



# RERC Term 3 Planner - Primary 1



## Experiences and Outcomes

I know that the Bible is the inspired Word of God and that I should treat it with reverence. **RERC 0-12a**

I am aware of some of the Bible stories. **(RERC 0-11a)**

I am aware of God's love for me and His call for me to be close to Him. **RERC 0-03a**

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 explore God's natural world and I am beginning to see the wonder and awe of this Gift in the world around me. **RERC 0-01a**

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

I can share that Sunday is a special day when the Catholic Christian community meets to celebrate Mass. **RERC 0-16a**

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

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

I am familiar with the Easter story, and I understand that God raised Jesus from the dead to be with us. **RERC 0-07a**

## Benchmarks

- Shows respect for the Bible and talks about why it should be treated with respect
- Talks about where they can see God's creation. Recognises and identifies signs of God's love.
- Shows love for others.
- Talks about a story with Christian values.
- Knows that prayer is us talking to God.
- Asks and answers questions about their community and gives an example of how they are part of a Catholic community.
- Talks about and gives an example of why Sunday is special to Catholic Christians.
- Participates in school liturgies.
- Recalls the Easter story and gives a reason as to why it is important.
- Talks about the importance of Easter and Christmas for Christians.
- Recalls the Easter story and gives a reason as to why it is important.



## Plans for Assessment

### Focus 1:

Children will develop their understanding of the Bible being a very special book which contains the Word of God and be able to treat it with care and respect.

### Focus 2:

Children demonstrate awareness that God's gift of the natural world is a sign of His love for us.

Children praise God for the wonder of creation by praying a Psalm.

Children begin to see the wonder and awe of the gift of creation in the world around them and can show understanding of this.

### Focus 3:

Children demonstrate an understanding that God loves us because He has given us a beautiful, natural world, people to care for us and His only son.

Children show awareness that they are unique.

Children experience becoming closer to God through prayer and praise.

### Focus 4:

Children demonstrate an understanding that that God invites us to show love to others.

Through their actions, children demonstrate some understanding of the Gospel values. (kindness, peace, compassion, justice)

Children demonstrate a familiarity with prayer practices and through participation, show that they are beginning to understand prayer as a means of speaking to God.

### Focus 5:

Children know that Lent is a season of praying, fasting and giving and will understand why this is done by Christians at this time of year.

### Focus 6:

Children know that Sunday is an important day of the week for Christians.

Children are developing an understanding that on Sundays, Catholics have a duty to go to Mass to thank God for His love for us.

Children will participate in Mass and show reverence by being still, listening and praying with others.

### Focus 7:

Children should understand how to celebrate liturgy as a community through events.

Children know that Easter is a special time for the Christian community and can participate in Easter services.

### Focus 8:

Children know that Jesus shared a meal (The Last Supper) with His friends the night before He died and that we remember this at Mass each time.

Children know that Jesus died on a cross on Good Friday and that the body of Jesus was laid in a tomb on Good Friday.

Children know that Jesus rose again and is always with us.



## Sequence of Lessons

### Focus 1:

- I can identify where Sacred Scripture is situated in the local Church and in my classroom.
- I know that, in the Bible, there are stories and narratives about God.
- I know that another name for the Bible and Sacred Scripture is the Word of God.
- I understand that the Bible is the most precious and Sacred book for all Christians.
- I recognise that I should hold the Bible with great care and respect.

## Suggested Activities

(Optional resources to support lessons available on website)

### Focus 1:

- With the help of the children, CT should set up a prayer space in class. (This could be in a corner of the classroom and could be made attractive with soft furnishings but can be whatever is possible and available in the classroom) In the prayer space, there should be an altar with a liturgical altar cloth, a candle (battery operated), crucifix/holy statue and a Bible. Laminated prayer cards with prayers known by the children should be available. The prayer space should also have a selection of stories from the Bible e.g. Noah's Ark on display. Children should be given opportunities to visit the prayer space to pray and read the Bible Stories. This will require training and experience.
- CT should gather the children around the class altar/prayer space and explains that the Bible is a very special book and contains stories about God, Our Father. CT should explain that in their classroom, the Bible is kept on the class altar and must be treated with great respect and handled with great care. CT to demonstrate how to bow before lifting the Bible from the altar, carry the Bible to another part of the room, carefully return it to the altar and then bow again. All of the children should have the opportunity to handle the Bible demonstrating respect. If a visit to the Church is possible to view where Sacred Scripture is located and how it is treated during Mass, then this should be done.
- CT should explain that the Bible contains Sacred Scripture. Teacher clarifies that the word 'Sacred' means holy and the word 'Scripture' means a story. When we read stories from the Bible, it is just like God talking to us and so we say it contains the Word of God. Sometimes you can use a children's bible which has lots of pictures and bigger print is used in it. If any child has a Bible at home and wishes to bring it to class for 'show and tell', then they should be encouraged to do so. They may wish to share their favourite Biblical story.
- Children can complete Bible worksheet (See Resources), completing the sentence The Bible is the Word of God.



- To share learning at home, children can take '*The Bible Home Activity*' (See Resources) which explains to parents that their child is learning Bible stories in class. They are asked to discuss a favourite Bible story with their child and help them complete the worksheet. The returned worksheets could be made into a class book and placed in the class prayer space.
- In class, CT should read some stories from the Bible to the children. After each story, the teacher will discuss what God wants us to learn from the story? The examples below are suggestions:
- **Noah and the Great Flood** (Genesis 8: 1-22)  
*Noah Obey's God Worksheet* (See Resources) - Children colour in the picture of Noah building an ark.
- **Daniel in the Lion's Den** (Daniel 6: 16-24)  
CT gives each child a copy of the *Lion Template* (See Resources) printed on card. Children draw and colour the features onto the lion's face and use wool, tissue paper, etc to stick on a mane. Children colour in the lion's body and then cut out and stick onto the body the box with the words *When I am afraid, I will trust in God*.
- **The Healing of the Ten Lepers** (Luke 17: 11-19)  
Children are given a cardboard copy of the *Thankful Heart Template* (See Resources) and are asked to complete the prayer of thanks to God. Children decorate the rest of the heart and then cut it out. These hearts could be displayed around the class prayer space.
- **Story of Zacchaeus** (Luke 19: 1-10)  
Children complete *Zacchaeus Maze* (See Resources) by leading Zacchaeus to the tree and giving him the opportunity to meet Jesus. Zacchaeus will now be able to tell Jesus that he is sorry for cheating people and will repay back the money.

## **Focus 2:**

- GLP - I can explore God's natural world through my five senses, and I can enjoy and delight in the gift of creation.
- GLP - I understand that the gift of the seasons, the weather, and the life of plants, animals and people, including myself, are a sign of God's love for me.
- I know that people who loved God praised Him for His creation by making and singing prayer songs called Psalms.
- I can praise God for the wonder of creation by praying a simple version of a Psalm e.g. Psalm 148- Cosmic Hymn of Praise, Psalm 150- A final chorus of praise
- I can also sing my own songs to praise God and show my love for Him.

## **Focus 2:**

CT explains to the children that God made us, and he loves us very much. God also created a world for us to live in and to enjoy. Discuss the natural world that God has created e.g. animals, seasons, and stars.

- Explain to the class that God has given us five senses to help us to explore and enjoy the gift of creation. CT discusses the five senses with the children - sight, hearing, touch, taste and smell. Pupils may complete a five senses worksheet. (See Resources)
- CT explains to the class that when we love someone, we often give them gifts e.g. Birthday, Christmas etc. to show our love for them. God loves us and has given us the gifts of:
  - The Seasons
  - The Weather
  - The Life of Plants
  - Animals
  - People
- CT discusses with the children the wonder of creation and how much God must love us to give us such a wonderful gift. (**Note to Teacher:** Much of the Core Learning identified in January for P.1 encompasses that identified in God's Loving Plan - See GLP P1 Planner for additional resources/suggested activities)
- CT explains to the children that people who loved God praised Him for His creation by saying prayers and singing hymns. Discuss the names of any prayers or hymns that the children know. Explain that there are special prayer songs called Psalms that praise God for the wonder of creation. They are called prayer songs because as you are singing you are praying and praising God.
- CT discusses the concept of praise and how we all like to be told that we have done something well. CT explains the Bible contains lots of Psalms that praise God. CT could read Psalm 148 and/or Psalm 150 (See Resources) from the Bible and discuss how the Psalms praise God and what we can praise Him.  
The children could play percussion instruments as they pray the Psalm.

### **Focus 3:**

- I know that God loves me because He has created a beautiful natural world for me to enjoy and care for.
- GLP - I am aware of God's love for me because He has given me people who can care for me and protect me.
- I know that God loves me because He gave me his only son Jesus to be with me.
- I know that God loves me because I have listened and responded to some scripture passages from the Word of God Strand that tell me about His love.
- I recognise that a sign of God's love for me is my uniqueness, and I am able to share, with the help of my teacher, the wonder of my being.
- I have listened to my teacher share his/her experience of God's love and his/her wonder and awe at God's creation.
- I can praise and thank God for the love He has shown me through creation, through Jesus his Son, and through the people who care for me.
- I can respond to God's call to be close to Him by deepening my relationship through prayer and praise.

- CT could assist the children in making a simple song of praise to God to show their love for Him. They could add percussion instruments as they sing their song of praise.
- **School:** The children could sing their class song of praise at school assembly.

### **Focus 3:**

- CT reminds children that God loves us and created a beautiful world for us to enjoy and care for. CT explains that because He loves us so much, He has given us people to care for us and to protect us.
- Children should identify the people who care for them and protect them e.g. parents, teachers, nurses, doctors, carers. CT could ask class to share how people help and look after us – discussion around professions.
- CT reminds pupils about the story of Christmas and the birth of baby Jesus. CT explains to pupils that God loves us so much that He gave us his only son, Jesus, to be with us on earth. Pupils should colour in a picture of Jesus' family. (See Resources)
- CT explains to the children that the Bible is a special book that contains stories about God's love for us.
- CT asks pupils to tell the class the names of any stories that they have heard from the bible e.g. Noah's Ark, Christmas story. CT explains that at Mass the Priest reads stories from his Bible and we call stories from the Bible, scriptures. CT selects and reads a story from the Bible to the children. Note: In This is Our Faith, "Word of God" suggests Genesis 1 (Creation), Genesis 6 (the Flood) and Luke 10:29-37 (The Good Samaritan) as P1 texts. These might be chosen here. The Good Samaritan is identified as a text relevant to the learning in "God's Loving Plan" under the proposed theme: "God Delights in Me."
- CT explains that God loves each individual so much that He has made us unique. Have a discussion about the meaning of the word, unique. Discuss different physical attributes, talents, personalities present in the class. CT explains that we are all special to God and He loves each of us for just being ourselves. Children could complete the worksheet attached about



#### **Focus 4:**

- I understand that, when I pray, God is calling me to be with Him, to talk to Him and to listen to Him.
- I am aware that I can pray to God any time, 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 and honour God.
- GLP - I can name the people in my family who love me and to whom I show love.
- GLP - I am beginning to understand that God loves everybody and wants me to show love to others.
- GLP - I can show love by being kind and respectful to my friends and family.
- GLP - I have experienced opportunities to listen to and share my responses to stories that reflect the Gospel values of kindness, peace, compassion and justice that God shows His people.

"what makes me special" by drawing a picture of themselves and completing the sentence, 'I am special because...'. (See Resources)

- CT shares his/her experience of God's love and his/her wonder and awe at God's creation with the children. CT could tell the children about a time when he/she felt the power of God's love and could show the children pictures from the natural world that means something special to him/her.
- CT explains to the children that each child is going to write a short prayer thanking God for the love he has shown us. The children will be able to thank God for the love he has shown through one of the following:
  - Creation
  - Jesus his Son
  - People who care for us

The teacher could put a word bank on the wall or whiteboard to help the children complete the short prayer.

- School: - The children could read out their prayers at school assembly.
- CT revises the psalms of praise learned earlier in the month.

#### **Focus 4:**

- CT explains that we all belong to a family and that families love one another although they may not always show it. (Show sensitivity towards varied family circumstances)
- CT discusses how families show their love for each other. To prompt discussion about showing love within your family, use the following suggestions e.g. do you share your sweets with your brothers and sisters? Do you look after your younger brothers and sisters? Do you help tidy up? Do you tell your family you love them? What other things do they do to show love and kindness?
- CT asks the children to name close family and extended family members who love them (See resources) and makes a word bank for the wall or the whiteboard. Pupils could also draw picture of their family. Pupils could draw a picture of their family and write a sentence about how they show love to them.





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| <ul style="list-style-type: none"> <li>• GLP - With the help of my teacher, I can identify times when these values have been shown in my playground, home and classroom interactions.</li> <li>• GLP - I know that, when I demonstrate these values, I am living as God wants me to.</li> </ul> | <ul style="list-style-type: none"> <li>• CT explains that God loves everybody, and He wants us to show love to others. Children should participate in Circle Time, sharing ideas about how love can be shown. For example, by being kind and showing respect to family and friends, by sharing toys and helping out at home, by taking care of other people's property and having good manners. Children could draw a picture of how they show love to others.</li> <li>• CT reminds children about the Gospel values that they heard about during Advent. CT revises that when Christians show kindness, compassion, justice and peace they are living as God wants them to live. CT could link being kind, generous etc. into the school weekly awards and remind pupils about certificates if the school provides this. Explain that we should be able to see others living out the Gospel values and that CT will be looking out for examples in class, dining hall, playground.</li> <li>• Using the class altar as a focal point, CT should encourage the children to take part in prayer services for a few minutes each day where children can open their hearts and talk to God. This could begin with the children sitting comfortably with their eyes closed and the teacher guiding their thoughts (think of something you would like to thank God for, tell Him...) and slowly encourage the children to have their own private prayers in their head, talking to God through prayer.</li> </ul> |
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### **Focus 5:**

- I know that during Lent, we pray, fast and share and I understand what each means.
- I know that Ash Wednesday marks the beginning of Lent and understand why we are given ashes on our foreheads.
- I know that during Lent, the liturgical colour used is purple.

### **Focus 5:**

- Teacher explains that before Easter there is a period of forty days called Lent. The liturgical colours used by the Church are purple during Lent and white during Eastertide. Teacher asks children to dress the class altar with the purple altar cloth.
- CT will explain that the season of Lent begins on Ash Wednesday. Share the following video [What is Ash Wednesday? - YouTube](#) and discuss Prayer, Fasting and Almsgiving and as well as Sin, Repentance and Forgiveness in the simplest terms as discussed in the video clip.
- The children can prepare for Lent by discussing ways that they can pray, fast and share as an individual, family, class, school, parish and community. The class could create a Lenten Promise Tree. Each child can write their





### **Focus 6:**

- I know that Sunday is the most important day of the week for Christians.
- I am learning that, on Sundays, Catholics have a duty to go to Mass to thank God for His love for us.
- I can participate at Mass by being still, listening and praying with others.

name on a paper leaf stating what they promise to do during Lent e.g. John promises to show love, Anne promises to show friendship. The teacher will cut out a large tree from cardboard or paper. The children can help to paint the tree.

- At prayer time, each child will place their leaf on the tree announcing to the class what promise they are making during Lent. They will be reminded of their promises as Lent progresses.

### **Focus 6:**

- CT discusses why Sunday is a special day of the week. Do you come to school on a Sunday? Do your parents go to work on Sunday? Do you ever visit your relations on a Sunday? Do you have a nice dinner on a Sunday? What happens at church on a Sunday?  
Children are encouraged to tell the class why Sunday is a special day for them and what they do. CT explains to the children that people who follow Christ are called Christians and Sunday is the most important day of the week.  
Pupils could draw a picture of a special thing they do on Sundays and take it home to share with their family.
- CT explains to the children that Catholics have a duty to go Mass on Sundays (or Saturday evenings) to thank God for His love for us. CT asks pupils - What Church do you go to on Sunday? Do you know the name of the Priest? What does the Priest wear? Where do you sit? What prayers do you say? What hymns do you sing? Do you thank God for giving you a family, friends, a beautiful world and His love? (There will be children who may not attend Mass, remember to remain non-judgemental and simply encourage the children to ask a family member to take them along)  
Pupils could draw a picture of their church or even visit the local parish with the class or school. (See resources)
- CT discusses how they can participate at Mass. How do you show the Priest you are listening to him? How do you sit in Mass? What do you do when you are praying? Teacher emphasises that at Mass you should sit quietly, listen



### **Focus 7:**

- I have been given opportunities to celebrate liturgy as part of my class, my school and my parish.
- I know that Easter is an important time for all Christians, and I can participate in appropriate prayer services in school.

### **Focus 8:**

- I know that Jesus shared an important meal with his friends before he died on Good Friday, that this is called 'The Last Supper' and that it was the first Eucharist (1 Corinthians 11: 23-26)
- I know that Jesus died on a cross out of love for God His Father and for us and was buried in a tomb on Good Friday.

***After Easter the focus will move to the Resurrection and the Resurrection narrative.***

carefully and join in with the prayers that you know and listen to/try to learn the responses.

- Pupils could suggest a class rules list, identifying good and poor behaviour at Mass -smiley faces and sad faces could be used for different behaviours.
- Try to attend a Parish Mass as a class and if possible, stay behind afterwards to chat to the Parish Priest. Children may be able to ask questions about the Church and celebration of Mass.

### **Focus 7:**

- Children are given the opportunity to celebrate liturgy by participating in Lenten Services and Mass in school as part of a school community e.g. School Prayer Services, Ash Wednesday and Stations of the Cross.
- Children should be given the opportunity to celebrate liturgy by participating in Lenten Services and Mass in their Church as part of a parish community e.g. Ash Wednesday, Stations of the Cross and weekday Masses.
- CT discusses important times in the year when we celebrate as part of the Christian Community. The pupils will be aware of Christmas as a special time for Christians because we are celebrating the birth of baby Jesus. CT explains that Easter is also a special time of year for Christians.

### **Focus 8:**

- CT to read the Easter story in parts. Stopping at appropriate points to have discussion and assess understanding.
- **The Last Supper** - CT explains to the class that Jesus had a special meal with his twelve friends called the Apostles and he looked very sad. Discuss the emotions Jesus might have been feeling whilst discussing with his friends that he must go away. CT tells the children that this special meal is called the 'Last Supper' because it was the last meal Jesus had with his friends before He had to leave them.



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| <ul style="list-style-type: none"> <li>• I know that God raised Him from the dead, on Easter Sunday, and that He is now with us always (Mark 16: 1-6).</li> <li>• I can reflect on the joy and wonder that Jesus' friends felt when they discovered that He was risen.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• CT discusses the events of the last supper with the class. Question such as the following may be asked: Why was Jesus feeling sad? Why did the Apostles feel sad? Have you ever felt sad when someone you liked was leaving and you would not see them for a long time? Would you have felt sad that Jesus was going away? What did Jesus tell the Apostles to do to remember him? Do you think the Apostles were glad that Jesus left them something to remember him?</li> <li>• Pupils can draw a picture and share the story of The Last Supper.</li> <li>• The story of the Last Supper could be dramatised with children adopting roles and re-enacting what happened. Exploring thoughts and feelings.</li> <li>• <b>Good Friday</b> - CT explains to the children that Jesus was a good man, but some people did not like Him, and He was arrested by soldiers. Jesus was made to wear a crown of thorns and to carry his cross up a hill. Children should share how they think Jesus might have felt at this time.</li> <li>• Questions such as these may be used to prompt discussion: Why do you think some people did not like Jesus? Do you think the cross was heavy? Do you think He liked wearing the crown of thorns? Have you ever had to carry something heavy? How do feel when you walk up a hill? How do you think Jesus felt? Was He angry? Did He feel sad?</li> <li>• CT explains that when Jesus reached the top of the hill He was nailed to his cross. From the cross, Jesus spoke to God asking Him to forgive the bad people. Some hours later Jesus died. The day that this happened is called Good Friday.</li> <li>• CT explains that Jesus being put to death on the cross. What special thing did Jesus say before he died? Have you ever forgiven someone for doing something bad to you? How do you think the friends of Jesus felt when He died? Are you sad that Jesus died? Can you remember what the day Jesus died is called?</li> <li>• Pupils could draw picture of Jesus on the cross or explore crucifixes in the school with Jesus on them. They could decorate a cross symbolising the cross that Jesus was crucified on.</li> <li>• CT should explain stations of the cross at an age-appropriate level at this time.</li> </ul> |
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- Teacher explains that later, on Good Friday, the friends of Jesus took his body down and laid it in a tomb. Discuss the meaning of tomb and show examples from online pictures. Continue the story by sharing that it was getting late and so they rolled a stone in front of the entrance to the tomb and went home. They were very sad because Jesus was no longer with them. CT discusses with the children - Do you know anyone who has died? Were you sad? Was anyone else sad? Do you think the friends of Jesus were sad when he died? Do you think they missed their friend Jesus? Pupils discuss their thoughts and share.
- **The Resurrection:** Continue the Easter story by explaining that some of the friends of Jesus returned to the tomb on Easter Morning and found the stone rolled away and the tomb empty. An angel told them that Jesus was alive again. The friends ran off to tell everyone the good news that Jesus had risen from the dead. Teacher explanation about the mystery of faith and our beliefs of what happened on this day.
- CT provides a colouring page of the tomb with 'He Is Risen!' on it.
- The children could go on a Spring walk in the school grounds and collect a stone (or bring one from home) and decorate it using a variety of materials (paint, glue, glitter, pens) Stones could then be rolled to symbolise the stone being rolled away from the tomb.
- Children should be given an opportunity to participate in Easter services/Mass in school.

***After Easter the focus will move to the Resurrection and the Resurrection narrative.***

CT reminds the class of the Easter Story. CT reads the story of the resurrection from the bible (Mark 16: 1-6).

- How do you think Jesus' friends felt after hearing the news? Have you ever had good news? Can you remember what the good news was about and how you felt?
- CT explains that Easter is a happy time when we celebrate that Jesus rose from the dead and is now with us always.



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|  | <ul style="list-style-type: none"><li>• Pupils could create some Happy Easter pictures or pictures of Jesus showing He has risen. They could make an Easter card to take home to celebrate with their family that Jesus has risen and is now with us always.</li><li>• CT to provide a sequencing task to recap the Easter story. Example can be found at <a href="#">Easter Story Sequencing Activity   Teaching Resources (tes.com)</a></li><li>• CT explains to the class that Jesus loved everybody and even showed friendship to people who had done wrong. Remind the children of the Gospel values of being kind and fair, caring and loving. Children should continue beyond Lent to demonstrate these values in daily lives.</li></ul> |
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<b><u>Evaluation</u></b>	<b><u>Next Steps</u></b>

