



RERC Term 1 Planner - Primary 3



Experiences and Outcomes

I know that I have been called by God to grow in love, justice and peace in my relationships with others. **RERC 1-20a**

I have explored the implications of Jesus' command to love God and love my neighbour. **RERC 1-21a**

I know that God has given me the freedom to make choices about the way I live my life. I have reflected on how the decisions of my conscience affect my relationship with God and others. **RERC 1-23a**

I have considered ways in which the Catholic Christian community works together to show care for the world and for the needs of all people. I have reflected on the implications of this for my life and that of others. **RERC 1-24a**

I have examined some political, social, historical and religious elements in first-century Palestine and gained an understanding of Jesus' life on earth. **RERC 1-06a**

I can share some Bible stories and I can explore how God speaks to us through these stories. I have reflected on how these stories can help me to live a Christian life. **RERC 1-11a**

I know that the Bible is the inspired Word of God and that I should treat it with reverence. **RERC 1-12a**

I recognise the importance of personal prayer and communal prayer in the growth of all people's relationship with God. I know a number of traditional Catholic prayers and I have developed an understanding of the meaning of these prayers. I have participated in different approaches to, and experiences of, prayer. I can describe how prayer is an important part of the liturgical and devotional life of the Church.

I have reflected on how all of these are different ways of worshipping God. **RERC 1-14a**

I can honour Mary as Mother of Jesus and Our Mother. I can share why we honour her. **RERC 1-15a**

I am discovering God's precious gift of life and reflect on how this reveals God's love for me. **RERC 1-01a**

I know that a loving God has created me and that my uniqueness can develop according to God's plan for me. **RERC 1-02a**

I can describe God as Father, Son and Holy Spirit and I have reflected on how God can support me in my life. **RERC 1-04a**

Benchmarks

- Expresses that it is God who asks them to love others and shares how they put into practice love of God and love of neighbour.
- Shares thoughts and feelings about how to make good choices. Describes and discusses how forgiveness and reconciliation are important in their relationship with God and others.
- Describes some facts about life in Palestine at the time of Jesus.
- Engages in discussion about Bible stories and describes in their own words how God speaks through them.
- Reflects upon and explains how these stories help them live a Christian life.
- Knows that the Bible is God's Word and shows respect for the Bible.
- Says some prayers on their own and as part of a worshipping community.
- Shares thoughts and feelings about why the Church honours Mary.
- Shares thoughts and feelings that God created and loves them and how life is a gift from God.
- Participates in discussion and reflection about how God helps them and others in life and at difficult times.
- Discusses ways in which they know the Holy Spirit is present in people's lives.



Plan for Assessment

Focus 1:

Children know that the Catholic Christian community works together to show care for the world and for the needs of all people.

Children participate in actions that demonstrate care for their school environment.

Children can identify practical ways to show care for the wider community.

Focus 2:

Children show understanding that the choices they make throughout the day affect their relationship with God, themselves and others.

Focus 3:

Children know that God has given us Ten Commandments.

Children know that the fourth commandment commands us to honour our father and mother.

Children know that the seventh commandment command us to respect other people's property and not to steal.

Focus 4:

Children develop understanding that God wants us to share in the glory, beauty and goodness of all that he has created.

Children develop understanding that we can help to care for God's creation.

Focus 5:

Children develop understanding that God created us, body, mind and soul.

Children know that God created all human beings, male and female, in his own image.

Children develop awareness that when we choose to respond to God's love, we become more like Jesus.

Children develop understanding that we can pray to God to help us to make good choices.

Focus 6:

Children can describe God as Father, Son and Holy Spirit.

Children know that they can pray to the Father, Son and Holy Spirit.

Children know that God is sometimes called "Abba."

Focus 7:

Children know that Jesus calls us to show love, justice and peace in our relationship with others, throughout my school community.

Children develop awareness that "neighbour" means more than the people we know.

Focus 8:

Children help to select relevant objects for class altar.

Children understand what an image and icon is. They can choose appropriate words to describe Our Lady.

Children have a basic understanding of what a rosary is.

Children will be able to recount the story of Anna and Simeon.

Children will actively participate in the service.

Focus 9:

Children will know and be able to say aloud the listed prayers.

Children will understand some of the tricky vocabulary in the prayer 'Our Father'. They will understand that Jesus taught it to us and have a basic understanding of what it means.

Children will understand different ways to praise and pray to God.

Children will be able to recall the story of Joseph and his brothers. They will complete the worksheet correctly.

Children will be able to recall times in the Bible when angels acted as messengers for God.

Children will know who Padre Pio is. They will understand what a 'guardian angel' is and learn the prayer.



Sequence of Lessons

Focus 1:

- I know that my school is a Catholic school which, with God's help, works together with my family, my parish and the whole Church to show care for the world and for the needs of all people.
- I have responded to opportunities to participate in practical action that demonstrates care of my school environment and of all those within it.
- I can identify practical ways to show how I can also care for the wider community, particularly during Lent and Advent.

Suggested Activities

Focus 1:

- Discuss what makes their school a Catholic school. How would a visitor to our school know that it is a Catholic school? How do we care for each other? Teacher shows and discusses the values and aims of their school. (Example in resources folder)
- CT shows images of popular logos (see resources) and discuss why they can be powerful. Task: Children design a school logo which shows the values and aims of their school.
- Discuss the Catholic Christian community - focusing on relationships between school, family and parish/whole church. Highlighting that all work together to show care for the world and for the needs of all people and how school shows care for the wider community - prayers, fundraising, and concerts for senior citizens etc.
- Children work co-operatively to complete the **school** section of the Venn diagram 'Catholic Christian Community' (See Resources) (A3 paper). This could be an outdoor activity using hoops and chalk.
- **Additional activity:** Children to participate in fundraising activity.
- **Homework extension:** Children discuss how, as a family, they show care for the world and for the needs of all people.
- Following homework activity, children work in their cooperative learning groups to complete the **home** section of the diagram.
- Discuss how their parish shows care for the world and for the needs of all people. If possible, a member of SDVP, SPRED, etc could visit the class to explain their mission. Children work in their cooperative learning groups to complete the **parish** section of the diagram.
- Discuss any aspects of the school's Laudato Si' programme or Eco review that Primary 3 has responsibility for e.g. litter, school garden. Create a poster promoting their commitment to caring for their school environment. These posters can be displayed around school.
- Discuss any fundraising campaigns that will be taking place this school year and how they can contribute to these initiatives in practical ways e.g. making cakes to sell, raffles, sponsored activities.

Focus 2:

- GLP - I have responded to opportunities to reflect prayerfully about the choices I have made throughout the day, and I am beginning to recognise that these choices affect my relationship with God, myself and others.

Focus 3:

- I know that God has given us 10 Commandments and in P3 I will learn about the Fourth and the Seventh Commandments.
- GLP - I know that God commands me, out of love, to honour my father and my mother (Fourth Commandment: Honour your father and thy mother) and I have been given opportunities with my teacher's help to explore what this means for me.
- I know that God commands us, out of love, to respect other people's property and not to steal (Seventh Commandment: You shall not steal) and I have been given opportunities with my teacher's help to explore what this means for me.
- GLP - I have explored the value of rules and I know that they help to keep me safe and secure when I follow them.
- I know the two very important rules that Jesus gave us which help us to love Him and to love all those people around us (Matthew 22: 34-40).

- Children work in cooperative learning groups to think of practical ways they can show care for the wider community. Groups come together to share their ideas with each other.

Focus 2:

- Explain that throughout the day we all have to make choices. Some of these choices are easy to make and others are more difficult. Some choices affect only us, whilst others affect the people we live with, play with and work at school with.
- Discussion on the choices children make on a daily basis- What shoes to wear? What to watch on the television? Who to play with?
- Children complete Choices Diary (See Resources).
- Children participate in drama (suggestions in resources) performing the scenarios and the class decide if the decision taken was good or bad. Children are given time to amend the drama to show a good choice. Children evaluate each other's performances.
- CT to discuss how to make amends when good choices are not made and how to say sorry to God and to others.

Focus 3:

- Explain that God gave us the Ten Commandments to help us understand how we should act towards Him and one another and to make good choices.
- CT to read/display the Ten Commandments and discuss them with the children:
- Class work together to reproduce copies of commandments. Can be tea stained to replicate old scrolls. Display in sacred area. (See Resources for template scroll)
- **Focus on commandment 4. Honour your father and thy mother.** Discuss how we can follow this command and how we 'honour' our parents and others, saying sorry when we don't honour them (sensitivity to those children who do not live with their parents)

- I know that, when I fail to respond to these two very important rules (Commandments) that Jesus gives us, I can say sorry to Him and begin again.

Focus 4:

- I understand that God's creation shows us something of his truth, goodness, beauty and glory and that God intends us to share all of this with him. (CCC 319)
- I can marvel at God's precious gift of life by observing the great diversity of plant and animal life created by God (Genesis 1: 11-13 & 20-25) and I can help to care for it.

- Children complete Honour your Father and Mother worksheet (sensitivity may be needed for children who do not live with their parents) (See Resources).
- **Homework extension:** Children interview their parents about the fourth commandment asking how their parents feel they are honoured. Children may feedback to the class about the results of this interview.
- **Focus on commandment 7. You shall not steal.**
- Read and discuss the Seventh Commandment story (See Resources). How did Stevie feel when he discovered his bike was stolen? Do you think the person who stole the bike will ever be caught? Is it still wrong to steal even if nobody knows it was you?
- Discusses why it is wrong to steal and what makes it wrong. Is it wrong to steal one pound from a millionaire? Why is it wrong? Is it wrong to steal food if you are very hungry? Why is it wrong?
- Children participate in drama to act out scenarios involving stealing (see resources).
- Discuss how the various characters felt during the scenarios.

Focus 4:

- Read Genesis 1: 11-13 & 20-25 and explain that God's creation shows us how much God loves us and wants us to share in all that he has created.
- Walk around the school grounds/local park to observe creation in their own environment. Record all the things they see created by God.
- Teach the hymn All Things Bright and Beautiful (See Resources for lyrics).
- Watch link displaying examples of God's creation:
<http://www.youtube.com/watch?v=yZq8ZUE6GTU>
- Children work together to make a Creation Mobile (List of Resources, Instructions and Templates in resource folder).
- **Extension activity:** Children are given a part of the school garden to care for during the month of September and will be involved in picking up litter, weeding, watering planters, planting bulbs, etc.

Focus 5:

- GLP - I know that God created me, body, mind and soul.
- I know that God has created me in his image (Genesis 1: 26-27), that he loves me and that his love for me will never come to an end.
- I understand that God created all human beings, male and female, in his own image.
- GLP - I know that one of the gifts God gives us is the gift of choice, called "free will" and that this is a sign of his love.
- I know that sometimes we choose to respond to God's love, and when we do we become more like Jesus, e.g., loving, compassionate, merciful.
- I understand that we can pray to God to help us to make good choices.
- I know that, just as Jesus and others forgive me, I am called to forgive others even when this is difficult. I know that we remember this when we pray the Our Father.

- **Optional visit:** Teacher invites a representative from RSPB, RSPCA, Dog Trust, etc to speak to the class about how we should care for animals.

Focus 5:

- Read Genesis 1: 26-27 and explain that God created us in his own image.
- Discussion about three parts mind/ body/ soul. CT to explain that a soul is the part of you that never dies. If we love like God loves, our souls will become like God, and we will go to Him.
- Colour Body, Mind and Soul worksheet (See Resources) to represent the whole person God created- body, mind and soul.
- Explain that God created all human beings, males and females, both in His own image. Discuss the typical similarities and differences between males and females. Can they both have babies? What clothes do they usually wear? What toys do they tend to play with? Do they have usually different hobbies or the same?
- Complete 'Boys and Girls' activity in jotter or using worksheet (See Resources).
- Explain that God loves us very much and that one of the gifts God gives us is the gift of choice, called "free will".
- Remind children of the Ten Commandments and how we all have choices to make about how to live our life every day and when we make good choices we respond to God's love and become more like Jesus.
- Discuss how Jesus lived his life when he was on earth e.g. through kind acts, being forgiving, fair, and truthful. Task: Complete Just like Jesus worksheet (See Resources).
- Discuss examples of famous people who have responded to God's love e.g. Nelson Mandela, Mother Teresa and Founder of Mary's Meals - Magnus MacFarlane-Barrow etc.
- **Class/ Home:** Research a famous figure who has responded to God's love.
- CT to explain that we can pray to God to help us to make good choices and God will always listen to our prayers. We must remember to listen to God and think about what He is saying to us about making good choices.

Focus 6:

- I have been given opportunities to pray to God the Father, God the Son and God the Holy Spirit.
- I have reflected on the narrative of Jesus' baptism in Mark's Gospel (Mark: 1: 9-11) and I can identify the presence of the Holy Spirit in this story.
- I know that the Father, Son and Holy Spirit are always with me and I can pray at any time for myself, my family and the needs of the world.
- I know that God is sometimes called "Abba" by Jesus in the scriptures, which means "Dad" or "Father" (Mark 14: 33-36.) and I know that we have the privilege of doing the same (Galatians 4: 6).

- Write a personal prayer asking for God's help in making good choices and provide opportunity for children read out their personal prayers that they have written about making good choices.
- Explain that when we say the *Our Father*, we are saying sorry for the times when we did not make good choices. We are also saying that we will forgive others when they make choices that affect us in a negative way. Link to First Reconciliation.
- Children highlight the parts of the prayer *Our Father* (see resources) where we say we are sorry and when we say we will forgive others.

Focus 6:

- Show class *The Baptism of Christ* by Andrea del Verrochio (image and information sheet in resources folder) and lead by discussing the presence of:
 - ❖ God the Father
 - ❖ God the son
 - ❖ God the Holy Spirit.
- Set up a Holy Water font in the class and allow the children to bless themselves taking time to reflect on each part of the prayer - Father, Son, and Holy Spirit.
- Read Mark: 1: 9-11, through discussion assist children in identifying God the Father and God the Holy Spirit in this story, explaining that the Holy Spirit is often represented in the bible as a dove, tongues of fire and the wind.
- Create a dove (See Resources for template and instructions).
- Explain that the Father, Son and Holy Spirit are always with us, and we can pray at any time for ourselves, our families and the needs of the world.
- Discuss petitions for others. Children to create a list of people they wish to pray for, to be incorporated into daily prayers. This can be recorded in a Venn Diagram (See Resources) to show that our prayers link together and overlap.
- Explain that God is sometimes called "Abba" by Jesus in the scriptures, which means "Dad" or "Father".

Focus 7:

- GLP - I know that Jesus called his twelve apostles to follow his example of love, justice and peace (e.g., the Washing of the Feet - John 13: 1-15).
- I know that God calls me to show love, justice and peace in my relationship with others, throughout my school community.
- I can explore the concept of "neighbour" through listening to the Parable of the Good Samaritan (Luke 10: 25-37) and I understand that "neighbour" means more than the people I know.
- I have reflected on times when I have loved others as Jesus wishes me to and I have experienced God's peace and the happiness that this brings to me and to other people.

- Read Mark 14: 33-36 and discuss the distress Jesus was suffering and how he prayed to God the Father and called out "Abba." CT explains that we too are given the privilege of calling God "Abba, Father".
- Teach class the Hymn *Abba Father* (See Resources).

Focus 7:

- Revise the names of the twelve apostles (see resources) and how Jesus called his twelve apostles to follow his example of love, justice and peace.
- Read John 13: 1-15 when Jesus washes the feet of the disciples and discusses the significance of this act. Why were the disciples surprised? What did Jesus tell them? What message is there for us to follow?
- Explain that we should follow in the example of Jesus and show love, justice, and peace in our relationship with others, throughout the school community.
- Children work together and detail how they will achieve showing love, justice and peace within the school community. Children share their findings with the rest of the class.
- Read the Parable of the Good Samaritan (Luke 10: 25-37) and discuss the story with the children.
- Explain that the greatest commandment of all is "Love the Lord, your God with all your heart, with all your soul, with all your strength, and with all your mind"; and "Love your neighbour as you love yourself." Ask class - Who is your neighbour?
- Children work in pairs or individually to make a poster telling people the answer to the question - Who is Our Neighbour?
- Listen to the words of the hymn, *A New Commandment* [A New Commandment I give unto You Song Lyrics. - YouTube](#)
- Discuss and reflect upon times when:
 - the children have loved others as Jesus wishes us to and have experienced God's peace and the happiness that this brings to us and to other people.
 - when they have been a good neighbour.

Focus 8:

- I can participate in the creation of prayer space in honour of Mary in my classroom - especially in Advent and during the months of May and October.
- I can recognise images and icons of Mary in the Church and in school.
- I can participate in a simple liturgical procession honouring Mary.

Focus 9:

- I know a number of traditional Catholic prayers and I have developed an understanding of the meaning of these prayers.
- I have participated in different approaches to, and experiences of, prayer. I know the prayers I learned by heart in P1 and P2 and I understand why I should pray them frequently.

- Encourage children to think of someone who has been a good neighbour/ friend and the children in the class can nominate a classmate for a Good Neighbour Awards (See Resources).

Focus 8:

- Create/ dress class altar in honour of Mary. They will understand that during the month of October we pay special thanks to Mary.
- Discuss Mary and record children's words. What do you think she was like? What do you think she looked like? Where have we seen pictures of Mary? What is a statue? Can you think where we might see a statue of Mary? Class/home/church.
- Draw/colour a picture of Mary (See Resources) and write adjectives around her to describe the type of person they think she is.
- Show the children a rosary. Question children on what/ when/ how it is used? (Explain a decade).
- Explain that we pray the rosary (particularly in October) to honour Mary as Mother of Jesus and Mother of us all.
- Children to make their own decade of the Rosary using pasta/ beads. Add a crucifix to the bottom.
- Explain that when we pray the rosary, we remember lots of different Bible stories. Read it is a 'Joyful Story'.
- Discuss with children being brought to church as a baby for Baptism. Read and explain the story of Anna and Simeon and discuss the importance of Mary bringing Jesus to the temple. Children complete colouring Sheet or draw a picture depicting story. (See Resources).

Focus 9:

- Children will know by heart the Our Father, Hail Mary, Glory Be, Morning and Evening Prayer and the Sign of the Cross.
- Focus on the meaning of the Our Father.
- Read (Luke 11, 1-4). The disciples asked Jesus to teach them how to pray.

<ul style="list-style-type: none"> • I can describe how prayer is an important part of the liturgical and devotional life of the Church. • I have reflected on how all of these are different ways of worshipping God. • I can recall what I have learned about angels as God's messengers Matthew 1: 18-25 • I know that God has given me a guardian angel as my guide and protector and I can pray the prayer to the guardian angel. 	<ul style="list-style-type: none"> • Give children a copy of the Our Father and highlight any words that they don't know the meaning of. • Children will work with a partner to see if they can work out what the highlighted words mean. • Teacher should use flashcards (See Resources) to explain tricky vocabulary. • Children should complete Our Father Close Procedure (See Resources). • Discuss different ways of praying e.g., praying quietly, praying together, praying as a family, singing hymns. Discuss the meaning of 'worship'. Teacher will explain that all these are ways of worshipping God.
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<u>Evaluation</u>	<u>Next Steps</u>

