

Garratt Publishing Diocesan Outcomes

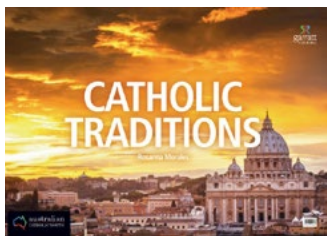
for Tasmania

Tasmanian Catholic Education Office Standards



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

ABC **PRIMARY**
RESOURCES



**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 can demonstrate wonder at the mystery of God as a community of loving persons.
- » Students know that Jesus reveals what it is to be truly human, living in relationship with God, self, others and all creation. Students explain that Jesus revealed God's love as a person of prayer, serving others, teaching, healing, forgiving and dying on the cross.
- » Students recognise and describe how Jesus' Spirit lives in people and in the Church community. They identify people and groups who are signs of God's presence in the world.
- » Students demonstrate understanding of the significant seasons and feasts of the Liturgical Year.
- » They name the two main parts of the Mass and list the key symbols of the Liturgy. Students identify key symbols used in the Sacraments of Initiation and Penance (Second Rite of Reconciliation) and explain their meaning. Students communicate that the Mass draws us deeper into a relationship with God and then out towards one another.
- » They engage in discussion about how being a follower of Jesus means choosing to act with love and fairness towards themselves and others. They articulate how they can respond to Jesus' loving Spirit in their own lives.

Year 4

- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love. They are able to express that all people are made in God's image.
- » Students understand God as mystery, revealed in the person of Jesus in relationships in Scripture and Church Tradition.
- » Students express how Jesus' love for us shown in his life, death and resurrection is remembered and celebrated in the Mass.
- » Students name and describe the three groups of Sacraments: Sacraments of Initiation, Sacraments of Healing and Sacraments at the Service of Communion.
- » They link Sacraments to the life of Jesus, their life now and by responding, their hopes for the future.
- » They demonstrate understanding of the significant seasons and feasts of the Liturgical Year and some associated symbols.
- » They communicate how God draws us into deeper relationship through liturgy, prayer and reflection.

Year 5

- » Students pose and answer questions about God as the giver of all that is good. They know the Trinity as a community of loving persons, Father, Son and Holy Spirit and discuss what this means for them in their lives.
- » Students discuss that people are called to reflect God's goodness. They ask and respond to questions about signs of good and evil in the world in relation to God's loving plan for humanity.
- » Students identify Jesus as God with us, Emmanuel and discuss the implications of this for Christian spirituality. They explore how Jesus as Son of God offers hope to the world.
- » Students investigate and discuss how the Seven Sacraments reveal something of the mystery of God nourishing Christian life in mission and service. Reflect on how the Sacraments of Initiation and Penance continue to enrich their relationship with God.

- » Students identify and discuss how Eucharist is the central Sacrament. Students explain the relationship between Eucharist, Baptism, Confirmation and Penance.
- » They identify various kinds of prayer: thanksgiving, praise, sorrow, petition and adoration (expressing our love for God).
- » Students demonstrate ways to respond to those in need and explain how this is a work of the Holy Spirit.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation. Students investigate the term the Reign of God and explain what it means for Christians. They examine how people live out their baptismal calling.
- » Students explain how the resurrected Jesus is present in the world today. They pose questions and debate the nature of Christian spirituality and discipleship in the light of the example of Mary.
- » They explore how the Holy Spirit inspires and renews the Church. Students understand the structure of the Church as an organisation and can discuss the implications of servant leadership modelled by Christ.
- » Students analyse different qualities, features and conventions of the symbols and rituals of each of the seven Sacraments to identify how they celebrate the risen Christ. They can do an in-depth study of a Sacrament of Initiation or Healing.
- » They critique what it means to be a hero or saint.



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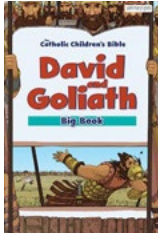
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**DAVID AND
GOLIATH BIG
BOOK**
9781599826592

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

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OUTCOMES:

Kindergarten

- » Students are beginning to identify that God is love and that they are loved by God. Students begin to express a sense of awe and wonder about who God is and what God is like.
- » Students are beginning to know that they belong to a bigger community than their family (the Church).
- » They distinguish the Bible from among other books. They listen to and recall some stories of God's love in the Bible.
- » Students hear in story that all people belong to one human community and that we all belong to God who created us and who created the universe.

Preparatory

- » Students pose and answer questions about God and share ideas about images of God.
- » Students explain that the Bible is important for Christians. They identify that the Bible is a book of stories about God and Jesus. They can recall a story from the Bible that shows God's love.
- » Students can discuss that all people- boys and girls, old and young, all over the world- are loved by God. They explore what it might mean to say that each person is made in the image of God.

Year 1

- » Students can pose and answer questions about God as Love and name some signs of the beauty of God's presence in people and the world.

Year 2

- » Students pose and answer questions about some of the ways God can be experienced and described: Creator and giver of life, Father, Love.
- » They name the two main parts of the Bible and give reasons for why they were written.
- » They can retell a narrative story or a parable.

Year 3

- » Students can demonstrate wonder at the mystery of God as a community of loving persons.
- » Students identify recall, retell and record some stories from the Scriptures that reveal God's love and creative Spirit. Students locate texts within the Bible by book, chapter and verse. They retell a Gospel text and respond creatively and prayerfully to Scripture texts.
- » Students research key figures in the Bible, for example Abraham, Moses, David, Paul, John the Baptist and Mary and investigate how they, like Jesus, were faithful Jews. They explain how the stories of these people teach us about relating to God.

Year 4

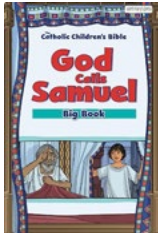
- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love. They are able to express that all people are made in God's image.
- » Students access the Bible to locate Scripture stories and retell the stories including Exodus. They explain why the Bible and the Holy Land are important to Jews and Christians.

Year 5

- » Students pose and answer questions about God as the giver of all that is good.
- » Students discuss that people are called to reflect God's goodness. They ask and answer questions about signs of good and evil in the world in relation to God's loving plan for humanity.
- » Students recognise signs of courageous actions in the face of injustice.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation. Students investigate the term the Reign of God and explain what it means for Christians. They examine how people live out their baptismal calling.
- » They research people from the Old Testament, New Testament, Church history, family history etc. who have been transformed by their encounter with God.



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.

garrattpublishing.com.au/bbb

OUTCOMES:

Kindergarten

- » Students begin to articulate that God created all things. They are beginning to identify that God is love and that they are loved by God. Students begin to express a sense of awe and wonder about who God is and what God is like.
- » Students are beginning to know that they belong to a bigger community than their family (the Church).
- » They distinguish the Bible from among other books. They listen to and recall some stories of God's love in the Bible.
- » Students hear in story that all people belong to one human community and that we all belong to God who created us and who created the universe.

Preparatory

- » Students pose and answer questions about God and share ideas about images of God. They can express that God is love and creator and that Jesus called God our Father.
- » Students explain that the Bible is important for Christians. They identify that the Bible is a book of stories about God and Jesus. They can recall a story from the Bible that shows God's love.
- » Students can discuss that all people- boys and girls, old and young, all over the world- are loved by God. They explore what it might mean to say that each person is made in the image of God.

Year 1

- » Students can pose and answer questions about God as Love and name some signs of the beauty of God's presence in people and the world.

Year 2

- » Students pose and answer questions about some of the ways God can be experienced and described: Creator and giver of life, Father, Love.
- » They express a sense of wonder at God's Holy Spirit in all creation.
- » They name the two main parts of the Bible and give reasons for why they were written.

Year 3

- » Students can demonstrate wonder at the mystery of God as a community of loving persons.
- » Students identify recall, retell and record some stories from the Scriptures that reveal God's love and creative Spirit. Students locate texts within the Bible by book, chapter and verse.
- » Students research key figures in the Bible, for example Abraham, Moses, David, Paul, John the Baptist and Mary and investigate how they, like Jesus, were faithful Jews. They explain how the stories of these people teach us about relating to God.

Year 4

- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love. They are able to express that all people are made in God's image.
- » Students access the Bible to locate Scripture stories and retell the stories including Exodus.

Year 5

- » Students pose and answer questions about God as the giver of all that is good.
- » Students discuss that people are called to reflect God's goodness. They ask and respond to questions about signs of good and evil in the world in relation to God's loving plan for humanity.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation.
- » They pose questions and debate the nature of Christian spirituality and discipleship in the light of the example of Mary.
- » They research people from the Old Testament, New Testament, Church history, family history etc. who have been transformed by their encounter with God.



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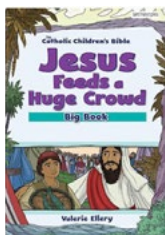
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JESUS FEEDS A HUGE CROWD

VALERIE ELLERY

9781599827438

OUTCOMES:

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

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Kindergarten

- » Students begin to articulate that God created all things. They are beginning to identify that God is love and that they are loved by God. Students begin to express a sense of awe and wonder about who God is and what God is like.
- » They name Jesus as God's Son who is loved by God.
- » Students are beginning to know that they belong to a bigger community than their family (the Church).
- » They distinguish the Bible from among other books. They listen to and recall some stories of God's love in the Bible.
- » Students can identify Church as a community that shares God's love.
- » Students can discuss that all people are God's children and loved by God. They name ways that people can show love to others especially those in need.
- » Students hear in story that all people belong to one human community and that we all belong to God who created us and who created the universe.

Preparatory

- » Students pose and answer questions about God and share ideas about images of God. They can express that God is love and creator and that Jesus called God our Father.
- » They know who Jesus is for Christians. They recall some simple key ideas of Jesus' teachings. They express that Jesus cared for people.

- » Students explain that the Bible is important for Christians. They identify that the Bible is a book of stories about God and Jesus. They can recall a story from the Bible that shows God's love.
- » Students can discuss that all people- boys and girls, old and young, all over the world- are loved by God. They explore what it might mean to say that each person is made in the image of God.

Year 1

- » Students can pose and answer questions about God as Love and name some signs of the beauty of God's presence in people and the world.
- » They recall and record relevant biblical information about Jesus and his family. Students explore Jesus as part of his family and community.
- » They compare and contrast some of the cultural and social background of the Gospels i.e. between Jesus' time and ours: family, food, clothing, games, school, housing, prayer.
- » They demonstrate understanding of the church's belief in Jesus as God.
- » They recall and communicate with others examples of loving actions, and describe how they personally might be an example of God's love for everyone.
- » Students discuss ways that can follow Jesus by being kind and helpful at school and at home.

Year 2

- » Students pose and answer questions about some of the ways God can be experienced and described: Creator and giver of life, Father, Love.
- » They communicate that Jesus reveals God's love for us. They express a sense of wonder at God's Holy Spirit in all creation.
- » They know that a narrative tells a story about Jesus and parables are stories that Jesus told to help people understand God. They can locate the key events and ideas in a Gospel story and organise them in sequence. They can retell a narrative story or a parable.
- » Students discuss ways that they can be faithful Christians as followers of Jesus by living out his way of loving kindness and service of others.

Year 3

- » Students can demonstrate wonder at the mystery of God as a community of loving persons.
- » Students know that Jesus reveals what it is to be truly human, living in relationship with God, self, others and all creation. Students explain that Jesus revealed God's love as a person of prayer, serving others, teaching, healing, forgiving and dying on the cross.
- » Students recognise and describe how Jesus' Spirit lives in people and in the Church community.
- » Students identify recall, retell and record some stories from the Scriptures that reveal God's love and creative Spirit. Students locate texts within the Bible by book, chapter and verse. They retell a Gospel text and respond creatively and prayerfully to Scripture texts.

- » They engage in discussion about how being a follower of Jesus means choosing to act with love and fairness towards themselves and others. They articulate how they can respond to Jesus' loving Spirit in their own lives.
- » Students research key figures in the Bible, for example Abraham, Moses, David, Paul, John the Baptist and Mary and investigate how they, like Jesus, were faithful Jews. They explain how the stories of these people teach us about relating to God.

Year 4

- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love.
- » Students understand God as mystery, revealed in the person of Jesus in relationships in Scripture and Church Tradition.
- » Students use a variety of tools and techniques to explore and communicate how Jesus gave an example of leadership as service to God's mission in the Church and how Peter, the first Pope followed Jesus' example.
- » Students access the Bible to locate Scripture stories and retell the stories including Exodus. They explain why the Bible and the Holy Land are important to Jews and Christians.

Year 5

- » Students pose and answer questions about God as the giver of all that is good. They know the Trinity as a community of loving persons, Father, Son and Holy Spirit and discuss what this means for them in their lives.
- » Students discuss that people are called to reflect God's goodness. They ask and respond to questions about signs of good and evil in the world in relation to God's loving plan for humanity.
- » Students identify Jesus as God with us, Emmanuel and discuss the implications of this for Christian spirituality. They explore how Jesus as Son of God offers hope to the world.
- » Students engage with Gospel texts and creatively communicate the messages and meanings conveyed.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation.
- » They research people from the Old Testament, New Testament, Church history, family history etc. who have been transformed by their encounter with God.
- » They name the evangelists and explain how they portrayed Jesus in the Gospels.
- » Students identify people who live in the Holy Spirit. They communicate ways they can be signs of life, hope, healing, nourishment, reconciliation and service.



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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:

Kindergarten

- » Students are beginning to identify that God is love and that they are loved by God. Students begin to express a sense of awe and wonder about who God is and what God is like.
- » Students are beginning to know that they belong to a bigger community than their family (the Church).
- » They distinguish the Bible from among other books. They listen to and recall some stories of God's love in the Bible.
- » Students hear in story that all people belong to one human community and that we all belong to God who created us and who created the universe.

Preparatory

- » Students pose and answer questions about God and share ideas about images of God.
- » Students explain that the Bible is important for Christians. They identify that the Bible is a book of stories about God and Jesus. They can recall a story from the Bible that shows God's love.
- » Students can discuss that all people- boys and girls, old and young, all over the world- are loved by God. They explore what it might mean to say that each person is made in the image of God.

Year 1

- » Students can pose and answer questions about God as Love and name some signs of the beauty of God's presence in people and the world.

Year 2

- » Students pose and answer questions about some of the ways God can be experienced and described: Creator and giver of life, Father, Love.
- » They name the two main parts of the Bible and give reasons for why they were written.
- » They can retell a narrative story or a parable.

Year 3

- » Students can demonstrate wonder at the mystery of God as a community of loving persons.

- » Students identify recall, retell and record some stories from the Scriptures that reveal God's love and creative Spirit. Students locate texts within the Bible by book, chapter and verse. They retell a Gospel text and respond creatively and prayerfully to Scripture texts.
- » Students research key figures in the Bible, for example Abraham, Moses, David, Paul, John the Baptist and Mary and investigate how they, like Jesus, were faithful Jews. They explain how the stories of these people teach us about relating to God.

Year 4

- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love. They are able to express that all people are made in God's image.
- » Students access the Bible to locate Scripture stories and retell the stories including Exodus. They explain why the Bible and the Holy Land are important to Jews and Christians.

Year 5

- » Students pose and answer questions about God as the giver of all that is good.
- » Students discuss that people are called to reflect God's goodness. They ask and answer questions about signs of good and evil in the world in relation to God's loving plan for humanity.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation. Students investigate the term the Reign of God and explain what it means for Christians. They examine how people live out their baptismal calling.
- » They research people from the Old Testament, New Testament, Church history, family history etc, who have been transformed by their encounter with God.



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**LIVING FAITH
BIG BOOK**
HELEN CARBOON
9781925009491



OUTCOMES:

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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Year 3

- » Students can demonstrate wonder at the mystery of God as a community of loving persons.
- » Students know that Jesus reveals what it is to be truly human, living in relationship with God, self, others and all creation. Students explain that Jesus revealed God's love as a person of prayer, serving others, teaching, healing, forgiving and dying on the cross.
- » Students recognise and describe how Jesus' Spirit lives in people and in the Church community. They identify people and groups who are signs of God's presence in the world.
- » Students demonstrate understanding of the significant seasons and feasts of the Liturgical Year.
- » Students identify key symbols used in the Sacraments of Initiation and Penance (Second Rite of Reconciliation) and explain their meaning. Students communicate that the Mass draws us deeper into a relationship with God and then out towards one another.
- » They know and can recall some formal prayers.
- » They engage in discussion about how being a follower of Jesus means choosing to act with love and fairness towards themselves and others. They articulate how they can respond to Jesus' loving Spirit in their own lives.

Year 4

- » Students wonder and pose questions about God as mystery in our lives.
- » Students understand God as mystery, revealed in the person of Jesus in relationships in Scripture and Church Tradition.
- » Students name and compare genres within the Old Testament and the New Testament (Gospels, Parables, myths).
- » Students express how Jesus' love for us shown in his life, death and resurrection is remembered and celebrated in the Mass.
- » Students name and describe the three groups of Sacraments: Sacraments of Initiation, Sacraments of Healing and Sacraments at the Service of Communion.
- » They link Sacraments to the life of Jesus, their life now and by responding, their hopes for the future.
- » They demonstrate understanding of the significant seasons and feasts of the Liturgical Year and some associated symbols. They read, view and recall some of Jesus' teachings about prayer and recite some formal prayers.
- » They listen to and participate in a Liturgy of the Word. They communicate how God draws us into deeper relationship through liturgy, prayer and reflection.

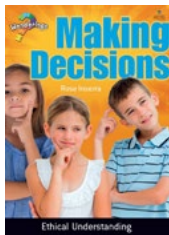
Year 5

- » Students pose and answer questions about God as the giver of all that is good. They know the Trinity as a community of loving persons, Father, Son and Holy Spirit and discuss what this means for them in their lives.
- » Students identify Jesus as God with us, Emmanuel and discuss the implications of this for Christian spirituality. They explore how Jesus as Son of God offers hope to the world.
- » Students engage with Gospel texts and creatively communicate the messages and meanings conveyed. Students distinguish between genres in the Bible (myths, letters) and compare and contrast Gospel texts from the synoptic Gospels, Mark, Matthew or Luke.

- » Students investigate and discuss how the Seven Sacraments reveal something of the mystery of God nourishing Christian life in mission and service. Reflect on how the Sacraments of Initiation and Penance continue to enrich their relationship with God. Students identify and discuss how Eucharist is the central Sacrament. Students explain the relationship between Eucharist, Baptism, Confirmation and Penance.
- » Students demonstrate ways to respond to those in need and explain how this is a work of the Holy Spirit. Students explain the implications of social justice as respect for all people made in the image of God.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation. Students investigate the term the Reign of God and explain what it means for Christians. They examine how people live out their baptismal calling.
- » Students explain how the resurrected Jesus is present in the world today.
- » Students analyse different qualities, features and conventions of the symbols and rituals of each of the seven Sacraments to identify how they celebrate the risen Christ. They can do an in-depth study of a Sacrament of Initiation or Healing.
- » Students define 'stewardship of' or 'kinship with' creation and demonstrate that they value creation through participation in activities to improve their immediate or local environment.
- » They communicate ways they can be signs of life, hope, healing, nourishment, reconciliation and service.



MAKING DECISIONS

ROSE INSERRA
9781922152824



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

garrattpublishing.com.au/bbb

OUTCOMES:

Year 3

- » Students know that Jesus reveals what it is to be truly human, living in relationship with God, self, others and all creation. Students explain that Jesus revealed God's love as a person of prayer, serving others, teaching, healing, forgiving and dying on the cross.
- » Students recognise and describe how Jesus' Spirit lives in people and in the Church community. They identify people and groups who are signs of God's presence in the world.
- » They engage in discussion about how being a follower of Jesus means choosing to act with love and fairness towards themselves and others. They articulate how they can respond to Jesus' loving Spirit in their own lives.

Year 4

- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love. They are able to express that all people are made in God's image.
- » Students understand God as mystery, revealed in the person of Jesus in relationships in Scripture and Church Tradition.
- » Students use a variety of tools and techniques to explore and communicate how Jesus gave an example of leadership as service to God's mission in the Church and how Peter, the first Pope followed Jesus' example.
- » They research the significance of how the Holy Spirit works through the Church.

Year 5

- » Students pose and answer questions about God as the giver of all that is good. They know the Trinity as a community of loving persons, Father, Son and Holy Spirit and discuss what this means for them in their lives.
- » Students discuss that people are called to reflect God's goodness. They ask and respond to questions about signs of good and evil in the world in relation to God's loving plan for humanity.
- » Students identify Jesus as God with us, Emmanuel and discuss the implications of this for Christian spirituality. They explore how Jesus as Son of God offers hope to the world.
- » Students demonstrate ways to respond to those in need and explain how this is a work of the Holy Spirit.
- » Students explain the implications of social justice as respect for all people made in the image of God. Students recognise signs of courageous actions in the face of injustice.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation. Students investigate the term the Reign of God and explain what it means for Christians. They examine how people live out their baptismal calling.
- » Students explain how the resurrected Jesus is present in the world today. They pose questions and debate the nature of Christian spirituality and discipleship in the light of the example of Mary.
- » Students define 'stewardship of' or 'kinship with' creation and demonstrate that they value creation through participation in activities to improve their immediate or local environment.

- » Students identify people who live in the Holy Spirit. They communicate ways they can be signs of life, hope, healing, nourishment, reconciliation and service.
- » Students name and demonstrate actions that are signs of people living in the Holy Spirit (for example, courage in the face of violence, unity between churches and faiths and reconciliation between peoples, families living with disabled members or terminal illness or loss.).



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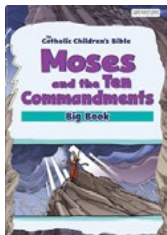
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MOSES AND THE TEN COMMANDMENTS BIG BOOK

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:

Kindergarten

- » Students are beginning to identify that God is love and that they are loved by God. Students begin to express a sense of awe and wonder about who God is and what God is like.
- » Students are beginning to know that they belong to a bigger community than their family (the Church).
- » They distinguish the Bible from among other books. They listen to and recall some stories of God's love in the Bible.
- » Students hear in story that all people belong to one human community and that we all belong to God who created us and who created the universe.

Preparatory

- » Students pose and answer questions about God and share ideas about images of God.
- » Students explain that the Bible is important for Christians. They identify that the Bible is a book of stories about God and Jesus. They can recall a story from the Bible that shows God's love.
- » Students can discuss that all people- boys and girls, old and young, all over the world- are loved by God. They explore what it might mean to say that each person is made in the image of God.

Year 1

- » Students can pose and answer questions about God as Love and name some signs of the beauty of God's presence in people and the world.

Year 2

- » Students pose and answer questions about some of the ways God can be experienced and described: Creator and giver of life, Father, Love.
- » They name the two main parts of the Bible and give reasons for why they were written.
- » They can retell a narrative story or a parable.

Year 3

- » Students can demonstrate wonder at the mystery of God as a community of loving persons.
- » Students identify recall, retell and record some stories from the Scriptures that reveal God's love and creative Spirit. Students locate texts within the Bible by book, chapter and verse. They retell a Gospel text and respond creatively and prayerfully to Scripture texts.
- » Students research key figures in the Bible, for example Abraham, Moses, David, Paul, John the Baptist and Mary and investigate how they, like Jesus, were faithful Jews. They explain how the stories of these people teach us about relating to God.

Year 4

- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love. They are able to express that all people are made in God's image.
- » Students access the Bible to locate Scripture stories and retell the stories including Exodus. They explain why the Bible and the Holy Land are important to Jews and Christians.

Year 5

- » Students pose and answer questions about God as the giver of all that is good.
- » Students discuss that people are called to reflect God's goodness. They ask and answer questions about signs of good and evil in the world in relation to God's loving plan for humanity.
- » In the context of the Exodus story, students investigate the Ten Commandments. They make connections between the Commandments and ways of living justly as a community. They compare and contrast the Ten Commandments with Jesus' Law of Love.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation. Students investigate the term the Reign of God and explain what it means for Christians. They examine how people live out their baptismal calling.
- » They research people from the Old Testament, New Testament, Church history, family history etc, who have been transformed by their encounter with God.



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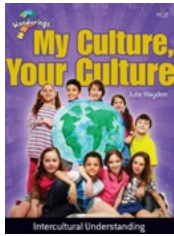
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MY CULTURE, YOUR CULTURE

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 can demonstrate wonder at the mystery of God as a community of loving persons.

Year 4

- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love.
- » Jesus was a faithful Jew and Judaism and Christianity are linked through the Hebrew Scriptures, history and traditions. Students can explore the ways Jews today remain faithful to God's Covenant with Abraham.

Year 5

- » Students pose and answer questions about God as the giver of all that is good.
- » Students investigate how the Catholic Church is one with other faiths in their search for knowledge and understanding about God.
- » Students demonstrate ways to respond to those in need and explain how this is a work of the Holy Spirit.
- » They investigate ways in which people of all beliefs search for knowledge and understanding about God and the universe.

Year 6

- » Students communicate ways they can be signs of life, hope, healing, nourishment, reconciliation and service.
- » Students name and demonstrate actions that are signs of people living in the Holy Spirit (for example, courage in the face of violence, unity between churches and faiths and reconciliation between peoples, families living with disabled members or terminal illness or loss.).



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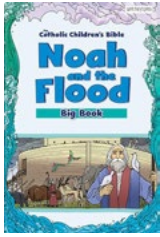
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NOAH AND THE BIG FLOOD BIG BOOK

9781599826554

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

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OUTCOMES:

Kindergarten

- » Students are beginning to identify that God is love and that they are loved by God. Students begin to express a sense of awe and wonder about who God is and what God is like.
- » Students are beginning to know that they belong to a bigger community than their family (the Church).
- » They distinguish the Bible from among other books. They listen to and recall some stories of God's love in the Bible.
- » Students hear in story that all people belong to one human community and that we all belong to God who created us and who created the universe.

Preparatory

- » Students pose and answer questions about God and share ideas about images of God.
- » Students explain that the Bible is important for Christians. They identify that the Bible is a book of stories about God and Jesus. They can recall a story from the Bible that shows God's love.
- » Students can discuss that all people- boys and girls, old and young, all over the world- are loved by God. They explore what it might mean to say that each person is made in the image of God.

Year 1

- » Students can pose and answer questions about God as Love and name some signs of the beauty of God's presence in people and the world.

Year 2

- » Students pose and answer questions about some of the ways God can be experienced and described: Creator and giver of life, Father, Love.
- » They name the two main parts of the Bible and give reasons for why they were written.
- » They can retell a narrative story or a parable.

Year 3

- » Students can demonstrate wonder at the mystery of God as a community of loving persons.
- » Students identify recall, retell and record some stories from the Scriptures that reveal God's love and creative Spirit. Students locate texts within the Bible by book, chapter and verse. They retell a Gospel text and respond creatively and prayerfully to Scripture texts.
- » Students research key figures in the Bible, for example Abraham, Moses, David, Paul, John the Baptist and Mary and investigate how they, like Jesus, were faithful Jews. They explain how the stories of these people teach us about relating to God.

Year 4

- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love. They are able to express that all people are made in God's image.
- » Students access the Bible to locate Scripture stories and retell the stories including Exodus. They explain why the Bible and the Holy Land are important to Jews and Christians.

Year 5

- » Students pose and answer questions about God as the giver of all that is good.
- » Students discuss that people are called to reflect God's goodness. They ask and answer questions about signs of good and evil in the world in relation to God's loving plan for humanity.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation. Students investigate the term the Reign of God and explain what it means for Christians. They examine how people live out their baptismal calling.
- » They research people from the Old Testament, New Testament, Church history, family history etc, who have been transformed by their encounter with God.



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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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Kindergarten

- » Students are beginning to pose and answer questions about how we gather in the church to celebrate God.
- » Students begin to articulate that God created all things. They are beginning to identify that God is love and that they are loved by God. Students begin to express a sense of awe and wonder about who God is and what God is like.
- » Students are beginning to know that they belong to a bigger community than their family (the Church).
- » They know how people are welcomed into the mystery of God and the community of faith in Baptism. Students can identify Church as a community that shares God's love.
- » Students can discuss that all people are God's children and loved by God. They name ways that people can show love to others especially those in need.
- » Students hear in story that all people belong to one human community and that we all belong to God who created us and who created the universe.

Preparatory

- » Students pose and answer questions about God and share ideas about images of God.
- » Through retelling stories about Mary's life, students can demonstrate their knowledge about Mary who is important to Jesus and to the Church, and how she teaches us to love God.
- » They know that we can celebrate Jesus' presence in the Word of God and in prayer. Students engage in and contribute to prayer time

- and understand that it involves talking and listening to God.
- » Students can discuss that all people- boys and girls, old and young, all over the world- are loved by God. They explore what it might mean to say that each person is made in the image of God.
- » In prayer and discussion, students can demonstrate that all people belong to one human community, that we are all God's children and that God created us, our beautiful planet and the whole universe.

Year 1

- » Students can pose and answer questions about God as Love and name some signs of the beauty of God's presence in people and the world.
- » Students generate questions and answers about the people of the world belonging to one community. They wonder about and creatively demonstrate some ways to make a harmonious community.
- » Students demonstrate understanding of the life of Mary through sequencing and retelling the scripture stories of Mary, the Mother of Jesus.
- » They begin to express their feelings about and identify actions that show forgiveness, healing and peacemaking. They recall and communicate with others examples of loving actions, and describe how they personally might be an example of God's love for everyone.
- » Students identify reasons to pray. They can relate information, ideas and events that celebrate the parish church as an important place for the wider Church community to gather, celebrate and pray.
- » Students can illustrate ways that they can care for people, pets, creatures, plants and creation around them.

Year 2

- » Students pose and answer questions about some of the ways God can be experienced and described: Creator and giver of life, Father, Love.
- » They express a sense of wonder at God's Holy Spirit in all creation.
- » They can identify signs of forgiveness in everyday life and celebrate them in a ritual prayer.
- » Students discuss how Mary is a model for us as a person who listened and responded to the word of God.
- » Students discuss ways that they can be faithful Christians as followers of Jesus by living out his way of loving kindness and service of others.

Year 3

- » Students can demonstrate wonder at the mystery of God as a community of loving persons.
- » Students recognise and describe how Jesus' Spirit lives in people and in the Church community. They identify people and groups who are signs of God's presence in the world.
- » They engage in discussion about how being a follower of Jesus means choosing to act with love and fairness towards themselves and others. They articulate how they can respond to Jesus' loving Spirit in their own lives.
- » Students research key figures in the Bible, for example Abraham, Moses, David, Paul, John the Baptist and Mary and investigate how they, like Jesus, were faithful Jews. They explain how the stories of these people teach us about relating to God.

Year 4

- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love. They are able to express that all people are made in God's image.
- » Students use a variety of tools and techniques to explore and communicate how Jesus gave an example of leadership as service to God's mission in the Church and how Peter, the first Pope followed Jesus' example.
- » They research the significance of how the Holy Spirit works through the Church.

Year 5

- » Students pose and answer questions about God as the giver of all that is good.
- » Students discuss that people are called to reflect God's goodness. They ask and respond to questions about signs of good and evil in the world in relation to God's loving plan for humanity.
- » Students investigate how the Catholic Church is one with other faiths in their search for knowledge and understanding about God.
- » They make connections between the Commandments and ways of living justly as a community. They compare and contrast the Ten Commandments with Jesus' Law of Love.
- » Students explain the implications of social justice as respect for all people made in the image of God. Students recognise signs of courageous actions in the face of injustice.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation.
- » They examine how people live out their baptismal calling.
- » They pose questions and debate the nature of Christian spirituality and discipleship in the light of the example of Mary.
- » They explore how the Holy Spirit inspires and renews the Church. Students understand the structure of the Church as an organisation and can discuss the implications of servant leadership modelled by Christ.
- » Students define 'stewardship' of or 'kinship' with creation and demonstrate that they value creation through participation in activities to improve their immediate or local environment.
- » Students identify people who live in the Holy Spirit. They communicate ways they can be signs of life, hope, healing, nourishment, reconciliation and service. They critique what it means to be a hero or saint.
- » Students name and demonstrate actions that are signs of people living in the Holy Spirit (for example, courage in the face of violence, unity between churches and faiths and reconciliation between peoples, families living with disabled members or terminal illness or loss.).



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TELL IT! CARDS

OUTCOMES:

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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Kindergarten

- » Students are beginning to identify that God is love and that they are loved by God. Students begin to express a sense of awe and wonder about who God is and what God is like.
- » Students are beginning to know that they belong to a bigger community than their family (the Church).
- » They distinguish the Bible from among other books. They listen to and recall some stories of God's love in the Bible.
- » Students hear in story that all people belong to one human community and that we all belong to God who created us and who created the universe.

Preparatory

- » Students pose and answer questions about God and share ideas about images of God.
- » Students explain that the Bible is important for Christians. They identify that the Bible is a book of stories about God and Jesus. They can recall a story from the Bible that shows God's love.
- » Students can discuss that all people- boys and girls, old and young, all over the world- are loved by God. They explore what it might mean to say that each person is made in the image of God.

Year 1

- » Students can pose and answer questions about God as Love and name some signs of the beauty of God's presence in people and the world.

Year 2

- » Students pose and answer questions about some of the ways God can be experienced and described: Creator and giver of life, Father, Love.
- » They name the two main parts of the Bible and give reasons for why they were written.
- » They can retell a narrative story or a parable.

Year 3

- » Students can demonstrate wonder at the mystery of God as a community of loving persons.
- » Students identify recall, retell and record some stories from the Scriptures that reveal God's love and creative Spirit. Students locate texts within the Bible by book, chapter and verse. They retell a Gospel text and respond creatively and prayerfully to Scripture texts.
- » Students research key figures in the Bible, for example Abraham, Moses, David, Paul, John the Baptist and Mary and investigate how they, like Jesus, were faithful Jews. They explain how the stories of these people teach us about relating to God.

Year 4

- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love. They are able to express that all people are made in God's image.
- » Students access the Bible to locate Scripture stories and retell the stories including Exodus. They explain why the Bible and the Holy Land are important to Jews and Christians.

Year 5

- » Students pose and answer questions about God as the giver of all that is good.
- » Students discuss that people are called to reflect God's goodness. They ask and answer questions about signs of good and evil in the world in relation to God's loving plan for humanity.
- » In the context of the Exodus story, students investigate the Ten Commandments. They make connections between the Commandments and ways of living justly as a community. They compare and contrast the Ten Commandments with Jesus' Law of Love. They explain the significance of the Passover meal for Jews and Christians.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation. Students investigate the term the Reign of God and explain what it means for Christians. They examine how people live out their baptismal calling.
- » They research people from the Old Testament, New Testament, Church history, family history etc, who have been transformed by their encounter with God.



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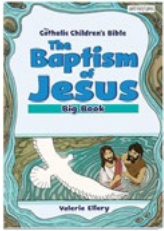
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**THE BAPTISM
OF JESUS**
VALERIE ELLERY
9781599827315

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:

Kindergarten

- » Students listen to and are familiar with some stories about Jesus' family.
- » They name Jesus as God's Son who is loved by God.
- » Students are beginning to know that they belong to a bigger community than their family (the Church).
- » They distinguish the Bible from among other books. They listen to and recall some stories of God's love in the Bible.
- » They know how people are welcomed into the mystery of God and the community of faith in Baptism.

Preparatory

- » Students pose and answer questions about God and share ideas about images of God. They can express that God is love and creator and that Jesus called God our Father.
- » They know who Jesus is for Christians. They recall some simple key ideas of Jesus' teachings. They express that Jesus cared for people.
- » Students explain that the Bible is important for Christians. They identify that the Bible is a book of stories about God and Jesus. They can recall a story from the Bible that shows God's love.
- » Students name a Sacrament that celebrates the presence of God. They name the common sacramental elements of Baptism.
- » Students can discuss that all people- boys and girls, old and young, all over the world- are loved by God.

Year 1

- » Students recall and record relevant biblical information about Jesus and his family. Students explore Jesus as part of his family and community.
- » They demonstrate understanding of the church's belief in Jesus as God.
- » Students name the most common sacramental elements of Baptism. Students share in a variety of ways about how people live the gift of Baptism throughout their lives.

Year 2

- » Students pose and answer questions about some of the ways God can be experienced and described: Creator and giver of life, Father, Love.
- » They communicate that Jesus reveals God's love for us. They express a sense of wonder at God's Holy Spirit in all creation.
- » They know that a narrative tells a story about Jesus and parables are stories that Jesus told to help people understand God. They can locate the key events and ideas in a Gospel story and organise them in sequence. They can retell a narrative story or a parable.
- » Students explain the use of symbols in prayer and ritual. They understand that symbols connect us to deeper meaning.
- » They explore and explain the importance of Baptism and Eucharist for Catholics.

Year 3

- » Students know that Jesus reveals what it is to be truly human, living in relationship with God, self, others and all creation. Students explain that Jesus revealed God's love as a person of prayer, serving others, teaching, healing, forgiving and dying on the cross.
- » Students recognise and describe how Jesus' Spirit lives in people and in the Church community.

- » Students identify recall, retell and record some stories from the Scriptures that reveal God's love and creative Spirit. Students locate texts within the Bible by book, chapter and verse. They retell a Gospel text and respond creatively and prayerfully to Scripture texts.
- » Students identify key symbols used in the Sacraments of Initiation and Penance (Second Rite of Reconciliation) and explain their meaning.
- » Students research key figures in the Bible, for example Abraham, Moses, David, Paul, John the Baptist and Mary and investigate how they, like Jesus, were faithful Jews. They explain how the stories of these people teach us about relating to God.

Year 4

- » Students understand God as mystery, revealed in the person of Jesus in relationships in Scripture and Church Tradition.
- » Students use a variety of tools and techniques to explore and communicate how Jesus gave an example of leadership as service to God's mission in the Church and how Peter, the first Pope followed Jesus' example.
- » Students access the Bible to locate Scripture stories and retell the stories including Exodus.
- » They link Sacraments to the life of Jesus, their life now and by responding, their hopes for the future.

Year 5

- » Students know the Trinity as a community of loving persons, Father, Son and Holy Spirit and discuss what this means for them in their lives.
- » Students identify Jesus as God with us, Emmanuel and discuss the implications of this for Christian spirituality. They explore how Jesus as Son of God offers hope to the world.
- » Students engage with Gospel texts and creatively communicate the messages and meanings conveyed.
- » Students reflect on how the Sacraments of Initiation and Penance continue to enrich their relationship with God.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation. Students investigate the term the Reign of God and explain what it means for Christians. They examine how people live out their baptismal calling.
- » They explore how the Holy Spirit inspires and renews the Church.
- » They research people from the Old Testament, New Testament, Church history, family history etc. who have been transformed by their encounter with God.
- » Students analyse different qualities, features and conventions of the symbols and rituals of each of the seven Sacraments to identify how they celebrate the risen Christ.



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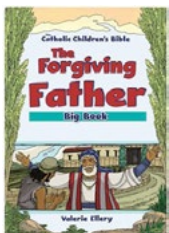
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THE FORGIVING FATHER BIG BOOK

VALERIE ELLERY

9781599827353

OUTCOMES:

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

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Kindergarten

- » Students begin to articulate that God created all things. They are beginning to identify that God is love and that they are loved by God. Students begin to express a sense of awe and wonder about who God is and what God is like.
- » They name Jesus as God's Son who is loved by God.
- » Students are beginning to know that they belong to a bigger community than their family (the Church).
- » They distinguish the Bible from among other books. They listen to and recall some stories of God's love in the Bible.
- » Students can identify Church as a community that shares God's love.
- » Students can discuss that all people are God's children and loved by God. They name ways that people can show love to others especially those in need.
- » Students hear in story that all people belong to one human community and that we all belong to God who created us and who created the universe.

Preparatory

- » Students pose and answer questions about God and share ideas about images of God. They can express that God is love and creator and that Jesus called God our Father.
- » They know who Jesus is for Christians. They recall some simple key ideas of Jesus' teachings. They express that Jesus cared for people.
- » Students explain that the Bible is important for Christians. They identify that the Bible is a book of stories about God and Jesus. They can recall a story from the Bible that shows God's love.

- » Students can discuss that all people- boys and girls, old and young, all over the world- are loved by God. They explore what it might mean to say that each person is made in the image of God.
- » In prayer and discussion students can demonstrate that all people belong to one human community, that we are all God's children and that God created us, our beautiful planet and the whole universe.

Year 1

- » Students can pose and answer questions about God as Love and name some signs of the beauty of God's presence in people and the world.
- » They recall and record relevant biblical information about Jesus and his family. Students explore Jesus as part of his family and community.
- » They demonstrate understanding of the church's belief in Jesus as God.
- » They begin to express their feelings about and identify actions that show forgiveness, healing and peacemaking.
- » They recall and communicate with others examples of loving actions, and describe how they personally might be an example of God's love for everyone.
- » Students discuss ways that can follow Jesus by being kind and helpful at school and at home.

Year 2

- » Students pose and answer questions about some of the ways God can be experienced and described: Creator and giver of life, Father, Love.
- » They communicate that Jesus reveals God's love for us. They express a sense of wonder at God's Holy Spirit in all creation.
- » They know that a narrative tells a story about Jesus and parables are stories that Jesus told to help people understand God. They can locate the key events and ideas in a Gospel story and organise them in sequence. They can retell a narrative story or a parable.
- » Students discuss ways that they can be faithful Christians as followers of Jesus by living out his way of loving kindness and service of others.

Year 3

- » Students can demonstrate wonder at the mystery of God as a community of loving persons.
- » Students know that Jesus reveals what it is to be truly human, living in relationship with God, self, others and all creation. Students explain that Jesus revealed God's love as a person of prayer, serving others, teaching, healing, forgiving and dying on the cross.
- » Students recognise and describe how Jesus' Spirit lives in people and in the Church community.
- » Students identify recall, retell and record some stories from the Scriptures that reveal God's love and creative Spirit. Students locate texts within the Bible by book, chapter and verse. They retell a Gospel text and respond creatively and prayerfully to Scripture texts.
- » They engage in discussion about how being a follower of Jesus means choosing to act with love and fairness towards themselves and others. They articulate how they can respond to Jesus' loving Spirit in their own lives.

Year 4

- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love.
- » Students understand God as mystery, revealed in the person of Jesus in relationships in Scripture and Church Tradition.
- » Students use a variety of tools and techniques to explore and communicate how Jesus gave an example of leadership as service to God's mission in the Church and how Peter, the first Pope followed Jesus' example.
- » Students access the Bible to locate Scripture stories and retell the stories including Exodus.

Year 5

- » Students pose and answer questions about God as the giver of all that is good. They know the Trinity as a community of loving persons, Father, Son and Holy Spirit and discuss what this means for them in their lives.
- » Students discuss that people are called to reflect God's goodness. They ask and respond to questions about signs of good and evil in the world in relation to God's loving plan for humanity.
- » Students identify Jesus as God with us, Emmanuel and discuss the implications of this for Christian spirituality. They explore how Jesus as Son of God offers hope to the world.
- » Students engage with Gospel texts and creatively communicate the messages and meanings conveyed.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation.
- » They research people from the Old Testament, New Testament, Church history, family history etc, who have been transformed by their encounter with God.
- » They name the evangelists and explain how they portrayed Jesus in the Gospels.
- » Students identify people who live in the Holy Spirit. They communicate ways they can be signs of life, hope, healing, nourishment, reconciliation and service.



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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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» Kindergarten

- » Students begin to articulate that God created all things. They are beginning to identify that God is love and that they are loved by God. Students begin to express a sense of awe and wonder about who God is and what God is like.
- » They name Jesus as God's Son who is loved by God.
- » Students are beginning to know that they belong to a bigger community than their family (the Church).
- » They distinguish the Bible from among other books. They listen to and recall some stories of God's love in the Bible.
- » Students can identify Church as a community that shares God's love.
- » Students can discuss that all people are God's children and loved by God. They name ways that people can show love to others especially those in need.
- » Students hear in story that all people belong to one human community and that we all belong to God who created us and who created the universe.

» Preparatory

- » Students pose and answer questions about God and share ideas about images of God. They can express that God is love and creator and that Jesus called God our Father.
- » They know who Jesus is for Christians. They recall some simple key ideas of Jesus' teachings. They express that Jesus cared for people.
- » Students explain that the Bible is important for Christians. They identify that the Bible is a book of stories about God and Jesus. They can recall a story from the Bible that shows God's love.

- » Students can discuss that all people- boys and girls, old and young, all over the world- are loved by God. They explore what it might mean to say that each person is made in the image of God.
- » In prayer and discussion students can demonstrate that all people belong to one human community, that we are all God's children and that God created us, our beautiful planet and the whole universe.

» Year 1

- » Students can pose and answer questions about God as Love and name some signs of the beauty of God's presence in people and the world.
- » They recall and record relevant biblical information about Jesus and his family. Students explore Jesus as part of his family and community.
- » They demonstrate understanding of the church's belief in Jesus as God.
- » They recall and communicate with others examples of loving actions, and describe how they personally might be an example of God's love for everyone.
- » Students discuss ways that can follow Jesus by being kind and helpful at school and at home.

» Year 2

- » Students pose and answer questions about some of the ways God can be experienced and described: Creator and giver of life, Father, Love.
- » They communicate that Jesus reveals God's love for us. They express a sense of wonder at God's Holy Spirit in all creation.
- » They name the two main parts of the Bible and give reasons for why they were written. They locate the Gospels in the New Testament.
- » They know that a narrative tells a story about Jesus and parables are stories that Jesus told to help people understand God. They can locate the key events and ideas in a Gospel story and organise them in sequence. They can retell a narrative story or a parable.
- » Students discuss ways that they can be faithful Christians as followers of Jesus by living out his way of loving kindness and service of others.

» Year 3

- » Students can demonstrate wonder at the mystery of God as a community of loving persons.
- » Students know that Jesus reveals what it is to be truly human, living in relationship with God, self, others and all creation. Students explain that Jesus revealed God's love as a person of prayer, serving others, teaching, healing, forgiving and dying on the cross.
- » Students recognise and describe how Jesus' Spirit lives in people and in the Church community.
- » Students identify recall, retell and record some stories from the Scriptures that reveal God's love and creative Spirit. Students locate texts within the Bible by book, chapter and verse. They retell a Gospel text and respond creatively and prayerfully to Scripture texts.
- » They engage in discussion about how being a follower of Jesus means choosing to act with love and fairness towards themselves and others. They articulate how they can respond to Jesus' loving Spirit in their own lives.

» Year 4

- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love.
- » Students understand God as mystery, revealed in the person of Jesus in relationships in Scripture and Church Tradition.
- » Students use a variety of tools and techniques to explore and communicate how Jesus gave an example of leadership as service to God's mission in the Church and how Peter, the first Pope followed Jesus' example.
- » Students express how Jesus' love for us shown in his life, death and resurrection is remembered and celebrated in the Mass.

» Year 5

- » Students pose and answer questions about God as the giver of all that is good. They know the Trinity as a community of loving persons, Father, Son and Holy Spirit and discuss what this means for them in their lives.
- » Students discuss that people are called to reflect God's goodness. They ask and respond to questions about signs of good and evil in the world in relation to God's loving plan for humanity.
- » Students identify Jesus as God with us, Emmanuel and discuss the implications of this for Christian spirituality. They explore how Jesus as Son of God offers hope to the world.
- » Students engage with Gospel texts and creatively communicate the messages and meanings conveyed.

» Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation.
- » They research people from the Old Testament, New Testament, Church history, family history etc, who have been transformed by their encounter with God.
- » They name the evangelists and explain how they portrayed Jesus in the Gospels.
- » Students define 'stewardship of' or 'kinship with' creation and demonstrate that they value creation through participation in activities to improve their immediate or local environment.



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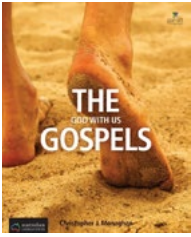
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THE GOSPELS – GOD WITH US

CHRIS MONAGHAN
9781922152855



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 pose and answer questions about God as the giver of all that is good. They know the Trinity as a community of loving persons, Father, Son and Holy Spirit and discuss what this means for them in their lives.
- » Students discuss that people are called to reflect God's goodness. They ask and respond to questions about signs of good and evil in the world in relation to God's loving plan for humanity.
- » Students identify Jesus as God with us, Emmanuel and discuss the implications of this for Christian spirituality. They explore how Jesus as Son of God offers hope to the world.
- » In the context of the Exodus story, students investigate the Ten Commandments. They make connections between the Commandments and ways of living justly as a community. They compare and contrast the Ten Commandments with Jesus' Law of Love. They explain the significance of the Passover meal for Jews and Christians.
- » Students engage with Gospel texts and creatively communicate the messages and meanings conveyed. Students distinguish between genres in the Bible (myths, letters) and compare and contrast Gospel texts from the synoptic Gospels, Mark, Matthew or Luke.
- » Students can write reflectively about how Jesus prayed.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation. Students investigate the term the Reign of God and explain what it means for Christians. They examine how people live out their baptismal calling.
- » Students explain how the resurrected Jesus is present in the world today.
- » They research people from the Old Testament, New Testament, Church history, family history etc. who have been transformed by their encounter with God. They describe and discuss cultural and religious practices of Judaism in the time of Jesus.
- » Students outline how the Bible was constructed. They analyse similarities and differences in a common text from the Synoptic Gospels. They name the evangelists and explain how they portrayed Jesus in the Gospels. They look at the structure of the Gospel of Mark.



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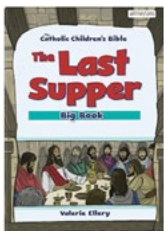
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THE LAST SUPPER BIG BOOK

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:

Kindergarten

- » Students listen to and are familiar with some stories about Jesus' family.
- » They name Jesus as God's Son who is loved by God.
- » Students are beginning to know that they belong to a bigger community than their family (the Church).
- » They distinguish the Bible from among other books. They listen to and recall some stories of God's love in the Bible.

Preparatory

- » Students pose and answer questions about God and share ideas about images of God. They can express that God is love and creator and that Jesus called God our Father.
- » They know who Jesus is for Christians. They recall some simple key ideas of Jesus' teachings. They express that Jesus cared for people.
- » Students explain that the Bible is important for Christians. They identify that the Bible is a book of stories about God and Jesus. They can recall a story from the Bible that shows God's love.
- » Students can discuss that all people- boys and girls, old and young, all over the world- are loved by God.

Year 1

- » Students recall and record relevant biblical information about Jesus and his family. Students explore Jesus as part of his family and community.
- » They demonstrate understanding of the church's belief in Jesus as God.

Year 2

- » Students pose and answer questions about some of the ways God can be experienced and described: Creator and giver of life, Father, Love.
- » They communicate that Jesus reveals God's love for us.
- » They know that a narrative tells a story about Jesus and parables are stories that Jesus told to help people understand God. They can locate the key events and ideas in a Gospel story and organise them in sequence. They can retell a narrative story or a parable.
- » Students explain the use of symbols in prayer and ritual. They understand that symbols connect us to deeper meaning.
- » They explore and explain the importance of Baptism and Eucharist for Catholics. They identify the four ways Jesus is present when we celebrate the Mass: in the Word, the Eucharist, in the Priest and the People of God gathered.

Year 3

- » Students know that Jesus reveals what it is to be truly human, living in relationship with God, self, others and all creation. Students explain that Jesus revealed God's love as a person of prayer, serving others, teaching, healing, forgiving and dying on the cross.
- » Students recognise and describe how Jesus' Spirit lives in people and in the Church community. They identify people and groups who are signs of God's presence in the world.
- » Students identify recall, retell and record some stories from the Scriptures that reveal God's love and creative Spirit. Students locate texts within the Bible by book, chapter and verse. They retell a Gospel text and respond creatively and prayerfully to Scripture texts.

- » Students communicate that the Mass draws us deeper into a relationship with God and then out towards one another.
- » They engage in discussion about how being a follower of Jesus means choosing to act with love and fairness towards themselves and others. They articulate how they can respond to Jesus' loving Spirit in their own lives.

Year 4

- » Students understand God as mystery, revealed in the person of Jesus in relationships in Scripture and Church Tradition.
- » Students use a variety of tools and techniques to explore and communicate how Jesus gave an example of leadership as service to God's mission in the Church and how Peter, the first Pope followed Jesus' example.
- » They locate the land of the Bible and name some significant geographical locations in Jesus' time. Students access the Bible to locate Scripture stories and retell the stories including Exodus. They explain why the Bible and the Holy Land are important to Jews and Christians.
- » Students express how Jesus' love for us shown in his life, death and resurrection is remembered and celebrated in the Mass.
- » They link Sacraments to the life of Jesus, their life now and by responding, their hopes for the future.

Year 5

- » Students pose and answer questions about God as the giver of all that is good. They know the Trinity as a community of loving persons, Father, Son and Holy Spirit and discuss what this means for them in their lives.
- » Students identify Jesus as God with us, Emmanuel and discuss the implications of this for Christian spirituality. They explore how Jesus as Son of God offers hope to the world.
- » They explain the significance of the Passover meal for Jews and Christians.
- » Students engage with Gospel texts and creatively communicate the messages and meanings conveyed.
- » Students identify and discuss how Eucharist is the central Sacrament.

Year 6

- » Students explain how the resurrected Jesus is present in the world today.
- » They research people from the Old Testament, New Testament, Church history, family history etc, who have been transformed by their encounter with God. They describe and discuss cultural and religious practices of Judaism in the time of Jesus.
- » Students analyse different qualities, features and conventions of the symbols and rituals of each of the seven Sacraments to identify how they celebrate the risen Christ.



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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 pose and answer questions about God as the giver of all that is good. They know the Trinity as a community of loving persons, Father, Son and Holy Spirit and discuss what this means for them in their lives.
- » Students discuss that people are called to reflect God's goodness. They ask and respond to questions about signs of good and evil in the world in relation to God's loving plan for humanity.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation. Students investigate the term the Reign of God and explain what it means for Christians. They examine how people live out their baptismal calling.
- » They research people from the Old Testament, New Testament, Church history, family history etc. who have been transformed by their encounter with God.
- » Students outline how the Bible was constructed.
- » Students define 'stewardship of' or 'kinship with' creation and demonstrate that they value creation through participation in activities to improve their immediate or local environment.



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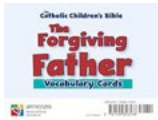
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VOCABULARY CARDS

OUTCOMES:

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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Kindergarten

- » Students are beginning to identify that God is love and that they are loved by God. Students begin to express a sense of awe and wonder about who God is and what God is like.
- » Students are beginning to know that they belong to a bigger community than their family (the Church).
- » They distinguish the Bible from among other books. They listen to and recall some stories of God's love in the Bible.
- » Students hear in story that all people belong to one human community and that we all belong to God who created us and who created the universe.

Preparatory

- » Students pose and answer questions about God and share ideas about images of God.
- » Students explain that the Bible is important for Christians. They identify that the Bible is a book of stories about God and Jesus. They can recall a story from the Bible that shows God's love.
- » Students can discuss that all people- boys and girls, old and young, all over the world- are loved by God. They explore what it might mean to say that each person is made in the image of God.

Year 1

- » Students can pose and answer questions about God as Love and name some signs of the beauty of God's presence in people and the world.

Year 2

- » Students pose and answer questions about some of the ways God can be experienced and described: Creator and giver of life, Father, Love.
- » They name the two main parts of the Bible and give reasons for why they were written.
- » They can retell a narrative story or a parable.

Year 3

- » Students can demonstrate wonder at the mystery of God as a community of loving persons.
- » Students identify recall, retell and record some stories from the Scriptures that reveal God's love and creative Spirit. Students locate texts within the Bible by book, chapter and verse. They retell a Gospel text and respond creatively and prayerfully to Scripture texts.
- » Students research key figures in the Bible, for example Abraham, Moses, David, Paul, John the Baptist and Mary and investigate how they, like Jesus, were faithful Jews. They explain how the stories of these people teach us about relating to God.

Year 4

- » Students wonder and pose questions about God as mystery in our lives. Students are able to generate questions about God: the story of God's people and God's love. They are able to express that all people are made in God's image.
- » Students access the Bible to locate Scripture stories and retell the stories including Exodus. They explain why the Bible and the Holy Land are important to Jews and Christians.

Year 5

- » Students pose and answer questions about God as the giver of all that is good.
- » Students discuss that people are called to reflect God's goodness. They ask and answer questions about signs of good and evil in the world in relation to God's loving plan for humanity.
- » In the context of the Exodus story, students investigate the Ten Commandments. They make connections between the Commandments and ways of living justly as a community. They compare and contrast the Ten Commandments with Jesus' Law of Love. They explain the significance of the Passover meal for Jews and Christians.

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation. Students investigate the term the Reign of God and explain what it means for Christians. They examine how people live out their baptismal calling.
- » They research people from the Old Testament, New Testament, Church history, family history etc, who have been transformed by their encounter with God.



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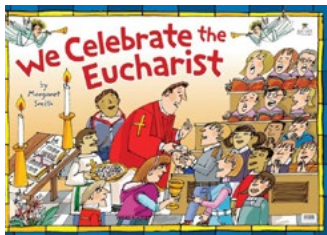
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WE CELEBRATE THE EUCHARIST

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 can demonstrate wonder at the mystery of God as a community of loving persons.
- » They name the two main parts of the Mass and list the key symbols of the Liturgy. Students identify key symbols used in the Sacraments of Initiation and Penance (Second Rite of Reconciliation) and explain their meaning. Students communicate that the Mass draws us deeper into a relationship with God and then out towards one another.
- » Students demonstrate understanding of the significant seasons and feasts of the Liturgical Year.
- » They know and can recall some formal prayers.

Year 4

- » Students wonder and pose questions about God as mystery in our lives.
- » Students understand God as mystery, revealed in the person of Jesus in relationships in Scripture and Church Tradition.
- » Students express how Jesus' love for us shown in his life, death and resurrection is remembered and celebrated in the Mass. Students name and describe the three groups of Sacraments: Sacraments of Initiation, Sacraments of Healing and Sacraments at the Service of Communion.
- » They link Sacraments to the life of Jesus, their life now and by responding, their hopes for the future.
- » They listen to and participate in a Liturgy of the Word. They communicate how God draws us into deeper relationship through liturgy, prayer and reflection.

Year 5

- » Students pose and answer questions about God as the giver of all that is good. They know the Trinity as a community of loving persons, Father, Son and Holy Spirit and discuss what this means for them in their lives.
- » Students identify Jesus as God with us, Emmanuel and discuss the implications of this for Christian spirituality. They explore how Jesus as Son of God offers hope to the world.
- » They explain the significance of the Passover meal for Jews and Christians.
- » Students engage with Gospel texts and creatively communicate the messages and meanings conveyed.
- » Students investigate and discuss how the Seven Sacraments reveal something of the mystery of God nourishing Christian life in mission and service. Reflect on how the Sacraments of Initiation and Penance continue to enrich their relationship with God.
- » Students identify and discuss how Eucharist is the central Sacrament. Students explain the relationship between Eucharist, Baptism, Confirmation and Penance.
- » Students articulate how Jesus' prayer to God is the model of prayer.
- » They examine the Our Father as a model for Christian prayer and how it introduces us to Jesus' vision of God's Kingdom (the Reign of God's love on earth).

Year 6

- » Students can express that God as mystery is revealed through many different images e.g. shepherd, potter, goodness, mercy and creation.

- » They examine how people live out their baptismal calling.
- » Students explain how the resurrected Jesus is present in the world today.
- » Students analyse different qualities, features and conventions of the symbols and rituals of each of the seven Sacraments to identify how they celebrate the risen Christ. They can do an in-depth study of a Sacrament of Initiation or Healing.
- » They know some formal prayers. Students help prepare and actively participate in a Liturgy of the Word or Mass for class celebration.



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