



# RERC Term 2 Planner – Primary 3 (without Reconciliation)

## Experiences and Outcomes:

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 the Holy Spirit strengthens my faith and the faith of the saints, and I have reflected on how the stories of the Saints can inspire me to live a more Christian life. **RERC 1-19a**

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 know some of the signs and symbols related to Lent, Easter, Pentecost, Advent and Christmastide and I can use this understanding to help me explore the themes of these celebrations. **RERC 1-18a**

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

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 (In P3 we will focus particularly on the place of Joseph and Herod in the Christmas narrative). **RERC 1-05a**

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**

## Benchmarks

- 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.
- Participates respectfully in parts of the Mass.
- Says some prayers on their own and as part of a worshipping community.
- Actively engages with the Christmas story and discusses its importance for Christians.
- 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.
- 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 why the Church honours Mary.
- Gives examples from the lives of the Saints of how the Holy Spirit strengthens faith.
- Describes and discusses how signs and symbols helps them understand more about liturgical celebrations.



## Plan for Assessment

### Focus 1:

- Children will have some understanding of God's precious gift of life.
- Children will have some understanding of the story of creation and recognise the gifts God has given us through the great diversity of life on our planet.
- Children will be able to give some facts about the life of Saint Francis.

### Focus 2:

- Children show an understanding that the Church uses purple for Advent and white for Christmastide.
- Children demonstrate a deeper understanding of the significance of the Advent Wreath.
- Children will show awareness that the birth of Jesus is a joyful event.

### Focus 3:

- Children show an awareness of why we honour Mary as Mother of Jesus and Our Mother too.

### Focus 4:

- Children develop an understanding that Joseph chose to do what God asked.
- Children develop an understanding that Jesus is a king and that this was seen by Herod as a threat.
- Children are aware that we can choose to follow Joseph's way or Herod's way.

### Focus 5:

- Children should demonstrate an awareness that the Catholic Christian community works together to show care for the world and for the needs of all people.
- Children should demonstrate by their actions an understanding of how they can personally care for members of the school community and the wider community.

## Sequence of lessons

### Focus 1:

- Children will reflect on their own experience of remembering and during the month of November they will remember those who have died.
- Children will be able to retell the story of Creation and recognise the wonders of the world around us by discussing plants and animals that God has given us.
- Children will understand and be able to recite more about the life of St. Francis and after experiencing 'Canticle of Creatures' will be able to thank God in their own way for all that He has created for us.

## Suggested Activities

### Focus 1:

- Children will play the game 'Guess Who Is Missing'.  
How to play:
  - Invite the children to sit in a semi-circle.
  - One person is selected to leave the room.
  - A second player is pointed out and asked to hide.
  - The remaining players all change seats
  - The person outside is recalled and asked, 'Who is Missing?'
- Class discussion around memories. (What is a memory? Sometimes we have happy memories and sometimes we have sad memories Discuss first day at school? Can you remember how it felt? Can you remember when you were a very small child? What is your earliest memory?)
- Complete worksheet attached 'My earliest Memory'.
- Reflect on earlier discussion about memories - We know that God has always been with us, during our happiest times and saddest. Perhaps someone you know has gone to heaven. Do you remember them? Does your family remember them in any way? Do you know stories about them or anyone else who has died? How do stories help us to remember people who have died? What would happen if we didn't tell stories about people who have died?
- Make a memory cross that will be a reminder of someone who has died. (Template attached to planner).
- CT may choose to lead a class remembrance service. (Example attached)
- Read *Genesis* 1:11-13 & 20-25 and discuss the different living things in our world, planets, trees, animals etc.  
Useful website for animals and plants on our planet:  
[Watch by Type: Animals & Nature - CBBC - BBC](#)  
[Have Fun Exploring Our Planet With BBC Earth Kids | BBC Earth](#)



- Complete worksheets on the creation story. These should be printed from the links below.  
[Creation Bible Printables - Bible Story Printables](#)
- Continue the discussion, reminding children that God made us in His image and asking the children what they think this means? Does it mean that God looks like a human, or does it mean that he has feelings/emotions/sympathy etc?
- Children should complete the attached worksheet 'God Made Me Special'. Choosing an adjective to describe each labelled part i.e., happy heart, gentle hands etc.
- Conclude this part of the focus by discussing the differences between humans and animals and plants by focusing on making choices as an important part of everyday living. From the moment we become conscious human beings we choose how to respond and with whom to interact. The need to make our own decisions increases as we grow and mature.
- Have a class discussion about Saints:
  - What is a Saint, do they know any Saints?
  - All Saints as day that saints are honoured.
  - Discussion the 'Holy Spirit' and recall the Story of Pentecost.
  - Role of the Holy Spirit in giving saints strength whilst they lived on earth
  - The Holy Spirit is often represented as a dove.
- Children can make a craft dove. Instructions on the following website: <http://www.enchantedlearning.com/crafts/newyear/dove/>
- Research the school's patron saint. This lesson will be created by the class teacher. The children should have an understanding of who their patron saint was/is and how the Holy Spirit strengthened their faith.
- Extension/ homework activity - Research a saint of choice.
- Read the story of Saint Frances to the class (attached to planner).

### **Focus 2:**

- I know that the liturgical colour used by the Church during Advent and Lent is purple where Christmastide and Eastertide are white.
- I have participated with my class in dressing the class altar with these colours.
- I can participate in the preparation for Christmas through prayer and joyful expectation in Advent.
- I have been offered opportunities to deepen my understanding of preparation and waiting as Advent themes through the prayerful creation of an Advent Wreath.
- I have been given opportunities to pray at the crib and to reflect on the birth of Jesus as a joyful event.

- Give children a copy of the prayer 'Canticle of the Creatures'. The positive words in the prayer have been taken out.  
The children should read the negative words and write in their chosen positive word.
- Show the children the original prayer after the task is finished. Did anyone choose the same words as Saint Francis?
- Discuss words chosen asking why particular words were chosen.
- Share the hymn a 'Canticle of Creatures'. This is a hymn or something that is chanted. It gives praise to God thanking Him for all creation.  
See link:

[Canticle Of Creatures | Lyrics | St, Francis of Assisi Hymn - YouTube](#)

- Children should write their own prayer to God thanking Him for creation.

### **Focus 2:**

- Class Teacher should show the liturgical wheel and explain the significance of the colours.
  - *Advent is a time when we are waiting for Christmas and the birth of Baby Jesus and the Liturgical colour during Advent is purple.*
  - *The Liturgical colour for Christmastide is white.*
- Children should colour in blank liturgical wheel.
- Advent is the Season that includes four Sundays preceding Christmas. The Advent Season marks the beginning of the Liturgical Calendar. It always begins in late November or early December. On November 30th or on the Sunday that is the closest to this date, the Catholic Church begins the Liturgical Season of Advent. Advent ends on December 24th before the evening prayer of Christmas.

### **Focus 3:**

- I can participate in the creation of a 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.
- I can thank Mary for saying 'yes' to God' and agreeing to be the Mother of His Son.

- Christmastide lasts 12 days, beginning on Christmas Eve (December 24th) and continues to the Feast of Epiphany (January 6th).

A useful website for teachers to read through is:

<http://www.catholicdoors.com/courses/liturgy.htm>

- The children should be involved in dressing the class altar in colours appropriate to Advent followed by Christmastide. Children should pray around the class altar as often as possible during Advent.
- Discuss Christmas preparations during Advent e.g. sending Christmas cards, dressing the Christmas tree, singing carols, taking part in a nativity play and remind the children of the real meaning of Christmas and what we, as Christians are preparing for.
- Create an Advent calendar to count the days to Christmas. Each child will help to colour in a picture of the Nativity scene. Each day in December, a picture will be stuck on a background and by Christmas day the Nativity scene will be complete.
  - Further instructions and templates are attached to the planner.
- Create a simple Advent wreath (see resources)

### **Focus 3:**

- Discuss the different ways of honouring Mary as Mother of Jesus and Our Mother e.g., saying special prayers to Mary, singing hymns to Mary.
- During Advent the class prayer space can be set up in honour of Mary by placing a statue of Mary and/or pictures of Mary as well as some flowers on the class prayer space.
- Explain that at noon each day everyone in the class (and possibly even across the school) will stop to pray a special prayer to Mary called the *Angelus* explaining that the *Angelus* means Angels and that Mary is in Heaven with all the angels and has a special title - Queen of the Angels.

#### **Focus 4:**

- I can hear, read and recall the narrative of Simeon and Anna (Luke 2: 22-38), and I can recognise that they were waiting for the birth of the saviour.
- I can reflect on the ways that my class, family and parish prepare in Advent to celebrate the birth of Jesus, our saviour.

- CT to show children a picture portraying Mary as Queen of the Angel.
- Pray the Angelus (see resources) at noon daily during Advent. The teacher leads the prayer, and the children respond with praying the *Hail Mary*.
- A whole school idea would be to participate in a simple liturgical procession at assembly honouring Mary. The children would respectfully process round the school assembly area scattering rose petals and congregate around a statue of Mary whilst singing Immaculate Mary.
- Explains that the Angel Gabriel gave Mary the good news that she was going to be the mother of Jesus. Angel Gabriel spoke these words to Mary, "*Hail Mary, full of grace, the Lord is with thee,*" - Discuss how Mary must have felt to be told this news by an angel and ask the children where they have heard these words before? Explain that Mary said 'yes' to God and agreed to be the mother of His Son.
- CT should explain that Mary is our mother too. Make a thank you card for Mary thanking and honouring her as Mother of Jesus and Our Mother too and place the cards around crib or class altar.
- An opportunity would be to visit the local Church to view how the Priest and Parishioners are preparing the Church during Advent or the Parish Priest could visit the class and the children could ask him questions about this.
- Make time to pray around crib/ altar during Advent.

#### **Focus 4:**

- CT should read Luke 2: 22-38 and discuss the concept of waiting with the children.
- Discuss Mary and Joseph's journey, where they were travelling to, who did they encounter etc.



- I have listened to two Gospel passages (Matthew 1: 18-25 & Matthew 2: 13-15) and I know that Joseph listened to the Angel, God's messenger, and chose to do what God asked.
- I can hear, read and recall the story of Herod (Matthew 2: 1-9, 13-21).
- I can recall and understand that Jesus is a king and that this was seen by Herod as a threat.
- I can contrast Joseph's way of following what God wanted and Herod's way of acting against God.
- I can examine how we can choose to follow Joseph's way or Herod's way.

- Discuss that both Simeon and Anna were waiting for the birth of Jesus. During Advent we are waiting for Christmas and the celebration of the birth of Jesus.
- Introduce *The Christmas Story Workbook* and ask the children to complete the first page - *The Annunciation*.
- Explain that at Christmas time we celebrate the birth of Jesus.
- Discuss that Mary and Joseph had to prepare for the birth of Jesus and chat about how we think they may have prepared, where did they go, what did they do?
- Discuss how we prepare for Christmas in school, at home and in the Church?
- Complete the next two pages of *The Christmas Story Workbook* - The Visitation and The Nativity.
- Read Matthew 1: 18-25 & Matthew 2: 13-15) and discuss the passages with the children? Who spoke to Joseph in a dream? What did the angel ask Joseph to do etc?
- Complete *The Christmas Story Workbook* - An Angel Appears to the Shepherds in the Fields. Children place shepherds in the nativity scene.
- Now read Matthew 2: 1-9, 13-21 and discuss the passages with the children. (Who are the main people in the story? What was asked of Mary and Joseph?)
- Complete *The Christmas Story Workbook* - The Shepherds worship Jesus and The Wise Men from the East. Children should place The Wise Men from the East in the nativity scene.
- Discuss why Herod saw Jesus as a threat. Can you remember what the wise men from the east called Jesus? Why do you think he did not like that Jesus was called King of the Jews?
- Complete *The Christmas Story Workbook* - King Herod was Very Worried and Joseph, Mary and Jesus Escape to Egypt





### **Focus 5:**

- 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 in my school environment and all those within it.
- I can identify practical ways to show how I can also care for the wider community, particularly Advent.

- Make comparisons between Joseph, who always followed God's way and Herod, who acted against God.
- The children should complete the worksheet - Joseph or Herod? Children read the eight statements, adding them to the correct column of the table.
- Discuss how we often have to decide whether to choose to follow Joseph's way or Herod's way and think of scenarios at home or in the playground when we have to make choices e.g., taking a toy that does not belong to you, playing with someone who is lonely.
- Complete the worksheet- I have chosen to live like Joseph.

### **Focus 5:**

- Discuss that, as Christians, we followers of Jesus Christ and that our school is a Catholic school. We, as Catholics, believe that Jesus taught us to love our neighbours as ourselves. We try to put this into practice by our actions and by becoming involved in a wide variety of charitable works.
- Identify what a charity is, name some charities and who they help/who supports the charity and what they do.
- Discuss the names of any charitable organisations that either the school or Parish has been involved in raising money for e.g., SCIAF, Lepira, St. Vincent de Paul (Mini Vinnies), Missio and how their donations can make a difference to these communities.
- Focus on Missio Scotland as a charity which encourages children to help children. See the website for lots of great information:  
[PRIMARY SCHOOLS | Missio Scotland](#)
- Show other websites on the interactive white board which allow the children to view the work done by these charities.



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|  | <ul style="list-style-type: none"><li>• Children could also write to these organisations asking for information about how they care for the needs of vulnerable people. They may invite some of the representatives to come to the school/class to tell them all about the good work of their charity.</li><li>• Explain that you can also show care for others by volunteering your time and discuss the role of soup kitchens, visiting the elderly, the work of Saint Vincent de Paul, etc.</li><li>• Ask the Priest or a Parishioner to come in and talk about the charities that the Church support and what they can do to help.</li><li>• Participate in activities during Advent that will help and show care for their school environment and local community. For example, picking up litter, tidying toys and books and donating those that we no longer need, watering plants, helping younger children, singing for the local; care home etc.</li><li>• Explain that during Advent lots of charities help individuals or families who might not be able to afford food or presents at Christmas time. The class could contribute to a school charity drive or select class charity to fund raise for e.g., local foodbank.</li></ul> |
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## Evaluation

## Next Steps

