

AEP Teaching Resource Years 3-6

The following table maps key curriculum topics from the *P-12 Religious Education Curriculum* for Years 3-6. These descriptions have been drawn from the *Learning Progression* maps for each year level (3-6). This may be helpful if you are looking for some quick resource links to key content from the RE Curriculum. Also included are some of the core and complementary scripture texts for each year level and some suggested pedagogical strategies.

This is not a scope and sequence document and does not cover all areas of the curriculum but is a selection of ideas that might support the teacher.

Click the link to go the relevant year level-

[Year Three](#)

[Year Four](#)

[Year Five](#)

[Year Six](#)

[Strategies that Maximise Impact Booklet](#) (Please note you may be asked to sign in to use this resource)

[Project Zero's Thinking Routine Toolbox](#) (These resources come from Harvard Graduate School of Education)

<u>Year</u> 3	Curriculum Content description drawn from <i>Learning Progressions</i>.	Resource Link	Year 3 <u>Core and Complementary</u> texts	Pedagogical strategies
	<p>Communicate ideas about the life and teachings of Jesus. (<i>Deep Learning</i>)</p> <p>Locate and use information about text types by human authors of New Testament texts (<i>Surface Learning</i>)</p> <p>Locate and use information about cultural contexts in which the Gospels were written. (<i>Surface Learning</i>)</p>	<p><u>Three Worlds of the text BCE Catholic Identity site</u></p> <p><u>Bible Project</u>: Scripture resources including videos, posters and study notes</p>	<p>Core The birth of Jacob and Esau - Genesis 25:19-28 Esau sells his birthright - Genesis 25:29-34 God's Promise to Jacob - Genesis 28:10-22 <u>Second half of Book of Genesis Explained</u></p>	<p>Dot-to-dot connections The teacher identifies 6-8 meaningful words from the upcoming learning. Students record these words next to a dot, spacing them apart on the paper. Students predict connections between the words by drawing a connecting line between the dots and writing the connections on the line. Remember to review these predictions after learning</p>

<p>Express ideas about God's relationship with people as individuals and communities. <i>(Deep Learning)</i></p> <p>Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in text including key stories from the Torah. <i>(Surface Learning)</i></p> <p>Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including images of God by human authors in the Old Testament. <i>(Surface Learning)</i></p> <p>Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including from prayers attributed to the Saints. <i>(Surface Learning)</i></p>		<p>Scripture that Jesus would have known and reflected on - Isaiah 61:1-2 Jesus' Mission - Luke 4:16-21 A letter from Paul about a key event in Jesus' life - 1 Cor 11:23-26</p> <p>The Beatitudes - Matthew 5:3-11; Luke 6:20-26</p> <p>Complementary The Ten Commandments - Exodus 20:1- 17; Deuteronomy 5:1-21 God's agreement with Moses and the people/Ten commandments - Exodus 1:3-8; Exodus 20:1-17; Romans 13:8-10 The fruits of the Spirit - Galatians 5:14, 22-23</p>	<p>Seesaw strategy In pairs, students take turns giving answers to questions posed by a teacher or peer. Students may seesaw after reading or viewing texts to recall facts, observations and opinions.</p> <p>Fishbowl (circle within a circle) Think, pair, share Students sit in two circles, one circle inside the other. Students in the inner circle discuss what they have discovered about a specific topic. Students in the outer circle take notes from the discussion. They then ask the inner group questions before contributing to the discussion. The process can then be repeated with another topic and the two groups swap roles.</p>
<p>Communicate ideas about the life and teachings of Jesus. <i>(Deep Learning)</i></p> <p>Discuss ideas about the Christian belief that Jesus is the Messiah. <i>(Surface Learning)</i></p> <p>Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events</p>	<p>Baptism and Mission</p> <p>Mystery of God BCE Catholic Identity site</p> <p>I Believe in Jesus Christ Melbourne RESource</p> <p>Supporting Resources – Judaism BCE Catholic Identity Site</p>		

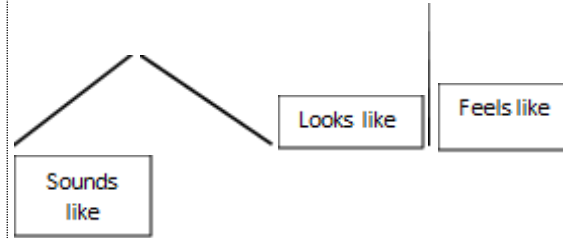
	<p>about order and harmony in God's creation.</p> <p>Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events about order and harmony in God's creation. (Surface Learning)</p>			
	<p>Demonstrate an understanding of the significance of the Church community. (<i>Deep Learning</i>)</p> <p>Explain ways that the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen the members of the Church community. (<i>Surface Learning</i>)</p> <p>Describe significant people, events and features of a parish and diocese, past and present including the collaboration of clergy, religious and laity. (<i>Surface Learning</i>)</p>	<p>https://flameoffaith.org.au/</p> <p>Sacraments BCE Catholic Identity Site</p> <p>What is the background to the Mass?</p> <p>Some church history information</p> <p>About the Archdiocese of Brisbane</p> <p>Teacher Background - Church</p>		
	<p>Recognise how the scriptures provide a foundation for living a moral life.</p> <p>Identify respect for basic human rights as a foundation for living a moral life.</p> <p>Identify an acknowledgement of responsibility, in particular for the and poor and disadvantaged, as part of living a moral life.</p>	<p>Church Moral Teaching BCE Catholic Identity Site</p> <p>Morality and Justice Teacher notes Melbourne RSource</p> <p>Prayer BCE Catholic Identity site</p> <p>Teacher Background – Prayer and Ritual</p>		

		Teacher Background – Morality and Social Justice		
Year 4	Curriculum Content description drawn from <i>Learning Progressions</i>.	Resource Link	Year 4 Core and Complementary texts	Pedagogical strategies
	<p>Explain how a reader uses knowledge of the Bible to better understand God’s word. <i>(Deep Learning)</i></p> <p>Locate books, people, places, events and objects using Bible referencing. <i>(Surface Learning)</i></p> <p>Identify a variety of different books and text types in the Old Testament and New Testament. <i>(Surface Learning)</i></p> <p>Connect ideas from different texts and experiences of the Jewish community in first century Palestine including the Decalogue and the wisdom of St Paul. <i>(Surface Learning)</i></p>	<p>Three Worlds of the text BCE Catholic Identity site</p> <p>1 Thessalonians – Introducing Paul Melbourne RSource</p>	<p>Core Jesus is baptised by John - Matthew 3:13- 17; Mark 1:9-11; Luke 3:21-23</p> <p>Old Testament text types Sacred myths First creation story - Genesis 1:1-2:4a Poetry Song of Moses and of Miriam - Exodus 15: 1-21 Legal codes Leviticus 11: 1-8; 24: 17-22 Wise sayings Proverbs 13:20; 20:11; 22:6; 25:25 Historical narratives The story of Jacob and his name change to Israel - Genesis 35:1-15</p> <p>Complementary Father, Son, Spirit - 2 Corinthians: 13:13; Acts 7:54-56; Luke 1:35; John 14:26-28; 15:26; Matthew 28:18-19 The purpose of teaching</p>	<p>The language of summarising</p> <ul style="list-style-type: none"> • The most important thing to know about Is ____ • Some important facts included in the text are ____ • The key point the author is making is ____ • In my own words, the text is about ____ • Another name for this text could be ____ • Who? When? Where? What? How? • The whole point of this text is ____ • Key words used in the text are ____ • So far I have learned ____ • The text is mostly about ____ <p>Jigsaw Teachers arrange a class in groups. Each group member is assigned a different piece of information in which to identify the most important ideas. Group members then join with members of other groups assigned the same piece of information, to share ideas that were identified. Eventually, students return to their original groups to try to “piece together” a clear picture of the topic at hand.</p>

				3, 2, 1 Strategy 3 things I learnt..... 2 things I found Interesting 1 question I still have
	<p>Recognise the Christian belief that God, as Trinity, is relational in nature. (<i>Deep Learning</i>)</p> <p>Identify and explain some scriptural passages that express God as Father, Son and Holy Spirit. (<i>Surface Learning</i>)</p>	<p>Rublev's icon of the Trinity</p> <p>The Trinity in the New Testament Felix Just, S.J</p> <p>Supporting Resources – Judaism BCE Catholic Identity Site</p>		
	<p>Explain how practices and characteristics of contemporary parishes and diocese are modelled on the mission and ministry of Jesus. (<i>Deep Learning</i>)</p> <p>Demonstrate an understanding about how the Sacraments of Anointing of the Sick and Penance continue Jesus' mission and ministry in the life of the community. (<i>Surface Learning</i>)</p> <p>Explain the significance of community for Christians. (<i>Deep Learning</i>)</p>	<p>https://flameoffaith.org.au/</p> <p>Anointing BCE Catholic Identity site</p> <p>Healing BCE Catholic Identity site</p> <p>Introduction to the Sacraments Melbourne RSource</p> <p>Church and Community, RSource, Melbourne</p>		

	<p>Connect ideas from different texts and experiences of the early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary Church communities. <i>(Surface Learning)</i></p>	<p>Teacher Background - Church</p> <p>Reconciliation (Penance), RESource, Melbourne</p> <p>Teacher Background - Church</p> <p>Sacraments BCE Catholic Identity Site</p>		
	<p>Explain how practices and characteristics of contemporary parishes and diocese are modelled on the mission and ministry of Jesus. <i>(Deep Learning)</i></p> <p>Create prayers of blessing, petition and intercession using appropriate structures. <i>(Surface Learning)</i></p> <p>Demonstrate an understanding of the significance of these prayer forms for Christian communities. <i>(Surface Learning)</i></p> <p>Participate respectfully in a variety of prayer experiences including prayers of blessing, petition, intercession and litanies. <i>(Surface Learning)</i></p> <p>Participate respectfully in meditative prayer practices including praying with the help of colour and mandalas. <i>(Surface Learning)</i></p>	<p>Prayer BCE Catholic Identity site</p> <p>https://prayingincolor.com/</p> <p>Petition Praying for Help</p> <p>Teacher Background – Morality and Social Justice</p> <p>Church Moral Teaching BCE Catholic Identity Site</p>		

Year 5	Curriculum Content description drawn from <i>Learning Progressions.</i>	Resource Link	Year 5 Core and Complementary texts	Pedagogical strategies
	<p>Examine Mary's role as mother of Jesus and mother of the Church. (<i>Deep Learning</i>)</p> <p>Use the features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. (<i>Surface Learning</i>)</p> <p>Describe the significance of the Eucharist, Psalms and Sabbath rituals and prayers for the lives of believers.</p>	<p>Scripture and Jesus, RESource, Melbourne</p> <p>3 World's of the Text</p> <p>Bible Project: Scripture resources including videos, posters and study notes</p>	<p>Core</p> <p>Complementary</p>	<p>Mnemonic This is a memory technique. For example, to remember the number of days in the months the following mnemonic may help: <i>30 days hath September, April, June and November, all the rest have 31, except for February alone, which hath 28 days clear, and 29 in each leap year.</i> Students could create their own for certain subject matter they need to memorise.</p> <p>Story Map Students draw a graphical representation as a record of the important events and elements in a story. Story maps can be used to assist students to retell a story in written or oral form.</p> <p>Y-Chart Purpose: A three-part chart to help organise what the student knows about the topic, what it looks like, feels like and sounds like. The students use their senses of sight, hearing and touch and record their writing or drawing in</p>

				<p>the Y-Chart.</p> 
	<p>Explain the action of the Holy Spirit in the lives of believers.</p> <p>Analyse information from a variety of texts including Scriptural references to the Holy Spirit</p> <p>Describe the significance of the Eucharist, Psalms and <u>Sabbath rituals and prayers</u> for the lives of believers.</p>	<p>Morality and Justice, REsource, Melbourne</p> <p>Teacher Background – Morality and Social Justice</p> <p>Prayer, Liturgy and Sacraments, REsource, Melbourne</p> <p>Teacher Background - Sacraments</p> <p>Teacher Background – Prayer and Ritual</p> <p>Supporting Resources – Judaism</p> <p>BCE Catholic Identity Site</p>		
	<p>Explain the action of the Holy Spirit in the lives of believers.</p> <p>Analyse the words, symbols and actions of the Catholic Rite of Confirmation.</p> <p>Describe the significance of the <u>Eucharist</u>, Psalms and Sabbath rituals and prayers for the lives of believers.</p>	<p>Teacher Background - Sacraments</p> <p>Introduction to the Sacraments, REsource, Melbourne</p> <p>Teacher Background - Church</p>		

		Sacraments BCE Catholic Identity Site		
	<p>Explain the action of the Holy Spirit in the lives of believers.</p> <p>Describe ways in which believers make and act upon informed moral choices.</p> <p>Describe the significance of personal and communal prayer and worship. (<i>Deep Learning</i>)</p> <p>Analyse elements and features of some Marian prayers including the Hail Mary, the Litany of Mary of Nazareth and the Rosary. (<i>Surface Learning</i>)</p> <p>Participate respectfully in a variety of personal and communal prayer experiences including Marian prayers especially the Hail Mary, the Litany of Mary of Nazareth and the Rosary; and meditative prayer especially mantras. (<i>Surface Learning</i>)</p> <p>Participate respectfully in meditative prayer practices experiences including praying with Rosary Beads. (<i>Surface Learning</i>)</p>	<p>Church and Community, RESource, Melbourne</p> <p>Teacher Background - Church</p> <p>Teacher Background – Morality and Social Justice</p> <p>Church Moral Teaching BCE Catholic Identity Site</p> <p>Teacher Background – Prayer and Ritual</p>		

Year 6	Curriculum Content description drawn from <i>Learning Progressions</i> .	Resource Link	Year 6 Core and Complementary texts	Pedagogical strategies				
	<p>Explain how scriptural texts describe Jesus’ relationship with God the Father and humanity. (<i>Deep Learning</i>)</p> <p>Select and use evidence from Scriptural texts including the proclamation of Jesus as fulfilling God’s promises in the Old Testament to describe Jesus’ relationship with God. (<i>Surface Learning</i>)</p> <p>Identify and describe many ways in which faith is lived out in the lives of believers past and present. (<i>Deep Learning</i>)</p> <p>Analyse the key messages and contexts of some Old Testament prophets. (<i>Surface Learning</i>)</p>	<p>Three Worlds of the text BCE Catholic Identity site</p> <p>Scripture and Jesus, RESource, Melbourne</p> <p>Bishop Robert Barron Call of Samuel Homily</p> <p>Twenty Five of the Best RESource Melbourne</p> <p>Bible Project: Scripture resources including videos, posters and study notes</p> <p>Christology BCE Catholic Identity Site</p> <p>I Believe in Jesus Christ Melbourne RESource</p> <p>Three Worlds of the text BCE Catholic Identity site</p>	<p>Core</p> <p>Call of Nathaniel and other disciples - John 1:35-51 Jesus as Messiah, Son of Man and Saviour - Matthew 16:16-17; Acts 17:2-3; Acts 2:29-33, 36</p> <p>The significance of Eucharist for Christian communities - 1 Corinthians 11:23-26</p> <p>Scriptural foundations for the spiritual and corporal works of mercy - Matthew 25:31-46 Allow students to select some complementary texts to show how this teaching is embedded in multiple places in the Bible. What did Jesus come to do? - Matthew 5:17</p>	<p>T-Chart</p> <p>Purpose: To analyse or compare two aspects of a subject. For example: Pros and Cons Chart associated with a decision, or Fact vs. Opinions Chart about what is presented in a newspaper article.</p> <table><tr><th>Pros</th><th>Cons</th></tr><tr><td></td><td></td></tr></table> <p>Elevator Pitch</p> <p>A short, pre-prepared persuasive speech that explains an idea clearly and succinctly. It can be used to spark interest in an idea whilst conveying the important information.</p> <p>Socratic Seminar</p> <p>A Socratic Seminar is a powerful technique that encourages students to think critically whilst co-constructing a deeper understanding of a text or issue.</p> <p>1) A seminar begins with a teacher or student posing an open-ended question. E.g. What is the meaning of this film?</p> <p>2) Time is provided for students to prepare their ideas before contributing to the seminar. In</p>	Pros	Cons		
Pros	Cons							

				<p>conjunction with the teacher, students prepare a list of ground rules for the discussion. E.g. Don't interrupt others, don't put down your peers' ideas, etc.</p> <p>3) Students then engage in a discussion, responding to the question, explaining their thinking, justifying their ideas and sharing their point of view.</p> <p>why</p>
	<p>Identify and describe many ways in which faith is celebrated in the lives of believers past and present. (<i>Deep Learning</i>)</p> <p>Identify and describe the commemoration of High Holy Days by Jewish believers. (<i>Surface Learning</i>)</p>	<p>Teacher Background - Beliefs</p> <p>God, Religion and Life, RESource, Melbourne</p> <p>Supporting Resources – Judaism BCE Catholic Identity Site</p>		
	<p>Identify and describe many ways in which faith is celebrated in the lives of believers past and present. (<i>Deep Learning</i>)</p> <p>Identify and describe the Church's liturgical year and the celebration of Eucharist. (<i>Surface Learning</i>)</p>	<p>Prayer, Liturgy and Sacraments, RESource, Melbourne</p> <p>Concepts for a Eucharistic Life</p> <p>https://flameoffaith.org.au/eucharist/</p> <p>Teacher Background - Church Church and Community, RESource, Melbourne</p> <p>Morality and Justice, RESource, Melbourne</p> <p>Eucharist, RESource, Melbourne</p>		

		Together at One Altar Overview of the Mass		
	<p>Identify and describe many ways in which faith is lived out in the lives of believers past and present. (<i>Deep Learning</i>)</p> <p>Examine the spiritual and corporal works of Mercy. (<i>Surface Learning</i>)</p> <p>Explain the significance of Jesus' New Law for the way believers live their faith. (<i>Surface Learning</i>)</p> <p>Identify and describe many ways in which faith is celebrated in the lives of believers past and present. (<i>Deep Learning</i>)</p> <p>Explain the significance of personal and communal prayer for the spiritual life of believers including the Our Father and The Examen and the use of meditative prayer practices especially prayer journaling (Surface Learning)</p> <p>Participate respectfully in a variety of personal and communal prayer experiences including spiritual exercises and meditative prayer practices.</p>	<p>Catholic Social Teaching RESource, Melbourne</p> <p>Church Moral Teaching BCE Catholic Identity Site</p> <p>Teacher Background – Prayer and Ritual</p> <p>Sacred Space Irish Jesuits the Examen</p> <p>Teacher Background – Morality and Social Justice</p>		

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