

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>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> <ul style="list-style-type: none"> • play

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

- 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.

Focused contexts can be recorded as the learning experiences progress.

Term Four :

I wonder how I show I care for others and be a good friend

Assessment opportunities throughout the teaching and learning experiences

Assessment as learning- (Formative)

I am a good friend when I

I am not such a good friend when I

When I have been not such a good friend I can make friends again by

Students can respond through:

Role play

writing

drawing or illustrating

painting colours or faces that depict the different emotions

creating a song or rap

Assessment of learning- (Summative)

In groups students discuss the qualities/characteristics of a good friend. Record on a group Y-chart what a good friend looks like, sounds like and feels like.

The teacher records these qualities on the top part of a SEE SAW organiser.

In groups students discuss the qualities/characteristics of a not so good friend. Record on a group Y-chart what a not so good friend looks like, sounds like and feels like.

Students return to whole class discussion and record these qualities/characteristics on the bottom of the SEE SAW organiser.

Using the SEE SAW as a visual stimulus, explain to the students that relationships move up and down like a SEE SAW.

This activity will indicate how students understand what makes a good friend and ways that friendship can be difficult at times.

Students can view relevant parts of a movie or book of The Rainbow Fish <http://www.youtube.com/watch?v=h6S4IPMs5ZY> or

any other appropriate story.
 Students discuss how the characters interacted in the story, and the resolution of the story. They can create a character map of one of the characters or a story map of the story.
 This activity will indicate students' ability to link personal experiences of forgiveness with stories of forgiveness.

Teachers prepare a gift box to place in the middle of a circle for a class liturgy. Students are invited to record something or someone they are thankful for and place into the box saying 'I give thanks to God for ...' This activity will indicate students' ability to write prayers of thanks and to identify good things in their life .

Assessment for learning- (Formative)
 Discussion and wonder on appropriate children's literature e.g. *Guess how much I love you, Koala Lou* eg see list of possible children's literature below. This activity will indicate students' understanding and experiences of love and friendship.

Ask students why we need to say 'thank you'. Identify three things that you are thankful for today (spiritual and concrete). This discussion will demonstrate students' prior knowledge and experiences of thanks and gratitude.

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	Focused learning and teaching	Teachable moments
<p>Instruments outside to allow children to sing songs that they have experienced or ones they can compose themselves.</p> <p>Have scarves available to allow free movement to music.</p> <p>Allow writing materials for children to compose their own prayers and to write and decorate them.</p> <p>Display prayers – send some home.</p> <p>Children trace two hands, in one they write/draw how others help them, in the other how they help others.</p> <p>Continue using</p>	<p>Children bring photos and share something special about themselves at talk time.</p> <p>Make a mural of class members, add things they do well. Continue to add to the list as the learning experiences continue.</p> <p>Introduce children to classroom meetings, where problems are raised and hopefully solved and children are praised by their peers. These can continue on a weekly/fortnightly basis.</p> <p>Use MJR strategies to develop the idea of recognising walking God Moments during each day . see MJR page on the newreligioncurriculum website.</p> <p>Role play themselves doing</p>	<p>I wonder how I am special.</p> <p>I wonder if I can say what makes me special.</p> <p>I wonder if I can see what is special about others.</p> <p>I wonder what is special about the world in which we live.</p> <p>I wonder who are your special friends?</p> <p>I wonder what makes a good friend?</p> <p>I wonder if Jesus had any special friends?</p> <p>Using Godly Play</p>	<p>Read story e.g.: Koala Lou (Mem Fox) to illustrate how we are special.</p> <p>Teach the song “I am Wonderfully Made” Jack Miffleton. Make up actions to go with the song, use instruments to add impact.</p> <p>Meditation on how wonderfully we are made. (Ideas for meditation available in “Praying with Children” Barbara Bretherton, “Prayer Strategies” Beth Nolen and “Moonbeam” M.Garth)</p>	<p>Story map on story used (e.g.: Koala Lou) to show sequence of story and to clarify the special relationships. (Teaching Strategies Book) Teacher may need to model this.</p> <p>List the characteristics the children have identified and add to this as the teaching and learning progresses.</p> <p>Write and paint a: ‘I am Special’ story.</p> <p>Make a collage of a series of pictures that reflect their own gifts and talents.</p> <p>Read or watch YouTube of the Mixed –Up chameleon by Eric Carle http://www.youtube.com/watch?v=7ch1277quZo</p> <p>Present ‘news’ item detailing why they are special.</p> <p>Complete the following... ‘I am happy to be me because...’</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.</i></p> <p><i>A student brings in their own nativity set,</i></p> <p><i>Students ask questions that are prompted through discussion and lead to more focussed teaching and learning. but</i></p>

<p>stories to illustrate characters and how they share their special gifts.</p> <p>Children make personal Paper – people chain and write their friends names on the people. A chain naming all the student in the class could be constructed.</p> <p>Children make hand prints at the easel.</p> <p>Children make treasure from collage materials, threading beads to make necklaces, bracelets, ear rings etc. store and use them in the dramatic play area.</p> <p>Children use collage to make individual treasure boxes.</p>	<p>something they do well; then extend this by role playing a class member doing something they do well.</p> <p>Make a “Book About Me”, include photos, hair/eye colour, height, etc. and some of their gifts and talents. Children share books at home and in class.</p> <p>Encourage children to acknowledge each other’s gifts. Make graffiti board with compliments on it that children can say to each other.</p> <p>Encourage children to use their gifts to help classmates, and encourage them to ask for help from those whom they know to have a specific gift/talent.</p> <p>Make class “yellow pages”, e.g. I can draw well / I like to skip / I can write my name / I can do up shoelaces – with</p>	<p>materials, read the story of Jesus Christ calling the first disciples.</p> <p>I wonder how you could be a friend of Jesus?(or how we can follow Jesus?)</p> <p>Invite students to wonder with you:</p> <p>I wonder what your favourite part of this story is?</p> <p>I wonder what the story tells us about friendship, forgiveness or love?</p> <p>I wonder if this story reminds you of a time in your life?</p>	<p>Prayer of thanks to God for making them so wonderfully, first class prayer and then children can compose their own. (A) Use Psalm 139:14 to show how others have prayed their thanks to God over the years. Display prayers – send some home.</p> <p>Children establish and follow a greeting and farewell ritual with the class each day.</p> <p>Children establish and follow greetings and thank you protocols for visitors to the classroom.</p> <p>Children write</p>	<p>Mime a talent they possess, ask the rest of the class to identify the talent being portrayed.</p> <p>Label life sized pictures of each student in the class with their own characteristics.</p> <p>In pairs draw a Venn Diagram with the things that are the same about each other in the intersection and keep the things that are different in the circle.</p> <p>After a meditation time students take turns in verbalising their gratitude to God.</p> <p>Write a thank you prayer - Thank you God for making me, because...</p> <p>Participate in singing songs that give thanks to God.</p> <p>Use role play to predict possible consequences for given actions. Children illustrate consequences if we</p>	
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<p>Encourage them to write words of support and care eg love, help, thank you, share, say sorry, help, care, love, smile, say hello, etc. encourage children to open their treasure box and give their word or sentence to a friend or family.</p> <p>Use puppets to retell stories of friendship or to tell their own stories of how to be a good friend.</p> <p>Children act out scenarios using the Curtain Up, Curtin down strategy in the A-Z teaching strategies on the website, to demonstrate wrong choices and their consequences</p>	<p>list of children’s names under it.</p> <p>Children set up rules and ways of being that promote the values and teaching of love and compassion to others in their class/home /school.</p> <p>Children think of problems or situations that arise at school. They reflect upon these and how they could have been different if love was shown.</p> <p>Children complete a Y chart on showing forgiveness. Children explore what words, hands and actions might show forgiveness.</p> <p>Use <i>feeling stones</i> and cards www.innovativeresources.org to describe the different types of feelings they experience in different situations.</p> <p>Develop classroom routines</p>	<p>I wonder how I decide what is a good choice?</p> <p>I wonder what is the best way to treat others?</p> <p>I wonder how I am different from others?</p> <p>I wonder how we are all the same?</p> <p>I wonder what is special about me?</p> <p>I wonder how I can show I care for other people?</p> <p>Use Godly play to wonder about the following scripture stories:</p> <p>Calling the</p>	<p>treasure words on card and place in a treasure chest. Before playtime draw one treasure word from the chest to become the focus for that playtime e.g. helping or sharing etc.</p> <p>Use “the Bear Cards”, “Angels with attitude cards” to illustrate a variety of feelings – have children recognize and name a variety of emotions.</p>	<p>use our gifts well.</p> <p>Introduce children to Bible and the verse within Ps 139:14. Allow them to dwell on the fact that God made them so wonderfully. Write this enlarged and display on wall, refer to it often and use in prayer.</p> <p>Read “Pearl Barley and Charlie Parsley” and explore the ways we can use our unique gifts to complement each other.</p> <p>Teach song: “We are Delightful” Monica Brown. With actions.</p> <p>Discuss how people use their special gifts to help others.</p> <p>EEKK strategy (in Teaching Strategies Booklet on newreligioncurriculum website :</p> <p>How do other people in my life help me with their special talents? In my family, at school, with my friends? How do I use</p>	
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<p>followed by good choices and their consequences particularly those that involve forgiveness, making peace or becoming friends.</p> <p>Have available pirate clothes, materials to make pirate flags, pirate hats etc. to explore the story Captain Grumpy.</p> <p>Have story bags where you put one prop from a familiar story in the bag and children can retell the story using the prop.</p> <p>Allow time at the paint easels for children to paint freely.</p>	<p>that treat boys and girls equally and provide opportunities for children to demonstrate new ways they have learnt to be peaceful, loving, forgiving, and collaborative.</p> <p>I am a good friend when I</p> <p>I am not such a good friend when I</p> <p>When I have been not such a good friend I can make friends again by</p> <p>Students can respond through: Role play writing drawing or illustrating painting colours or faces that depict the different emotions creating a song or rap.</p> <p>Read <i>Captain Grumpy</i></p> <p>Published by Innovative Resources, 2003 Author: Russell Deal Illustrator: Sue Jenkins</p>	<p>apostles. <i>Following Jesus</i> p 78. Mk 1:16-20; Matt 4: 12-22; Luke 4;14, 15:5-11</p> <p>I wonder how the twelve disciples felt being called by Jesus.</p> <p>I wonder why Jesus picked these twelve</p> <p>I wonder what they talked about.</p> <p>Mary and Martha Luke 10:38-42 Mark 10:13-16 Matt 19:13-15</p> <p>I wonder what Jesus talked to Mary and Martha about.</p> <p>I wonder what they ate at Mary and Martha's house.</p> <p>I wonder what other things they did together.</p> <p><i>Young Children and</i></p>		<p>my special gifts?</p> <p>Children investigate "What is a friend?" using a concept spiral (see A-Z teaching strategies) to investigate this question.</p> <p>Children nominate a friend and write their name in the outer circle then they nominate a virtue that their friend demonstrates and add this to the inner circle.</p> <p>List qualities of a friend on star shapes to hang as a mobile.</p> <p>Children build written word banks, audio files and photo galleries around words and actions of thanks, inclusion, love and compassion, greeting, support, peace and collaboration. Create these around scenarios of playing games, greeting visitors, learning in the classroom, eating lunch, lining up, being picked up,</p> <p>Review words and actions that</p>	
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	<p>ISBN: 9 780 957823 167</p> <p>Captain Grumpy discovers that he is an artist after all. He recognises it is his art that is his real treasure and he learns that treasure is meant to be shared.</p> <p>What is your idea of real treasure?</p> <p>What things in life are of most value to you?</p> <p>How does it feel when other people, close friends or family don't share your idea about treasure?</p> <p>Create lists of what makes you grumpy and what makes you happy.</p> <p>Draw a dialogue between you and 'grumpiness'.</p> <p>Paint what you imagine the sail on Captain Grumpy's ship would look like. What would the sail on your ship look like?</p>	<p><i>Worship</i> p 183 Zacchaeus Luke 19: 1-10</p> <p>I wonder how Zacchaeus felt when the people didn't let him see Jesus.</p> <p>I wonder how Zacchaeus felt when Jesus called him by name.</p> <p>I wonder what Jesus and Zacchaeus did at Zacchaeus ' house.</p>		<p>show love.</p> <p>Select a book that focuses on the experience of love, e.g. <i>Guess How Much I Love You</i>, by Sam McBratney.</p> <p>Class brainstorms words, images and people they associate with this experience.</p> <p>Students identify times when they have felt loved by others and times when they have not felt loved by others.</p> <p>Students create their own image of love and explain it to the class. (Encourage students to explore symbols other than a heart shape.)</p>	
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***Children's Literature that can be used to develop the concept of
Friendship and Dignity and Good Choices.***

Blabey, A (2007). Pearl Barley and Charlie Parsley Camberwell:Penguin.

Bond, D. (2003). The granny who wasn't like other grannies. London: Scholastic Children's Books.

Box, S., & Poole, S. (2000). You are very special. Oxford: Lion.

Clement, R. (1990). Counting on Frank. Pymble, N.S.W.: Angus & Robertson. [OP]

Cummings, P. (1993). Midge, Mum and the neighbours. Milsons Point, N.S.W.: Red Fox.

Fearnley, J. (2001). Just like you. Mascot, N.S.W: Koala Books.

Fleischman, P. (1999). Weslandia. London: Walker Books.

Fox, M. (1988). Koala Lou. Bayswater, Vic: Drakeford.

Fox, M., & Staub, L. (1998). Whoever you are. Rydalmere, N.S.W: Hodder Children's.

Knowles, S. (1988). Edward the Emu. Sydney: Collins Publishers.

Laguna, S., & Argent, K. (2002). Too loud Lily. Norwood, S.A.: Omnibus.

Lester, A. (2000). Ernie dances to the didgeridoo. Sydney: Hodder Children's.

Lucado, M., & Goffe, T. (1992). Just in case you ever wonder. Dallas: Word Kids!

Mattingly, C. (1995). The race. Gosford, N.S.W.: Ashton Scholastic.

McBratney, S., & Jeram, A. (1994). Guess how much I love you? London: Walker Books.

Oliver, N. (1993). The best beak in Boonaroo Bay. Port Melbourne: Lothian Books.

Oliver, N. (2003). The very blue thingamajig. Norwood, S.Aust.: Scholastic.

Peguero, L. & Spoor, M. (1999). Mrs Wilkinson's chooks. Sydney: Randon House.

Wheatley, N. & Ottley, M. (1999). Luke's way of looking. Sydney: Hodder

Marcus Pfister (Rainbow Fish. <http://www.youtube.com/watch?v=h6S4IPMs5ZY>

Carle, E. (1984) The mixed up Chameleon. HarperCollins Publishers. <http://www.youtube.com/watch?v=7ch1277quZo>

Andreae, G. Giraffes can't dance <http://www.youtube.com/watch?v=G745TRCIOVo>

Deal, R. The Wrong Stone ISBN:9780958018906

Resource Cards from Innovative resources: www.innovativeresources.org

Stones have feelings too.

Strength cards for Kids

Captain Grumpy book

The wrong stone book

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.				
<i>Strand</i>	<i>Term</i>			
<i>Sacraments</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
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.				