**Year 1/2 Curriculum Day**

|  |  |  |
| --- | --- | --- |
|  | **Key Understanding to develop** : Where do we come from? Why are we here?Jesus is the most visible sign/sacrament of God in our world. | **Scripture:****John 6:50-51** |
| **Teach** Lord’s Prayer* unpack lines

**Scripture**Loaves and The FishesMana Quail… (desert)Last SupperJohn 6:51 | Jesus is the bread of lifeBread comes from things such as wheat, link back to creationMaking Bread - look at ingredients - feelings – how do you feel – yummy? / full?C:\Users\s.davis\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1JWNJZ4O\5122161874_1f85ba70ba_z[1].jpg - toppings – make or find in magazines - look at variety – different groups could make it variety of ways - Māori - Pita - WholemealPaper Bread - friendship sandwich – talk about what you need to be a good friend, create picture/image with a friend - give out bread rolls with toothpicks with virtues/values written on them. Find a complete setDiscuss like the loaf of bread when we combined ingredients. Jesus combined all the virtues. | Read* The Little Red Hen
* Magpie’s Baking Day
* Elana makes Tortillas

Images of God by Marie-Helene Delvai (bread page)Listen Book pg 36Kindness |
|  | **Key Understanding to develop** : What am I called to be in my life?What are we supposed to do? Continue the mission |  |
| Waiata related to bread/Jesus giver of life | Filling a bucket activity – individual containers, kite little loaves in a basket, put something in someone elsesArt – bread shapes with values, good acts on – create class mural - picnic muralC:\Users\s.davis\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WU3V5SGL\bread_clipart_by_sa_jin_gi-d6nw4l2[1].jpgDiscuss: yeast grows, makes thingsSecret Loaf Baker – make a roll for someone Friendship ‘Bug’ bread who shall we pass it onto?How I filled someones bucket todayHow I felt when my bucket was filledStory starters: I’m like a …… (type of bread) because…

|  |  |  |
| --- | --- | --- |
| **Science** Toasted Sandwich – changeToast – cutting, spreading | Images of God are like the varieties of breads, we can all have a different way of showing | **Mains**surveys – favourite sammies toppingfractions |

 |  |

**Year 1/2 Curriculum Day : Church Strand - Belonging**

|  |  |  |
| --- | --- | --- |
|  | **Key Understanding to develop** : We are on the Earth to do Jesus’ work, with the help of the Holy Spirit |  |
|  | Belonging: link to Church strand “belonging”We are called to do the Holy Spirits work at school, church and home.How do we know we belong to our classroom, School?We are on this earth to do Jesus’ work: to give/love/help/kindness Learn “I want to be a worker for the Lord” song [www.sundayschoolsources.com](http://www.sundayschoolsources.com)* brainstorm on what is ‘giving’ – looks like, sounds like
* giving at school and at home – think/pair/share

|  |  |  |  |
| --- | --- | --- | --- |
|  | giving things | giving from our🎔 | pictures to put in these categories – give some examples |
|  |  |  |

* Why do we give? What is in our heart when we give? Discussion
	+ make a card to give to someone, emphasise your own message – from the heart
* Different times to give/different reasons for givingRead the scripture Mark 12:43-44 – watch the video (the next day)
* Discuss “What did Jesus show us here? What do we know about now?”Read the “Widows Mite” sermon [www.sermons4kids.com](http://www.sermons4kids.com)
* Lead class prayers with “Dear God, everything we have is a gift from you. Help us to remember to give back to you with a cheerful heart.”
* Give each student 2-10 coins each and ask them to put 2 coins in an offering jar to give to the poor [www.sundayschoolsources.com](http://www.sundayschoolsources.com)
	+ have a discussion around this and how it links to the scripture
	+ class to choose the charity
* Think of things that are a gift from God ie: family, the Earth, etcWrite about this for writing time – share write a sentence together.
* “Images of God” book = God is Giving = take photos of giving and add to the ‘God is…’ wall.
* Create a piece of art showing giving from the heart
* Make a shared book of Giving eg: “one day there was a new girl/boy who started in Room 4 and…”
* Role play “giving” situations
* Have a knowledge activity and an action to show learning

giving back to the community eg: singing to the retirement village next doortalk to their artwork saying what they can do to be more like Jesus – giving! | What is a caring person like?What is God like? |

**Year 1/2 Curriculum Day – “Fishing for People” – Matthew 4:19-20**

|  |  |  |
| --- | --- | --- |
|  | **Key Understanding to develop** : Everybody wonders where they came from and why they’re here |  |
| WALT tells others about Jesus | * Read fishing for people ([www.sermons4kids.com](http://www.sermons4kids.com))

Lesson 1 Brainstorm what you need to be a good fisherman, how does it relate to the story? Picture and write what story is about – what would look likeLesson 2 Write recount/procedure of when they went fishingLesson 3 Beginners Bible “Helpers and friends” pg 316. Compare 2 stories – Venn diagram Year 2-10 operative activity with study notes, come back togetherLesson 4 God is patient. How would you be patient with your friends? - look at what you can do to be a good friend. Read “What does it mean to be present”Lesson 5 Make class book ‘Patience is…’ This links to ‘What does it mean in my life?’ shows images of God using patience (God is patient… I am patient when I…)Lesson 6 Create a class poem about ‘God is patient’Lesson 7 Talk about being friends and being friends with Jesus. We invite our friends to our parties – write invite, list the things they will doLesson 8 Write an invitation to a friend/family member/other person in school to come to a liturgy/mass – explain what we will do there. | Through our actions we are good role models |
|  | * God is patient – resilience
* What if they didn’t lay down their nets and follow Jesus?
* Spread the good news
* Soft toy to tell about Jesus
 | **Resources*** Beginner’s Bible Helpers and friends
* [www.Sermons4kids.com](http://www.Sermons4kids.com) Fishing for people
* Images of Gold
* What does it mean to be present
 |
| WALT tell others about Jesus | Lesson 9 Talk about what you want your friends to know about Jesus?Read ‘Images of God’ – God is a friend (change to Jesus is a friend) Jesus is…How is he a friend? How does he care about us?Lesson 10 Bring a toy to school day (friend) Tell your ‘friend’ about JesusCould use finger puppets to tell ‘friends’Lesson 11 Have a buddy class in the school and tell the students in that class what we know about JesusLesson 12 Have a celebration liturgy where you bring your friendLesson 13 ArtworkRevisit Images of GodChoose a focus – create an artwork – could become part of the class book made previously. | **RE Links*** Church Strand Yr 2 – privileges and responsibilities
* Church Strand Yr 1 – belonging, participating
* God Strand Yr 2 –
	+ God’s greatest gift is Jesus
	+ God made all of us and we are special
* Jesus Strand Yr 2 -Jesus is our role model Lessons 7-9
* Jesus Strand Yr 1 - Lessons 9-11
 |

**Year 1/2 Curriculum Day – Jesus Unit**

|  |  |  |
| --- | --- | --- |
|  | **Key Understanding to develop** : “Human Dignity”Mercy is “compassion and forgiveness shown towards someone” |  |
| Bishops LetterMercy Door | What is Mercy?* Looks like
* Sounds like
* Feels like

 develop class treaty with this in mind.* “Live justly, love tenderly, walk humbly with God”
* Parables – The Good Samaritan (DLTK)
* Class display – The path of the good Samaritan – post acts of Mercy along the way
 | **Resources*** “What does it mean to be kind?”

Rana Diorio* Ripples Effect - Youtube
 |
|  | * Attitude of Gratitude – link to “I have a right to be a child”
* Link to School charism (Mercy Nuns) the Common Good
* Put a “Jesus face” on a situation – pose the question – how would you act? (“in so far as you did it to one of my brothers you did it to me”)
 |  |
|  | * Visit local old people’s home
* make cards (big books/publishing) for the children’s ward
* school/class gardens – plant veges, give food to local community
* volunteer at local vege collective
 |  |

**Year 3/4 Curriculum Day – Parable of the Lost Sheep**

|  |  |  |
| --- | --- | --- |
|  | **Key Understanding to develop** : We all want to make sense of life |  |
| We are all human beings and have a desire and right to be accepted, included and forgiven | * Role plays around playground situationse.g. scenarios of a child who use put downs/bullying and are ostracised. How can we be like God and not give up on them.
* Have students retelling story in relation to their own lives.
 |  |
|  | **Key Understanding to develop** : Jesus is the answer |  |
|  | * Venn diagrams using Jesus and other known figures e.g. Pope Francis, Nelson Mandela, Mother Theresa, Suzanne Aubert, etc
* Independent research about those who help others find their way when they are lost- link with social studies/inquiry/topic- how are they like Jesus?
 |  |
|  | **Key Understanding to develop** : Jesus is the answer – Images of God |  |
|  | * Draw their ideal image of the values of the story (eg forgiveness, acceptance and inclusion)This could be linked with Venn diagram idea
 |  |
|  | **Key Understanding to develop** : Explore your parable |  |
|  |

|  |  |  |
| --- | --- | --- |
| LOST | FOUND | “I was lost and now I’m found”Accept, Include, Forgive |

Play hide and seek.Children write a “sin”/wrongdoing on paper. When found explain how they can seek forgiveness in actions as well as words. |  |

**Year 3/4 Curriculum Day – Parable of the Mustard Seed**

|  |  |  |
| --- | --- | --- |
|  | **Umbrella Statement:** We are curious and want to know why we are here (Why are we here?.... What are we called to be?)**Key Understanding to develop** : From small beginnings we grow |  |
| “Hook” | 1. Use a compressed flannel – eg dinosaur shape (rapid) – place in water and watch it grow
2. Make bread using yeast to show (quick) growth
3. Planting – grow plants from seeds (slower) – trees from seedlings

Life cycles ‘Seasons of Life’ – compare (human/nature) Hungry Caterpillar*Why are we here? →* Hungry Caterpillar story and a living thing.Use something living e.g. bee/chicken – *Why is it here?*Link seasons of growth eg: egg is for nurturing / caterpillar – grow/develop/be strong healthy to learn about their world chrysalis – change/growth – new purpose butterfly – transformed to something new (evolved) regenerates | Year 3 links into the God Strand* God is everywhere in the world through creation

Church Strand carrying on Jesus’ mission Year 4→ Mission to serve |
|  | **Key Understanding to develop** : Like Jesus we grow and have a purpose. “I am the bread of life” “Life is a gift from God” – Y4 God Strand |
|  | Expert jigsaw/carousel activitycaterpillar us Jesus egg - baby - baby chrysalis - young adult - young adultbutterfly - mature - mature ↓ ↓ ↓then what? then what? then what?Images, captions, children put together and discuss: Where did they start/where did they finish – linear or cyclic / which is better |  |
|  | **Key Understanding to develop** : To me God is… |  |
|  | Images of God From Images of God for Young Children (Marie-Hélène Delval)

|  |  |  |  |
| --- | --- | --- | --- |
| Initially Read  | God is LifeGod is SpringGod is MysteryGod is BeautyGod is Majesty |  Personal choice | Activity: Between exposure to these children write/draw their own ideas of what God isCould use one liner prompts: To me God is… |
| Finally Read |  God is Smallness |  |  |

Think/Pair/Share – What do we think heaven is…. Draw/Captions - Writing activity – an image with an open phrase: God is… | Communion of Saints Year 3 Lessons 4/5 |
|  | **Key Understanding to develop** : Jesus said… Heaven is… |  |
| Actv 1Actv 2 | Pre reading give the children a mustard seed.Parable of “The Mustard Seed” : as you read show images of : sowing a seed/ growth of that/a mustard tree sowing/growing/mature tree with a personThen Powerpoint of children’s art – photos of initial activities (yeast growing) One liner read: God smiled on me (show image from book). Finish with “images of heaven” produced by the children. | Quote Y“God is with us always” |

**Year 3/4 Curriculum Day – The Seed - Matthew 13:24-30,36,43**

|  |  |  |
| --- | --- | --- |
|  | **Key Understanding to develop** : We all want to make sense of life – Belonging |  |
|  | 1. We belong: Home Activity – students discuss belonging (groups) with family and bring in something to share with class that represents the group/family they belong to. Take a photo of their item – students do mixed media art around the photo (@ school)
2. We belong to our school community: Focus on school values – literacy – students respond to a Bible story by explaining how it links to the school values.
3. We belong to God’s Family : visit Church and organise to meet Priest and/or member of Church community. Create artwork about their part in the church – display in Church.
 |  |
|  | **Key Understanding to develop** : Jesus is the answer |  |
|  | 1. What is God like? Brainstorm in co-operative groups about what they think God is like.
2. People in the image of God: Research Mother Theresa, Pope Francis, Suzanne Aubert, Mary MacKillop and people in the community. e.g. visit Home of Compassion, Foodbank
3. How can I ‘walk in the footsteps of Jesus’ (Andrew Chinn song – learn this)- Dramatise – Scripture, then real life example – modern Good Samaritan
 |  |
|  | **Key Understanding to develop** : Images of God – God is… |  |
|  | * Brainstorm God is…
* Brainstorm God is a…→ from this picking one of these, create a poem, link into writing, language features, God is loving like…Share back ideas, poems, re crafting
* Once they have created their poem create a piece of art work to support this
* Collect these up and create own book
* Then read *Images of God*, look at pictures and what is written. What is the same/different to what class created.
* Plant seeds three different ways: solid, rock, weeds. What do you think will happen, make predictions, monitor the seeds
* To read the scripture from [www.sermons4kids.com](http://www.sermons4kids.com) – Mathew 13
* Brainstorm what are key ideas from the scripture
	+ Linking back to the image they have createdWhat can I do the live of my image of GodWhat can I do that shows ‘God is loving’ – how can I show this at school, at home, in class, in my community?
 |  |

**Year 3/4 Curriculum Day – Parable of the Rich Fool**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Key Understanding to develop** : We all want to make sense of life. |  |
| **Bus Stop****Art** | **Where do we come from?*** Pictures of people around the world (what kind of life do/might they live?) Students comparing to their own life

**After Bus Stop*** What is different? What’s the same?
* Looking at different lenses of life Venn diagram

**Where are we here?*** We are given the gift of life- What is a gift? Explore → treasure
* Building together the Kingdom of God (living out Jesus’ teachings)- Drawing of what Kingdom of God is

- “Our Kingdom looks and feels like this…” (explain picture to class) | S.C.- students will understand that everyone thinks and lives differently |
|  | **Key Understanding to develop** : Jesus is the answer |  |
|  | Parable of the Rich Fool1. Students to identify conflict and predict what Jesus might do (½ way through parable)
2. Students to solve problem via role play
3. Read and find out the end of parable and see what action Jesus did take
4. Compare through discussion Jesus’ actions. Was Jesus fair?
 |  |
|  | **Key Understanding to develop** : Images of God |  |
|  | Experiencing God through their senses. Layering images over each other to create a piece of art that represents each individuals image of God.* feel the heat/warmth of the sun
* hear the song of birds
* smell the perfume of flowers

 e.g |  |
|  | **Key Understanding to develop** : What is the image of God |  |
|  | Use the Images of God by Marie Hélène Deval to help them describe their piece of art. |  |

**Year 5/6 Curriculum Day**

|  |  |  |
| --- | --- | --- |
|  | **Key Understanding to develop** : Jesus said “I have come so that you may have a full and lived life” |  |
| WALTwhat we need in our life to be happy | 1. Ask the students to write down and discuss 5 things they will need to live a happy lifeBrainstorm what it means

Things that relate to key understandingsGo off and discuss as a class, refining and getting down to 5 things – Venn diagram Can they put together Key Actions in their lives and what this would look like.1. Students to dramatise these actions in groups.
 |  |
|  | **Key Understanding to develop** : Jesus’ life provides us with the answers on how to live our lives |  |
| WALT relate a happy life to the teachings and life of Jesus through the Gospels | Text that help:1. Short Happy Life of Riley
2. The Hurt
3. Poor Kid S.J.
4. The Forgiving Tree
5. Beatitudes

Gospel readings linked to 5 actions children come up with.Ethical dilemmas: What would you do? |  |

**Year 5/6 Curriculum Day**

|  |  |  |
| --- | --- | --- |
|  | **Key Understanding to develop** : Does what I believe in show in my actions? |  |
| **Learning Intentions:*** cornerstone of Christian morality is centred on Jesus ethical teachings from the bible
* articulate the qualities of Jesus
* commenting on the significance of the teachings of Jesus in contemporary society
 | * Acting out different scenarios and discuss morals and values e.g. a girl shoplifts but it’s for someone else who can’t afford the item
* Freeze frame drama of this morning’s reading – divide into groups identifying the different values of each group
* Am I a free person? What made Jesus a free person?Unpack what this means.
* Read Jonah and the Whale – Jonah wasn’t true to himself.on reflection asks for a second chance, God is a forgiving God → we don’t always get it right the first time.
* Read the story of Maui and fingers of fire? “How Maui bought fire to the World”Stop before the end and consider what Jesus would have done.i.e. Maui needed fire, should he have taken it from who it belonged to?
* Use debate as an activity for a scripture reading where the students present the pros and cons.
* What gets in the way of becoming a free person?e.g. peer pressure material goodsLook at photos/YouTube clips showing the different ways children live around the world – are those with less more free?
 |  |

**Year 5/6 Curriculum Day**

|  |  |  |
| --- | --- | --- |
|  | **Key Understanding to develop** : Everyone has questions about the meaning of life – the answer is Jesus |  |
| **Learning Intentions:*** WALT articulate qualities of Jesus – how can we live them today?
 | * Children’s literature e.g. Life of Riley, Spoon
* Poumanawa
* Taking action – mercy, life-giving relationships
* Images of God from Scripture (Year 6) extended to What are we called to become
* Gifts/Talents
* Scripture – parts of the body, examples of Jesus doing what was right – looking for examples e.g. making the world a better place
* Prayer – asking God for answers/help
* Writing modern day equivalents of Scripture stories to show Jesus’ example/Jesus as a role model
* Making comics of Scripture stories/trailers on IMacs
* Meditate on Scripture or on a ‘meaning of life’ question
 |  |
|  | **Key Understanding to develop** : Jesus is the Son of God and thus wholly divine – When we receive the Sacrament of Baptism we receive God’s Spirit too |  |
|  | * Make I-movie trailer
* Create a Comic Life
* Make a modern equivalent e.g. child being baptised, becoming part of God’s family, show them doing the right things, God saying “I am proud of you”
 |  |

**Year 7/8 Curriculum Day – Needs – All have them – Human Givens**

|  |  |  |
| --- | --- | --- |
|  | **Key Understanding to develop** : Empathy and Understanding - all have needs |  |
|  | * YouTube clip “Walking in Someone Else’s Shoes” – based on a street scene
* Set up a chart as pre assessment which will be looked at again to see if knowledge has moved on

|  |  |  |
| --- | --- | --- |
| NEED | GONE? | CONSEQUENCES |
|  |  |  |

* Who in our community caters for needs of others (especially those whose needs aren’t being met by family) → START OFF WITH POPE, kids start brainstorming who else meets needs. Powerpoint, prezi, basic graphic organiserQuestion – are the givers having their needs met as well?
* Pictures of the Pope in action – show, what needs is he fulfilling?
* Link with literacy – plays – come up with a scenario showing how they would meet the needs of someone – they write their own
* Introduce the parable – kids into groups and they re-enact their understanding of the message. (They’re not being growing mustard seeds) share thoughts across the groups.
* Groups work together – “art” work showing how mustard seed branches/grows into a community tree. The birds that came to rest in the tree are the consequences of what happens when we do plant a seed, when we do meet someone e3lses needs LABEL THE BIRDS
* Trees come together (display) community of trees, forest, all relying on each other. Korus – link them together to entwine the trees – attributes of each tree = important.
* End of day prayer – kids reflect on what seeds they have seen being planted that day i.e. the planted seed is an act of kindness – only have to be little things (like opening a door, saying good morning)
* Show the original video – have they now got a different understanding since the first time they watched it?
 | **BIG TRADITION*** Little things that Jesus modelled are just as important as the big things he modelled
 |

**Year 7/8 Curriculum Day**

|  |  |  |
| --- | --- | --- |
|  | **Key Understanding to develop** : to understand that faith guides/empowers us to become who we are called to be |  |
| AO’sY7 Saints L1, 6 & 7Y8 God L1-3Y7 H/S 1-7Y7 Jesus 5-7Y8 Jesus 6-7Y8 Sac L4 | * Learning Links – Parables and Miracles
* Finding our way around the Bible
* Finding parables – linking and comparing them
* Looking at T and t traditions in the Church
* Human Givens
 |  |
|  | **Key Understanding to develop** : to intrinsically be a living, breathing follower of Jesus |  |
| * Model Jesus words and actions
* Gospels are a guide for living a good Christian life
* Gospel characters changed by their response to Jesus
* Incorporate qualities of Jesus into our own lives
 | * Images of God (book)- visual wall- developing image – written statements of God is…
* Parables: to get images of God, New and Old Testament comparisons: drama re-enactments – link to literacy and art: presentations (powerpoints, music etc)
 |  |

**Year 7/8 Curriculum Day**

|  |  |  |
| --- | --- | --- |
|  | **Key Understanding to develop** : to be a fully healthy human there are essential needs to be met |  |
|  | * Brainstorm the needs humans have – prior knowledge
* Introduce Maslow’s Hierarchy of needs / Hauora House- Cause / Effect Chart/ Consequence Web
* Reflect on own needs- how are they being met?

- how are they helping others meet their needs?* Strand Links:- Myself and Others- Sacrament – Y7 – Blessed and Broken- Communion of Saints – Choices Y7
 | * Link to “Puberty” “Dare”

Health Units |
|  | **Key Understanding to develop** : our faith enables these needs to be met and to live in the Image of God |  |
| * Application how the words and actions of Jesus provided a model of living for the people he encountered
 | * Share “Image of God” Book- brainstorm images/symbols of God we know- students create own poetic writing response- to fulfil a need- students create own art response to go with writing. Produce own book
* Link images/stories from book back to Scripture Readings
* Identify the big T tradition“The Lost Sheep”Identify the Image of God in story – God never gives up onus – will always look for us- Link back to choices/needs above – it’s never too late to turn back to God- Dramatise with modern day scenario
 |  |