

# YEAR 3 - SCOPE AND SEQUENCE – YEARLY OVERVIEW RELIGIOUS EDUCATION

## Big picture question: *How do we belong in community?*

Year Level Description		Achievement Standard				
<p><b>In Year 3</b> 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, Eucharist) for the Church community. They investigate prayers of thanksgiving and prayers of praise, including psalms and doxologies, to facilitate an appreciation of the significance of these forms of prayer for Christians.</p>		<p><b>By the end of Year 3</b> 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 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, 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>				
	TOPIC/FOCUS/INQUIRY	ACHIEVEMENT STANDARD ASSESSED	CORE CONTENT	MANDATED SCRIPTURE / <i>Supplementary texts</i>	EXPLICIT PRAYER	RLOS
<b>Teaching Focus 1</b>	<p><b>HOW CAN JESUS CHALLENGE OUR COMMUNITY?</b> (7 weeks)</p> <p>Students explore the Decalogue and identify the audience and purpose of the Beatitudes. They make connections between the messages of the Decalogue and Jesus’ teaching in the Beatitudes, and how the scriptures can be used as a guide for making decisions. They identify how is this message of Jesus, to respect people and take responsibility for our actions, reflected in the work of the Church and school e.g. social justice projects like Caritas and St Vincent de Paul.</p>	Students 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. 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.	STNT7 STNT8 CLMF6 STCW4 CLMJ4 CLPS9 – ongoing throughout the year	<p><b>The Beatitudes</b> Matthew 5:3-11 Luke 6:20-26</p> <p><b>Jesus' Mission</b> Luke 4:16-21</p> <p><i>The Ten Commandments</i> Exodus 20:1-17 Deuteronomy 5:1-21</p>	Introduce Glory Be Meditative prayer practices, including guided meditation and mindful listening.	<p>Introducing elements associated with the ethos and charism of the school. <b>ICE1.1</b></p> <p>Introducing symbols associated with the charism. <b>ICE1.2</b></p> <p>Modelling and explaining gestures used in prayer celebrations <b>PWP 2.1</b></p> <ul style="list-style-type: none"> <li>Yr 6 Commission Celebration</li> </ul> <p>Preparing for school Mass <b>PWP2.2</b></p> <ul style="list-style-type: none"> <li>Feast of St Agatha Mass</li> <li>Ash Wednesday Mass</li> </ul> <p>Introducing sacred space in classroom, parish church and Hall <b>ICS1.1</b></p> <p>Promoting Social Justice Agencies for Prayer and Action <b>SJA1.5</b></p> <ul style="list-style-type: none"> <li>Caritas-Project Compassion</li> <li>Using sacred space daily <b>ICS1.3</b></li> <li>Using outdoor areas as a sacred space <b>ICS3.2</b></li> </ul>
<b>Teaching Focus 2</b>	<p>Lent / Holy Week Easter</p> <p><b>HOW CAN WE CELEBRATE THE STORY OF EASTER?</b></p> <p>What does scripture say about the Easter story? Students learn about what was life like at the time of Jesus. They use information about the passion narratives to discuss ideas about the life and teaching of Jesus.</p>	Students 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 texts to discuss ideas about the life and teaching of Jesus.	STNT7 STNT8 <i>(Liturgical Unit – opportunity to gather evidence of student learning)</i>	<p><i>Jesus before the High Priest</i> Matthew 26:57-68 Luke 23:1-5 <i>Let the Messiah come down from the cross</i> Mark 15:32 Luke 23:35</p>	Meditative prayer practices, including guided meditation and mindful listening.	<ul style="list-style-type: none"> <li>Easter Celebration <b>PWP2.2</b></li> <li>Using sacred space daily <b>ICS1.3</b></li> <li>Using outdoor areas as a sacred space <b>ICS3.2</b></li> </ul>

# YEAR 3 - SCOPE AND SEQUENCE – YEARLY OVERVIEW RELIGIOUS EDUCATION

## Big picture question: *How do we belong in community?*

<p><i>Teaching Focus</i> <b>3</b></p>	<p><b>WHAT CAN SACRAMENTS MEAN FOR ME?</b> (9 weeks) The Sacraments of Baptism, First Eucharist and Confirmation remember key stories in the life of Jesus. Students explore the sights, sounds and actions of the Sacraments of Initiation. They learn that through the Sacraments of Initiation people are welcomed and strengthened in the Church community. They learn that members of the parish and the Diocese support Sacraments in the local Church community.</p>	<p>Students explain ways in which the Sacraments of Initiation (Baptism, Confirmation, 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.</p>	<p>STNT7 CHLS4 CHPG4 CHCH2</p>	<p><i>The baptism of Jesus</i> Luke 3:1-22 (refer to Year 1 mandated texts to review Last Supper)</p>	<p>Meditative prayer practices, including guided meditation and mindful listening.</p>	<ul style="list-style-type: none"> <li>Easter Celebration <b>PWP2.2</b></li> <li>ANZAC Ceremony Whole School <b>PWP2.2</b></li> <li>ANZAC Day Class Celebrations- <b>PWP2.2</b></li> <li>Class Masses <b>PWL3.1</b></li> <li>Walk to School 4 Injustice <b>SJA1.1</b></li> <li>Yr 2 &amp; 3 Re-Cycled Olympics <b>SJA1.1</b></li> <li>Staff Feeding the Homeless <b>SJS1.4</b></li> <li>Mothers' Day Mass</li> <li>Hymn Practise-<b>PWL2.2</b></li> <li>Class Mass <b>PWL3.1</b></li> <li>Morning School Prayer Using sacred space daily <b>ICS1.3</b></li> </ul>
<p><i>Teaching Focus</i> <b>4</b></p>	<p><b>HOW CAN WE KNOW WHAT GOD IS LIKE?</b> (6 weeks) How do people make sense of and communicate their understanding of God? God is imaged many ways in the stories of the Old Testament, such as God as potter, mother, Creator. We hear these ideas of God also in the psalms. In the Torah the special relationship between the Jewish people and God is seen through the stories of people such as Moses and Jacob. Students create Prayers of praise and thanksgiving using the you, who, do, through prayer structure.</p>	<p>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. 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>STOT6 BEWR4 CLPS8</p>	<p><b>God's Promise to Jacob</b> Genesis 28:10-22</p> <p><b>"I will never forget you"</b> Isaiah 49:15-16</p> <p><b>Psalm 23</b> <b>Psalm 28;1, 6-9</b></p> <p><i>God speaks to Elijah</i> 1 Kings 19:11-13a <i>God as potter</i> Isaiah 64:8 <i>God as parent</i> Hosea 11:1-4 <i>God speaks to Moses on the mountain</i> Exodus 19:16-19</p>	<p>Prayers of thanks and praise</p>	<ul style="list-style-type: none"> <li>Using outdoor areas as a sacred space <b>ICS3.2</b></li> </ul>
<p><i>Teaching Focus</i> <b>5</b></p>	<p><b>HOW CAN CREATION HELP US KNOW WHAT GOD IS LIKE?</b> (3 weeks) Students develop their understanding of God's presence and action in daily life through an experience of the created world. They identify the diversity of God's created world and the order and harmony of creation. Students explore the relationships that exist in the created world.</p>	<p>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. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise.</p>	<p>CLPS9; BEHE3 STOT6</p>	<p><i>Psalms of Praise</i> Psalms 19, 65, 67, 100, 135, 145, 146, 147, 148, 150 <i>Psalms of Thanksgiving</i> Psalms 9:1-4, 138</p>	<p>Meditative prayer practices, including guided meditation and mindful listening.</p>	<ul style="list-style-type: none"> <li>Fathers' Day Mass</li> <li>Cultural Expo/Grandparent Day- <b>SAJ1.2</b></li> <li>Hymn Practise-<b>PWL2.2</b></li> <li>Reconciliation <b>PWL3.1</b></li> <li>Morning School Prayer Using sacred space daily <b>ICS1.3</b></li> <li>Using outdoor areas as a sacred space <b>ICS3.2</b></li> </ul>
<p><i>Teaching Focus</i> <b>6</b></p>	<p><b>WHO DO YOU SAY JESUS IS?</b> Students explore where the stories of Jesus' birth are shared in the Gospels. They compare and contrast the two accounts. They locate information about the cultural contexts of the infancy narratives. Students express an understanding of the Christian belief that Jesus is the Messiah.</p>	<p>Students 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 texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah.</p>	<p>STNT7 STNT8 BETR5</p>	<p><b>The birth of Jesus the Messiah</b> Matthew 1:17-2:12</p>	<p>Meditative prayer practices, including guided meditation and mindful listening.</p>	<ul style="list-style-type: none"> <li>Christmas concert</li> <li>Hymn Practise</li> <li>Class Mass <b>PWL3.1</b></li> <li>Morning School Prayer</li> <li>Yr 6 Graduation Mass</li> <li>Using sacred space daily</li> </ul>

# YEAR 3 - SCOPE AND SEQUENCE – YEARLY OVERVIEW RELIGIOUS EDUCATION

**Big picture question: *How do we belong in community?***

<b>Teaching Focus</b> 7	Advent / Christmas How do people remember Jesus in the Christmas season?	They use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah.	STNT7 STNT8 BETR5		Meditative prayer practices, including guided meditation and mindful listening.	<ul style="list-style-type: none"> <li>• Students incorporate appropriate symbols for Advent liturgy <b>PWP3.3</b></li> <li>• Using sacred space daily <b>ICS1.3</b></li> <li>• Using outdoor areas as a sacred space <b>ICS3.2</b></li> </ul>
	<b>REFLECTIONS - EVALUATION - RECOMMENDATIONS for Adjustments</b>					