

Garratt Publishing Diocesan Outcomes

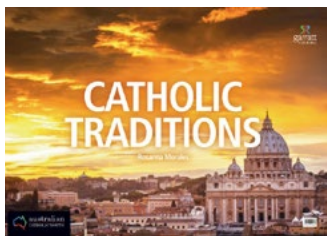
for Queensland

Catholic Education Archdiocese of Brisbane Achievement Standards



ABC **PRIMARY**
RESOURCES

This document outlines how RE resources from Garratt Publishing will help you achieve the outcomes sought by your Diocesan RE themes.



**CATHOLIC
TRADITIONS**
ROSANNA MORALES
9781922152879



Explores the significant traditions of the Catholic church including prayer, sacraments, the Pope, Mary and Jesus, as well as how the structure of the Church supports Catholic people to live out their faith.

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OUTCOMES:

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.
- » They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen members of the Church community.
- » They describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and laity.
- » They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise.

Year 4

- » Students recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.
- » Students explain the significance of community for Christians.
- » They describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus.
- » They participate respectfully in a variety of prayer experiences, including meditative prayer and prayers of blessing, petition and intercession.

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom of the saints, including St Mary of the Cross MacKillop, for communities of believers.
- » They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices.
- » They examine Mary's role as mother of Jesus and mother of the Church. They analyse the elements and features of some Marian prayers (including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.

Year 6

- » Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present).
- » They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy.
- » They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church's liturgical year and the celebration of Eucharist.
- » They demonstrate an understanding of the term 'communion of saints'.
- » They explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer journaling and praying with the icons of the saints, for the spiritual life of believers.



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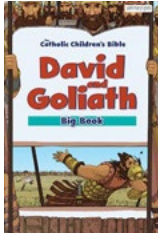
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**DAVID AND
GOLIATH BIG
BOOK**
9781599826592

Retelling of the story of David and Goliath, with comprehension questions and (to also aid with literacy skills) glossary.

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OUTCOMES:

Prep Year

- » Students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all.
- » They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation.
- » They relate examples of people having the freedom to choose between good and bad, right and wrong.

Year 1

- » Students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose.
- » They relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities.

Year 2

- » Students discuss their ideas about God's relationship with the Jewish people as described in some Old Testament stories.
- » They recognise choices that harm an individual and their loving relationships with God, with others and with all creation.

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

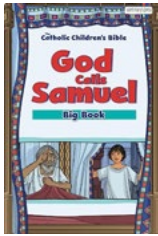
- » Students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
- » Students explain the significance of community for Christians.

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » Students analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They analyse the key messages and contexts of some Old Testament prophets.



**GOD CALLS
SAMUEL BIG
BOOK**
9781599826677

Retelling of the story of, The Lord calls Samuel with comprehension questions and (to also aid with literacy skills) glossary.

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OUTCOMES:

Prep Year

- » Students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all.
- » They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation.

Year 1

- » Students relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities.

Year 2

- » Students discuss their ideas about God's relationship with the Jewish people as described in some Old Testament stories.
- » Students identify ways in which human beings respond to the call to be co-creators and stewards of God's creation.

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

- » Students use the Bible's referencing system to locate books, people, places and things in the Bible. They identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
- » Students explain the significance of community for Christians.
- » They connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary Church communities).

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.

Year 6

- » Students analyse the key messages and contexts of some Old Testament prophets.



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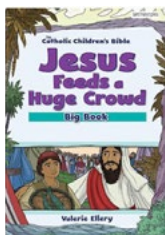
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JESUS FEEDS A HUGE CROWD

VALERIE ELLERY
9781599827438

Retelling of the Jesus Feeds the Five Thousand, with comprehension questions and (to also aid with literacy skills) glossary.

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OUTCOMES:

Prep Year

- » Students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all.
- » They listen and respond to stories of and about Jesus in the Gospels that tell of Jesus' life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection. They recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living.

Year 1

- » Students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose.
- » Students identify the nature of Jesus' mission and ministry, as well as some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus.

Year 2

- » Students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature.
- » Students pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus' teachings and actions and the way members of the Church community live today.

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » They use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

- » Students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
- » They recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.
- » Students explain the significance of community for Christians.
- » They describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus.

Year 5

- » Students analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.
- » They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices.

Year 6

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » They analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.



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**JONAH AND
THE BIG FISH
BIG BOOK**
9781599826639

Retelling of the story of Jonah and the whale, with comprehension questions and (to also aid with literacy skills) glossary.

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OUTCOMES:

Prep Year

- » Students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all.
- » They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation.
- » They relate examples of people having the freedom to choose between good and bad, right and wrong.

Year 1

- » Students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose.
- » They relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities.

Year 2

- » Students discuss their ideas about God's relationship with the Jewish people as described in some Old Testament stories.
- » They recognise choices that harm an individual and their loving relationships with God, with others and with all creation.

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

- » Students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
- » Students explain the significance of community for Christians.

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » Students analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They analyse the key messages and contexts of some Old Testament prophets.



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**LIVING FAITH
BIG BOOK**
HELEN CARBOON
9781925009491



Explains the mystery of God as the Father, Son and Holy Spirit and shows how faith guides our actions, and ways faith can be expressed. Includes questions, Bible links and activity ideas.

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OUTCOMES:

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.
- » They identify prayers of thanksgiving and prayers of praise, including Glory to the Father [Glory Be] and demonstrate understanding of the significance of these forms of prayer for Christians.
- » They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen members of the Church community.
- » They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise.

Year 4

- » Students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
- » They recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.
- » Students explain the significance of community for Christians. They connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary Church communities.
- » They describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus.

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.
- » They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom of the saints, including St Mary of the Cross MacKillop, for communities of believers.
- » They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present).
- » They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church's liturgical year and the celebration of Eucharist.
- » They explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer journaling and praying with the icons of the saints, for the spiritual life of believers.



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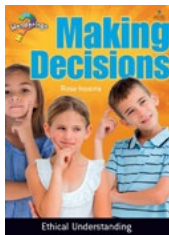
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MAKING DECISIONS

ROSE INSERRA
9781922152824



Explores big issues in modern society such as human rights and sustainability from a moral and ethical perspective.

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OUTCOMES:

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

- » Students explain the significance of community for Christians.
- » They explain how free choices result in actions that affect the individual and their community.

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.
- » They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy.



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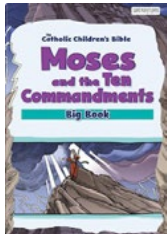
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MOSES AND THE TEN COMMANDMENTS BIG BOOK

9781599826714

Retelling of the story of Moses and the Ten Commandments, with comprehension questions and (to also aid with literacy skills) glossary.

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OUTCOMES:

Prep Year

- » Students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all.
- » They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation.
- » They relate examples of people having the freedom to choose between good and bad, right and wrong.

Year 1

- » Students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose.
- » They relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities.

Year 2

- » Students discuss their ideas about God's relationship with the Jewish people as described in some Old Testament stories.
- » Students recognise the sacredness of God and all creation, especially human life.
- » They recognise choices that harm an individual and their loving relationships with God, with others and with all creation.

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

- » Students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
- » Students explain the significance of community for Christians.

Year 5

- » Students analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They analyse the key messages and contexts of some Old Testament prophets.



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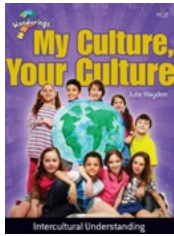
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MY CULTURE, YOUR CULTURE

JULIE HAYDON

9781925009385



Topics such as culture, identity language and religious beliefs are explored through the lens of intercultural understanding. Includes questions designed to encourage children to 'wonder' and a consolidation activity.

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OUTCOMES:

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

- » Students explain the significance of community for Christians.
- » They describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus.
- » They use an appropriate structure to create prayers of blessing, petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities.

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices.

Year 6

- » Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present).
- » They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy.
- » They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church's liturgical year and the celebration of Eucharist.



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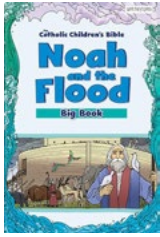
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**NOAH AND THE
BIG FLOOD BIG
BOOK**
9781599826554

Retelling of the story of Noah, with comprehension questions and (to also aid with literacy skills) glossary.

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OUTCOMES:

Prep Year

- » Students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all.
- » They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation.
- » They relate examples of people having the freedom to choose between good and bad, right and wrong.

Year 1

- » Students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose.
- » They relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities.

Year 2

- » Students discuss their ideas about God's relationship with the Jewish people as described in some Old Testament stories.
- » They recognise choices that harm an individual and their loving relationships with God, with others and with all creation.

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

- » Students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
- » Students explain the significance of community for Christians.

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » Students analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They analyse the key messages and contexts of some Old Testament prophets.



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**POPE FRANCIS
BIG BOOK**
ANN RENNIE
9781925009811



OUTCOMES:

Covers the life of Pope Francis along with how he lives out the faith and what it means to be a Catholic in modern times.

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Prep Year

- » Students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all.
- » They listen and respond to stories of and about Jesus in the Gospels that tell of Jesus' life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection. They recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living.
- » Students understand that prayer helps believers to follow the teachings of Jesus; to live according to God's plan. They recognise ways in which believers pray either alone or with others, using word, music, action, silence, images, symbols and nature, and participate with respect in a variety of these prayer experiences, including meditative prayer, the Sign of the Cross, and Amen.

Year 1

- » Students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose.
- » Students identify the nature of Jesus' mission and ministry, as well as some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus.
- » They recognise the significance of prayer in Jesus' life and in the life of believers and participate with respect in a variety of personal and communal prayer experiences, including meditative prayer, Grace and the Hail Mary.

Year 2

- » Students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature.
- » They make connections between Jesus' teachings and actions and the way members of the Church community live today.
- » Students identify ways in which human beings respond to the call to be co-creators and stewards of God's creation.
- » Drawing on their own experiences, they suggest ways to pursue peace and justice out of respect for human life and all creation. They recognise choices that harm an individual and their loving relationships with God, with others and with all creation.
- » They recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, with others and with all creation.

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and

acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » Students explain the significance of community for Christians.
- » They connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary Church communities).

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.
- » They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom of the saints, including St Mary of the Cross MacKillop, for communities of believers.
- » They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices.
- » They examine Mary's role as mother of Jesus and mother of the Church.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present).
- » They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy. They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church's liturgical year and the celebration of Eucharist.



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TELL IT! CARDS

Available as a complement to the Bible Story Big Books, the Tell it! Cards provide a prompt for students to engage with the story through responses such as retelling or creating a cartoon.

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OUTCOMES:

Prep Year

- » Students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all.
- » They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation.
- » They relate examples of people having the freedom to choose between good and bad, right and wrong.

Year 1

- » Students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose.
- » They relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities.

Year 2

- » Students discuss their ideas about God's relationship with the Jewish people as described in some Old Testament stories.
- » They recognise choices that harm an individual and their loving relationships with God, with others and with all creation.

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

- » Students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
- » Students explain the significance of community for Christians.

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » Students analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They analyse the key messages and contexts of some Old Testament prophets.



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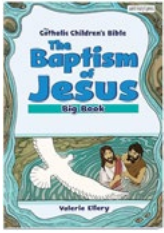
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**THE BAPTISM
OF JESUS**
VALERIE ELLERY
9781599827315

Retelling of Matthew 3:1-17 when John baptises Jesus and the Spirit of God arrives, with comprehension questions and (to also aid with literacy skills) glossary.

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OUTCOMES:

Prep Year

- » Students listen and respond to stories of and about Jesus in the Gospels that tell of Jesus' life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection. They recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living.

Year 1

- » Students identify the nature of Jesus' mission and ministry, as well as some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus.
- » They identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action.

Year 2

- » Students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature.
- » Students pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus' teachings and actions and the way members of the Church community live today.

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » They locate information about the cultural contexts in which the Gospels were written and the text types used by the human authors of New Testament texts. They use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah.

Year 4

- » Students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
- » They recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.
- » Students explain the significance of community for Christians.

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.
- » They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.



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THE FORGIVING FATHER BIG BOOK

VALERIE ELLERY

9781599827353

Retelling of the parable of the Prodigal Son, with comprehension questions and (to also aid with literacy skills) glossary.

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OUTCOMES:

Prep Year

- » Students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all.
- » They listen and respond to stories of and about Jesus in the Gospels that tell of Jesus' life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection. They recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living.

Year 1

- » Students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose.
- » Students identify the nature of Jesus' mission and ministry, as well as some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus.

Year 2

- » Students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature.
- » Students pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus' teachings and actions and the way members of the Church community live today.
- » They explain ways in which believers seek to heal these relationships through reconciliation and how they celebrate reconciliation in the Sacrament of Penance.

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » They use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

- » Students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
- » Students explain the significance of community for Christians.

Year 5

- » Students analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.
- » They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.



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**THE GOOD
SHEPHERD BIG
BOOK**
VALERIE ELLERY
9781599827391

OUTCOMES:

Retelling of the parable of the Good Shepherd, with comprehension questions and (to also aid with literacy skills) glossary.

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Prep Year

- » Students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all.
- » They listen and respond to stories of and about Jesus in the Gospels that tell of Jesus' life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection. They recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living.

Year 1

- » Students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose.
- » Students identify the nature of Jesus' mission and ministry, as well as some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus.

Year 2

- » Students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature.
- » Students pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus' teachings and actions and the way members of the Church community live today.

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » They use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

- » Students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
- » Students explain the significance of community for Christians.

Year 5

- » Students analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.



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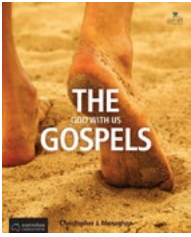
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THE GOSPELS – GOD WITH US

CHRIS MONAGHAN
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Describes what the Gospels are, who wrote them and why, and what you will find in them, and includes scripture references and vocabulary building activities.

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OUTCOMES:

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.
- » They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities.
- » They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.
- » They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy.



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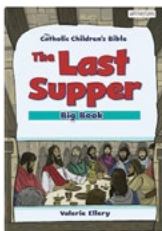
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THE LAST SUPPER BIG BOOK

VALERIE ELLERY
9781599827476

Retelling of the story of The Last Supper, with comprehension questions and (to also aid with literacy skills) glossary.

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OUTCOMES:

Prep Year

- » Students listen and respond to stories of and about Jesus in the Gospels that tell of Jesus' life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection. They recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living. They relate examples of people having the freedom to choose between good and bad, right and wrong.

Year 1

- » Students identify the nature of Jesus' mission and ministry, as well as some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus.
- » They identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action.

Year 2

- » Students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature.
- » Students pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus' teachings and actions and the way members of the Church community live today.
- » They recognise choices that harm an individual and their loving relationships with God, with others and with all creation.

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » They locate information about the cultural contexts in which the Gospels were written and the text types used by the human authors of New Testament texts. They use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

- » Students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
- » They recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.
- » Students explain the significance of community for Christians.

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.

- » They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.
- » They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities.
- » They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom of the saints, including St Mary of the Cross MacKillop, for communities of believers.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.



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THE TWO HANDS OF GOD - CREATION & SCRIPTURE

MARY L. COLOE
9781922152848



Discusses the scriptural view of creation in light of scientific revelations, and includes scripture references and vocabulary building activities.

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OUTCOMES:

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They analyse the key messages and contexts of some Old Testament prophets.



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VOCABULARY CARDS

Vocabulary cards that highlight and define important words from the matching Bible Story Big Book and come with suggestions for use to build student knowledge and vocabulary.

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OUTCOMES:

Prep Year

- » Students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all.
- » They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation.
- » They relate examples of people having the freedom to choose between good and bad, right and wrong.

Year 1

- » Students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose.
- » They relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities.

Year 2

- » Students discuss their ideas about God's relationship with the Jewish people as described in some Old Testament stories.
- » They recognise choices that harm an individual and their loving relationships with God, with others and with all creation.

Year 3

- » Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation.
- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.

Year 4

- » Students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
- » Students explain the significance of community for Christians.

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » Students analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.

Year 6

- » Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers.
- » They analyse the key messages and contexts of some Old Testament prophets.



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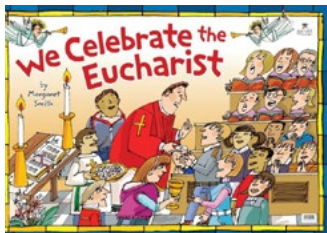
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WE CELEBRATE THE EUCHARIST

MARGARET SMITH
9781925009552



OUTCOMES:

A Poster-sized Big Book that explains the different elements of the Eucharist in child-friendly language, with clear guidance as to the expectations of students during each part and helpful prompt questions.

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Year 3

- » Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.
- » They identify prayers of thanksgiving and prayers of praise, including Glory to the Father [Glory Be] and demonstrate understanding of the significance of these forms of prayer for Christians. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen members of the Church community.
- » They describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and laity. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise.

Year 4

- » Students recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.
- » Students explain the significance of community for Christians.
- » They describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus.
- » They use an appropriate structure to create prayers of blessing, petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities. They participate respectfully in a variety of prayer experiences, including meditative prayer and prayers of blessing, petition and intercession.

Year 5

- » Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.
- » They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.
- » They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom of the saints, including St Mary of the Cross MacKillop, for communities of believers.
- » They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.

Year 6

- » Students identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church's liturgical year and the celebration of Eucharist. They demonstrate an understanding of the term 'communion of saints'.
- » They explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer journaling and praying with the icons of the saints, for the spiritual life of believers.
- » They participate respectfully in a variety of these personal and communal prayer experience and spiritual exercises.



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