced to the stories of Jesus' life during Lent, Easter and Advent				

Lent: Jesus travels in Palestine telling people about God's love.				
Easter: the story of Jesus' death				
Advent: waiting for Jesus to be born into a family.				
<i>Strand</i>	<i>Term</i>			
<i>Morality</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
The Gospels in the Bible tell us about Jesus.				
Jesus had many friends.				
Jesus treated everyone with love and respect.				
Jesus' life is an example for us.				
We can show friendship in many ways.				
I can make choices.				

My choices affect others.				
I respect that we are all different.				
God gives each person the capacity to be loved and to love.				
<i>Strand</i>	<i>Term</i>			
<i>Prayer</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
We become aware of God's presence through sound and silence.				
The sign of the cross is a prayer to God.				
In the name of the Father and of the Son and of the Holy Spirit.				
People pray when they talk to and listen to God.				
People pray to God for different reasons and in different ways.				
Special symbols and objects are used in prayer spaces e.g. crucifix, Bible, candle, cloth etc.				

I can pray anywhere and at any time.				
I can pray using words, actions, song.				
The Bible helps us to pray.				
The Bible is our sacred text and needs to be treated with respect.				