

2018

ST MICHAEL'S PRIMARY SCHOOL



LEARNING AND TEACHING FRAMEWORK

# LEARNING AND TEACHING FRAMEWORK

Vision, Strategic Intent, Instructional Vision	Page 2
Design Principles	Page 3
Learning Entitlement Plan – Overview	Page 4
Assessment Schedule	Page 6
Plan for entitlement by learning area and Integrated Inquiry	Page 9
Religious Education Scope and Sequence	Page 14

# ST MICHAEL'S PRIMARY SCHOOL

## LEARNING & TEACHING FRAMEWORK

### OUR VISION

We are a faith community who work in partnership with parents, the first educators. We bring to life the gospels by following Jesus, 'the Way, the Truth and the Life.' We provide a sanctuary of learning where students are challenged to take risks, overcome obstacles, and work with others to grow into the leaders, innovators and problem solvers of tomorrow.

### OUR STRATEGIC INTENT

To empower our students to become confident, resilient and connected learners and individuals and to build a vibrant Catholic identity that engages with students, parents and the community.

### INSTRUCTIONAL VISION

**Ensuring high quality outcomes for all students.**

**We will achieve this through:**

#### **Building the capacity of staff to improve student learning**

- Focus on purposeful and explicit teaching to improve student learning outcomes.
- Support teacher development and knowledge of Victorian Curriculum as a framework for planning.
- Develop teacher knowledge and understanding of pedagogical practices that improve students' literacy and numeracy outcomes.
- Provide access to quality professional learning.
- Develop a culture of collaboration and collective responsibility.

#### **Developing a culture of school improvement**

- Establish shared goals and understandings around our educative purpose.
- Have clear and transparent processes for monitoring school improvement.
- Create a collaborative environment that enables staff to critically reflect on their practice to improve student learning.

#### **Sharing leadership**

- Develop a sustainable model of leadership through building teacher capacity.

## DESIGN PRINCIPLES FOR ST MICHAEL'S PRIMARY SCHOOL, HEYFIELD

### OVERARCHING PRIORITY

We are committed to our faith community, fostering an environment where all teachers and students reach their potential and beyond.

### WHAT WE ARE COMMITTED TO...

We are committed to evidence-based best practice.

We are committed to building capacity of all teachers through a culture of collaboration and mutual support.

### WHAT WE ASPIRE TO ...

Students as partners in assessment, learning and teaching.

Achieving a high level of student engagement.

Implementing a curriculum which has entitlement for all.

This means:

- Connecting our faith to a modern perspective (recontextualisation).
- Celebrating together.
- Helping students to live the Gospel values.
- Modelling commitment to our faith.
- Supporting students to become independent learners.
- Creating an environment where teachers and students are challenged.
- Knowing our students and knowing what they need to learn.
- Being purposeful and strategic in our teaching.
- Having the belief that all students can learn and progress.
- Focusing on the development not the deficit.
- Working towards common goals.
- Being committed to a culture of self-reflection and peer collaboration within an accountability framework.
- Supporting each other in achieving our vision.
- Working in partnership with parents.

## LEARNING ENTITLEMENT PLAN

In Victoria the school curriculum is set out in the Victorian Curriculum F–10, that all Victorian government and Catholic schools are implementing from 2017. The curriculum defines the common and core set of knowledge and skills that are required both for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards

The teaching and learning program is the school-based plan for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts.

Learning Areas	Capabilities
<ul style="list-style-type: none"> <li>• The Arts <ul style="list-style-type: none"> <li>○ Dance</li> <li>○ Drama</li> <li>○ Media Arts</li> <li>○ Music</li> <li>○ Visual Communication Design (7-10)</li> <li>○ Visual Arts</li> </ul> </li> <li>• English</li> <li>• Humanities <ul style="list-style-type: none"> <li>○ Civics and Citizenship</li> <li>○ Economics and Business</li> <li>○ Geography</li> <li>○ History</li> </ul> </li> <li>• Languages</li> <li>• Health and Physical Education</li> <li>• Mathematics</li> <li>• Science</li> <li>• Technologies <ul style="list-style-type: none"> <li>○ Design and Technologies</li> <li>○ Digital Technologies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Critical and creative thinking</li> <li>• Intercultural</li> <li>• Ethical</li> <li>• Personal and social</li> </ul>

**The achievement standards reflect the emphasis within the broad stages of schooling, these being:**

### **Foundation Stage (Years F – 2)**

The focus is on the five curriculum areas of English, Mathematics, The Arts, Health and Physical Education, and Personal and Social Capability. These areas all have a standard at Foundation. In the early years of schooling, schools may choose to structure teaching and learning programs around the five outcomes of the Victorian Early Years Learning and Development Framework (VEYLDF).

### **Breadth stage (Years 3–8)**

Students have the opportunity to fully engage with all learning areas and capabilities, with a focus on English, Mathematics, Science.

### **Pathways stage (Years 9–10)**

Students engage in a broad education and begin to plan their senior secondary program of study.

## What do we assess and report to in Primary School?

Learning Area & Capabilities		Students with disabilities A-D	F	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religious Education		Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
English		Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
Maths		Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
The Arts	Visual Arts	Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
	Music	Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
	Media Arts	Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
	Dance	Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
	Drama	Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
Critical and Creative Thinking		Standard	⇒	⇒	Standard	⇒	Standard	⇒	Standard
Ethical Capability			⇒	⇒	Standard	⇒	Standard	⇒	Standard
Health & Physical Education		Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
The Humanities	Civics & Citizenship					⇒	Standard	⇒	Standard
	Economics & business							⇒	Standard
	Geography	Standard	⇒	⇒	Standard	⇒	Standard	⇒	Standard
	History	Standard	⇒	⇒	Standard	⇒	Standard	⇒	Standard
Intercultural Capability			⇒	⇒	Standard	⇒	Standard	⇒	Standard
Languages F - 10			⇒	⇒	Standard	⇒	Standard	⇒	Standard
Personal & Social Capability		Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
Science		Standard	⇒	⇒	Standard	⇒	Standard	⇒	Standard
Technologies	Design & Technologies	Standard	⇒	⇒	Standard	⇒	Standard	⇒	Standard
	Digital Technologies	Standard	⇒	⇒	Standard	⇒	Standard	⇒	Standard

## Students with Additional Needs

### Student Support Group (SSG) established and meets second half term 1.

- Initial meeting to review goals from end of 2017 or set goals if new student.
- Set new goals for the next term. These goals are based on the student's knowledge, skills and behaviours that the Student Support Group considers to be achievable and high priority for the student to acquire or maintain over the next year.
- Ensure student's needs are being met – access to classroom program, inclusivity, whether further assessment required, social and emotional wellbeing, etc.

Student Support Group meets at the end of each term to review the Personalised Learning Plan (PLP).

Learning Adjustment Leader oversees the program in line with NCCD requirements.

# St Michael's Primary School Assessment Schedule 2018

		FOUNDATION	1/2	3/4	5/6
Ongoing		<i>Teacher based anecdotal notes &amp; student goal setting are ongoing assessments, using MAI for pre/post testing</i>			
Term 1	Weeks 1-5	BAS BAS Concepts of Print BAS 20 word list Observation Survey (Clay) <ul style="list-style-type: none"> <li>Letter ID (for all)</li> <li>Complete survey for higher achieving students</li> </ul> Record of Oral Language (for all students) Drawing sample-(Name invitation to write) MAI Numeracy Interview	Observation Survey (Clay) For all year 1 and for at risk year 2 students Record of Oral Language (for all year 1 and at risk year 2 students) MAI Numeracy Interview	TORCH reading comprehension MAI Numeracy Interview	TORCH reading comprehension MAI Numeracy Interview
		Teachers to identify students at risk	Teachers to identify students at risk	Teachers to identify students at risk	Teachers to identify students at risk
		Parent/Teacher Initial Interview	Parent/Teacher Initial Interview	Parent/Teacher Initial Interview	Parent/Teacher Initial Interview
	Weeks 6-10	Writing Sample <ul style="list-style-type: none"> <li>annotated /analysis</li> </ul> Running Record (BAS) Picture Chat (teacher judgement of concept knowledge)	Writing Sample - Recount <ul style="list-style-type: none"> <li>annotated /analysis/rubric</li> </ul> Running Record BAS	Writing Sample- Narrative <ul style="list-style-type: none"> <li>annotated /analysis/rubric</li> </ul> Running Record BAS	Writing Sample - Narrative <ul style="list-style-type: none"> <li>annotated /analysis/rubric</li> </ul> Running Record BAS

		PLT Meeting : Students at Risk	PLT Meeting : Students at Risk	PLT Meeting : Students at Risk	PLT Meeting : Students at Risk
<b>Term 2</b>	<i>Weeks 1-5</i>	Drawing sample  PAT Assessment – Reading & Maths	Spelling Analysis – Words Their Way  PAT Assessment – Reading & Maths	Spelling analysis – Words Their Way  Naplan Year 3  PAT Assessment – Reading & Maths	Spelling analysis – Words Their Way  Naplan Year 5  PAT Assessment – Reading & Maths
		Teachers to identify students at risk	Teachers to identify students at risk	Teachers to identify students at risk	Teachers to identify students at risk
	<i>Weeks 6-10</i>	Writing Sample - Recount <ul style="list-style-type: none"> <li>annotated /analysis Running Record (BAS)</li> </ul> Spelling analysis – Marie Clay 'Hearing Sounds in Words'	Running Record (BAS)  Writing Sample- <ul style="list-style-type: none"> <li>annotated /analysis/rubric</li> </ul>	Running Record (BAS)  Writing Sample - <ul style="list-style-type: none"> <li>annotated /analysis/rubric</li> </ul>	Running Record (BAS)  Writing Sample - <ul style="list-style-type: none"> <li>annotated /analysis/rubric</li> </ul>
		PLT Meeting: Students at Risk	PLT Meeting: Students at Risk	PLT Meeting: Students at Risk	PLT Meeting: Students at Risk
		Written Report	Written Report	Written Report	Written Report
<b>Term 3</b>	<i>Weeks 1-5</i>	MAI Pre/Post Testing  Drawing sample	MAI Pre/Post Testing	MAI Pre/Post Testing  TORCH	MAI Pre/Post Testing  TORCH
		Teachers to identify students at risk	Teachers to identify students at risk	Teachers to identify students at risk	Teachers to identify students at risk
		Student led conferences	Student led conferences	Student led conferences	Student led conferences



	Weeks 6-10	Writing Sample- Recount <ul style="list-style-type: none"> <li>annotated /analysis Running Record (BAS)</li> </ul>	Writing Sample - Recount <ul style="list-style-type: none"> <li>annotated /analysis/rubric Running Record (BAS)</li> </ul>	Writing Sample - Narrative <ul style="list-style-type: none"> <li>annotated /analysis/rubric Running Record (BAS)</li> </ul>	Writing Sample- Narrative <ul style="list-style-type: none"> <li>annotated /analysis/rubric Running Record (BAS)</li> </ul>
		PLT Meeting: Students at Risk	PLT Meeting: Students at Risk	PLT Meeting: Students at Risk	PLT Meeting: Students at Risk
Term 4	Weeks 1-7	<b>PAT Assessment – Reading &amp; Maths</b>  BAS  <b>BAS Concepts of Print</b>  <b>BAS 20 word list</b>  <b>Observation Survey (Clay) all students (adjust for BAS Assessment)</b>  <b>Record of Oral Language (for all students)</b>  Drawing sample  Writing Sample <ul style="list-style-type: none"> <li>annotated /analysis Spelling analysis (select from Ob Survey/Marie Clay)</li> </ul> Words Their Way (Teacher Judgement)	<b>PAT Assessment – Reading &amp; Maths</b>  Observation Survey (Clay) <ul style="list-style-type: none"> <li><b>For all year 1 and</b> for at risk <b>year 2</b> students</li> </ul> <b>Record of Oral Language (for all year 1 and at risk year 2 students)</b>  Benchmarking (BAS)  Spelling Analysis – Words Their Way  Writing Sample <ul style="list-style-type: none"> <li>annotated /analysis/rubric</li> </ul>	<b>PAT Assessment – Reading &amp; Maths</b>  Benchmarking (BAS)  Spelling Analysis – Words Their Way  Writing Sample – <ul style="list-style-type: none"> <li>annotated /analysis/rubric</li> </ul>	<b>PAT Assessment – Reading &amp; Maths</b>  Benchmarking (BAS)  Spelling Analysis – Words Their Way  Writing Sample – <ul style="list-style-type: none"> <li>annotated /analysis/rubric</li> </ul>
	Weeks 8-10	Written Reports	Written Reports	Written Reports	Written Reports

# ST MICHAEL'S SCHOOL PLAN FOR ENTITLEMENT AND REPORTING BY LEARNING AREA

## FOUNDATION – YEAR 1

Term 1	Term 2	Term 3	Term 4
Religious Education	Religious Education	Religious Education	Religious Education
English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics
Physical Education	Physical Education	Physical Education	Physical Education
Languages	Languages	Languages	Languages
The Arts	The Arts	The Arts	The Arts

## JUNIOR – INTEGRATED INQUIRY

IDENTITY, DIVERSITY & CULTURE: Heritage and Tradition	OUR PLACE IN THE WORLD	DESIGN, DISCOVERY AND INNOVATION	HEALTH AND WELLBEING
<p><u>Who am I?</u></p> <p>Through activities such as developing personal and family timelines, examining photographs and buildings, and visits by community members, students learn about concepts of time – chronology and sequencing, and change and continuity.</p> <p>By comparing the experiences and artefacts of their daily lives with those of their parents, grandparents and other community members, students reflect on how life at home and in the community has changed. They develop a sense of personal history and community history.</p>	<p><u>In our backyard</u></p> <p>Students identify and describe the changes to objects, materials, resources, living things and things in their local environment. They suggest how the environment affects them and other living things.</p> <p><i>Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter are met.</i></p> <p><i>Living things grow, change and have offspring similar to themselves.</i></p> <p><i>Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life.</i></p>	<p><u>Toy Story</u></p> <p><u>Science Link</u></p> <p>The way objects move depends on a variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape.</p> <p>Light and sound are produced by a range of sources and can be sensed.</p> <p>Do all toys move?</p> <p>Where does the energy to make toys move come from?</p> <p>How does size and shape affect a toy's movement?</p> <p>Why is light and sound used in toys?</p> <p><u>History Link</u></p> <p>Differences and similarities between students' daily lives and perspectives of life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.</p> <p><u>Technology Link</u></p> <p>Explore how technologies use forces to create movement in designed solutions.</p> <p>Engage in the design process to understand the steps that are involved with designed solutions.</p>	<p><u>Fit and Fantastic</u></p> <p><u>Foundation</u></p> <p>Students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.</p> <p><u>Level 1/2</u></p> <p>Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these.</p> <p>Recognise situations and opportunities to promote their own health, safety and wellbeing. Identify and explore natural and built environments in the local community where physical activity can take place.</p>

<b>Victorian Curriculum connections</b> English & Mathematics Humanities Design & Technologies Critical and Creative Capability Personal and Social Capability	<b>Victorian Curriculum connections</b> English & Mathematics Science Humanities Design & Technologies Personal and Social Capability Ethical Capability	<b>Victorian Curriculum connections</b> English & Mathematics Science Design & Technologies Humanities Critical and Creative Capability	<b>Victorian Curriculum connections</b> English & Mathematics Health & PE Humanities Critical and Creative Capability Ethical Capability Personal and Social Capability
<b>TIME ALLOCATION PER WEEK</b> Religious Education – 3.0 hours English – 10 hours Mathematics – 5 hours Physical Education – 1 hour Languages – 1 hour The Arts – 1.5 hours Digital Technologies – 1 hour Learning Area Investigations and integrated inquiry – 2 hours			

# ST MICHAEL'S SCHOOL PLAN FOR ENTITLEMENT AND REPORTING BY LEARNING AREA

## YEARS 2 – 6

Term 1	Term 2	Term 3	Term 4
Religious Education	Religious Education	Religious Education	Religious Education
English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics
Physical Education	Physical Education	Physical Education	Physical Education
Languages	Languages	Languages	Languages
The Arts	The Arts	The Arts	The Arts
YEAR 2/3/4 – INTEGRATED INQUIRY			
IDENTITY, DIVERSITY & CULTURE: Heritage and Tradition	OUR PLACE IN THE WORLD	DESIGN, DISCOVERY AND INNOVATION	HEALTH AND WELLBEING
<p><b><u>First Contacts</u></b> Students identify and explain the cause and effect of European settlement through exploring first contact of Australia's first nation people and European settlers who came out on the First Fleet. Key aspects: The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives. Stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival. The nature of contact between Aboriginal and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions. Resources link <a href="http://getsmarts.weebly.com/the-australian-colonies.html">http://getsmarts.weebly.com/the-australian-colonies.html</a></p>	<p><b><u>Our Place in the World</u></b> <b>Amazing Australia</b> Representation of Australia as states and territories, and Australia's major natural and human characteristics. The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability. <b>Australia's Neighbours</b> Location of Australia's neighbouring countries and the diverse characteristics of their places. They identify and explain interconnections and identify and describe locations, including Australia's neighbouring countries and Africa and South America. <b>Planet Earth</b> Earth's rotation on its axis causes regular changes, including night and day. Earth's surface changes over time as a result of natural processes and human activity.</p>	<p><b><u>Food Truck Festival</u></b> <b>Technology Link</b> Students investigate food production used in modern and traditional societies, including food preparation techniques. They use design principles (investigate, generate, produce, evaluate, manage and plan) to create designed solutions for marketing a food product from a food truck. <b>Science Link</b> Investigate heating and cooling in the context of food and how this changes the properties of matter (eg solid to liquid).</p>	<p><b><u>Healthy Choices (plus Bike Ed)</u></b> Students identify and practise strategies to promote health, safety and wellbeing. They discuss and interpret health information and messages in the media and they participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing. <b>Community Link</b> Students explore the recreational opportunities that people can access within the local Heyfield community.</p>

<b>Victorian Curriculum connections</b> English & Mathematics The Humanities Technologies Critical and Creative Capability Personal and Social Capability Intercultural Capability	<b>Victorian Curriculum connections</b> English & Mathematics Science The Humanities Technologies Critical and Creative Capability Personal and Social Capability	<b>Victorian Curriculum connections</b> English Technologies Critical and Creative Capability Personal and Social Capability	<b>Victorian Curriculum connections</b> English & Mathematics Science The Humanities Critical and Creative Capability Ethical Capability Personal and Social Capability
<b>YEAR 5/6 - INTEGRATED INQUIRY</b>			
<b>IDENTITY, DIVERSITY &amp; CULTURE:</b> Heritage and Tradition	<b>OUR PLACE IN THE WORLD</b>	<b>DESIGN, DISCOVERY AND INNOVATION</b>	<b>HEALTH AND WELLBEING</b>
<u><b>Australian Colonies</b></u> Students develop key historical skills and understandings through the investigation of British colonisation of Australia. They identify and describe change and continuity and explain the causes and effects of change on society. They compare the different experiences and perspectives of people in the past. They explain the significance of an individual and group. Significant development or events might include frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. They also explore reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. Resources link <a href="http://getsmarts.weebly.com/the-australian-colonies.html">http://getsmarts.weebly.com/the-australian-colonies.html</a> <b>History – Gold and the Eureka Stockade</b> <i>This is the previous unit but it still fits in most aspects</i> How can past history such as the goldrushes have an influence on our lives today? <ul style="list-style-type: none"> <li>Key events impact on the growth of a nation.</li> <li>The gold rush was an important part of Australia's colonisation, as it resulted in a huge increase in population.</li> <li>People's perceptions, decisions and actions can impact on the rights of others.</li> </ul>	<u><b>Our Place in Space</b></u> (incorporates chemical science) The Earth and its atmosphere are dynamic interactive systems and are subject to processes which impact on the physical environment. <ul style="list-style-type: none"> <li>Earth is part of the Solar System, the elements of which have different characteristics.</li> <li>The sun is the major source of energy in the Solar System.</li> <li>Energy takes a variety of forms and can be converted and stored in different ways.</li> <li>Gravity acts on everything in our universe.</li> <li>The Earth and moon operate as a simple system within the larger Solar System.</li> <li>The relative movements of the sun, moon, Earth and constellations have observable effects.</li> <li>Science knowledge is improved and changed by the outcomes of new investigations and explorations.</li> <li>Advances in technology have helped us to know more about outer space and we are continuing to make new discoveries.</li> <li>Models are used to explain structures (e.g. the arrangement of the planets in the Solar System, layers within the Earth and the Earth's atmosphere).</li> <li>Solids, liquids and gases behave in different ways and have observable properties that help to classify them.</li> <li>Changes to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting</li> </ul>	<u><b>Lighting the way</b></u> Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives. Energy from a variety of sources can be used to generate electricity; electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy (solar, wind, wave, hydro, etc.). <b>Technology Link</b> Investigate how forces or electrical energy can control movement, sound or light in a designed product or system. Students create designed solutions for each of the prescribed technologies contexts, suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.	<u><b>Body Works: Identity and Development</b></u> Students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment. They access and interpret health information. They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community

- At the time of the goldrushes, the population became multicultural, with a large number of Chinese as well as other nationalities represented. Not all nationalities were treated fairly or equitably.
- People's past and present actions affect the lives of those in the future.
- The Eureka Rebellion was an important event in Victoria's history leading to the unlocking of the land and a step towards our democratic form of government.

In studying the past we can gain an understanding of contemporary society.

#### **Victorian Curriculum connections**

English & Mathematics

The Humanities

Critical and Creative Capability

Ethical Capability

Personal and Social Capability

Intercultural Capability

#### **Victorian Curriculum connections**

English & Mathematics

Science

The Humanities

Critical and Creative Capability

Personal and Social Capability

#### **Victorian Curriculum connections**

English & Mathematics

The Humanities

Technologies

Critical and Creative Capability

Personal and Social Capability

#### **Victorian Curriculum connections**

English & Mathematics

The Humanities

Technologies

Personal and Social Capability

#### **TIME ALLOCATION PER WEEK**

Religious Education – 3 hours

English – 8 hours

Mathematics – 5 hours

Physical Education – 1.5 hours

Languages – 1 hour

The Arts – 1.5 hours

Digital Technologies – 1 hour

Learning Area Investigations and integrated inquiry – 3.5 hours

# RELIGIOUS EDUCATION SCOPE AND SEQUENCE 2018

## ST MICHAEL'S PRIMARY SCHOOL, HEYFIELD

Each strand in the revised religious education curriculum is taught through 4 lens:

Scripture, Tradition, Christian Prayer & Liturgy, Religion & Society

Term	STRAND	Themes	F/1	2/3/4	5/6
			How we live out Lent and Easter?		
One	Sacramental Church	Liturgical Year Lent / Easter Sacraments (Reconciliation) Prayer / Fasting / Almsgiving	<b>Topic/Theme / Inquiry Question:</b> What does it mean to belong to a Church Community? - God loves me - belonging	<b>Topic/Theme / Inquiry Question:</b> How do we belong to the Church Community? How do we respond to Lent?	<b>Topic/Theme / Inquiry Question:</b> I wonder how the early Catholic Church came to Australia...
	Interrelated Strand:		<b>Scripture:</b> Mark 1:35, Mark 6:46, Mark 14:32 <i>Jesus prays</i>  Matthew 28: 1-10 <i>The resurrection of Jesus</i>	<b>Scripture:</b> Luke 11:1-4, Matthew 6:9-13 <i>The Lord's Prayer</i>  Luke: 19:1-10 <i>Jesus and Zacchaeus</i>	<b>Scripture:</b> Luke 14:32-50 <i>Jesus Prays in Gethsemane</i>  Luke 24: 1-12 <i>The resurrection of Jesus</i> Luke 24: 13-35 <i>The walk to Emmaus</i>
			How can we be stewards of God's creation?		
Two	Triune God	Creation & Stewardship  Caring for and sustaining our world	<b>Topic/Theme / Inquiry Question:</b> How do I see God in creation? Where around us are there signs of God's love? How do I see God in loving people around me?	<b>Topic/Theme / Inquiry Question:</b> How can we care for God's creation? I wonder about God's love for me and others	<b>Topic/Theme / Inquiry Question:</b> How is God revealed to us in creation? What do we learn from the Trinity – the communion of love- to live in loving relationship with God and others

	Interrelated Strand: Christian Life and Catholic Social Teaching		<b>Scripture:</b> Psalm 148 <i>Praise for God's Universal glory</i>	<b>Scripture:</b> Genesis 1:1-2:4 <i>Six days of creation and the Sabbath</i>	<b>Scripture:</b> Genesis 1:1-2:4 <i>Six days of creation and the Sabbath</i> Genesis 2:4-24 <i>Another account of the Creation</i>
			<b>How do we live as Jesus' disciples?</b>		
<b>Three</b>	<b>Life and Mission of Jesus</b>	Discipleship Jesus' Disciples Mary as the first disciple	<b>Topic/Theme / Inquiry Question:</b> How does Jesus teach us to love others? Who is Mary? I wonder what Mary's life with Jesus was like?	<b>Topic/Theme / Inquiry Question:</b> How can I be a disciple of Jesus? What was Mary's special role in the life of Jesus? How was Mary a disciple of Jesus?	<b>Topic/Theme / Inquiry Question:</b> How and why did Jesus challenge the society in which he lived? What does that mean for us? How did Paul carry on Jesus' mission throughout the known world? (as described in the Acts of the Apostles and Paul's letters) What was Mary's role as the Christian model of a faith-filled disciple?
	Interrelated Strand:		<b>Scripture:</b> John 4: 12 - <i>God is love</i> John 13:33-35 – <i>The New Commandment</i>	<b>Scripture:</b> John 2:1-11 - <i>The Wedding of Cana</i> Luke 1:26-38 – <i>The Annunciation</i> Luke 1: 39-56 – <i>The Visitation</i>	<b>Scripture:</b> Mark 6:6b-13 – <i>The Mission for the Twelve</i> Acts 9:1-19 <i>The conversion of Saul</i> (Paul's encounter with the risen Christ) Paul's Letters (Epistles)
<b>Four</b>	<b>Christian Life and Catholic Social Teaching</b>	Dignity of the Human Person Social Issues in our world – Mission:	<b>Topic/Theme / Inquiry Question:</b>	<b>Topic/Theme / Inquiry Question:</b>	<b>Topic/Theme / Inquiry Question:</b>



	Interrelated Strand: Sacramental Church (Christmas)	Looking after our needs and the needs of others  Christmas	<b>Scripture:</b> Mark 12:41-44 <i>The Widow's Offering</i>  Luke 2:1-7 <i>The birth of Jesus</i>	<b>Scripture:</b> Romans 12:9-13 <i>Marks of the true Christian</i>  Luke 2: 8-20 <i>The Shepherds and the Angels</i>	<b>Scripture:</b> Matthew 25: 35-40 <i>The Judgement of the Nations</i>  Matthew 2:1-11 <i>The Visit of the Wise Men</i> Matthew 1:18-25 <i>The Birth of Jesus the Messiah</i>
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