****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Year 1 “Jewish Life and the Sacraments”**

**Jubilee Primary School Duration: 10 weeks**

|  |
| --- |
| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **Who is Jesus’ mother and what was life like when Jesus was alive?** **How do we remember Jesus?** |

**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.***

|  |  |  |
| --- | --- | --- |
| [**Religious Life of the School**](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/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/Organisation/Cross%20Curriculum%20Priorities/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.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)
	+ [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/Authentic-Christian-community.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://extranetportal.bne.catholic.edu.au/re/REC/RLS/SAJ/Pages/default.aspx)* + [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/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Action-for-justice-%28SJA%29.aspx)
	+ [Reflection on action for Justice (SJR)](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)

[Evangelisation and Faith Formation](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/EFF/Pages/default.aspx)* + [Living the Gospel (EFG)](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)
	+ [Spiritual Formation (EFF)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Spiritual-Formation-%28EFF%29.aspx)
	+ [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://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/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/Celebration-of-liturgy-and-sacraments-%28PWL%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/Ritualising-everyday-life-%28PWR%29.aspx)
 | * [Literacy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy)
* [Numeracy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy)
* [Information and communication technology (ICT) capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability)
* [Critical and creative thinking](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking)
* [Personal and social capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability)
* [Ethical understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding)
* [Intercultural understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding).
 | * [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)
 |
| ***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. |

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

|  |
| --- |
| **Learning Intentions** |
| By the end these learning experiences, students* Will be able to visually recognise Mary as the mother of Jesus.
* Will be able to identify and actively participate in the Hail Mary Prayer.
* Will be able to describe some aspects of Jewish life.
* Explain and identify actions and symbols of Baptism and the Eucharist.
 |

|  |
| --- |
| **Success Criteria** |
| * Students explain the significance of Mary as the Mother of Jesus and how she is remembered today and in the past.
* Students identify some aspects of Jewish daily life.
* Students explain and identify the symbols and actions of Baptism and the Eucharist.
 |

|  |
| --- |
| **Assessment**  |
| **Focus Area 1:** Students present their knowledge/understanding of Mary to the class. They may choose to dress up as Mary (image, statue, icon), dramatise a gospel story about Mary (Luke 1:39), sing a song about Mary or say a prayer (The Hail Mary).**Focus Area 2:** Using IT tools, students choose a creative way (iPad, slideshow, role play, dress up, diorama) to present a story that shows what life was like in Jesus’ time. **Focus Area 3:**  Students present their understanding of the Sacraments by drawing a Baptism and labelling (with teacher support) the drawing. They would also draw and label their understanding of the Eucharist.  |

|  |
| --- |
| **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*** |
|  |  | **BEWR2** Jewish LifeJesus participated in the life of the Jewish community.  | Explore and record some aspects of Jewish daily life at the time of Jesus (including meal times, leisure times, observing the Sabbath, praying, food laws).  |
| **Church** Liturgy and Sacraments People of GodChurch History | **Christian Living** Moral FormationMission and JusticePrayer and Spirituality |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
| **CHLS2** The SacramentsSacraments are sacred actions of the Church through which God is present. In the Sacrament of Baptism and Eucharist, words, actions and symbols are used to communicate God’s presence and action.  | Identify words, actions and symbols used in the Sacrament of Baptism to communicate God’s presence and action (eg use of water, sign of cross, anointing with oil, white garment, baptismal candle). Identify words, actions and symbols used in the Sacrament of Eucharist to communicate God’s presence and action (eg bread, wine, water, priest, community gathered, table, the word, sign of peace, sending forth).  | **CLPS4** Honouring MaryMary, Mother of Jesus, has been honoured in many ways by Christians both past and present (e.g prayers, icons, statues, images, titles, music). The Hail Mary is a Catholic prayer, using words of scripture and developed over a long period of time.  | Identify ways believers past and present have honoured Mary (eg prayer, icons, statues, images, titles, music). Communicate an understanding of the language, purpose and context of the Hail Mary.  |

|  |
| --- |
| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Mandated Scripture**Annunciations to Mary[Luke 1:26-28](http://www.biblegateway.com/passage/?search=Luke%201:26-28&version=NRSVCE)Mary visits Elizabeth[Luke 1:39-42](http://www.biblegateway.com/passage/?search=Luke%201:39-42&version=NRSVCE)The Last Supper[Mark 14:22-25](http://www.biblegateway.com/passage/?search=Mark%2014:22-25&version=NRSVCE) | **Supplementary Texts**Finding Jesus in Temple[Luke 2:41-52](http://www.biblegateway.com/passage/?search=Luke%202:41-52&version=NRSVCE) Simeon and Anna[Luke 2:25-35, Luke 2:36-38](http://www.biblegateway.com/passage/?search=Luke%202:25-35%2c%20Luke%202:36-38&version=NRSVCE) The Last Supper[Matthew 26:26-30](http://www.biblegateway.com/passage/?search=Matthew%2026:26-30&version=NRSVCE)[Luke 22:14-20](http://www.biblegateway.com/passage/?search=Luke%2022:14-20&version=NRSVCE) |

|  |
| --- |
| **Significant Days and Celebrations**  |
|  |

|  |
| --- |
| **Learning Experiences** |
| **Core Content Area One**Focus/Question– **Who is Mary and should we honour her?** (3 weeks) | [**Resources**](http://religioncurriculump-12.weebly.com/planning.html)[**Teacher Background**](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Search.aspx)[**Mandated Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| Tuning In | * Introduce students to the Focus question ‘Who is Mary and should we honour her?’
* Brainstorm what we already know about Mary and what we would like to know about her.
 |  |
| Finding Out | * Present the ‘Annunciation’ Godly Play Script.
* Students respond by drawing, writing, creating the story with play dough their own interpretation of the story.
* Show students the clip of the Annunciation.
* Show students a story of Mary visiting her cousin Elizabeth.
* Students are encouraged to create a story map that clearly depicts the characters in the story (Mary, Elizabeth) and what happened at the beginning middle and end of the story.
* Read the Scripture of Mary Visiting Elizabeth (Luke 1:39-45). This time ask the students to listen for these words ‘Blessed is the fruit of your womb’. Have a class discussion about the meaning of these words.
* Show student a clip of the ‘birth of Jesus’
* Ask the children who the most important person in their life is (Mum, Dad). Then ask them if they think Mary is a very important/special person and why.
* Pose the question ‘Why should we remember Mary?’ What makes her so special’?
 | Annunciation Godly Play KitLuke 1:26-38Ep7 the Annunciation: The Angel Gabriel Appears to Mary<https://www.youtube.com/watch?v=VrYvuYwPAvU>Luke 1:39-45 ‘Mary Visits Elizabeth’ Daily Gospel –‘Mary Visits Elizabeth’ – Luke 1:39-56<https://www.youtuber.com/watch?v=LD3SdlhsePDo>Birth of JesusTiny Bible Treasures –“Jesus is Born”<https://www.youtube.com/watch?v=YQ_Jc0CE_QY> |
| Sorting Out | * Ask students How Mary remembered today and in the past?
* Show youtube clip of statues, icons and images.
* As a class sort the pictures into images and icons. Discuss the similarities and differences. Remind/ show the students that Mary was just an ordinary woman, just like their own mother. Chosen for a very special role to be a mother to Jesus.
* Introduce students to The Hail Mary Prayer.
* Ask students if they have heard this prayer or words in this prayer before.
* Unpack the Hail Mary Prayer: What does Hail Mary mean? What is grace? What does blessed mean? What does ‘blessed is the fruit of your womb mean’? Who is a sinner?
* Explore scriptural passages and their relation to the Hail Mary prayer. Eg The Angel Gabriel appears to Mary; Mary visits her cousin Elizabeth.
 | Images of the Blessed Virgin Mary<https://www.youtube.com/watch?v=CKwHVxqLWZ0>Print and cut out a range of different pictures both images and icons of Mary. Hail Mary Prayer |
| Communicating  | **Focus Assessment 1**: Students present their knowledge/understanding of Mary to the class. They may choose to dress up as Mary (image, statue, icon), dramatise a gospel story about Mary (Luke 1:39), make a poster or statue about Mary, sing a song about Mary or say a prayer (The Hail Mary). |  |
| Reflecting and Evaluating  | * As a class we discuss what Mary means to us.
* Brainstorm ways in which we can remember Mary.
 |  |

|  |  |
| --- | --- |
| **Core Content Area Two**Focus/Question– **What was life like when Jesus was alive?** | **Resources****Teacher Background** |
| Tuning In | * Introduce students to the focus question ‘What was life like when Jesus was alive?’
* Unpack the question; What do we mean by ‘what was life like?’ (What did Jesus do during the day, what clothes did he wear, what food did he eat, where did he live?)
* Create a KWL Chart, using what the children already know about life in Jesus’ time and what they want to know.
 |  |
| Finding Out | * Establish how long ago it was that Jesus was alive.
* Explain / Show students that Jesus lived in Nazareth, in the region of Galilee. It was a small town.
* Explain to students that Jesus was part of a Jewish community. Explain that a Jewish community in Jesus’ time was very different to how we live.
* Each day introduce a new aspect of Jewish life:
* Jewish Food Laws – Explain the food laws and ask students to illustrate the laws by drawing meat separate from dairy products and pork or pig and shellfish with a cross through it to depict unclean food.
* The Sabbath – Explain the importance of the Sabbath. Students could illustrate the Sabbath through drawings of Friday night to the stars in the sky on Saturday night. In between they could depict the lighting of candles, a blessing, praying at a synagogue, resting with family to stars in the sky on Saturday night.
* Prayer – Explain where Jewish people go to pray. Students could draw a synagogue or may choose to draw a telit, cap or The Torah to express their understanding of Jewish Prayer.
* Clothing – explain what clothes Jesus would have worn. Students could bring in old sheets and sandles from home and dress up as Jesus.
 |  Show students clips of Nazareth and Galilee.Jewish Food Laws – The Laws of KashrutKeeping milk and dairy products separated from meat products. Only eating animals that were killed in a humane way by trained butchers or rabbis. The avoided eating unclean food such as pork or shellfish.The Sabbath (Holy Day- Day of rest)The Sabbath begins on Friday night and ends with the appearance of the stars on Saturday night. Jews count the week from Sabbath to Sabbath. The Sabbath is the crown of the week, you are not allowed to work on the Sabbath. The Sabbath is welcomed in by lighting candles and reciting a blessing. Traditionally, three festive meals are eaten, one in the evening, in the morning and late in the afternoon. PrayerJewish people pray in a Synagogue. When you enter a Synagogue you wear a cap on your head (sign of respect) Telit – prayer robeTorah – like a bible Jewish Law makes it a duty for Jews to pray three times a day (Morning, afternoon, evening). On the Sabbath they pray in the synagogue. ClothingJesus would have worn plain linens, comfortable long robes with a sash to tuck the garment and simple sandals. |
| Sorting Out |
| Communicating  | **Focus Assessment 2:** Using IT tools, students choose a creative way (iPad, slideshow, role play, dress up, diorama) to present a story that shows what life was like in Jesus’ time.  | * iPads, Computers, craft materials, cameras
 |
| Reflecting and Evaluating  | * Have the class participate in a Hot Seat Activity where students respond to the question ‘How is your life different to the Jewish life Jesus lived?’
 |  |

|  |  |
| --- | --- |
| **Core Content Area Three**Focus/Question– **How is Jesus present to us today?** | **Resources****Teacher Background** |
| Tuning In | * Introduce the word ‘Sacraments’.
* What is a Sacrament?
* Ask students to make connections to the Sacraments they might know (baptism, eucharist, wedding etc).
* Ask students if they have been part of a sporting team. What things do they need to be part of the team (uniform, equipment, team members etc)
 |  |
| Finding Out | * Ask students to bring in symbols or pictures from their baptism to share with the class.
* Role –play a baptism ceremony using these symbols (white garment, oil, water, candle etc). Make special mention to the symbols and why they are used.
* Ask students to draw and label the symbols of baptism.
* Introduce the word ‘Eucharist’ – Define its meaning
* Read the story of the Last Supper
* Write key words that are used during communion such as ‘he took the bread broke it and said ‘take this all of you and eat it this is my body which is given up for you’.
* Watch a clip on communion at mass. Draw attention to the words the priest says (same words Jesus said at the Last Supper)
* As a class brainstorm answers to the question - Why do we get baptised?
* As a class brainstorm answers to the question - Why do we receive Eucharist?
 | Eucharist – A ceremony which commemorates the Last Supper in which Bread and Wine are consumed. Last Supper Mark 14:22-25 |
| Sorting Out |
| Communicating  | **Focus Assessment 3:**  Students present their understanding of the Sacraments by drawing a Baptism and labelling (with teacher support) the drawing. They would also draw and label their understanding of the Eucharist. |  |
| Reflecting and Evaluating  | * As a class brainstorm ways in which God is present to us?
* Discuss ways in which we can be closer to God.
 |  |

***Teacher Reflection and Feedback***

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

|  |
| --- |
| *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?  |
|   |  |