

Prep Plan – Religion Curriculum

<p>Year level description</p>	<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><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 border="0"> <tr> <td>What do I think about God ?</td> <td>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> <tr> <td>What actions can I use when I pray?</td> <td>I wonder what actions I can use?</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?	What actions can I use when I pray?	I wonder what actions I can use?
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<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>The year level overview,</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. <p>Creating contexts for learning and development:</p> <p>Within flexible preparatory learning environments, teachers purposefully create five main contexts for learning and development:</p>

achievement standards and content provide and understanding of the knowledge, understanding and skills to be developed

- 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 Jesus and his life.

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)

Interview student using the following questions: I wonder what Jesus' parents were like?

I wonder where Jesus was born.

I wonder what Jesus did as a child.

I wonder who his friends were.

Or

Compare the characteristics of their own life with that of Jesus and make comparative statements.

Or

The students typically might:

- recount/retell aspects of Jesus' life
- respond to the story: oral or written, art, movement, wondering etc.

Assessment for learning- (Formative)

KWL activity

Consultation with students throughout the learning and teaching activities

Identifying Scripture used:

<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	Focussed learning and teaching	Teachable moments
Have a nativity set depicting the main characters of the nativity story. Nativity puzzle Dramatic play area – with cloths for dresses and head coverings, sandals, a house or stable setting. Recap the Christmas story from Matthew or Luke and use masks for the characters, read or mime the story or have the children create nativity dolls to retell the story. Display books around the	Photos of own family and students’ baby photos to compare to Jesus’ family – how many, clothes worn, homes, etc. Compare and contrast photos of how we dress now and how people in first century Palestine dressed. Student’s draw a plan of their own homes and wonder about the homes in first century Palestine. Prepare a tasting table of Judaic food: unleavened	I wonder where Jesus was born. I wonder what Jesus did as a boy. I wonder what Jesus ate. I wonder what Jesus' home was like. I wonder what you would say to Jesus if you met him. I wonder what Jesus’ parents were like. Engage the s students in wondering about the feelings and thoughts of Mary, Joseph, Jesus and the	Use songs and music about Jesus and allow students to devise actions CD Resources include: <i>Let’s Celebrate</i> and <i>Let’s Celebrate too!</i> By John Burland <i>Great Gifts</i> and <i>Great Gifts Activity Book</i> . <i>Great Times with Jesus</i> and <i>Great Times with Jesus Activity Book</i> – Willow Publishing Music by Andrew Chinn – Butterfly Music. Prayers-	KWL – what do we know about Jesus and his family? What do we want to know about Jesus and his family? What have we learnt about Jesus and his family? Design a concept map about what we know about Jesus. Use children’s literature to introduce the life of Jesus to the students. Use children’s literature e.g. <i>The Nativity</i> – Julie Vivas to promote discussion about characters and to introduce students to Jesus and his	<i>Add here those things that are not planned but occur as a result of the teaching and learning experiences in classroom e.g.</i> <i>A student brings in their own nativity set,</i> <i>Students ask questions that are prompted through discussion and lead to more focussed teaching and learning.</i>

<p>classroom, labelling pictures of first century Palestine food, temple, clothing, games, school and houses.</p> <p>Eg <i>The Time of Jesus</i> – Lois Rock ISBN 0745938817</p> <p>Food at the time of Jesus – Miriam Feinberg Vamosh ISBN 0687340349</p> <p>Jerusalem at the time of Jesus – Leen & Kathleen Ritmeyer ISBN 9781426706943</p> <p>Biblical Maps</p> <p>Use computer program ‘Comic Life’ and have children play the parts of Mary, Joseph and Jesus.</p> <p>Use cardboard templates allow the students to make puppets dressed in Judaic clothing.</p> <p>Students create a lost and found advertisement for the story of Jesus list in the Temple. Brainstorm possible responses to details such as a description of the missing boy, who to contact if he is located , the place where he went missing, and how to contact his parents.</p>	<p>bread, dates, cottage cheese, honey, melon for student sampling. Add these foods to a word bank.</p> <p>Brainstorm games Jesus would have played. Play some. See <i>The Time of Jesus</i> – Lois Rock ISBN 0745938817</p> <p>Discuss with students the experience of being lost. Have any of the students been lost? If so, ask them to explain the details: where were they? How did they feel when they first realised they were lost? Who found them/ what did that person do? How did their parents react?</p> <p>Discuss with the children the insights this discussion provides for understandings the story of Jesus lost in the temple.</p>	<p>teachers in Luke 2; 41-47.</p> <p>I wonder who were Jesus friends</p> <p>I wonder how Jesus treated others he met.</p>	<p>The Sign of the Cross Grace Morning and afternoon prayers</p>	<p>family.</p> <p>Use Godly Play stories</p> <p>The Boy Jesus in the Temple Luke 2:41-53</p> <p>Jesus and the children Luke 18:15-17</p> <p>Matthew 19:13-15</p> <p>Mark 10:13-16</p> <p>See scripts and Wondering Questions in <i>The Complete Guide to Godly Play</i> or <i>Young Children and Worship</i> and <i>Following Jesus</i> by Sonja M. Stewart ISBN: 9780664250409</p> <p>Using Rina Wintour “<i>Just Imagine 2</i>” p. 49 & 50 have students dramatized Jesus blesses the little children by Liquid pictures and Echo Prayer</p> <p>Lead students to compose a text, which recounts some of the main events of the story of the life of Jesus.</p> <p>Story Map the life of Jesus or sequence the main events in Jesus’ life. Teacher to scribe and children illustrate.</p> <p>Read the story of Jesus in the temple Lk 2: 41-47 and discuss</p> <p>Show pictures of boys being taught by a rabbi reading from a scroll.</p> <p>Pose the statement: “Jesus</p>	
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				<p>never used a knife and fork.” Have children predict, using words and actions, how Jesus would have eaten his meal. EEKK discuss things that make Jesus unique. Make a class book on how Jesus showed his love for children. Luke 18:15-17 Complete a character map of Jesus before and after he was lost in the Temple.</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.				