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| **Term 1** | | | **Fifth Class Grow in Love** | | | | | | |
| **Theme**  **Term 1** | **Lesson** | **Learning Objectives** | | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** |
| **God is Always With Us** | God Knows  Us and Loves Us | That the children would be enabled to:  **Understand**  • Recognise ways in which they are similar to others in the class and ways in which they are different.  • Consider the importance of prayer in their lives.  **Communicate**  • Contribute to a brainstorm activity to identify what they know about God.  • Talk about the times and ways in which they pray.  • Share their responses to the poem ‘Prayer Rock’.  **Participate**  • Sing the song ‘Close to You’ together.  • Work together on assignments relating to the lesson theme.   * •Participate in opportunities for prayer. | | That the children would also:  • Recognise God’s call to them to pray.  • Appreciate that God is always present in their  lives. | **Poem:**  ‘Prayer Rock’ | Psalm 139  Isaiah 41:10 | ‘Close to You’  ‘Grow in Love’ | A LETTER TO GOD  Refer the children to the Journal Exercise onpage 7 of their book, which invites them to share with God their thoughts about starting this new school year – their hopes, fears, dreams and worries. They may also include any prayers that they have for themselves or others. | O Lord, you have examined me and you  know me  (Psalm 139) |
| **Theme**  **Term 1** | **Lesson** | **Learning Objectives** | | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** |
| **God is Always With Us** | 2: God Speaks to Us Through the Bible | That the children would be enabled to:  **Understand**  • Explore how words can hurt and heal, as a basis for  understanding the power of the Word of God.  • List the categories of books in the Old and New Testaments and  give one example from each category.  • Appreciate that it is God who is speaking to people through the  Scriptures.  • Look up a Bible reference.  **Communicate**  • Talk about how the Bible can offer people wisdom for their daily  lives.  **Participate**  • Sing the song ‘Bible Rap’ together.  • Work together on assignments relating to the lesson theme. Participate in opportunities for prayer.  • | | That the children would also:  • Be open to receiving wisdom for their lives  from the Bible.  • Grow in confidence in their ability to read the Bible |  | * David is   Anointed King  (1 Samuel  16:1)  • Jesus Calls  the First Disciples (Luke 5:1)  • Peter is Set Free from Prison  (Acts 12:6)  1 John 4:7-9, 11 | ‘Bible Rap’ | WORDS THAT HEAL  Invite the children to read the paragraph titled ‘Words Are Powerful’ on page 10 of their book.Then refer them to the Journal Exercise on thesame page, which invites them to (1) make a listof words or phrases they might use to comforta friend who is being bullied, and (2) name theadult(s) whom they would advise their friend totalk to about it. |  |
| **Theme**  **Term 1** | **Lesson** | **Learning Objectives** | | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** |
| **1.**  **God is Always With Us** | 3: The Prophets Speak the Word of God | That the children would be enabled to:  ***Understand***  • Begin to think about the ways in which they can be called to witness to what is good and truthful in their own lives.  • Consider why God called the prophets to speak his Word.  • Reflect on how God is still calling people, including themselves, to speak up for what is just and right.  • Know the story of Martin Luther King Junior, whom many would regard as a modern-day prophet.  ***Communicate***  ***•*** Recall, using visual aids and prompts from the teacher, the story of salvation history from the Old Testament.  • Share any wisdom they take from the story of the prophet Jeremiah for their own lives.  • Share their responses to the poem ‘Jeremiah the Prophet’.  ***Participate***  ***•*** Sing the song ‘Song for a Young Prophet’ together.  • Work together on assignments relating to the lesson theme.   * • Participate in opportunities for prayer. | | That the children would also:  • Be inspired by the prophets to witness to the  truth in their own lives.  • Be inspired by the faith and courage of Martin Luther King Junior. | **Poem:**  ‘Jeremiah the Prophet’  **Story:**  ‘The Treasure Hunt’  ‘The Story of Jeremiah’  ‘Martin Luther King Junior’ | Call of Jeremiah  (Jeremiah  1:4-8)  Jeremiah preaches in the Temple  (Jeremiah  7:5-7)  Prophecy of the new covenant (Jeremiah 31:33-34) | ‘Song for a Young  Prophet’ | WHAT I LEARNED FROM JEREMIAH  Refer the children to the Journal Exercise on page 16 of their book, which invites them to reflect on and write about anything in the story of Jeremiah that they feel might help them in their own life. | **Response:**  We return to you.  **Response:** Thank you for your love. |
| **Theme**  **Term 1** | **Lesson** | **Learning Objectives** | | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** |
| **Jesus** | 1.The Parable of the Workers in the Vineyard | That the children would be enabled to:  **Understand**  • Consider the Parable of the Workers in the Vineyard from the perspectives of all the characters in the parable.  • Apply this parable to situations in everyday life.  **Communicate**  • Talk about how they might apply the type of generosity demonstrated in the Parable of the Workers in the Vineyard to situations in their own lives.  • Articulate what this parable teaches them about the Kingdom of God.  • Share their responses to the poem ‘The Worker’.  **Participate**  • Sing the song ‘Love’ together.  • Engage in role-play to imagine and explore the perspectives of all the characters in the parable.  • Work together on assignments relating to the lesson theme.  • Participate in opportunities for prayer | | That the children would also:  • Desire to act with love and generosity towards others, especially towards those whom they  may previously have overlooked or ignored | **Story:**  ‘A Story of Love and Generosity’  **Poem:**  ‘The Worker’ | Parable of the workers in the  Vineyard  (Mt 20:1-16) | ‘Love’ |  | **Response:**  Lord, graciously hear us.  **Our Father** |
| **Theme**  **Term 1** | **Lesson** | **Learning Objectives** | | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** |
| **2.**  **Jesus** | 2.Jesus the Healer | That the children would be enabled to:  **Understand**  • Examine Jesus’ action of healing a man with a paralysed hand on the Sabbath in light of the Third Commandment.  • Know the difference between knowledge and wisdom.  **Communicate**  • Articulate their own response to Jesus’ action of healing a man with a paralysed hand on the Sabbath.  • Engage in a creative writing activity to consider the perspective of the man whom Jesus healed.  • Reflect on and share experiences of situations in which they were called to put the needs of others before everything else.  **Participate**  • Sing the song ‘Lay Your Hands’ together.  • Work together on assignments relating to the lesson theme.  • Participate in opportunities for prayer. | | That the children would also:  • Strive to grow in wisdom by learning from Scripture and from the example of other Christians.  • Develop confidence in their ability to make Christian choices |  | The Ten Commandments  (Exodus 20:1-3,  7-17)  Jesus Heals a Man with a Paralysed Hand  (Mt 12:9-14**)** | ‘Lay Your Hands’ | THE LORD’S DAY  Refer the children to the Journal Exercise on page 23 of their book, which invites them to record some of the ways in which Christians keep Sunday, the Lord’s Day, ‘holy’.  DIARY ENTRY  • Before the children engage in the Journal Exercise on page 24 of their book, invite them to consider the impact that Jesus’ actions on that Sabbath Day might have had on the man who was healed. Ask the children to imagine and talk about what the man’s life might have been like before he was healed. What might he have been unable to do? What might people have said about him? etc.  • After the children have completed the activity, invite some of them to share their work with the  class. | **Response:**  Lord, grant us wisdom  The Serenity  Prayer |
| **Theme**  **Term 1** | **Lesson** | **Learning Objectives** | | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** |
| **2.**  **Jesus** | 3. ‘Who do you say I am?’ | That the children would be enabled to:  **Understand**  • Understand that the more they learn about Jesus, the closer their relationship with him will be.  • Recognise that Jesus was the Messiah whom God promised through the prophets.  **Communicate**  • Reflect on and articulate their own answer to Jesus’ question, ‘Who do you say I am?’  • Talk about their relationship with Jesus.  **Participate**  • Sing the song ‘Who Do You Say That I Am?’ together.  • Work together on assignments relating to the lesson theme.  • Participate in opportunities for prayer | | That the children would also:  • Develop a closer relationship with Jesus through learning more about his life and teachings.  • Look upon Jesus as the Messiah and the  Saviour of all people | **Story:**  ‘Didn’t You Know?’ | Jesus Is the Messiah (Lk  4:16-22)  ‘Who do you say I am?’  (Mk 8:27-29) | ‘Bible Rap’  ‘Who Do You Say That I  Am?’ | WHO DO YOU SAY I AM?’  Refer the children to the Journal Exercise on page 28 of their book, which invites them to imagine and write how they might respond if Jesus asked them the same question, ‘Who do you say I am?’  **ROLE-** | **Response:**  Lord, graciously hear us. |
| **Theme**  **Term 1** | **Lesson** | **Learning Objectives** | | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** |
| **Seasonal Lesson 1** | Death and Eternal Life | That the children would be enabled to:  **Understand**  • Explain what Catholics believe about death, heaven and eternal life.  • Know why we celebrate the Feast of All Saints and the Feast of All Souls.  • Recall the lives of some of the saints they have learned about in previous programmes and discover more about some saints that are new  to them.  • Explain some of the ways in which Muslims and Jews show respect for their dead.  **Communicate**  • Talk about the Catholic belief that death is not the end.  • Discuss how the saints in heaven can intercede with God on our behalf.  • Share stories of ways in which their family remembers loved ones who had died.  • Share their responses to the poem ‘All Saints, All Souls’.  **Participate**  • Sing ‘Jesus, Remember Me’ together.  • Work together on assignments relating to the lesson theme.  • Participate in opportunities for prayer | | That the children would also:  • Pray for all the people they know who have died.  • Ask the saints for guidance on how to live in love of God and neighbour.  • Become aware of belonging to the  Communion of Saints. | **Story: ‘**Cliona and the Sea Stone’    **Poem:**  ‘All Saints, All Souls’ | St. Paul teaches about life after death (1 Thess 4:13-14) | ‘Jesus, Remember Me’ | Invite the children to write a short account in their Religious Education journal about a saint whom they admire, and say what they admire about them. The children may be invited to draw a picture or symbols to accompany their description. | Eternal rest grant unto them, O Lord, and let  perpetual light shine upon them. Amen.  Kyrie |
| **Theme**  **Term 1** | **Lesson** | **Learning Objectives** | | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** |
| **3.**  **Our Christian Vocation** | 1:  God Calls Each One of Us | That the children would be enabled to:  **Understand**  • Explore the concept of ‘Christian vocation’ as  God’s individual call to us to live in a certain way.  • Recognise that there is a choice involved in our  responding to or ignoring God’s call.  • Identify the Sacrament of Baptism as the first  time we receive the Holy Spirit and the gift of God’s grace and become members of the Church, the Body of Christ.  • Explore some of the ways in which God’s call is received.  **Communicate**  • Discuss how God’s call is given and received.  • Share their responses to the poem ‘The Call’.  **Participate**  • Work together on assignments relating to the lesson theme.  • Participate in opportunities for prayer. | | That the children would also:  • Be open to listening for the voice of God in  their own heart, calling them to lead a life of love.  • Be ready to answer God’s call. | Story: ‘The School Reunion’  Poem: ‘The Call’ | God called Samuel ( 1 Samuel 3:2-10) | ‘The Summons’ | I WAS CALLED!  Refer the children to the Journal Exercise on page 32 of their book, which asks them to imagine they are  one of the people in the pictures they have studied and to write a diary entry on how they feel about being called. | Jesus, you know me.  You know what I like to do and what I am good at.  You know what is best for me and I know you will guide me.  Help me to follow you..  I want to answer God’s call.  Help me to make good choices.  I know you will show me the way.  Amen. |
| **Theme**  **Term 1** | **Lesson** | **Learning Objectives** | | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** |
| **3.**  **Our Christian Vocation** | 2:  We Respond to God’s Call | That the children would be enabled to:  **Understand**  • Understand what it means to be attracted to something.  • Recognise the choice of responding to or ignoring God’s call.  • Explore further the concept of Christian  vocation as God’s individual call to us.  • Describe how married people, those who are ordained, those who have entered religious life and single people all fulfil their Christian vocations by living as followers of Jesus.  **Communicate**  • Discuss how God’s call is given, and some of the different ways in which people receive it.  **Participate**  • Sing the song ‘The Summons’ together.  • Work together on assignments relating to the lesson theme.   * • Participate in opportunities for prayer | | That the children would also:  • Begin to think about the vocation to which  they feel called at this time in their life.  • See themselves as part of a Church  community, the People of God, which  nourishes and supports their faith | **Story:**  The Story of Nano Nagle |  | ‘The Summons’ | **‘**A HAND UP, NOT A HAND OUT’  • Invite the children to write ‘A hand up, not a hand out’ on the top of a page in their Religious Education journal.  • Then ask them to write a short paragraph about who they would like to give a hand up to. It may be any group or individual.  • Alternatively, they could record their suggestions using drawings and/or symbols.  RESPONDING TO GOD’S CALL  Refer the children to the Journal Exercise on page 35 of their book, which invites them to (1) make a list of people whom they think have responded well to God’s call, and (2) write about some of the things these people have done or are doing so as to live in the way Jesus showed us and help build up the Body of Christ in the world. Explain to the children that, when people act with love towards others, they are making the love and care of Jesus present for others in the world today. | Glory be to the Father… |
| **Theme**  **Term 1** | **Lesson** | **Learning Objectives** | | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** |
| **Seasonal Lesson 5** | Judaism (1): Rosh Hashanah,  Yom Kippur and Sukkot | That the children would be enabled to:  **Understand**  • Explain what is celebrated at the Jewish  festivals of Rosh Hashanah, Yom Kippur and Sukkot.  • Identify the core aspects of each of these festivals.  • Appreciate why these festivals are important  to Jewish families.  **Communicate**  • Recall and share what they already know about the Jewish faith.  • Share what they like about the Jewish festivals  of Rosh Hashanah, Yom Kippur and Sukkot.  • Wish each other a ‘good new year’ using the  Jewish New Years greeting Shanah tovah.  **Participate**  • Work together on assignments relating to the theme.  • Participate in opportunities for prayer. | | That the children would also:  • Deepen their understanding of Judaism and  appreciate the shared history of Judaism with  all Christian faiths.  • Become more open to engaging with people of  other faith traditions. | Story: Josh and Robert’s School Prpject’ |  |  | COPY AND DECORATE  Refer the children to the Journal Exercise on page 132 of their book, which invites them to copy and  decorate the Hebrew letters of the Jewish New Year’s greeting Shanah tovah. The Hebrew letters are shown on the same page. |  |
| **Theme**  **Term 1** | **Lesson** | **Learning Objectives** | | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** |
| **4.**  **Advent and Christmas** | 1:  Zechariah Waits | That the children would be enabled to:  **Understand**  • Recognise that God has a plan for everyone, which is revealed in God’s time, as seen in the stories of Zechariah, Elizabeth, Joseph and Mary.  • Identify John the Baptist as the forerunner of Jesus.  • Recognise the season of Advent as one of preparation to remember and celebrate the coming of Jesus.  **Communicate**  • Chat about their hopes and dreams, and what waiting means to them.  • Chat about Zechariah’s encounter with the angel Gabriel.  • Share their responses to the poem ‘Patient People’.  **Participate**  • Sing ‘O Come, O Come Emmanuel’ together.  • Work together on assignments relating to the lesson theme.  • Participate in opportunities for prayer. | | That the children would also:  • Reflect upon their hopes and dreams.  • Wait in hope for the coming of Immanuel,  Jesus, the Son of God born as a tiny baby, ‘God with us’. | **Poem:**  ‘Patient People’ | God Sends the Angel Gabriel to Zechariah  (Luke 1:8-24)  The Birth of John the Baptist  (Luke 1:57-66) | ‘O Come, O Come Emmanuel’ | MY HOPES AND DREAMS  Note:The children will need colouring materials for this activity. Refer the children to the Journal Exercise on page 38 their book, which invites them to record their hopes and dreams for the future in their Religious Education journal using words, symbols and/or drawings.  MY NAME  Refer the children to the first Journal Exercise on page 40 of their book, which asks them to research and write about the meaning of their own name.  WATCH, WAIT, WONDER!  • Advent is a time of waiting. During Advent we watch, wait and wonder as we prepare to celebrate the birth the Jesus.  • Refer the children to the second Journal  Exercise on page 40 of their book, which invites them to think about what they are watching for, waiting for and wondering about during this Advent season, and to complete these sentences:  During Advent I will **watch** for … …  During Advent I will **wait** for … …  During Advent I will **wonder** about … …  • After the children have completed the exercise, you might like to invite any of the children who  wish to do so to share what they have written with the class.  MY PRAYER OF HOPE  Invite the children to write in their Religious Education journal a prayer about their hope or dream for themselves or for their family. Any child who wishes to do so may read out their prayer when invited to do so during today’s prayer  time. | Prayer of Hope  Benedictus (Song of Zechariah) |
| **Theme**  **Term 1** | **Lesson** | **Learning Objectives** | | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** |
| **4.**  **Advent and Christmas** | 2:  Joseph Waits | That the children would be enabled to:  **Understand**  • Explore the role of St Joseph in the infancy narratives.  • Reflect upon the birth of Jesus as the fulfilment of God’s promise to send a Saviour.  **Communicate**  • Talk about the Christmas story.  • Recall and retell stories from the Bible about dreams.  • Role-play elements of the Christmas story.  • Share stories about how their families prepare for Christmas.  • Compose a Christmas poem.  **Participate**  • Sing the song ‘In the Bleak Midwinter’ together.  • Work together on assignments relating to the lesson theme.   * • Participate in opportunities for prayer. | | That the children would also:  • Celebrate the fulfilment of God’s promise to send the Messiah into our world at Christmas | **Story:**  ‘I Can’t Wait!’ | Joseph’s Dream (Matthew 1:18-24)  The Birth of Jesus  (Lk 2:1-20) | ‘In the Bleak Midwinter’ | THE CHRISTMAS STORY  Refer the children to the Journal Exercise on page 44 of their book, which invites them to record their favourite elements from the Christmas story in their Religious Education journal, using words and /or images. | Our Father  Prayer to guardian Angel |
| **Theme**  **Term 1** | **Lesson** | **Learning Objectives** | | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** |
| **4.**  **Advent and Christmas** | 3:   * Christians Celebrate the Birth of Jesus | That the children would be enabled to:  **Understand**  • Reflect on their own Christmas traditions.  • Compare Christmas traditions in Ireland with those in other countries around the world.  • Identify themselves as part of the global Christian family.  **Communicate**  • Share Christmas traditions that they experience in their homes.  • Compare secular and religious Christmas celebrations.  • Share their opinions about the commercial and religious celebration of Christmas.  **Participate**  • Sing together ‘O Come, All Ye Faithful’ and the ‘Huron Carol’.  • Work together on assignments relating to the lesson theme.  • Participate in opportunities for prayer. | | That the children would also:  • See themselves as part of a universal Church community, the People of God, with particular  reference to how the members of the Church in different parts of the world celebrate Christmas Day.  • Remember that Christmas is, first and foremost, about celebrating the birth of Jesus.  • Seek to keep religious traditions around Christmas alive in their homes. |  | ‘The people who walked in darkness…’  (Isaiah 9:2-3, 6)  The Birth of Jesus  (Luke 2:1-7) | ‘O Come All Ye Faithful’  ‘Huron Carol’ | CELEBRATIONS  Ask the children to read the paragraph titled ‘Celebrations’ on page 46 of their book. Then invite them to complete the Journal Exercise on that page, which asks them to make a list of all the things they can think of that are celebrated each month of the year, and to highlight any celebrations in which their own family participates.  THE RELIGIOUS MEANING OF CHRISTMAS  Refer the children to the Journal Exercise on page 48 of their book, which invites them to record how they celebrate the religious meaning of Christmas, using words and/or images. |  |