

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 Lent and Easter

Assessment opportunities throughout the teaching and learning experiences

Assessment as learning- (Formative)

Students can respond openly and with creativity to wondering questions.
Self – reflective questions that allow the student to think about their thinking.

Assessment of learning- (Summative)

The students typically might:

- retell part of the Holy Week story that stays in their mind
- engage with aspects of the stories through art, play, drama, or in oral response

While the class is engaged in 'exploring', the teacher talks with individual students about their work, using open statements – Statements will depend on the student's response work, e.g. Tell me about the part of the story you have chosen for your work.

Assessment for learning- (Formative)

Oral feedback arising from teacher observations and interactions

Identify 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
Place a small branch stripped bare in a pot near the prayer space. Have students gradually during Lent add leaves, flowers butterflies they have created to the branch showing new life. Make Easter cards and distribute. Write on "Palm leaf"	Plan an Easter celebration. What will we need to plan a celebration- make a list. Students interview their parents about how they celebrated Easter when they were children. Encourage cultural differences to be	I wonder how Jesus felt when the crowd wanted him to be their king? I wonder why Jesus rode on a donkey. I wonder what it would be like to live in Jesus' kingdom. I wonder how the disciples felt when Jesus	Find your other half – Make large pictures of Easter symbols e.g. cross, candle, flowers, a flame, a church, an egg, and cut pictures in half. Give one half to students and have them find the matching other half. Learn some Easter songs	Explain that Lent is a time for us to think of others in need and how we treat others. Create a Lenten theme mural by drawing pictures, cutting out images, painting, collage, pictures of how they can help others or the environment. Use the story "The very	<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 photos, Students ask questions that are prompted through discussion and lead to more focussed teaching and learning.</i>

<p>shaped cards a short prayer.</p> <p>Using a large “Alleluia” poster, have students add happy pictures to decorate.</p> <p>Using dress ups, role play the first Palm Sunday . e.g. cloaks, palms, donkey,</p> <p>Allow cardboard box construction of donkey, roads, and buildings of Jerusalem.</p> <p>Set up a room with table and cushions as a triclinium in first century Palestine.</p> <p>Individually children create their own 3D representation in clay of the cup as is used in at eh Lord’s Supper. Use a variety of images in different materials (terracotta, earthenware, ceramic, glass, metal) as models.</p> <p>Children respond to the wondering by painting expressions of life, light and</p>	<p>explored.</p> <p>Children can be encouraged to use their clay cup creations in the home as a focus point for discussion, prayer and remembrance during the season.</p> <p>Encourage students to serve one another throughout the day – in the classroom, playground and at home.</p> <p>Discuss ways they can serve others at home and at school, with peers, adults, younger children.</p> <p>Select a range of props that can be used as symbols to describe activities that help others in the home, school or other familiar place, e.g. dust pan and broom, tea towel, sponge, feather duster, note-pad and pen, first-aid kit, watering</p>	<p>died.</p> <p>I wonder how the disciples felt to be around the table and hear Jesus say,” Take. Eat. This is my body broken for you?</p>	<p>and devise actions.</p> <p>Michael Mangan CD – Sing your joy</p> <p>Include prayer throughout the teaching and learning activities. Model prayers asking for help to live as Jesus did. Opening prayer: Jesus you served others. Help me to Concluding prayer: Jesus, help us to love all people as you love them. Amen. When dismissing students at the end of the day, use some of the following: “....., (name of child) care for others as Jesus cares for you.” “....., love one another just as Jesus has loved you.” “....., you are deeply loved by God.” “....., God knows your name.”</p> <p>Meditation: Lead children in a simple meditation using visualisation. When children are relaxed retell</p>	<p>hungry caterpillar” by Eric Carle as a stimulus to share experiences of life changes.</p> <p>Students retell the story in words, paintings, drawings, collage, etc.</p> <p>Complete a sequence of new life – seed to plant, caterpillar to butterfly.</p> <p>Too difficult at this stage</p> <p>Introduce the word “Alleluia” and ask students to wonder about it. I wonder how many letters in it? I wonder what you think it sounds like. I wonder how it makes you feel. I wonder if you have heard it before.</p> <p>Using Rina Wintour “Just Imagine” books to explore how to dramatize events in Holy Week.</p> <p>Wonder using Godly Play stories of Holy Week in Young Children and Worship pages 186-198 – Jesus the King, Jesus’ last</p>	
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<p>joy, of surprise,</p> <p>Create a wall display using the letters to make the word 'Alleluia'. Display children's work around the word.</p>	<p>can . . .</p> <p>Discuss special meals - name the meals, ask why we have special meals together, explore aspects involved in the preparation of special meals, eg need to get the room ready, prepare the food and set the table.</p>		<p>the Resurrection story putting them into the scene. The student is part of the group of women who go to the tomb.</p>	<p>Passover, Jesus is Risen: appearance to Mary Magdalene ; Jesus is Risen :The road to Emmaus.</p> <p>Use children's literature to explore Lenten and Easter themes: Amery, H. (1998). <i>The Easter Story</i>. London: Usborne Publishing. Carle,E. (1994). <i>The very hungry caterpillar</i>. London: Hamish Hamilton. Churchill, V. (1997). <i>The Butterfly Kiss</i>. Rydalmere, NSW: Hodder Headline. Cowley, J. (1994) <i>The ride to Jerusalem</i>. Aukland: Wendy Pye. (OP) Rock, L. (1997). <i>Sad news, glad news</i>. Oxford: Lion.</p> <p>Life Cycle: Explore lifecycles as a metaphor for death and resurrection. Use children's literature with the theme of lifecycle, life – 'death' – new life, e.g. Very Hungry Caterpillar. Talk about changes that occur.</p>	
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				Plant seeds and watch them grow. Keep a class journal of changes to the seeds.	
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Write down Lenten promises and burn them and then use them as ash for ash Wednesday keep them in your head.

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.				