

# YEAR 4 - SCOPE AND SEQUENCE – YEARLY OVERVIEW RELIGIOUS EDUCATION

## Big picture question: *How can we live in community?*

Year Level Description		Achievement Standard				
<p><b>In Year 4</b>, students develop their understanding of God’s Word in Scripture as they use the Bible’s referencing system to locate books, people, places and things in the Bible and engage with a variety of books and text types in the Old Testament and New Testament. They listen to, read, view and interpret Scriptural passages that express God as Father, as Son and as Holy Spirit, to learn about the Christian belief that God, as Trinity, is relational in nature.</p> <p>Students begin to appreciate the significance of community for Christians: of living in loving relationship with God, others and all of creation. They develop their understanding of community through an exploration of different texts, including the Decalogue and the writings of St Paul, and the experiences of different communities, including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary parishes and dioceses. They examine how free choices result in actions that affect the individual and their community. They broaden their understanding of the significance of the Sacraments for Church communities through an exploration of the Sacraments of Healing, including Anointing of the Sick and Penance. They examine prayers of blessing, petition and intercession to facilitate an appreciation of the significance of these forms of prayer for Christian communities.</p>		<p><b>By the end of Year 4</b>, students use the Bible’s referencing system to locate books, people, places and things in the Bible. They identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God’s Word. They recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.</p> <p>Students explain the significance of community for Christians. They connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary Church communities). They explain how free choices result in actions that affect the individual and their community. They describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus. They use an appropriate structure to create prayers of blessing, petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities. They participate respectfully in a variety of prayer experiences, including meditative prayer and prayers of blessing, petition and intercession.</p>				
	TOPIC/FOCUS/INQUIRY	ACHIEVEMENT STANDARD ASSESSED	CORE CONTENT	MANDATED SCRIPTURE / Supplementary texts	EXPLICIT PRAYER	RLOS
<i>Teaching Focus 1</i>	<p><b>WHAT DOES IT MEAN TO BE COMMUNITY? (6 weeks)</b></p> <p>Students investigate the significance of community for Christians and ideas about living in community through the exploration of Decalogue and the wisdom of St Paul. What rules do communities need and what rules do Christians use?</p>	<p>Students explain the significance of community for Christians. They connect ideas about living in community from different texts(including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary Church communities).</p>	<p>STNT9 STNT11 STCW5 BEHE4 CLMF8 CLPS12 (ongoing)</p>	<p><b>Life among the believers</b> Acts 2:42-47 Acts 4:32-37</p> <p><b>The Ten Commandments</b> Exodus 20:1-17 Deuteronomy 5:1-21</p> <p><i>St Paul's ideas about living in community</i> <i>Philippians 2:2-5, 14</i> <i>Galatians 5:25-26, 6:9-10</i> <i>Colossians 3:12-17, 20</i></p>	<p>Meditative prayer practices, including (guided meditation &amp; mindful listening) praying with the help of colour and mandalas</p>	<p>Introducing elements associated with the ethos and charism of the school.</p> <p><b>ICE1.1</b> Introducing symbols associated with the charism.</p> <p><b>ICE1.2</b> 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>• Walk for Water</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>

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<p><i>Teaching Focus 2</i></p>	<p><b>Lent / Holy Week Easter</b> How does our community remember the stories of Jesus during the season of Easter?</p>	<p>Students identify a variety of books and text types in the New Testament and explain how a reader uses this knowledge to better understand God’s Word.</p>	<p>STNT9 STNT10 BEWR5 <i>(Liturgical Unit – opportunity to gather evidence of student learning)</i></p>			<ul style="list-style-type: none"> <li>Preparing for Holy Week <b>PWP2.2</b></li> <li>Whole school Holy Week Play and Celebration</li> <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>
<p><i>Teaching Focus 3</i></p>	<p><b>HOW CAN THE PARABLES CHALLENGE US IN OUR COMMUNITY TODAY? (8 weeks)</b> Students investigate parables using the framework of the three worlds of the text. Students apply their knowledge of first century Judaism, the world behind the text, to the parable of the Good Samaritan to demonstrate an understanding of scripture. Students apply their knowledge to the community today.</p>	<p>Students identify a variety of books and text types in the New Testament and explain how a reader uses this knowledge to better understand God’s Word. They connect ideas about living in community from different texts and from the experiences of different communities, including Jewish communities in first century Palestine.</p>	<p>STNT9 STNT10 STNT11 BEWR5</p>	<p><b>The Good Samaritan</b> Luke 10:25-37  <i>The Forgiving Father (Two Sons)</i> Luke 15:11-32 <i>The Sower</i> Mark 4:1-10, 13-19</p>	<p>Meditative prayer practices, including (guided meditation &amp; mindful listening) praying with the help of colour and mandalas</p>	<ul style="list-style-type: none"> <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>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> <li>Using outdoor areas as a sacred space <b>ICS3.2</b></li> </ul>
<p><i>Teaching Focus 4</i></p>	<p><b>HOW CAN THE TRINITY HELP US UNDERSTAND COMMUNITY? (1 – 2 weeks)</b> Students explore the idea of community and relationship through the Christian belief of the Trinity and investigate connections to the concept in the scriptures.</p>	<p>Students recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.</p>	<p>STNT11 BETR6 BEHE4</p>	<p><b>Jesus is baptized by John</b> Matthew 3:13-17 Mark 1:9-11 Luke 3:21-23  <i>Father, Son and Holy Spirit</i> 2 Corinthians: 13:13 Acts 7:54-56 Luke 1:35 John 14:26-28; 15:26 Matthew 28:18-19</p>		<ul style="list-style-type: none"> <li>Fathers’ Day Mass</li> <li>Cultural Expo/Grandparent Day- <b>SAJ1.2</b></li> <li>Yr 4 \$2:50 a day food budget <b>SJA1.1</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 5</i></p>	<p><b>HOW DID CATHOLICS IN AUSTRALIA’S PAST CREATE COMMUNITY? (2 – 3 weeks in conjunction with HASS)</b> Students explore the challenges of creating community and living in community through an investigation of the first Catholics who settled in Australia (c.1788 CE - c.1850 CE).</p>	<p>They connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE - c.1850 CE).</p>	<p>CHCH3 BEHE4</p>			<ul style="list-style-type: none"> <li>Fathers’ Day Mass</li> <li>Cultural Expo/Grandparent Day- <b>SAJ1.2</b></li> <li>Yr 4 \$2:50 a day food budget <b>SJA1.1</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 6</i></p>	<p><b>HOW CAN THE OLD TESTAMENT HELP US TO UNDERSTAND WHAT GOD WAS LIKE FOR COMMUNITIES? (7 weeks)</b> Students explore books of the Old Testament that contain a variety of text types including historical narratives and sacred myths. They develop an understanding of text types in order to better understand God’s word. Students explore the world</p>	<p>Students use the Bible’s referencing system to locate books, people, places and things in the Bible. They identify a variety of books and text types in the Old Testament and explain how a reader uses this knowledge to better understand God’s Word. Students explain the significance of community for Christians. They connect ideas about living in community from different texts.</p>	<p>STOT7 STOT8 CLMJ5</p>	<p><b>Sacred myths</b> <b>First creation story</b> Genesis 1:1 - 2:4a  <i>Historical narratives</i> <i>Joseph sold into Egypt</i> Genesis 37:1-36</p>	<p>Meditative prayer practices, including (guided meditation &amp; mindful listening) praying with the help of colour and mandalas</p>	<ul style="list-style-type: none"> <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>

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	in front of the text and the concept of stewardship in the world today.					
<i>Teaching Focus 7</i>	<p><b>HOW CAN RELATIONSHIPS BE HEALED IN OUR COMMUNITY? (6 WEEKS)</b></p> <p>Students examine how free choices result in actions that effect individuals and their community. They identify how messages and actions of Jesus are lived in the church community today. Students broaden their understanding of Sacraments of Anointing of the Sick and Penance. They examine prayers of blessings, petition and intercession and appreciate their significance for Christian communities.</p>	They explain how free choices result in actions that affect the individual and their community. They describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus. They use an appropriate structure to create prayers of blessing, petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities. They participate respectfully in a variety of prayer experiences, including meditative prayer and prayers of blessing, petition and intercession.	CHLS5 CHLS6 CHPG5 CLMF7 CLPS10 CLPS11	<p><b>Giving sight to a blind man at Jericho</b> Mark 10:46-52 Luke 18:35-43</p> <p><b>Psalm of Praise</b> Psalm 148</p>	Prayers of blessing, petition and intercession. Litanies	<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 <b>ICS1.3</b></li> <li>• Using outdoor areas as a sacred space <b>ICS3.2</b></li> </ul>
<i>Teaching Focus 8</i>	Advent / Christmas	Students identify a variety of books and text types in the New Testament and explain how a reader uses this knowledge to better understand God’s Word.	STNT9 STNT10 STNT11 BEWR5			<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>					