****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Year 5 “Unlocking the Texts”**

**Jubilee Primary School Duration: 10 weeks**

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| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **How do we go about unlocking Sacred Texts?** |

**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/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)
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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 5, students begin to appreciate the significance of community for sharing and strengthening the faith of believers, past and present, including the Church in the Australian colonies (c.1850 CE – c.1900 CE). They use a range of Biblical tools. They begin to see how the Gospel writers shaped their Gospels for particular communities. They learn about the action of the Holy Spirit in the lives of believers as they engage with a variety of texts, including Scriptural references to the Holy Spirit and the Catholic Rite of Confirmation. They develop their understanding of Christian charity and informed moral choice through an exploration of the experiences of individuals and communities, past and present. They broaden their appreciation of the significance of personal and communal prayer and worship, including the Eucharist, the Psalms, Sabbath rituals and prayers; and the wisdom of the Saints, including St Mary of the Cross MacKillop, for communities of believers. They learn about the significance of Marian prayers in the life of the Church, including the Hail Mary, the Rosary and the Litany of Mary of Nazareth, in which believers praise God and entrust cares and petitions to Mary as mother of Jesus and mother of the Church.  |
| ***Achievement Standard*** |
| By the end of Year 5, students identify many ways in which faith is shared and strengthened in communities of believers, past and present. They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Christian Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom / writings of the Saints, including St Mary of the Cross MacKillop, for communities of believers. They describe different experiences of communities of believers living according to Jesus’ new commandment of charity (love); going beyond existing laws to care for the well-being of others; making and acting upon informed moral choices. They locate and record information about the contribution of pioneering Catholics (laity clergy, religious) in Australia (c.1850 CE – c.1900 CE) to the preservation of faith and the shaping of particular communities, including Indigenous communities. They examine Mary’s role as mother of Jesus and mother of the Church. They analyse the elements and features of Marian prayers (including the Hail Mary and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer. |

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| ***Class Context for Learning***  |
| Class NeedsIndividualised Learning NeedsMulti-faith Traditions – Catholic, Anglican, Uniting, ApostolicPractising / Non-practising members |

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| **Learning Intentions** |
| By the end these learning experiences, students* identify life experiences of the psalmists and their relationship with God
* identify features of a Synagogue, importance of Jewish worship and observance of the Sabbath
* explore some features of Gospel texts that provide evidence of how writers shaped their Gospels for particular communities
* compare and contrast parallel passages from Gospels of Matthew and Luke
* investigate and evaluate the usefulness of a range of Biblical tools for deepening awareness of New Testament texts
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| **Success Criteria** |
| * Describe significance of personal and communal prayer and worship, including the psalms
* Make connections between Sabbath rituals and prayers and the Jewish relationship with God
* Use features of Gospel texts to show how Gospel writers shaped their Gospels for particular communities
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| **Assessment**  |
| **Focus Area 1:** In groups, students are allocated one type of Psalm to explore to discover various aspects of the Psalm as a text as well as a prayer. Present the psalm on a Powerpoint including visuals that would support the verses of the Psalm to be used in common worship eg class worship, church worship, digital class Prayer Book based on the Psalms. **Focus Area 2:** Students design a Thing-Link page incorporating essential components of a Synagogue.**Focus Area 3:** Students choose a familiar New Testament text. They read the text, write reflections (eg what it means, how it can apply to their life), then use Biblical tools to enhance their understanding and interpretation of the text.  |

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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*** |
| **STOT9 -** The Psalms of the Old Testament are a model for personal and communal prayer. There are three main forms of Psalms in the Old Testament: Psalms of lament (sorrow), Psalms of thanksgiving and Psalms of praise (Hymns). | Identify some life experiences of the psalmists (e.g. awe and wonder, feelings of abandonment, despair and anger, fear of the future, threatened by enemies) as communicated in a variety of Psalms.Explore the relationship between the psalmist and God as revealed in a variety of Psalms (e.g. parent / child; protector; trust / doubt, praise, thanksgiving, dependence, humility, loyalty, grandeur of God)Use the Psalms as a model to create a personal or communal prayer. | **BEWR6 -** Followers of Judaism live their relationship with God through their personal and communal worship. | Identify features of a Synagogue and explain their importance in Jewish worship.Identify and explain practices associated with the observance of Sabbath.Make connections between the Sabbath rituals and prayers and the Jewish relationship with God. |
| **STNT12 -** The contexts of the Gospel writers (e.g. purpose of the writer, time of writing, intended audience, point of view) shaped their Gospels. The context of the Gospel writer is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). | Compare and contrast parallel passages from the Gospels of Matthew and Luke (e.g. Beatitudes, The Lord’s Prayer, Infancy Narratives, and Passion Narratives).Explore some features of Gospel texts (e.g. place, characterisation, vocabulary, dialogue, the narrative voice) that provide evidence of how the writers have shaped their Gospels for a particular community in a particular time and place. |  |  |
| **STNT13 -** A range of Biblical tools (including timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines and Gospel parallels) is used to assist in deepening awareness of New Testament texts. | Investigate and evaluate the usefulness of a range of Biblical tools (e.g. timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines and Gospel parallels) for deepening awareness of New Testament texts. |  |  |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Mandated Scripture**Announcement to Mary[Luke 1:26-38](http://www.biblegateway.com/passage/?search=Luke%201:26-38&version=NRSVCE)Announcement to Joseph[Matthew 1:18-25](http://www.biblegateway.com/passage/?search=Matthew%201:18-25&version=NRSVCE)Birth of Jesus[Luke 2:1-14](http://www.biblegateway.com/passage/?search=Luke%202:1-14&version=NRSVCE)Visit of Shepherds[Luke 2:15-20](http://www.biblegateway.com/passage/?search=Luke%202:15-20&version=NRSVCE)Visit of Magi[Matthew 2:1-12](http://www.biblegateway.com/passage/?search=Matthew%202:1-12&version=NRSVCE)Flight to Egypt[Matthew 2:13-15](http://www.biblegateway.com/passage/?search=Matthew%202:13-15&version=NRSVCE) | **Supplementary Texts**The Beatitudes[Matthew 5:1-12](http://www.biblegateway.com/passage/?search=Matthew%205:1-12&version=NRSVCE)[Luke 6:20-36](http://www.biblegateway.com/passage/?search=Luke%206:20-36&version=NRSVCE)  |

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| **Significant Days and Celebrations**  |
| Anzac Day, Pentecost, Mother’s Day |

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| **Learning Experiences** |
| **Core Content Area One** Focus/Question – **Psalms as Worship: Traditional and Contemporary** | [**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 | * Discuss:
* What are the Psalms?
* Who wrote them?
* Where did they originate?
* Who were they written for?
* How do we use them?

(See the introduction to the Book of Psalms in The Good News Translation, p 594.)* Scan the Book of Psalms looking at types, themes, life experiences, authors, notes, online tools, New Testament references to Psalms, writing style- verse, narrative, headings, numbering and referencing system, number of Psalms, when they were written, etc. How do we find out information on the Psalms?
* Psalms were often written as songs. When do we use Psalms as songs today? Google / You tube Psalms used for songs in worship and other settings today.
 | **Good News Bible**Book of Psalms – Introduction notes |
| Finding Out | Model the studying of a Psalm eg Psalm 23 ‘The Lord is My Shepherd’* View a variety of You tube clips depicting various versions of Psalm 23 and discuss visual images chosen to accompany these.
* Highlight key words and phrases from the Psalm, using digital or other tools (e.g. WORDLE) that reveal some feelings / attitudes of the Psalmist and / or their relationship with God
* Reword a Psalm for a contemporary audience (personal or communal). Look in depth at the message of the Psalmist (David). What was he praying? How does this relate to our lives today? Re-word in today’s context (eg shepherd = God looks after all our needs…).
* Experiment with new, creative ways of communicating life experiences, feelings, relationships with God and others, using the Psalms as model texts for prayer. What is a significant time in your life? How can we use the Psalms as a model to write a particular type of prayer to express our thoughts/feelings/wants, etc, to God?
* Use the Bible respectfully
* Download digital versions of scripture onto Macs
* Listen with respect as Scripture is proclaimed in a variety of prayerful settings.

**Jewish Sabbath Traditions*** Record and discuss the importance of places in the Synagogue for Jewish people using the ‘Judaism Big Book’
* View online clips that show elements of the Synagogue such as the Ark of the Covenant, Bimah and the Torah scrolls (for example a Bar Mitzvah clip such as <http://www.youtube.com/watch?v=APyGLuFPn9Y>)
* Research prayers, such as the Shema, that are used in Jewish worship using a range of sources such as <http://www.jewfaq.org/prayer/shema.htm> and

 <http://www.bbc.co.uk/religion/religions/judaism/worship/prayer_1.shtml>* Research in groups the practices associated with Shabbat (Jewish Sabbath Observance) for Jewish people (e.g. food, work, family time, candles, blessings, prayers, songs)

 <http://www.torahtots.com/shabbat/shabbat.htm> <http://woodlands-junior.kent.sch.uk/Homework/religion/jewish.htm> <http://www.bbc.co.uk/religion/religions/judaism/holydays/sabbath.shtml> * Create a group power point describing an important element of Sabbath observance for Jewish people
* Create a journal that records what a child does during Shabbat and some reflections of the significance of these practices (*Being Jewish in 21st Century Australia)*
 | Psalm 23 – The Lord is My Shepherd***Examples of Types of Psalms*****Lamentation**: Psalms 3 -7; 25 – 28**Thanksgiving**: Psalms 30, 32, 34, 65 – 68; 75, 116, 118**Praise**: Psalms 95 – 100; 144 – 150; 113, 114‘Judaism Big Book’ |
| Sorting Out |
| Communicating  | ***Focus Assessment 1*:** Groups students are allocated one type of Psalm to explore (eg prayers for help, protection, salvation; pleas for forgiveness; songs of thanksgiving, praise, blessing; petitions for punishment of enemies) and discover various aspects of the Psalm as a text as well as a prayer. Eg Author: What may have been happening prior to writing? Who is it intended for? What can we take to apply to our lives today? What is the cultural significance of the time?Present the psalm on a Powerpoint including visuals that would support the verses of the Psalm to be used in common worship eg class worship, church worship, digital class Prayer Book based on the Psalms. Share these with whole group. ***Focus Assessment 2*:** Students design a Thing-Link page incorporating essential components of a Synagogue. |  |
| Reflecting and Evaluating  | * Class Padlet to reflect on what students have learnt about Psalms and Jewish worship practices.
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| **Core Content Area Two**Focus/Question– **Biblical Tools** | **Resources****Teacher Background** |
| Tuning In | * Building on studies of Psalms, discus how we find out about the scriptures using Biblical tools.
* List some: Bible, comparisons of different versions of Bibles, annotated Bibles, commentaries, on-line support texts and materials….
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| Finding Out | * Collaboratively develop a concept web illustrating some aspects of the cultural, social and historical worlds of the writers of Matthew’s and Luke’s Gospels(see teacher background material)
* Using an online tool, students compare and contrast the similarities and differences in some parallel passages from the Gospels of Matthew and Luke (e.g. Beatitudes, The Lord’s Prayer, Infancy Narratives, Passion Narratives, parables, miracles). Students identify text features (e.g. place, characterisation, vocabulary, dialogue, the narrative voice) that demonstrate they were intended for different audiences
 | **Gospel Parallel Stories** (Synoptic in Matthew and Luke)***The Birth of Jesus***Matthew 1:18-25; Luke 2:1-7***The Lord’s Prayer***Matthew 6:5-15; Luke 11:2-4***The Beatitudes***Matthew 5:1-12; Luke 6:20-23**Parables*****Parable of the Sower***Matthew 13:1-9; Luke 8:4-8***Parable of the Wedding Feast***Matthew 22:1-14; Luke 14:15-24**Miracles*****Jesus Heals Roman Officer’s Servant*** Matthew 8:5-13; Luke7:1-10***Jesus Heals a Paralysed Man***Matthew 9:1-7; Luke 5:17-26**Passion Narratives*****Jesus Prays in Gethsemane***Matthew 26:36-46; Luke 22:39-46***Arrest of Jesus***Matthew 26:47-56; Luke 22:47-53***Death of Jesus***Matthew 27:45-56; Luke 23:44-49 |
| Sorting Out |
| Communicating  | ***Focus Assessment 3:*** Students choose a familiar New Testament text. They read the text, write reflections (eg what it means, how it can apply to their life), then use Biblical tools to enhance their understanding and interpretation of the text.  |  |
| Reflecting and Evaluating  | * Students reflect on how Biblical tools can enhance our scriptural understandings.
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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?*  |
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| 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?  |
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