



RERC Term 1 Planner - Primary 4



Experiences and Outcomes

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 that through the Community of the Church, people can experience God's love and care and I have reflected on how this community celebrates together.

RERC 1-08a

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 have, through liturgical experiences, reflected on an ability to respond to symbols and take part in rituals in order to worship God. **RERC 1-17a**

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

I have examined the role of Jesus as a teacher and a healer and I have reflected on how His words and actions influence my own life and the lives of others.

RERC 1-06b

Benchmarks

- Shares thoughts and feelings that God created and loves them and how life is a gift from God.
- Describes and discusses how signs and symbols helps them understand more about liturgical celebrations.
- Uses symbols and rituals to worship God.
- 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.
- Shares thoughts and feelings about why the Church honours Mary.
- Gives a personal response to Jesus as teacher and healer.



Plan for Assessment

Focus 1:

Children know that God created us, body, mind and soul.

Children know that God created us in His own image.

Focus 2:

Children understand that the gift of choice, called "free will" is a sign of God's love for us.

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

Children develop a greater understanding of the words of the prayer Our Father.

Focus 3:

Children can name the seasons and some feast days of the Liturgical Year.

Children know the liturgical colours used by the Church.

Focus 4:

Children know that wind and fire symbolise the presence of the Holy Spirit.

Children understand that incense symbolises the sacredness of the event and its participants and that it also reminds us of our prayers rising to God.

Children can explain the gestures of the priest and their response to the Consecration.

Children know the names of the following oils and can recognise the significance of the following oils used in the Sacraments:

- Baptismal Oil
- Oil of the Sick
- Sacred Chrism

Focus 5:

Children know that the Jewish celebration of Passover celebrates the Jewish people being freed from slavery in Egypt.

Focus 6:

Children know that the Jewish Sabbath is a Saturday.

Children know that Sunday is the Christian holy day because that is the day that Jesus rose from the dead.

Children know that the Psalms we pray at Mass are taken from the Old Testament.

Focus 7:

Children develop understanding that the Holy Spirit opens our ears and hearts to listen to God's Word today.

Focus 8:

Children can recall the scripture passage Exodus 16: 11-18-Manna from Heaven.

Children should know that the bible is a very holy book and must be treated with great care and respect.

Children are developing the ability to read aloud from Sacred Scripture in such a way that I am proclaiming the Word of God.

Focus 9:

Children will assist in the preparation of the class altar.

Focus 10:

Children will be able to recognise that Jesus was both teacher and healer. They will be able to retell the stories covered in class.

Sequence of Lessons

Focus 1:

- 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
- GLP - I can hear, read and recall Genesis 2:18-23 (It is not good that man should be alone. I will make him a help mate) and I can understand that God's plan is for people to live in relationship/community, rather than living in isolation.
- I understand that God created all human beings, male and female, in his own image

Focus 2:

- 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
- GLP - I have listened to the following scriptural narratives where Jesus called people to follow him and I recognise that He called them into the community of faith:
Matthew 4:18-22 - Peter and Andrew, the first of the twelve Apostles, called by Jesus to be among his special

Suggested Activities

(Optional resources to support lessons available on website)

Focus 1:

- Revise that God created us, body, mind and soul. (See Body, Mind & Soul Resource)
This link may be useful but may also need to be broken down and further explained: <https://www.youtube.com/watch?v=b5aAGTNWNBA>
- Read Genesis 1: 26-27 and explain that God created us in his own image. Show image of the painting by Michelangelo 'The Creation of Adam' (See Resources) and explain this is an artist's interpretation of what God looks like. Discuss the painting.
- Explain God created both male and females in his own image and ask the children to consider how they are similar to other family members - can draw pictures to illustrate. A chart could also be created to list similarities and differences to one family member, in particular.

Focus 2:

- Teach the class the hymn My God Loves Me (See Resources for Lyrics)
<http://www.youtube.com/watch?v=JDLiHJJTaP8>
- Explain God gives us is the gift of choice, called "free will" and that this is a sign of His love. Divide the class into groups to act out scenarios about good and bad choices. (See Resources for examples)
- Discuss stories in the bible that show Jesus being loving, compassionate, and merciful:
 - Wedding Feast at Cana
 - Zacchaeus
 - The Ten Lepers
 - Feeding of the Five Thousand
 - Jairus' Daughter
 - Jesus Heals a Paralysed Man
- We can pray to God to help us to make good choices. Create own prayers.
- Discuss times when it is difficult to forgive others, explain that we remember this every time we pray the Our Father. Try to say this prayer every day together and add it into homework to encourage families to pray it together.



Focus 3:

- I know that the community of the Church celebrates feasts and seasons throughout the year, and this is called the Liturgical Year. I can name some of these seasons and feasts
- I know that the liturgical colours used by the Church are: purple during Advent and Lent; white during Christmastide and Eastertide; green during Ordinary time
- I know that red, rose, black and gold can also be used on occasions during the liturgical year and I understand why these colours are used less frequently
- I have participated with my class in dressing the class altar in these colours

Focus 4:

- Through prayerful reflection on the Pentecost story (Acts 2: 1-4), I know that two of its central symbols are wind and fire, which symbolise the presence of the Holy Spirit

- Read Matthew 4:18-22 and discuss why Jesus chose these particular companions and the gifts that they possessed.

Focus 3:

- Show and discuss the different seasons and liturgical colours:
 - Advent - Purple
 - Christmas - White
 - Ordinary Time- Green
 - Lent - Purple
 - Easter -White(See Liturgical Wheel resource)
- Make a class display with the children showing the liturgical colours and seasons
- Explain that throughout the Liturgical Year there are feast days. Some of these feast days are holy days of obligation:
 - 1st January, the solemnity of Mary, Mother of God;
 - Thursday of the Sixth Week of Easter, the solemnity of the Ascension;
 - 15th August, the solemnity of the Assumption of the Blessed Virgin Mary;
 - 1st November, the solemnity of All Saints;
 - 8th December, the solemnity of the Immaculate Conception;
 - 25th December, the solemnity of the Nativity of Our Lord Jesus Christ
- There are other feast days that the church celebrates together:
 - 8th September, Our Lady's Birthday
 - 2nd November, All Souls Day
 - 30th November, Feast of Saint Andrew's
 - 17th March, Feast of Saint Patrick
 - 19th March, Feast of Saint JosephTeacher could select other e.g. patron saint of the school.
- CT to explain that red, rose, black and gold can also be used on occasions during the liturgical year. (Red expresses Love. Rose expresses joy. Black is for mourning and sorrow. Gold expresses honour and praise)
- Children participate throughout the year in dressing the class altar in the correct liturgical colours.
- Children visit church to look at the priest's vestments and altar cloths. (See resources for additional tasks)

Focus 4:

- Read the Pentecost story (Acts 2: 1-4) Explain to the class that the Holy Spirit is often symbolized by wind and fire. This may be shown through the animated

- I have been given opportunities to celebrate liturgy as part of my class, my school and my parish
- I understand that incense symbolizes the sacredness of the event and its participants and that it also reminds us of our prayers rising to God
- I know the names, and I can recognise the significance, of the oils used by the priest and Bishop in the Sacraments (Baptismal Oil, Oil of the Sick, Sacred Chrism)

Focus 5:

- I know that Jesus celebrated Jewish festivals and that the most important of these was called 'Passover'
- I have listened to Exodus 12: 1-14 and I can explain that Passover is when Jewish people celebrate being freed from slavery in Egypt

video in the following link in addition to being read from the Bible:

<https://www.youtube.com/watch?v=OMQKy1Mx49M>

- Children should make a storyboard of the story of Pentecost or make tongues of fire out of cardboard and tissue paper.
- Celebrate the liturgy by participating in class prayer times, school assemblies, prayer services and Mass. Ask the Parish Priest if the children can attend a Parish morning Mass, participating fully in the Mass with Parishioners.
- Explain that the priest always genuflects after he lifts up both the bread and wine. CT explains that altar server rings a bell three times during the Consecration:
 - When the priest makes the sign of the Cross over the gifts and calls on the holy Spirit to come upon the gifts
 - At the elevation of the Consecrated Host
 - At the elevation of the Consecrated Wine
- Explain that the Bishop sometimes use oils during the Sacraments.
- Design an information poster on one of the oils.
- Parish Priest visits to allow the children to see and smell the Sacramental oils and gives more explanation.

Focus 5:

- Jesus lived in first century Palestine. Have a look at where Palestine is on a world map. Explore places that Jesus visited and appear in the Bible using the following link: <http://www.about-jesus.org/jesus-places-map.htm>
- Jesus would have celebrated with his family and friends. Discuss celebrations experienced by the class- invite children to bring in photos of celebrations.
- The most important Jewish festival is called 'Passover'. Read Exodus 12: 1-14 and discuss. Class could watch 'Prince of Egypt.' Trailer at the following weblink: <https://www.youtube.com/playlist?list=PLZbXA4lyCtqr2qvoFFuezNNOf7oIPhvGm>
- Work in groups to script and dramatise the story of the Passover.

Focus 6:

- I know that Jesus went to a synagogue on a holy day, which is called the "Sabbath"
- I know that the Jewish Sabbath is a Saturday and that Christians have a holy day which is a Sunday
- I know that the Sabbath is holy because that is the day God rested after creating the heavens and the earth (Genesis 2: 2).
- I know that Sunday is the Christian holy day because that is the day that Jesus rose from the dead. (Matthew 28: 1)
- I can recognise that, while in the synagogue, Jesus would have read prayers called Psalms and I know that when we go to Mass on Sunday we pray the same Psalms which are taken from the Old Testament

Focus 7:

- I can recognise that it is the Holy Spirit who guided the people who wrote the books of the Bible and I also recognise that the same Holy Spirit opens our ears and hearts to listen to God's Word today. (Dei Verbum, 11)
- I know that, when I listen prayerfully and attentively to God's Word, I open my heart to the Holy Spirit

Focus 6:

- Take a tour and learn about the Synagogue here:
<https://www.bbc.co.uk/teach/inside-the-synagogue-what-do-you-need-to-know/zb3f2sq>
<http://www.samrohn.com/360-panorama/central-synagogue-new-york-city/>
- Read Genesis 2:2. Before reading explain to the children that this passage is taken from the story of creation. Discuss the verse. Explain that this is why Jewish people keep the Sabbath Holy.
- Read Matthew 28:1-8. Before reading explain to the children that this passage is taken from the story of Jesus' Resurrection. Discuss the verse. Explain that this is why Catholics keep Sunday as their holy day.
- Look at the Book of Psalms in the Old Testament in the Bible. What do you think these pieces of scripture are? (poems/songs/hymns)
- Choose one of the following Psalms. Draw a detailed picture to represent the Psalm and write the quote and correct Bible reference underneath. (See Resources)
 - Psalm 18:1-3 (fortresses, rope, armour, vast enemy)
 - Psalm 20:7-8 (Banners, chariots, horses, crown of gold)
 - Psalm 1:1-3 (trees, streams, fruit and leaves)
 - Psalm 23:1-4 (green meadow, banqueting table, valleys)
 - Teacher chosen Psalm

Focus 7:

- Discuss with the class their favourite bible stories, explain that the people who wrote the books of the bible were guided by the Holy Spirit. Remind the class of the story of Pentecost when the Holy Spirit was symbolised by wind and fire. Discuss what it means to be guided by the Holy Spirit.
- Children write their own prayers to the Holy Spirit asking for guidance in their lives.
- Read Exodus 16: 11-18. Instruct on how to find the scripture reading (1:1 Bibles if possible). Work in groups and read the scripture passage and then ask each other questions about the passage. Groups come together to explain what they have found out.

Focus 8:

- I can hear, read and recall Scripture passages present in the other Strands of Faith especially those passages in Signs of God in preparation for First Communion
- I can see and understand that the Bible is a special and holy book by the way people use it and how it is treated with great respect.
- I can identify where Sacred Scripture is situated in the local Church and in my classroom
- I know that we find narratives about God in the Bible and that this makes it a very holy book
- I recognise that I should hold the Bible with great care and respect
- I understand that the Bible is the most precious and sacred book for all because Christians it is the Word of God
- I am developing the ability to read aloud from Sacred Scripture in such a way that I am proclaiming the Word of God

Focus 9:

- I can participate in the creation of a prayer space in my classroom in honour of Mary - especially during the season of Advent and the months of May and October

Focus 10:

- I know that we learn about Jesus as teacher and healer through the Gospels
- I can hear, read and recall some examples of Jesus teaching, healing and nourishing in the Gospels e.g.,
 - the Lord's Prayer (Matthew 6: 5-13)
 - the cure of the centurion's servant (Matthew 8: 5-13)

Focus 8:

- Children to recall the scripture passage Exodus 16: 11-18 - Manna from Heaven
- Discuss how we show respect for a bible e.g. Clean hands, hold it carefully, don't write on it, turn the pages carefully, behave in a mature manner.
- Explain that in church the lectern is a special stand with a sloping top which the bible can rest on. The priest, deacon or members of the congregation can then read from the bible with ease. If possible visit the church to see a lectern.
- At Mass after the priest/reader has read the first and second reading, he/she says "*The Word of the Lord*" and the congregation respond with "*Thanks be to God.*" Children practise the responses for the readings at Mass.
- Children are given opportunities to read aloud from Sacred Scripture in class and at school assemblies, prayer services and Masses.
- Children can learn to navigate their way around a Bible by CT providing references and children trying to find them. Children should understand what each part of a biblical reference means (Title of Book, Chapter and Verse)

Focus 9:

- Decorate the class altar in honour of Mary for the month of October.
- Discuss why we have specific items on our altar during the months of May to honour Mary. (For example, flowers, rosary beads, statue, crucifix, liturgical colours)

Focus 10:

- Discuss Gospel stories where Jesus is the 'healer'.
- Read:
 - the Lord's Prayer (Matthew 6: 5-13)
 - the cure of the centurion's servant (Matthew 8: 5-13)
 - first miracle of the loaves (Matthew 14: 13-21)<https://www.youtube.com/watch?v=S6rj9cAJrWE>
- Pupils to dramatise stories or create artwork to retell story. Pupils can also summarise the stories they have heard verbally to younger classes or in writing.

-first miracle of the loaves (Matthew 14: 13-21) and I know that - Jesus teaches, heals and nourishes us when we ask him

- I know that all of Jesus' teachings show us how to live in relationship with God our Father and each other

- Read Jairus' Daughter from the Bible (Mark 5:21-24, 35-43) and discuss <https://www.youtube.com/watch?v=ZRDKoYjUjBc>



Evaluation

Next Steps

