



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

### YEAR 5 SCOPE AND SEQUENCE – YEARLY OVERVIEW RELIGIOUS EDUCATION

<b>In Year 5</b>		<b>Achievement Standard (with 'deep learnings' identified in colour)</b>				
<p>The <i>Religion Curriculum P-12</i> involves four strands: <i>Sacred Texts, Beliefs, Church and Christian Life</i>. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.</p> <p>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). Using 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 (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.</p>		<p><b>By the end of Year 5,</b> By the end of Year 5, students identify many ways in which <b>faith is shared and strengthened in communities of believers, past and present</b>. They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the <b>action of the Holy Spirit in the lives of believers</b>. They use features of Gospel texts to <b>show how the Gospel writers shaped their Gospels for particular communities</b>. They describe 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 <b>describe ways in which believers live according to Jesus' new commandment of charity (love)</b>; and make and act upon informed moral choices. They locate and record information about the contribution of pioneering Catholics 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 some Marian prayers (including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth) to <b>describe the role of Marian prayer in the lives of believers past and present</b>. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.</p>				
<b>TOPIC/FOCUS</b>	<b>INQUIRY/ FERTILE QUESTION</b>	<b>ACHIEVEMENT STANDARD ASSESSED</b>	<b>CORE CONTENT</b>	<b>MANDATED SCRIPTURE / Sup- Text</b>	<b>EXPLICIT PRAYER</b>	<b>RLOS</b>
<b>Teaching Focus 1 (Faith strengthens community)</b>	Can we explore links between Jewish prayer rituals and Christian traditions?	Students identify many ways in which faith is shared and strengthened in communities of believers, past and present. They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom of the saints	BEHE5 Faith is shared and strengthened in the community of believers. The central and primary sharing of faith within the community of believers is the celebration of Eucharist.  BEWR6 the Sabbath rituals and prayers and the Jewish relationship with God.	The Shema (Deuteronomy 6: 4-9; 11: 13-21) Fringes on Garments (Numbers 15: 37-41)	Mantra	Opening School Mass (ICE1.3) Whole School Sacred Time (PWP1) Classroom prayer rituals (PWP2) Whole School Visit from Presentation Sisters Presentation Charism/ Nano Icon Franciscan Charism Leadership Camp
<b>Teaching Focus 2</b>	How are the rituals and traditions of Holy Week informed by scripture?	Students identify ways in which faith is shared and strengthened in communities of believers, past and present. They participate respectfully in a variety of communal prayer experiences.	BEHE5 Faith is shared and strengthened in the community of believers. The central and primary sharing of faith within the community of believers is the celebration of the Eucharist  STNT13 A range of biblical tools are used to assist in deepening awareness of New Testament texts.	Matthew 6:9-15  Luke 11:1-4	The Lord's Prayer	Ash Wednesday Liturgy (ICE1.3) Sacred Time Whole School(PWP1) Classroom Prayer Rituals (PWP2) Saint Patrick's Day 17 <sup>th</sup> March (ICE1.3) Project Compassion through Lent(SJA1)



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						Holy Week Liturgy, Stations of the Cross (ICE1.3)
<b>Teaching Focus 3</b> <b>(Mary/ Marian prayers)</b>	How does Mary fulfil the role of Mother in our Church community?	They examine Mary's role as mother of Jesus and mother of the Church. They analyse the elements and features of some Marian prayers (including the Hail Mary, the Rosary 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.	CLPS14 Christians past and present seek Mary's intercession through prayer because of her humanity and her role as mother of Jesus and mother of the Church. Marian prayer invites believers to a deeper relationship with Christ. In Marian prayers, including the Hail Mary and the Litany of Mary of Nazareth, there are two elements: praising God and entrusting cares and petitions to Mary.  CHPG6 Mary's role in the Church community (e.g. advocate, mother, helper) can be described using a variety of titles and images.	Mary's song of praise to God (Luke 1:46-56) Mary visits Elizabeth (Luke 1:39-45)	Marian prayers: Hail Mary The Rosary (using beads) The Litany of Mary of Nazareth (Praising God and petitions for Mary)	Whole School Sacred Time (PWP1) Class prayer rituals (PWP2) Saint Paschal Feast day 17 <sup>th</sup> May (ICE1.3) Praying with the monstrance Feast of Corpus Christie (ICEC1.3) Month of Mary/ Rosary – May (ICE1.3)
<b>Teaching Focus 4</b> <b>(Pioneer Catholics/ Communion of Saints)</b>	How has the Catholic Church contributed to the shaping of Australia?	They locate and record information about the contribution of pioneering Catholics in Australia (c.1850 CE – c.1900 CE) to the preservation of faith and the shaping of particular communities, including Indigenous communities	<i>CHCH4 Christianity in the Australian Colonies (c.1850 CE – c.1900 CE)</i> Pioneering Catholics overcame challenges to preserve the faith of their fathers and mothers.  STCW6 The wisdom of the saints, in particular St Mary of the Cross MacKillop, helps people understand about caring for the well-being of others and the faith of the community of believers. This wisdom guides and gives strength to believers past and present.			Feast Day of Our Lady of the Angels' 2 <sup>nd</sup> August (ICE1.3) Feast Day of Saint Mary MacKillop of the Cross 8 <sup>th</sup> August (ICE1.3) St Vincent DePaul – Blankets of Love (SJA1)
<b>Teaching Focus 5</b> <b>(Holy Spirit/ Meditative prayer)</b>	How does the Holy Spirit impact my world?	They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers They participate respectfully in a variety of personal and communal prayer experiences including meditative prayers.	BETR7 The action of the Holy Spirit  CLMF9 Conscience is a judgement of reason  CHLS7 Catholic Rite of Confirmation are: calling on the Holy Spirit and the laying on of hands, the anointing with the oil of chrism together with the words 'Be sealed with the Gift of the Holy Spirit'. The gifts of the Spirit (wisdom, understanding, right judgment, courage, knowledge, awe and wonder and reverence) guide believers and give them strength to live a spirit-filled life. The fruits of the Spirit (love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, self-control Galatians 5:22-23) are visible signs of God's active love and work within and through believers as they live spirit-filled lives.	The action of the Holy Spirit in the lives of believers: The Story of Pentecost (Acts 2: 1-15); Fruits of the Spirit (Galatians 5: 22-23); The Spirit of God (1 Corinthians 2: 9-13) The Decalogue, (Leviticus 19:1-3; 9-18) The Beatitudes Luke 6:20-36; Matthew 5: 1-12	<a href="#">Isaiah 11:2-3</a> <a href="#">Matthew 3:11</a> <a href="#">Luke 3:22</a> <a href="#">John 3:8</a> <a href="#">John 7:37 - 39</a> <a href="#">John 14:16_26;</a> <a href="#">John 15:26</a> <a href="#">John 16:7</a> <a href="#">John 14:16-18</a> <a href="#">John 15:26-27</a> <a href="#">Acts 1:5;</a> <a href="#">Acts 1:8</a> <a href="#">Acts 2: 2-4</a> <a href="#">Acts 2:3-4</a>	Sacred Time Whole School (PWP1) Classroom prayer rituals (PWP2) Catholic Education Week Whole School Mass (ICE1.3)



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<b>Teaching Focus 6</b> <b>(Relationship with God, prophets and Jesus)</b>	How does scripture inform my actions and words when making moral decisions?	They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices.	CLMJ6 Jesus makes charity (love) the new commandment: "As the Father has loved me, so have I loved you; abide in my love. ... "This is my commandment, that you love one another as I have loved you" (John 15: 9 - 17). Charity is the source and goal of Christian practice.	Greatest Commandment (John 15: 9-17)  Decalogue , (Leviticus 19:1-3; 9-18)	The Lord's Prayer Matthew 6:9-15  Luke 11: 1-4	Saint Francis Feast Day - 4 <sup>th</sup> October (ICE1.3) Pet Mass (ICE1.4) Soctober – Catholic Mission (SJA1) Month of Mary/ Rosary – October (ICE1.3)
<b>Teaching Focus 7</b> <b>(Prayer)</b>	What repertoire of prayer practices can I use for personal and communal prayer to support spiritual formation?	They describe 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 participate respectfully in a variety of personal and communal prayer experiences	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).  CLPS15 Meditative Prayer uses silence and stillness to assist believers to listen and talk to God. Believers use a range of practices for preparing the body and the mind for Meditative Prayer and engaging in the 'work of meditation'	(Mandated) Mary's Song of Praise to God (Luke 1:46-56)  (Supplementary) Lamentation Psalms 3-7; 25-28	Meditative prayer, including mantras  Psalms of lament (sorrow)  Psalms of thanksgiving and praise (Hymns)	Nano Nagle – Presentation Day 21 <sup>st</sup> November (ICE1.3) Ningel Bread Day (SJA1) Whole School Sacred Time (PWP1) Classroom Prayer Rituals (PWP2)  Leadership reflection day (Labyrinth, journal, mandala)
<b>Teaching Focus 8</b> <b>(Gospel writers)</b>	How did the Gospel writers shape their gospels for the particular communities?	They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities	STNT12 The contexts of the Gospel writers (e.g. purpose of the writer, time of writing, intended audience, point of view) shaped their Gospels. Compare and contrast parallel passages from the Gospels of Matthew and Luke including the Infancy Narratives (Luke 1: 26-38; Matthew 1: 18-25; Luke 2: 1-14; Luke 2: 15-20; Matthew 2: 1-12, Matthew 2: 13-15).  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.	Gospels of Matthew and Luke including the Infancy Narratives (Luke 1: 26-38; Matthew 1: 18-25; Luke 2: 1-14; Luke 2: 15-20; Matthew 2: 1-12, Matthew 2: 13-15).		Saint Vincent de Paul Christmas Hamper Appeal (SJA1) Sacred Time Whole School (PWP1) Classroom prayer rituals (PWP2) End of Primary School Mass (ICE1.3) End of Year Whole School Liturgy (PWL2.2) (ICE1.3) Advent 'Jesse Tree' Liturgy – Proclamation of Jesus in Scripture (ICE1.3) Sacred Singing – Christmas Carols (ICE1.3)

**REFLECTIONS – EVALUATION - RECOMMENDATIONS for Adjustments**

- Review links between scripture and Achievement standards as shown in the back of RE Curriculum p.240-242