



Our Lady of the Angels' Catholic Primary School, Wavell Heights

YEAR 3 - SCOPE AND SEQUENCE – YEARLY OVERVIEW RELIGIOUS EDUCATION

<p>Year Level Description</p> <p>The Religion Curriculum P-12 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.</p> <p>In Year 3, students develop their understanding of God’s relationship with people as individuals and as community, and the presence and action of God in daily life experiences as they engage with a variety of texts (including key stories from the Torah, images of God used in Old Testament texts, and the wisdom of prayers attributed to the saints). They develop an appreciation of the order and harmony of creation. They learn about the cultural contexts in which the Gospels were written and the text types used in the New Testament to develop their understanding of the life and teaching of Jesus and the Christian belief that Jesus is the Messiah.</p> <p>Students develop an appreciation of the Scriptures as a basis for Christian moral living, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They develop an appreciation of the collaboration of clergy, religious and laity as they learn about significant features of a parish and diocese, past and present. They learn about the significance of the Sacraments of Initiation (Baptism, Confirmation and Eucharist) for the Church community. They investigate prayers of thanksgiving and prayers of praise, to facilitate an appreciation of the significance of these forms of prayer for Christians.</p>	<p>Achievement Standard</p> <p>By the end of Year 3, students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the Saints) to express their ideas about God’s relationship with people as individuals and communities; God’s presence and action in daily life experiences; and the order and harmony in God’s creation. They locate information about the cultural contexts in which the Gospels were written and the text types used by the human authors of New Testament texts. They use this information about the texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah.</p> <p>Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They identify prayers of thanksgiving and prayers of praise, including Glory to the Father (Glory Be) and demonstrate understanding of the significance of these forms of prayer for Christians. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation and Eucharist) welcome and strengthen members of the Church community. They describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and laity. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise.</p>
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	TOPIC/ FOCUS/ INQUIRY	ACHIEVEMENT STANDARD ASSESSED	CORE CONTENT	MANDATED SCRIPTURE	EXPLICIT PRAYER	RLOS
Teaching Focus 1	How do we belong to a community?	Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities	<p>BEHE3 Christians believe that order and harmony arise from the diversity and interdependence of creation.</p> <p>CLMF6 Scriptures provide a foundation for moral living, specifically the, The Decalogue (Ten Commandments) is a guide for making moral decisions</p>	<p>Creation</p> <p>Jewish people live by OT: Commandments: Decalogue (Ex 20: 1-17; Deuteronomy 5: 1-22)</p> <p>Christian’s live by NT: Beatitudes (Matthew 5: 3-11; Luke 6: 20 -26).</p>	<p>Mediative prayer – Franciscan Five</p> <p>Sacred Time</p>	<p>Opening School Mass (ICE1.3)</p> <p>Whole School Sacred Time (PWP1)</p> <p>Classroom prayer rituals (PWP2)</p> <p>Whole School Visit from Presentation Sisters</p> <p>Presentation Charism/ Nano Icon</p> <p>Franciscan Charism</p>
Teaching Focus 2	Sacraments of Initiation	They explain ways in which the Sacraments of Initiation (Baptism, Confirmation and Eucharist) welcome and strengthen members of the Church community	<p>CHLS4 Sacraments of Initiation (Baptism, Confirmation and Eucharist. Identify words, actions and symbols used in the Sacrament of Confirmation</p> <p>STNT7 Knowledge of the cultural contexts of the Gospels assist the reader to better understand the life and times of Jesus</p>	<p>Baptism of Jesus</p> <p>Pentecost</p> <p>Last Supper</p>	<p>Prayers of thanksgiving</p>	<p>Ash Wednesday Liturgy (ICE1.3)</p> <p>Sacred Time Whole School(PWP1)</p> <p>Classroom Prayer Rituals (PWP2)</p> <p>Saint Patrick’s Day 17th March (ICE1.3)</p>



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						Project Compassion through Lent(SJA1) Holy Week Liturgy, Stations of the Cross (ICE1.3)
Teaching Focus 3	How is the scripture written and used to inform our actions?	They locate information about the cultural contexts in which the Gospels were written and the text types used by the human authors of New Testament texts. They use this information about the texts to discuss ideas about the life and teaching of Jesus.	<p>CLMF6 Identify the audience and purpose the Beatitudes Identify the connection between The Decalogue (Ten Commandments) and Jesus' teaching in the Beatitudes (i.e. the Beatitudes fulfil the Decalogue).</p> <p>STNT7 Decalogue requires Christians to respect basic human rights and acknowledge responsibilities. Concern for the poor and disadvantaged is a key message Knowledge of the cultural contexts of the Gospels assists the reader to better understand the life and teaching of Jesus.</p> <p>STNT8 The New Testament is a collection of text types (e.g. Gospels, the Acts of the Apostles, letters, other apostolic writings). The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). Become familiar with typical structural stages and language features in NT (e.g. narratives, letters, parables).</p>	<p>Moral living: The Beatitudes (Matthew 5: 3-11; Luke 6: 20-26)</p> <p>Decalogue (Ex 20: 1-17; Deuteronomy 5: 1-22)</p> <p>The life and teaching of Jesus: Jesus' Mission (Luke 4: 16-21)</p> <p>Decalogue (Ex 20: 1-17; Deuteronomy 5: 1-22)</p> <p>Concern for the poor (Luke 4: 16-21)</p>	Prayers of praise	<p>Whole School Sacred Time (PWP1) Class prayer rituals (PWP2) Saint Paschal Feast day 17th May (ICE1.3) Month of Mary/ Rosary – May (ICE1.3)</p>
Teaching Focus 4	What are we called to do as members of community?	<p>Foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged</p> <p>They describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and laity</p>	<p>CLMF6 Jesus' teaching in the Beatitudes provides a basis for Christian morality. The fruits of the Spirit enable Christians to live a moral life.</p> <p>CHPG4 A diocese is a particular community of parishes</p> <p>CHCH2 Each parish is an important part of a diocese.</p>	Make clear what is required of one who loves God (Matthew 5:17-20).	Handful of Quiet Prayer	<p>Feast Day of Our Lady of the Angels' 2nd August (ICE1.3) Feast Day of Saint Mary MacKillop of the Cross 8th August (ICE1.3) St Vincent DePaul – Blankets of Love (SJA1) Catholic Education Week Whole School Mass (ICE1.3)</p>
Teaching Focus 5	Who is God and how do we know?	Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the Saints) to express their ideas about God's relationship with people as individuals and	<p>BETR5 Christians believe that Jesus is the Messiah. Identify some Scriptural texts in which Jesus is called 'Messiah'</p> <p>BEWR4 The Jewish people have a special relationship with God. This relationship is revealed through the stories, people and events recorded in the Torah, or written law.</p> <p>STOT6 Old Testament scripture use many different images to portray God</p> <p>STCW4 The Wisdom of Prayers attributed to Saints helps one understand God's relationships with people as individuals and as community.</p>	<p>Jesus the Messiah: Birth of Jesus the messiah (Matthew 1: 17-2: 12) Images of God: I will never forget you Isaiah 49:15-16 God's relationship with the Jewish people: God's promise to Jacob (Genesis 28: 10-22)</p>	Prayers of thanksgiving	<p>Saint Francis Feast Day - 4th October (ICE1.3) Pet Mass (ICE1.4) Soctober – Catholic Mission (SJA1) Month of Mary/ Rosary – October (ICE1.3)</p>



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		<p>communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.</p> <p>including the Christian belief that Jesus is the Messiah.</p>				
Teaching Focus 6	<p>How can we create prayers for different purposes?</p>	<p>They identify prayers of thanksgiving and prayers of praise, including Glory to the Father (Glory Be) and demonstrate understanding of the significance of these forms of prayer for Christians</p> <p>They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise.</p>	<p>CLPS8 In the Christian tradition, essential forms of prayer, including prayers of thanksgiving and prayers of praise, nurture the spiritual life of believers. There are many examples of prayers of praise and thanksgiving in the Christian tradition, such as: psalms of praise and thanksgiving; words of praise and thanksgiving from Paul's letters; and doxologies, including the Glory to the Father (Glory Be).</p> <p>CLPS9 Meditative prayer uses silence and stillness</p> <p>STOT6 The Psalms are used in prayer, especially in praise of and thanksgiving to God</p>	<p>Prayers of thanksgiving and praise: Psalm 23 (Psalm 28:1, 6-9)</p>	<p>Prayers of thanksgiving (you, who, do, through)</p> <p>Prayers of praise (Psalms)</p> <p>Glory Be</p> <p>Meditative prayer practices, including guided meditation and mindful listening</p>	<p>Nano Nagle – Presentation Day 21st November (ICE1.3)</p> <p>Ningel Bread Day (SJA1)</p> <p>Whole School Sacred Time (PWP1)</p> <p>Classroom Prayer Rituals (PWP2)</p> <p>Saint Vincent de Paul Christmas Hamper Appeal (SJA1)</p> <p>End of Primary School Mass (ICE1.3)</p> <p>End of Year Whole School Liturgy (PWL2.2) (ICE1.3)</p> <p>Advent 'Jesse Tree' Liturgy – Proclamation of Jesus in Scripture (ICE1.3)</p> <p>Sacred Singing – Christmas Carols (ICE1.3)</p>
REFLECTIONS – EVALUATIONS – RECOMMENDATIONS for Adjustments						