

## Prep Plan – Religion Curriculum

|                                       |   |                             |                     |                             |                                    |                                     |  |                                       |   |                                  |                                 |                                     |                                  |
|---------------------------------------|---|-----------------------------|---------------------|-----------------------------|------------------------------------|-------------------------------------|--|---------------------------------------|---|----------------------------------|---------------------------------|-------------------------------------|----------------------------------|
| <p><b>Year level description</b></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><b><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></b></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? |
| 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><b>Achievement standard</b></p>   | <p>By the end of the Preparatory Year, students :</p> <ul style="list-style-type: none"> <li>• share knowledge and ideas about images of God.</li> <li>• know who Jesus is and recall simple key concepts and stories about Jesus’ life.</li> <li>• respond to a simple retelling of events in Holy Week.</li> <li>• identify feelings associated with belonging to a group and times when we celebrate together</li> <li>• display a sense of awe and wonder of the world</li> <li>• identify and give examples of good choices they have make every day.</li> <li>• identify what is special about themselves and the people they love.</li> <li>• engage in and contribute to prayer time.</li> <li>• make the Sign of the Cross using the correct ritual movements</li> <li>• recognise that the Bible is a special book that is treated with respect.</li> </ul>  |
| <p><b>Adjustments for needs of learners</b></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><b>Considerations</b></p> <p><b>The Early Years Guidelines provide key understandings about contexts for learning in Prep</b></p> | <p>Engaging children in learning involves:</p> <ul style="list-style-type: none"> <li>• recognising and building on children’s diverse backgrounds and experiences, and catering for these by engaging children in curriculum decision making</li> <li>• reflecting on the possible social or cultural biases of teachers’ own knowledges</li> <li>• understanding how the sociocultural practices operating in the classroom advantage or disadvantage children, groups of children and other partners</li> <li>• understanding how children learn and the importance of building interconnectedness between learning experiences</li> <li>• creating a learning environment characterised by positive relationships among all partners in the learning community</li> <li>• engaging children in experiences of increasing complexity that lead to deep understandings.</li> </ul> <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"> <li>• play</li> </ul> |

**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.

Focussed contexts can be recorded as the learning experiences progress.

## *Term One: I wonder how I can pray to God.*

Assessment opportunities throughout the teaching and learning experiences

### *Assessment as learning- (Formative)*

The student can respond to wondering with creativity and empathy.  
Participation in prayer circle.

### *Assessment of learning- (Summative)*

Complete a Church search of simple items found in the Church  
Students, in groups create a prayer of thanks and a picture for God's creation using passages from psalm 104. The prayer is added to the picture.

Students can make the Sign of the Cross themselves.

Sketch a prayer - students visually represent their thought, feelings and emotions as a prayer to God.

Sequencing a prayer

Use Y chart to identify feeling associated with a special celebration they have experienced

### *Assessment for learning- (Formative)*

Observations and anecdotal notes on children input during discussion and during their play.  
Talk about what it means to belong to a family, a class, a school, a team, a church.  
Talk about times of celebration

*Identifying Scripture used:*

| <i>World of the Text</i>   | <i>World Behind the Text</i>   | <i>World in Front of the Text</i>   |
|--|--|---|
| Genre?<br>Characters?<br>Interesting words?<br>What happens in this text?<br>Who speaks?<br>Who is silent? | Author?<br>Audience?<br>Date written?<br>What was life like at this time? Cultural, social, historical aspects?<br>Where does the text take place? | What is my response to the text?<br>How might you understand it differently from people in the past?<br>What does the Church say about the meaning of this text?<br>How might people of different genders and cultures interpret this text differently? |

| Play   | Real life situations  | Wonderings   | Routines and transitions   | Focussed learning and teaching  | Teachable moments  |
|--|---|--|--|---|--|
| After a visit to the Church, students recreate in the play space their own idea of the Church and some things they have seen.<br><br>Construct a plan of the church with 3D materials. | Talk about what it means to belong to a family, a class, a school, a team, a church.<br><br>Read children's literature with the theme of belonging.<br>E.g.<br><i>Do you still love me?</i> | I wonder if Jesus prayed.<br>I wonder where Jesus prayed.<br><br>I wonder what we need to pray in our classroom.<br><br>I wonder how my family celebrates birthdays etc. | Establish routines for gathering for prayer.<br><br>Sequence steps involved in creating the sacred space in the classroom.<br><br>Develop a ritual for preparing to pray e.g. getting out the prayer mat , sitting still and quietly, sitting in a circle. | Visit the Church to complete a Church Search that investigates religious art, artefacts, icons, and symbols.<br><br>Make a Big Book about the church using digital photos of features in the church.<br><br>Use simple prayer and hymn structures e.g. Sign of the Cross. Amen<br><br>Demonstrate by showing students a cross and looking at how we can trace this shape upon | <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</i> |

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| <p>Use play dough to make things they have seen in the Church- e.g. cross, altar, font, tabernacle, chalice, statues etc.</p> <p>Provide clothing (gowns, cord belts, stoles) for students who may wish to dress up as the priest.</p> <p>Provide some props. (e.g. stole, alb, altar)</p> <p>Provide a Children's Bible or Bible story cards, coloured scarves and battery operated candles so that students can build a play sacred space.</p> <p>Provide students with props that encourage role play of celebratory events (e.g. wedding, birthday, baptism)</p> | <p>by Charlotte Middleton<br/><i>Little Humpty</i> by Margaret Wild<br/><i>Alfie gives a hand</i> by Shirley Hughes</p> <p>Talk about times we celebrate with our families, our friends and our community e.g. birthdays, Christmas, Easter, anniversaries etc. what do we need to do to prepare for these occasions? What do we talk about? What do we do?</p> <p>Rituals of lighting birthday candles, singing happy birthday, cutting the cake, giving of presents etc.</p> <p>Explore and create symbols of celebrations using collage e.g. streamers, balloons,</p> | <p>I wonder what happens when we celebrate.</p> <p>I wonder what I will see in a Church.</p> <p>I wonder what words I can use when I pray.</p> <p>I wonder about the Bible.</p> <p>I wonder how I can make the sign of the cross.</p> <p>I wonder what songs I can sing that tell me about Jesus and God.</p> <p>I wonder what symbols I can use when I pray.</p> <p>I wonder when I can pray.</p> <p>I wonder where I can pray.</p> | <p>Teach breathing techniques to calm the body and bring about stillness.</p> <p>Teach students how and when to close their eyes in preparation for prayer.</p> <p>Design different prayer mats for special occasions.</p> <p>Use guided mediations and visualisations as a calming tool for after outdoor play.</p> <p>Use instrumental music or relaxation times and rest times.</p> <p>Pass the Bible around the prayer circle.</p> <p>Hold a prayer stone ...pass it on to the beat of a simple sacred song.</p> <p>Sing using actions suitable sacred songs e.g. Andrew Chinn, John Burland, Michael Mangan or As one voice for Kids.</p> <p>Play a game with students of "Guess the Celebration" using clues supplied by the</p> | <p>ourselves.</p> <p>Naming the parts of the body that we touch to do this. Talk about what this special prayer reminds us of – go loves us very much, Jesus is our friend, Holy Spirit is our helper.</p> <p>Teach students about different ways to pray.</p> <p>Students make posters on the theme of celebrations.</p> <p>Make picture cards of celebrations with labels and use them at prayer times.</p> <p>Using Godly Play examine the scripture that shows when and where Jesus prayed:<br/>Jesus prayed alone: Mark 1:35</p> <p>Use Circle Thank you prayers. Students sit in a circle taking turns to pray a prayer of thanksgiving. the teacher models this and gives the structure e.g. Thank you God for...</p> <p>Use images of creation as a stimulus for children to compose simple prayers of thanks.</p> <p>Use these websites to discover the beauty of the psalms and use them during prayer time.<br/><a href="http://www.essex1.com/pages/paul/psalm8.html">http://www.essex1.com/pages/paul/psalm8.html</a><br/><a href="http://www.essex1.com/pages/paul/psalm19.html">http://www.essex1.com/pages/paul/psalm19.html</a><br/><a href="http://www.essex1.com/pages/paul/psalm103.html">http://www.essex1.com/pages/paul/psalm103.html</a></p> <p>Place photos of children on a large class Prayer Dice. Roll the dice and say simple prayers for the child. Thank you God for N... or may God bless N...</p> | <p><i>teaching and learning.</i></p> |
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| <p>Role play giving a gift, receiving a gift, using the words Thank you, saying goodbye and thanks at the end of the celebration.</p> <p>Provide props for students to role play big and small events in their lives, such as first sleep over, riding a bike, birthday, losing teeth, new baby, holidays etc.</p> | <p>signs, cards, gift boxes, gift bags etc.</p> <p>Brain storm and list times of celebration in the school community e.g. school masses, class liturgies, feast days, sports day, special days of significance , under 8's week.</p> <p>Engage in conversation with students about times people go to church. List reasons people go to church e.g. to pray, for a Baptism, for a wedding, for funerals, for school mass etc.</p> <p>Talk about clothes people wear for special occasions or jobs that they do. Discuss school uniforms and colours. Link this to the special clothes</p> |  | <p>teacher. Allow the students to take turns in giving clues and allowing others to guess.</p> <p>Give out pictures at random and ask the students to think of a simple prayer for the picture prompt.</p> | <p>Develop simple signs of peace to use at the end of the day.</p> <p>Pray simple prayers of intercession e.g. for peace in our world...Lord hear us.</p> <p>Use blessings for special occasions – e.g. birthday blessings, blessings for a new baby, blessings for Mums and Dads</p> <p>Learn some simple liturgical responses e.g. Peace be with you - And with your Spirit, The Word of the Lord...Thanks be to God.<br/>Lord hear us – Lord hear our prayer.</p> <p>Make a class big book of Prayers that can go home with the children for family prayer. Families add a prayer and illustrate a page.</p> <p>Make a paper chain with one word per chain link and display in the classroom.</p> <p>Write the prayer onto long pieces of card and cut each word. Give one word to individual students who are to come out to the front of the class and put themselves into the right order.</p> <p>Sketch a prayer - students visually represent their thought, feelings and emotions as a prayer to God.</p> |  |
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|  | <p>that the priest will wear when celebrating in the Church.</p> <p>Set up a prayer place or a sacred space in the classroom.</p> <p>Explore symbols such as coloured cloth reflecting the season of the liturgical year, cross, candle, images, Bible.</p> <p>Create a class prayer cloth, quilt or banner using hand prints, or name of students and/or images that choose.</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.  |             |          |          |          |
|   |             |          |          |          |
| <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.   |             |          |          |          |

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| The Bible helps us to pray.  |  |  |  |  |
| The Bible is our sacred text and needs to be treated with respect. |  |  |  |  |