

## Prep Plan – Religion Curriculum

### Year level description

#### *Prep Year level Description*

How children learn in the early phase of schooling.

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)

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 community.

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.

Children construct understandings about how their actions can have a positive or negative impact on relationships.

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.

**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.**

#### Key Inquiry Questions for Students (Wondering Questions)

What do I think about God ?

What do I know about Jesus?

Jesus shows us how to treat others.

How do I celebrate things in my life?

How and where can I pray to God?

What actions can I use when I pray?

I wonder about God?

I wonder about Jesus?

I wonder how I show I care for others?

I wonder how I celebrate things in my life?

I wonder how I can pray to God?

I wonder what actions I can use?

The year level description found on the appropriate year level on [www.newreligioncurriculum.com](http://www.newreligioncurriculum.com)

It is just copy and paste.

Wondering questions that encourages and helps the student to reflect and clarify their thinking and interpretation

<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 made 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.)  Details of adjustments for student needs are identified in the class profile and class data.  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><b>The year level overview, achievement</b></p>	<div data-bbox="526 885 1288 1204" data-label="Text"> <p>Children are strong, rich and capable. All children have preparedness, potential, curiosity and interest in constructing their learning, negotiating with everything their environment brings to them. <i>Early Years Curriculum Guidelines</i> p 10-11</p> </div> <div data-bbox="1310 885 2049 1316" data-label="List-Group"> <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> </ul> <ul style="list-style-type: none"> <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> </div>

Achievement standards found on the appropriate year level description page on [www.newreligioncurriculum.com](http://www.newreligioncurriculum.com)

**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
- wonderings
- routines and transitions
- focused learning and teaching
- teachable moments

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.

This information has been taken from the *Early Years Curriculum Guidelines, Creating contexts for learning and development.*, p41-42

## Term Overview

Focused contexts can be recorded as the year progresses

*Term One – Repeat these planning contexts for each term .*

### Assessment Plan

- *Assessment as Learning*
- *Assessment for Learning*
- *Assessment of Learning*

### Identifying Scripture used:

#### **World of the Text**

*Genre?  
Characters?  
Interesting words?  
What happens in this text?  
Who speaks?  
Who is silent?*

#### **World behind the Text**

*Author?  
Audience?  
Date written?  
What was life like at this time? Cultural, social,  
historical aspects?  
Where does the text take place?*

#### **World in front of the Text**

*What is my response to the text?  
How might you understand it differently from people  
in the past?  
What does the Church say about the meaning of this  
text?  
How might people of different genders and cultures  
interpret this text differently?*

Using the Three Worlds of the Text Interpretative Framework to break open the scripture experienced in the students' learning experiences.

See the scripture Scope and Sequence on:  
<http://rokreligiouseducation.com/teacher-background/scripture/>

3WOTT – Prep-Yr.3

Play	Real life situations	Wonderings	Routines and transitions	Focused learning and teaching	Teachable moments
<p>Play provides teachers with opportunities to plan for and extend conceptual understandings from the learning area. With time for sustained interaction and teacher-child collaboration, a powerful context for learning is created.</p>	<p>Real-life situations enable children to build connections between their home and community and provide opportunities for teachers to make explicit how school learning is connected to children's lives.</p>	<p>Wondering allows the children to reflect, inquire, explore, test, share feelings, share experiences, transfer knowledge and sit with mystery.</p>	<p>Routines include regular organisational events and major teaching and learning strategies that are a regular part of every day-to-day classroom interactions e.g. morning prayer, songs, classroom discussions</p>	<p>Whether planned, child-or-adult initiated, or occurring spontaneously, focussed teaching and learning provides opportunities for teachers to purposefully and skilfully make learning explicit.</p>	<p>Teachable moments provide the opportunity for the teacher to respond to the interests and experiences of individual children, small groups or the whole class.</p>

## 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.				

This checklist can be used to track when knowledge and understandings are covered during the year.

Planning should occur across religion strands and be integrated with other learning areas when appropriate.

<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.				