****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) **Year 1 “God’s Plan – Then and Now”**

**Jubilee Primary School Duration: 10 weeks**

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| [**Fertile Question**](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Action-for-justice-%28SJA%29.aspx) |
| **How has God shown me who God is?** |

**VISION for Religious Education**

**The Vision for Religious Education gives voice to what each school hopes for their students in terms of their religious literacy and faith formation.**

***The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.***

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| [**Religious Life of the School**](http://www.rec.bne.catholic.edu.au/Appendices/Pages/default.aspx) | [**General Capabilities**](http://www.rec.bne.catholic.edu.au/Organisation/Pages/General-Capabilities.aspx) | [**Cross-Curricular Priorities**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) |
| [Religious Identity and Culture](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/RIC/Pages/default.aspx)* + [Ethos and charism (ICE)](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability)
	+ [Authentic Christian community (ICC)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Reflection-on-action-for-Justice.aspx)
	+ [Sense of the Sacred (ICS)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Sense-of-the-Sacred-%28ICS%29.aspx)

[Social Action and Justice](http://www.youtube.com/watch)* + [Justice in the school community (SJS)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Justice-in-the-school-community-%28SJS%29.aspx)
	+ [Action for justice (SJA)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Pages/default.aspx)
	+ [Reflection on action for Justice (SJR)](http://bceteachingjudaism.weebly.com/index.html)

[Evangelisation and Faith Formation](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/EFF/Pages/default.aspx)* + [Living the Gospel (EFG)](http://religioncurriculump-12.weebly.com/planning.html)
	+ [Spiritual Formation (EFF)](http://religioncurriculump-12.weebly.com/planning.html)
	+ [Witness to the wider community (EFW)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Witness-to-the-wider-community-%28EFW%29.aspx)

[Prayer and Worship](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/default.aspx)* + [Christian prayer (PWP)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Christian-prayer-%28PWP%29.aspx)
	+ [Celebration of liturgy and sacraments (PWL)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Ethos-and-charism-%28ICE%29.aspx)
	+ [Ritualising everyday life (PWR)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Authentic-Christian-community.aspx)
 | * [Literacy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy)
* [Numeracy](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Living-the-Gospel-%28EFG%29.aspx)
* [Information and communication technology (ICT) capability](http://www.youtube.com/watch)
* [Critical and creative thinking](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking)
* [Personal and social capability](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/SAJ/Pages/default.aspx)
* [Ethical understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding)
* [Intercultural understanding](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Celebration-of-liturgy-and-sacraments-%28PWL%29.aspx).
 | * [Aboriginal and Torres Strait Islander histories, cultures and spiritualities](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Aboriginal-and-Torres-Strait-Islander-histories-cultures-and-spiritualities.aspx)
* [Asia and Australia’s engagement with Asia in a multi-faith context](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Asia-and-Australia%27s-engagement-with-Asia-in-a-multi-faith-context.aspx)
* [Sustainability and ecological stewardship.](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Sustainability-and-ecological-stewardship.aspx)
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| ***Year Level Description*** |
| The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. In Year 1, students explore the Christian teaching that all people are created in God’s own image, with dignity and natural rights. They learn about living in accordance with God’s plan for all creation: living safely and happily in community and in loving relationship with God, with a responsibility to care for all creation, and using God’s gift of freedom to make choices responsibly. They engage with a variety of Old Testament texts to learn about God’s presence in the lives of individuals and communities, and make connections to their own experiences. They explore the words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God’s presence and action. They learn about the different roles in the local parish community. They learn about the nature of Jesus’ mission and ministry. They explore aspects of Jewish daily life at the time of Jesus. They listen to, view and read accounts from different Gospels of key events, places and characters in the life of Jesus and explore similarities and differences in these accounts. They explore the many ways in which Mary, Mother of Jesus, is honoured by Christians past and present and develop their understanding of the Hail Mary, a Catholic prayer honouring Mary. They understand that prayer was an important part of Jesus’ life and is important in the lives of believers. They continue to learn about ways in which believers pray, either alone or with others, including morning prayers and Grace. |
| ***Achievement Standard*** |
| By the end of Year 1, students make connections to personal experience when explaining ways of living in accordance with God’s plan for creation. They learn that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God’s gift of the freedom to choose. They relate stories from some Old Testament texts that describe God’s presence in the lives of individuals and communities. They identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God’s presence and action. They identify the nature of Jesus’ mission and ministry, as well as similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus. They describe some aspects of Jewish daily life at the time of Jesus. They recognise the many ways in which believers, past and present, honour Mary, Mother of Jesus, including praying the Hail Mary. They recognise the significance of prayer in Jesus’ life and in the life of believers and participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and the Hail Mary. |

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| ***Class Context for Learning*** |
| Class Needs / Individualised Learning NeedsCatholics/non-Catholics-other faiths-practising/non-practisingASD/ADHD (abstract concepts may need further unpacking-visuals etc) |

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| **Learning Intentions** |
| By the end these learning experiences, students* Will be able to recognise Moses as a character in the Old Testament that God had a special relationship with.
* Will be able to identify key events in Moses’ life where God was present to him.
* Will be able to identify ways in which God is present in their own life today.
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| **Success Criteria** |
| * Students are able to explain that God had a special relationship with Moses.
* Students are able to identify significant parts of the Moses story where God was present to Moses.
* Students are able to recognise that God spoke to many important people in the Old Testament (of which Moses was one).
* Students are able to recognise that God speaks to people in our lives today and identify ways in which God is present to them.
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| **Assessment**  |
| **Focus Area One:** Students identify times where God was present in the Moses journey. They are able to describe and illustrate these significant times.**Focus Area Two:** Students create a visual or written response to the question, “How is God present in me and how is God present in others and in all of Creation?” |

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| **Content Descriptions**  |
| **Sacred Texts** Old Testament New TestamentChristian Spiritual Writings and Wisdom  | **Beliefs** TrinityHuman ExistenceWorld Religions  |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
| **STOT3** - For Christians, the Bible is a sacred book. The Old Testament describes how the people of Israel have reflected on God’s presence in their lives (e.g. Moses, Abraham, Noah, Joseph, Ruth, Ezekiel, Jeremiah). | Make connections between the lives of people in Old Testament stories and the ways in which God was active in their lives. |  |  |
| **STCW2** - The wisdom of some Old Testament stories (e.g. Moses, Abraham, Noah, Joseph, Ruth, Jeremiah) helps people understand God’s presence in the lives of individuals and communities. | Make connections between important messages about God’s presence in the lives of individuals and communities in some Old Testament stories (e.g. “Do not be afraid Abram. I am your shield.” Genesis 15:1; “I will give you my blessing. All living things are given into your hands.” Genesis 9: 1-2) and their own experiences. |  |  |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Mandated Scripture**Noah: a story of re-creation[Genesis 6:13-9:1](http://www.biblegateway.com/passage/?search=Genesis%206:13-9:1&version=NRSVCE)Moses[Exodus 3:8-17](http://www.biblegateway.com/passage/?search=Exodus%203:8-17&version=NRSVCE) | **Supplementary Texts**Ruth[Ruth 1:1-19](http://www.biblegateway.com/passage/?search=Ruth%201:1-19&version=NRSVCE)Esther[Esther 2:16-3:1-11, 4-8](http://www.biblegateway.com/passage/?search=Esther%202:16-22%2c3:1-11%2c%204-8&version=NRSVCE) |

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| **Significant Days and Celebrations**  |
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| **Learning Experiences** |
| **Core Content Area One****Focus/Question**– **How did Moses know God was with him?** | [**Resources**](https://www.youtube.com/watch)[**Teacher Background**](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Search.aspx)[**Mandated Scriptural Texts**](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy) |
| Tuning In | ***Week 1**** Tell the students that they are going to be shown images of an important person in the Old Testament. This person was special because God spoke to him and guided him through some very hard times.
* Show students images of significant events in the Moses story.
* Ask the students if they recognise the man or know his name?
* Explain that the man is called Moses and that we are going to be looking at the story of Moses in the Bible.
* Introduce the focus question, “How did Moses know God was with him?”
* Brainstorm what we already know about Moses.
 | * Staff Drive
* Moses RE Unit Year 1
 |
| Finding Out | ***Week 2**** Tell the students that we are going to look at the story of Moses and discover all the different times that God was with Moses.
* Begin the story of Moses. **Teacher Note**: *When Moses was born the Hebrews were slaves in Egypt. The Pharaoh was afraid of them because he thought they might take over his country. He ordered that all Hebrew baby boys be killed at birth so that they would not grow up and fight against him. To save Moses his mother made a plan. She hid him in a basket by the side of the River Nile. Moses' sister Miriam watched over him until Pharaoh's daughter came to the river to wash. She found Moses in his basket. Miriam told her she knew a woman who could be a nurse for the baby. It was his mother. Pharaoh's daughter took him back to live with her as though he were her son.*
* Discussion: The story of Moses being rescued from the basket in the reeds just goes to show that God is always looking out for us.  God knew His plans for Moses even then, just like He knows the plans He has for us. We may not understand why things happen but who better to trust your life in than God.
* Art Activity: Moses in the basket.
* Continue the story of Moses. **Teacher Note:** *So Moses was raised in the palace. Moses grew up as an Egyptian prince, but he never forgot he was a Hebrew. One day Moses lost his temper and killed an Egyptian who had beaten a Hebrew slave to death. He had to run away to another land.*

***Week 3**** Tell the students that the next part of the story is very important as it was the first time that God spoke to Moses. Watch the Youtube clip which shows God speaking to Moses from the Burning Bush. [https://www.youtube.com/watch?v=LZpYMr-Ed0Q](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability?v=LZpYMr-Ed0Q) **Teacher Note:** *One day Moses was watching some sheep when he saw a bush on fire. He watched to see the fire burn it up, but the bush kept burning. Moses heard a voice coming out of the bush, calling him by name. “Moses! Moses! I am the God of your Father. I have seen how my people suffer in Egypt. I am coming to free them. You will lead my people out of Egypt. Go and tell them what I have said. Then tell Pharoah to let my people go.”*
* In RE scrapbooks, students draw a picture of Moses with the Burning Bush with the caption, “God spoke to Moses from a Burning Bush.”
* Discuss how God chose Moses to lead the Israelites out of Egypt. Moses did not feel worthy enough to carry out God’s wishes but God told him, “I will be with you.” **Teacher Note:** *Moses asked God to give him some sign which he could show the people to prove that God had sent him. God told him to throw his shepherd’s staff on the ground. Moses threw it down. It turned into a snake and God told him, “Take hold of it by the tail.” When Moses did, it turned into a staff in his hand. God said to Moses, “If they will not believe you when you speak My words, show them this sign.” But Moses said, “Oh, Lord, I am not a good speaker.’ And God said, “I will be with you.”*
* Discuss how Moses asked God what to do if the Israelites did not believe him and would not listen to him. So God gave Moses miraculous powers to be able to prove that He had appeared to Moses.
* In RE scrapbook, students draw a picture of the walking stick turning into a snake (and Moses putting his hand inside his robe) with the caption, “God gave Moses miraculous powers to prove to the Israelites that He had appeared to Moses.”
* **Art activity**: Students colour the tree then collage with red, yellow and orange paper to make the fire.

***Week 4**** Tell the students the next part of the Moses story. **Teacher Note:** *So Moses went to Pharaoh to ask him to set the Hebrews free. Pharaoh did not want to lose his slaves. He would not let them go, because they worked on his grand buildings. So God sent 10 plagues to Egypt. The Lord had special instructions for Moses , so that the Israelites would be sure to stay safe during this last plague.  He told them, "The Israelites must kill their best sheep or goat.  Then they are to take some of the blood and smear it on the sides and tops of the doors on their houses. On that same night I will pass through Egypt like a ghost and take the life from every first born.  If I see blood on the doorway that will be a sign for me to pass over the house and keep all who are inside safe.” Pharaoh could have stopped all this a long time ago.  God gave him many opportunities to let the Israelites go, but he would not listen.  Unfortunately God had to teach Pharaoh a lesson and He did what He said He would do. After Pharaoh realized what happened in Egypt he called for Moses and Aaron just after midnight and he said, "Leave my people, you and all the Israelites!  Go worship the Lord as you wanted, take all your animals and go!"  The Israelites gathered up gold and silver from the Egyptians who were glad to see them leave and they left with Moses.*
* Name the 10 plagues and illustrate them with visuals to assist the students understanding. <http://kidsbibledebjackson.blogspot.com/2013/09/moses-10-plagues-part-1-of-3.html> [http://kidsbibledebjackson.blogspot.com/2013/09/moses10-plagues-part-2-of-3.html](http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding)
1. **Water to blood** - use plastic bottles of water and red food colouring.
2. **Frogs** - plastic frogs.
3. **Lice** - rice.
4. **Flies** - plastic flies.
5. **Animals died from disease -** plastic animals.
6. **Boils -** use a doll’s head with painted-on boils.
7. **Hail -** rock salt/clear stones.
8. **Locusts -** plastic grasshoppers.
9. **Darkness -** Black cloth.
10. **Death of firstborn -** Matchbox with a baby inside.
* Discussion: God will take care of those who believe in Him.  He is our perfect heavenly father who wants to take care of us, and keep us from harm.

***Week 5**** Tell the next part of the Moses story. **Teacher Note:** *When Pharaoh heard that the Israelites had left he changed his mind- again!  He decided to gather an army of more than 600 people and go after Moses, Aaron and all the Israelites. So as the Israelites were on their way, they noticed in the distance that Pharaoh was coming after them.  They started to get worried and questioned Moses why he would lead them out in the desert to die.  Moses knew what to say, and he told them, "Do not be afraid, God has protected you before, He will protect you again." When the Israelites reached the Red Sea they were trapped with the Sea in front of them and Pharaoh behind them.  But God told Moses to reach out his staff into the water, and when he did an amazing thing happened.  The water split into two!  The water lifted itself and made huge walls of water (they couldn't even see over it, it was higher than a house).  They would walk on dry ground, which was actually the bottom the Sea. Pharaoh's army followed them into the Sea. When the Israelites had finally made it through safely God told Moses, "Stretch out your hand over the sea so that the water goes back to normal, and it will swallow up Pharaoh and his army." Moses did as God had told him and he reached his staff over the water.  There was a loud crash as the water came back together, and covered the Egyptians.*
* This part of the story is very important as God speaks to Moses again.
* Watch the Youtube clip. [www.**youtube**.com/watch?v=DtBwx39fuMk](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Ritualising-everyday-life-%28PWR%29.aspx?v=DtBwx39fuMk).
* Discussion- God performed a miracle to save the Israelites. He wanted the people to know that He was with them and that He would protect them.
* In RE scrapbooks, students write, “God helped Moses to part the Red Sea so that the Israelites could make it safely to the other side. “

***Week 6**** Tell the next part in the story of Moses. **Teacher Note:** *After three months of travelling the Hebrews came to the foot of Mount Sinai. God called Moses to meet him on the mountain. As he climbed there was thunder and lightning. When he was up the mountain God gave Moses ten laws which told the people how to live. These are called The Ten Commandments. God wrote these commandments on stone tablets with his own finger and gave them to Moses.*
* Watch the Youtube clip. [www.**youtube**.com/watch?v=gs1eop9MNgU](http://www.youtube.com/watch?v=gs1eop9MNgU)
* Discussion- God gave us these rules to protect us from harm.  The rules are there to help us and make our lives easier.  God loves us so He gives us rules, and they will help us love God and others if we obey them.
* Art Activity- Ten Commandments. (Refer to Moses RE Unit Year 1 folder)
 | [Story of Moses](http://kidsbibledebjackson.blogspot.com/2013/09/moses10-plagues-part-2-of-3.html?v=feBkHVtAdRY)Animated Story: ‘Mighty Moses’26 minutes |
| Sorting Out |
| Communicating  | ***Week 7**** Revision and Assessment.
* Complete a story map of the times that God spoke to Moses.

***Focus Assessment 1****:*  Students identify some times where God was present in the Moses journey. They are able to describe and illustrate these significant times. | Story Map |
| Reflecting and Evaluating  | * As a class students reflect on what we have learnt from the Moses story.
* What should we remember about Moses?
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| **Core Content Area Two**Focus/Question– **How can I know God is with me today?** | **Resources****Teacher Background** |
| Tuning In | ***Week 8**** We have just learnt about how God spoke to Moses in the Old Testament.
* Ask students if they know any other important people that God spoke to in the Old Testament?
* Brainstorm any other people the students can think of.
* Begin with a discussion about Noah. God spoke to Noah and told him that He would send a great flood. Noah did as God asked and built an ark. Noah trusted God even though others laughed at him.
* Introduce Abraham. Watch the Youtube clip of Abraham.
* Discussion- Abraham was a man who had to follow God to get where God wanted him to be. He had to go to a faraway place that he had never been to before.  He had to trust that God knew what was best for him and follow God.
* Discuss that God has a plan for all of us and we have to trust in Him that He knows what is best for us.
 | Genesis 9*www.youtube.com/watch?v=xE0JTiBSZoY*‎ |
| Finding Out | ***Week 9**** Ask students to think about the question, “How does God speak to people in our life today?” Think/Pair/Share.
* Discussion- God speaks to us through our minds and hearts and

 we often hear Him when we are sitting in stillness. (meditation)* Set up a visual brainstorming ‘Wonder Wall’.
* Each day have a new “I wonder…………“
* ”I wonder how God is with me every day?”
* ”I wonder how God is with us in our classroom?”
* “I wonder how God is with us at Jubilee?”
* “I wonder how God is present in all of Creation?”
* Students respond in either a visual or written form. Display on Wonder Wall.
 | Think/Pair/Share StrategyWonder Wall |
| Sorting Out |
| Communicating  | ***Week 10**** Revise God’s presence in the lives of Moses, Noah and Abraham.
* Revisit the Wonder Wall and discuss how God is with us in our lives today.

***Focus Assessment 2:*** Students create a visual or written response to the question, “How is God present in me and how is God present in others and in all of Creation?” |  |
| Reflecting and Evaluating  | * As a class reflect on the presence of God in our lives.
* How can we try to have God more present in our own lives?
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***Teacher Reflection and Feedback***

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| *Religion Unit:* |  |
| *Year Level:*  |  |
| *Teachers:* |  |

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| *2 STARS**Provide some positive feedback on your Religion Unit below. What activities and lessons were engaging for students? What resources were most useful? Were the lesson plan ideas helpful?*  |
|   |  |
|   |  |
| 1 WISHWhat would you change should you teach this unit again? What resources do you wish you could have used to engage children in this unit more?  |
|   |  |