



RERC Term 1 Planner - Primary 1



Experiences and Outcomes

I know that God invites us to show love to others. **RERC 0-20a**

I can respond to stories that reflect Christian values. **RERC 0-21a**

I have experienced liturgy as a community event. **RERC 0-17a**

I know that when I pray, I am speaking to God. **RERC 0-14a**

I am becoming aware of God as Father, Son and Holy Spirit. **RERC 0-04a**

I am aware that Mary is the Mother of Jesus and Our Mother. **RERC 0-15a**

I can recognise Easter and Christmas as special times for the Christian Community. **RERC 0-18a**

I am familiar with the Christmas story, and I know that at Christmas we celebrate the birth of Jesus the Son of God and Son of Mary. **RERC 0-05a**

I am aware of some Bible stories **RERC 0-11a**

Benchmarks

- Shows love for others.
- Talks about a story with Christian values.
- Participates in school liturgies.
- Knows that prayer is us talking to God.
- Prays the sign of the cross.
- Shows love for others.
- Talks about a story with Christian values.
- States that Jesus is Son of God and Son of Mary, and that Mary is our Mother.
- Talks about the importance of Easter and Christmas for Christians.
- Recalls the Christmas story and gives a reason as to why it is important.



Plans for Assessment

Focus 1:

- Children will be able to make the sign of the cross and understand that it is how we begin and end prayers.
- Children will be aware that they can pray to God at any time.
- Children will be aware of some of the ways in which we can pray and give thanks to God.

Focus 2:

- Children will have some understanding of what it means to be part of a family. They will understand that they are part of God's family.
- Children will understand that God loves everybody and wants us to show love to others.
- Children develop an understanding that as a member of God's family they are invited to show love to others.

Focus 3:

- Children will be able to respond to stories that reflect Christian values of friendship, love and caring.
- They will demonstrate ways in which they follow these values in their lives.

Focus 4:

- Children will be able to retell the story of Noah's Ark. They will know that this story comes from the Bible.

Focus 5:

- Children will participate in some parts of the liturgy of the Mass.

Focus 6:

- Children will show an understanding of Jesus as the Son of God and Son of Man.

Focus 7:

- Children will show an understanding that Advent is a special time leading up to the birth of Jesus, and during this time we get ready to celebrate His birth.
- Children can name the figures in the Christmas narrative.

Focus 8:

- Children will show an understanding of Mary as the Mother of Jesus and as Our Mother.

Focus 9:

- Children develop an understanding that Christians all over the world recognise Christmas as a special time.

Focus 10:

- Children demonstrate by their actions that they have some understanding of the Christian values of friendship, care, kindness and love.

Sequence of Lessons

Focus 1

- I understand that, when I pray, God is calling me to be with him, to talk to him and to listen to him.
- I know that often when we pray to God, Father, Son and Holy Spirit, we start by making the Sign of the Cross and joining our hands.
- I am aware that I can pray to God anytime, in my heart or aloud and that God always hears me.
- I remember that, when I pray, I can ask God to help me, and others and I can thank God and honour God.
- I know that we can pray through words, gestures and song.
- I have learnt by heart the following prayers: Hail Mary
- I can use these prayers in my class and in personal prayer.

Focus 2

- GLP - I can name the people in my family who love me and to whom I show love.
- I am beginning to understand that God loves everybody and wants me to show love to others.
- I can show love by being kind and respectful to my friends and family.

Suggested Activities

(Optional resources to support lessons available on website (add link))

Focus 1

- CT discusses praying with the class.
 - What is prayer?
 - When do we pray?
 - How can we pray?
- CT displays Sign of the Cross posters around the class. Demonstrate Sign of the Cross. Explain what this is and why we do this. Pupils practice with partner.
- CT asks class to create a class prayer - thinking about what and who we might pray for. What words we use. Display above altar.
- Revise Hail Mary and try to recall from Term 1.
- Add Hail Mary to daily routine.
- Pupils to learn verse 1 of Immaculate Mary (Lyrics attached)

Focus 2

- Pupils asked to bring in photos of their family and share with class. Can be extended family. CT could bring in photos too.
- Share pictures with partner.
- Circle Time discussion: What is a family? What makes a family special? Why do you think God made families? *(To love us, to guide us, to help us, to teach us etc.)* Pupils name people in their family - mum, dad, brother, sister, aunt, etc. (Treat discussion with sensitivity depending on family circumstances within the class)
- CT to read a story about family from the Bible. It is about a man called Abraham and a lady called Sarah. (Story attached)
Discuss - Abraham and Sarah wanted children very much indeed. Why do you think this was? What did Abraham do? *(He prayed)* What did God do? *(He listened and responded)*.

Focus 3

- I have experienced opportunities to listen to and share my responses to stories that reflect the Christian values of friendship, caring and love that God shows His people.
- With the help of my teacher, I can identify times when these values have been shown in my playground, home and classroom interactions.
- I know that, when I demonstrate these Christian values of friendship, caring and kindness, I am living as God wants me to.

Focus 4

- I can hear, recall, and respond to one of the following passages from the Old Testament: Noah's Ark Genesis 6.
- I know that God's Holy Book is called The Bible.

How did Abraham and Sarah feel at the start of the story? How did they feel at the end after they had prayed to God for help?

CT provide picture of Abraham, Sarah and baby for children to colour in. (Picture which could be used is attached) This should be cut and pasted into their jotter. Children will copy from the board the following: "Thank you for our family".

- Pupils create a picture of themselves. These can be completed using colouring pens and a variety of craft materials (fabric, wool, tissue paper etc). Each one is then joined together with string and hung on the wall above the class altar with a sign 'We all belong to God's Family'. (Template body attached)
- Reflect on previous circle time chat and then pupils draw pictures of their family in a heart titled "I Love My Family". (Attached)
- CT discusses how we are all part of God's Family, and He loves us. How can we show love to others?
- CT tells children that Jesus wants us to love everybody, and He told us, "Love one another as I have loved you."
What do you think He meant? Do you think you can do this? CT introduces the word respect to the children and explains that they can show respect by listening to others, being polite, etc.
- Pupils make a Thank You card for their family.

Focus 3

- CT to read the book, "Guess How Much I Love You" by Sam McBratney. Encourage pupils to act out different movements of Big Nutbrown Hare. Discuss story. Why are friends important? How can we show our friends that we love them? How do you know when someone is your friend? How would it feel to have no friends?
- Colouring picture linked to the story is attached.
- Pupils can make a simple paper friendship bracelet that they can wear themselves or give to a member of their family or a friend. (Template is attached for paper bracelets)

Focus 4

- CT reads story of Noah from Bible. (Copy of story is attached)
- Discussion about the story: Who in our story today followed God's instructions? What did God tell Noah to build? What is an ark? Why did God tell Noah to build the ark?
- Pupils encouraged to sequence the story using pictures they can draw.



Focus 5

- I have been given opportunities to celebrate liturgy as part of my class, my school and my parish.

Focus 6

- I have listened to the story of the Nativity (Lk2:1-20) and I know that Jesus is Son of God and Son of Mary.

Focus 7

- I can understand that Advent is a special time leading up to the birth of Jesus, and during this time we get ready to celebrate his birth.
- I know the figures in the Christmas narrative (Luke 2:1-20; Matthew 2: 1-12) – Jesus, Mary, Joseph, Wise men / Magi, Shepherds, Angels.

- CT can teach the song, 'The Animals went in two by Two' using the link below:
[The animals went in two by two - BBC Teach](#)
- There are several additional optional activities related to the story attached to the planner.

Focus 5

- Pupils participate in a Mass.
- CT may choose to lead a prayer service focused on Remembrance. (Example attached)
- A sensitive conversation can take place about those who have died and how we remember them. Children may draw/write anyone who they know who has died (this could also include pets) and these could be placed on the class altar during the month of November. (Scroll attached)

Focus 6

- Pupils listen to the story of the Nativity from the Bible (Luke 2: 1-20).
- CT discusses the excitement felt in families when a new baby is born. What do you have to get ready for a new baby? Who comes to visit? What presents do they bring for the new baby?
- How do you think Mary and Joseph felt when Jesus was born? Who told the shepherds about the birth of Jesus? What did the shepherds do when they found out about the birth of Jesus? What present do you think the shepherds gave baby Jesus? Why was Jesus such a special baby? How do we celebrate the birth of Jesus?
- Children should develop some understanding that Jesus is Son of God and Son of Mary.
- Children can complete the Nativity booklet attached, colouring the picture and reading the sentence to describe each part of the story.

Focus 7

- Discuss with the pupils the concept of waiting for something nice to happen e.g., your birthday, or going on holiday. Discuss how you would prepare for a birthday party and all the preparations you would make for going on holiday.
- Pupils are introduced to the word 'Advent' and given an explanation that it is the name of the time when we get ready to celebrate the birth of Jesus at Christmas. Ask the children

- I know the setting in which the Christmas narrative took place, and that; Mary & Joseph had a difficult journey to Bethlehem, Mary and Joseph searched for shelter in Bethlehem, Jesus was born in a lowly stable, the star was a sign of the birth of a special person.

Focus 8

- I know that Jesus' mother is called Mary.
- I am becoming familiar with the story of the Birth of Jesus (Luke 2: 8-20; Matthew 2: 1-12). I know that Mary is Mother of us all.

to tell the class all the things their family do to get ready for Christmas e.g., buying presents, choosing a Christmas tree.

- Pupils participate in creating a class Advent paper chain. Each strip should have a number 1-24 indicating the days of the calendar. (Example attached)
- CT asks children what Jesus would want us to do in order to prepare for Christmas. CT leads class discussion about being good, kind, loving, etc. Teacher shows children the special chart (Attached) they will be completing at home during Advent and explains that they will colour in the box beside the date if they have shown love to others.
- Pupils can create a chart for each day in Advent that they tick when they have demonstrated kindness and loving to their family and friends.
- Children listen to a further story of the Nativity from the bible Matthew 2: 8-20. Class discussion about stars in the sky and if they have ever been seen? What was special about the star in the story? Was King Herod happy when he heard about baby Jesus? Who did he send to visit baby Jesus? What did the wise men follow? Where did it lead them? Who did they find there? How did the wise men feel when they found baby Jesus? What gifts did they bring for baby Jesus? Did they tell Herod where he could find baby Jesus?
- CT to show children figures from the Nativity and ask the children to name them. A Nativity scene can be set up in the classroom or somewhere else in the school building for the children to pray beside during Advent.

Focus 8

- Pupils could discuss in pairs:
- Different things their mothers/important figures in their lives do for them.
- Why does 'mum' take such care of you?
- Do we think it is hard work being a mother?
- What was the name of the mother of Jesus?
- What do you think Mary did for Jesus when he was a baby?
- CT tells children that Mary is also Our Mother. Can a prayer be identified that we could say to Mary thanking her for being Our Mother?
- The Children pray the Hail Mary. (Worksheet attached that children could decorate and take home to pray with their families)
- Teacher revisits the story of the birth of Jesus.

Focus 9

- I know that Christmas is an important time for all Christians and I can participate in appropriate prayer services in school.

Focus 10

- GLP - I have experienced opportunities to listen to and share my responses to stories that reflect the Christian values of friendship, caring and love, that God shows His love to His people.
- With the help of my teacher, I can identify times when these values have been shown in my playground, home and classroom interactions.
- I know that, when I demonstrate these Christian values of friendship, caring and kindness, I am living as God wants me to live.

Focus 9

- CT tells class that all over the world people who follow Jesus are called Christians. Christmas is an important celebration for Christians because we celebrate the birth of Jesus.
- Ask pupils what they are doing at home to get ready for Christmas? What are they doing in school to get ready for Christmas? Have they noticed some special candles that are lit at school assemblies or in the Church?
- Explain to the children that this is an Advent wreath. Show them an advent wreath or a picture of an advent wreath on the C-Touch/Smart Board and explain the significance of the candles. Pupils can draw or colour in an Advent Wreath and hang on the wall. (Example attached)
- Children participate in school assemblies where the advent wreath is lit.

Focus 10

- CT to review Advent kindness chart (as mentioned above). How many boxes have they coloured?
Pupils should share examples of what they did at home to be able them to colour the boxes. Children are told that as Christians who are followers of Jesus Christ we should show friendship, care, kindness and love to others. CT uses examples of school and family life to explain these values to the children.
- CT reads 'The Rainbow Fish' by Marcus Pfister to the class and discusses how the fish made friends. This will lead to a class discussion about how important friends are both at school and at home. Pupils can colour/use collage materials to complete the picture of a rainbow fish. (Attached)
- Through short drama activities, the pupils are given opportunities to demonstrate their understanding of the values of friendship, care, kindness and love e.g., a girl is lonely in the playground and has no friend to play with. Other children notice this and ask her to join in their game. Discuss when we demonstrate these Gospel values we are living as God wants us to live.
- CT can create kindness certificates and hand them out to pupils actively being kind and caring to their peers. (Example Attached)

Evaluation

Next Steps

