

RELIGJON

Sillabu Ta' L-Iskejjel Primarji

RAZZJONAL

IL-PROGRAMM TAR-RELIGJON

Ghall-Iskejje Primarji

Razzjonal

F'dinja materjalista, li qed tinfexx kull valur naturali li jinsab fil-bniedem, ir-Religjon Nisranija twassal lill-istudenti jerggħu jiskopru l-ligi naturali li hemm fihom, l-imħabba lejn Alla wiehed u lejn kull hlejqa fil-holqien. Twassal ukoll lill-istudenti jiskopru l-importanza li għandha r-religjon fis-socjetà. It-tagħlim shih tagħha jghin mhux biss il-hajja personali ta' l-individwu izda wkoll lis-socjetà biex issib ligijiet generali skond in-natura tal-bniedem.

Importanti li nzommu quddiem għajnejna li, f'livell primarju, it-tagħlim tar-religjon fil-bidu tiegħu jista' jigi pprezentat fil-mentalità tat-tfal bhala normi ta' regoli (*codes of rules*). 'Il quddiem dawn għandhom iqajmu kuxjenza għal kull għemil li jagħmlu l-individwi.

Il-lezzjoni tar-religjon hija mezz biex l-istudenti jiskopru l-imħabba li hemm bejn Alla u l-bniedem, li jkellimna f'kull sitwazzjoni ta' hajjitna u jridna ngħixu u niffurmaw il-bniedem shih, f'kull settur tal-hajja. Huwa ċar li, bhal ma jghid il-Kurrikulu Minimu Nazzjonali, ir-religjon ma tistax tkun maqtugħa mis-suggetti l-oħra kollha .

Ghanijiet Generali

Nagħrfu lil Alla permezz ta' Ibnu Ġesù u l-Knisja tiegħu.

1. Mill-esperjenza ta' hajjithom l-istudenti jgħallmu jagħmlu konfront bejn il-hajja li qed jgħixu, bid-diffikultajiet u s-sbuħija tagħha, u dak li tgħallmu fil-klassi fuq Alla u Ġesù Kristu. Hekk isibu tweġiba għall kull mistoqsija tal-hajja.
2. L-imħabba lejn Ġesù twassalhom jagħrfu li Hu huwa t-triq, il-verità u l-hajja. Dan iwassal għal aktar parteċipazzjoni fil-hajja tal-komunità nisranija, fejn jistgħu jgħixu l-Beatitudni li habbar Kristu, u fejn jaċċettaw kull sitwazzjoni f'hajjithom.
3. Il-kuraġġ ta' x' għandhom jagħmlu quddiem sitwazzjonijiet godda fil-hajja tagħhom jistgħu jsibuh biss mill-Ispirtu li hemm fihom li huma rċevew permezz ta-sagramenti. Fit-tagħlim tar-Religjon jiskopru sitwazzjonijiet godda ta' kif dan l-Ispirtu qiegħed jghin.
4. Jaslu li jsibu f'Alla, il-Hallieq ta' kolli u Missier tal-bnedmin kollha, u f'Ibnu Ġesù, fiducja shiha.
5. Ir-Religjon twassal l-Istudenti jkunu sinċieri u onesti mhux biss ma' dawki li qed jgħixu magħhom - id-dar, l-iskola, ir-rahal fejn jgħixu u mal-hbieb - izda wkoll ma' min ikun qiegħed f'xi bzonn jew għaddej minn xi sitwazzjoni diffiċli, jinsabu fejn jinsabu.
6. L-istudenti, permezz tar-Religjon, jaslu jirrispettaw lill-bnedmin kollha, b'kulturi u religjonijiet differenti, għax Alla hu Missier il-bnedmin kollha.

Year 1 (Level 4)

Unit 1: Being one The teacher will enable students to:	Unit 2: Wow The teacher will enable students to:	Unit 3: God Creator The teacher will enable students to:	Unit 4: The Greatest Gift The teacher will enable students to:	Unit 5: What Love The teacher will enable students to:	Unit 6: I am special The teacher will enable students to:	Unit 7: Brothers and Sisters The teacher will enable students to:	Unit 8: The Gift The teacher will enable students to:	Unit 9: Hand in Hand The teacher will enable students to:	Unit 10: Me to You The teacher will enable students to:	Unit 11: Family Meal The teacher will enable students to:
<p>Appreciate and identify diversity and commonalities among the students and in their immediate environment</p> <p>appreciate God as Father of All (very short biblical phrases)</p> <p>celebrate with joy their diversity and commonalities manifest in their behaviour and attitude the acceptance of their diversity and commonalities</p>	<p>express awe and wonder for things they discover around them</p> <p>express in their words, thanks and praise to God for creating beautiful things around them</p> <p>celebrate through simple prayers, gestures and songs of praise, their joy at the beauty of their discovery</p> <p>share practical ways within the class how they can live their diversity and commonalities</p>	<p>discover the meaning of God the Creator</p> <p>through biblical narratives to be introduced to God's love in creation</p> <p>thank God for the great gift of creation (sun, moon, animals – their pets) through a celebration of the blessing of their pets</p> <p>share among themselves how they can show their appreciation of God's creation in their life</p>	<p>discover and understand that God has given us his greatest gift Jesus Christ his son. He was born in Bethlehem a place in Israel, he had a Mother – Mary and a Father - Joseph</p> <p>appreciate and savour the Biblical narrative of the Annunciation and the Nativity</p> <p>pray, sing together, dramatize, to celebrate Christmas</p> <p>create in an imaginative way tokens of love for all their family and for each other</p>	<p>understand that God created all through His love for all</p> <p>through biblical narrative to note that diversity and commonalities can be appreciated through love</p> <p>celebrate through various expressions of beauty of creation and God's love in it</p> <p>express, to share and be challenged about how they can manifest love and care to all creation</p>	<p>enable students to understand the meaning of abilities, senses, mind and heart: of being special</p> <p>enable students through various biblical and non-biblical stories to thank God for making each one special</p> <p>enable students through various expressions to thank God for creating them unique and for caring for them all</p> <p>enable students to manifest their caring for others through their abilities, senses, mind and heart</p>	<p>that they are ALL brothers and sisters, all children of the same God, even if they are of different religions</p> <p>through gospel stories to see that Jesus loves everyone, as all are brothers and sisters</p> <p>ask for forgiveness for when they did not behave as brothers and sisters (Lenten celebration)</p> <p>manifest in the class how they can be brothers and sisters to each other without giving toys, gifts or money</p>	<p>understand the meaning of 'a gift'; of receiving a gift, of giving a gift, of being a gift</p> <p>through biblical and non-biblical narratives to familiarize themselves with the richness of God's gifts</p> <p>thank God for his gifts to each one</p> <p>share God's gifts among themselves</p>	<p>understand that though different and coming from different localities and possibly even countries they still can live together, love each other, care for each other and be grateful for each other as ONE big family through Biblical/non-biblical stories to see how it is possible to live together, to care for each and be grateful for each other as one big family</p> <p>celebrate together their gratitude for the being with each other</p> <p>manifest in practise how they can live together hand in hand, love each other, care for each other and thank God for each other</p>	<p>understand the meaning of being a friend and of loving in different ways all children</p> <p>through various Biblical narratives to familiarize themselves with the beauty of being friends, of loving each other and sharing</p> <p>celebrate and pray for each other and for all the children of the world</p> <p>accept the challenge of showing how they can love and live together</p>	<p>discover and understand the importance and benefit of eating together as one family</p> <p>the narrative of Acts Chp 2 – sharing the MEAL together</p> <p>invite their Parents to celebrate the Holy Eucharist together; prepare a small prayer and to pray with their family at home</p> <p>take a small challenge as to try to remind the family to pray together before every meal and to eat together at least once a day and to go to mass on Sunday</p>

IT-TIENI SENA

MIRI TA' TAGĦLIM

GĦAT-TIENI SENA

2.1 IL-MESSAĠĠ T'ALLA: HU IHOBBA	2.2 ĠESÙ KRISTU HU R- RIGAL T'ALLA.	2.3 ĠESÙ JAGHTINA L- ISPIRTU TIEGHU FIL- KNISJA.	2.4 NIBNU L- KARATTRU TAGHNA TA' NSARA.
2.1.1 Ahna quddiem Alla.	2.2.1 Niskopru lil Ġesù fil- Vangelu.	2.3.1 Niskopru postna ma' shabna.	2.4.1 Niehdu sehem fil- Quddiesa.
2.1.2 Alla jahfrilna dnubietna.	2.2.2 Marija tilqa' lil Ġesù.	2.3.2 L-Ispirtu s-Santu bhala r- rigal ta' Ġesù	2.4.2 Nippreparaw għall- ewwel qrara.
	2.2.3 Ġesù l-akbar għalliem.		2.4.3 Nippreparaw għall- Ewwel Tqarbina.
	2.2.4 Ġesù jqum mill-mewt.		

PROGRAMM

TAT-TIENI SENA

2.1 DAN HU L-MESSAĠĠ T'ALLA: HU IHOBBA

Miri Ta' Tagħlim	Noti
2.1.1 Aħna quddiem Alla.	Alla hu kbir u bla tarf. Dan narawh mill-ħolqien. Ejjew inqimuh u nadurawh.
2.1.2 Alla jaħfrilna dnubietna.	Ġesù bl-istorja tar-Raġġaj it-tajjeb jgħidilna kemm Alla jhobbna, jilqa' l-indiema tagħna u jaħfrilna. Kif nistgħu nqerru tajjeb?

2.2 ĠESÙ KRISTU HU R-RIGAL T'ALLA

Miri Ta' Tagħlim	Noti
2.2.1 Niskopru lil Ġesù fil-Vangelu.	Ġesù jiehu pjaċir ikun mat-tfal iż-żgħar u jarana ferhana. Hu jagħmel minn kollox biex iwassalna għand il-Missier.
2.2.2 Marija tilqa' lil Ġesù.	Alla għazel lil Marija biex tkun omm Ġesù. Fl-istorja tat-twelid ta' Ġesù naraw lil Marija tilqgħu b'fidi. Bħar-rgħajja u l-Maġi aħna wkoll naduraw lil Ġesù bħala l-Iben t'Alla.
2.2.3 Ġesù l-akbar għalliem.	In-nies kienu jistagħgħbu bil-għerf u l-qawwa tiegħu. Kien jgħallem affarijiet importanti. Hu jgħallimna nħobbu u ningħaqdu ma' Alla l-Missier bit-talb.
2.2.4 Ġesù jqum mill-mewt.	Ġesù miet għalina b'imħabba. Din l-imħabba twassal għall-ferħ tal-qawmien. Nifirħu ma' l-apostli li raw lil Ġesù Rxox.

2.3 ĠESÙ JAGHTINA L-ISPIRTU TIEĠHU FIL-KNISJA

Miri Ta' Tagħlim	Noti
2.3.1 Niskopru postna ma' shabna.	Meta niltaqgħu, nilagħbu, nitkellmu u nahdmu flimkien, insiru nafu lil xulxin. Alla jgħaqqadna fi knisja.
2.3.2 L-Ispirtu s-Santu bħala r-rigal ta' Ġesù.	Meta tela' s-sema Ġesù bagħtilna l-Ispirtu tiegħu. Dan l-Ispirtu nirċevuh fil-Magħmudija li biha nidhlu fil-familja tiegħu.

2.4 NIBNU L-KARATTRU TAGĦNA TA' NSARA

Miri Ta' Tagħlim	Noti
2.4.1 Nieħdu sehem fil-Quddiesa.	Fil-quddiesa nirċievu lil Ġesù (l-ewwel tqarbina), u nisimgħu l-kelma tiegħu. Nagħmlu bħalma Ġesù għamel fl-aħħar ċena: infahħru lill-Missier, niringrazzjawh, u nieħdu sehem fl-ikla tal-Mulej. Din il-ħajja nibqgħu ngħixuha s-sena kollha.
2.4.2 Nippreparaw għall-ewwel qrara.	Alla, nagħmlu x'nagħmlu, jahfrilna.
2.4.3 Nippreparaw għall-ewwel tqarbina.	L-akbar grajja fil-ħajja tagħna.

IT-TIELET SENA

MIRI TA' TAGHLIM

GHAT-TIELET SENA

3.1 IL-MESSAĠĠ T'ALLA: HU JHOBBA	3.2 ĠESÙ KRISTU HU R-RIGAL T'ALLA.	3.3 ĠESÙ JAGHTINA L- ISPIRTU TIEGHU FIL- KNISJA.	3.4 NIBNU L- KARATTRU TAGHNA TA' NSARA.
3.1.1 Ġesù u r-rabta tiegħu mal-Missier: Magħmudija ta' Ġesù.	3.2.1 Jum fil-hajja ta' Ġesù.	3.3.1 Ġesù jagħzel l-Appostli.	3.4.1 Ġesù f'pajjiżu kien jikber fil-karattru tiegħu.
3.1.2 Ġesù jaċċetta r-rieda tal-Missier: il-Passjoni, il-Mewt u l-Qawmien.	3.2.2 Il-ħidma ta' mħabba u ħniena ta' Ġesù.	3.3.2 Ġesù fil-glorja tiegħu.	
	3.2.3 It-tagħlim ta' Ġesù.		

PROGRAMM

TAT-TIELET SENA

3.1 DAN HU L-MESSAĠĠ T'ALLA: HU JHOBNA

Miri Ta' Tagħlim	Noti
3.1.1 Ġesù u r-rabta tiegħu mal-Missier: Magħmudija ta' Ġesù.	Bħalma Ġwanni pprepara d-dixxipli tiegħu, hekk Ġesù fil-Magħmudija tiegħu juri r-rabta tiegħu mal-Missier. F'Kana juri l-glorja tiegħu quddiem id-dixxipli.
3.1.2 Ġesù jaççetta r-rieda tal-Missier: Il-Passjoni, il-Mewt u l-Qawmien.	Sultan tal-Paçi (Hadd il-Palm), Ġesù jagħti haġtu fuq il-Kalvarju u fit-tielet jum iqum mill-mewt.

3.2 ĠESÙ KRISTU HU R-RIGAL TA' ALLA

Miri Ta' Tagħlim	Noti
3.2.1 Jum fil-ħajja ta' Ġesù.	Ġesù kien jgħaddi l-Ġurnata b'mod sempliçi: jippriedka, imur is-sinagoga, jgħin lin-nies (f'Nazaret u Kafarnahum).
3.2.2 Il-ħidma ta' mħabba u ħniena ta' Ġesù.	Fejjaq lill-qaddej taç-çenturjun, hafer id-dnubiet, laqa' lil Ġakkew, fejjaq l-imgiddmin, kellem lis-Sammaritana u f'Najm qajjem mill-mewt.
3.2.3 It-tagħlim ta' Ġesù.	Għallem u kulhadd kien jistagħgeb bih. Waqt li nirriflettu fuq xi żewġ parabboli u nisimgħu d-diskors tal-muntanja, naraw il-glorja tiegħu.

3.3 ĠESÙ JAGHTINA L-ISPIRTU TIEĠHU FIL-KNISJA

Miri Ta' Tagħlim	Noti
3.3.1 Ġesù jagħżel l-Appostli.	Ġesù jagħżel it-12-il Appostlu u jagħżel lil Pietru kap tal-Knisja biex jgħaqqad flimkien l-Appostli biex iwasslu l-missjoni tiegħu.
3.3.2 Ġesù fil-glorja tiegħu.	F'Għemmaws jiltaqa' ma' żewġ dixxipli u jidher lil hafna appostli u lil Tumas. Meta jitla' fis-sema naraw il-glorja sħiħa tiegħu.

3.4 NIBNU L-KARATTRU TAGĦNA TA' NSARA

Miri Ta' Tagħlim	Noti
3.4.1 Ġesù f'pajjiżu kien jikber fil-karattru tiegħu.	Insiru nafu lil Ġesù, lil pajjiżu, ir-raħal fejn ghex u l-istil tal-hajja pubblika tiegħu.

IR-RABA' SENA

MIRI TA' TAGHLIM

GĦAR-RABA' SENA

4.1 IL-MESSAĠĠ T'ALLA: HU JHOBBA	4.2 ĠESÙ KRISTU HU R-RIGAL T'ALLA.	4.3 ĠESÙ JAGHTINA L-ISPIRTU TIEGHU FIL-KNISJA.	4.4 NIBNU L-KARATTRU TAGHNA TA' NSARA.
4.1.1 Kif jien nista' nhobb lil Alla flimkien ma' shabi.	4.2.1 Hu għażel lill-Appostli biex ikompli fid-dinja l-imħabba tiegħu.	4.3.1 Kif tidher il-Knisja fl-Atti ta' l-Appostli.	4.4.1 Esperjenza li għandna tal-Knisja.
			4.4.2 Il-Knisja waqqafha Ġesù.
			4.4.3 Inkunu Knisja fl-ambjent fejn nghixu.
			4.4.4 Jum l-għaqda bejnietna: Jum il-Ħadd.

PROGRAMM

TAR-RABA' SENA

4.1 DAN HU L-MESSAĠĠ T'ALLA: HU JHOBBA

Miri Ta' Tagħlim	Noti
4.1.1 Kif jien nista' nhobb lil Alla flimkien ma' shabi.	Aħna wlied l-istess Missier, imexxijin mill-Isqof, aħwa ma' xulxin, nuru l-imħabba tagħna lejn il-Missier.

4.2 ĠESÙ KRISTU HU R-RIGAL T'ALLA

Miri Ta' Tagħlim	Noti
4.2.1 Hu għażel lill-Apostli biex ikompli fid-dinja l-imħabba tiegħu.	Ġesù gie fid-dinja, ħabbna u miet għalina. Hu għallem lill-Apostli kif għandhom ihobbu.

4.3 ĠESÙ JAGHTINA L-ISPIRTU TIEGħU FIL-KNISJA

Miri Ta' Tagħlim	Noti
4.3.1 Kif tidher il-Knisja fl-Atti ta' l-Apostli.	Il-Knisja tikber fuq l-eżempju ta' Ġesù u tghin lill-foqra, lill-morda u lill-batuti. Dan kien isir fl-ewwel knisja. Fl-Atti ta' l-Apostli l-Knisja tilqa' kull tfixkil u persekuzzjoni.

4.4 NIBNU L-KARATTRU TAGĦNA TA' NSARA

Miri Ta' Tagħlim	Noti
4.4.1 Esperjenza li għandna tal-Knisja.	Fil-parroċċa naghmlu esperjenza tal-familja t'Alla. Inwessghu ħarsitna fuq il-Knisja f'Malta, meta gie San Pawl.
4.4.2 Il-Knisja waqqafha Ġesù.	Il-Knisja llum immexxija mill-Papa u l-Isqfijiet, waqqafha Ġesù. Il-qawwa tagħha ġejja mill-Ispirtu s-Santu.
4.4.3 Inkunu Knisja fl-ambjent fejn ngħixu.	Wara li naraw kif ingibu ruġna fil-Knisja, naraw kif ngħixu fil-familja t'Alla, fid-dar, fl-iskola, ma' sħabna u ma niesna l-oħra.
4.4.4 Jum l-għaqda bejnietna: Jum il-Hadd.	Niċċelebraw l-għaqda bejnietna, fit-talb, fil-festi tal-parroċċa, u meta mmorru l-ġenna.

IL-HAMES SENA

MIRI TA' TAGĦLIM

GĦALL-ĦAMES SENA

5.1 IL-MESSAĠĠ T'ALLA: HU IHOBBA.	5.2 ĠESÙ KRISTU HU R-RIGAL T'ALLA.	5.3 ĠESÙ JAGHTINA L-ISPIRTU TIEGHU FIL-KNISJA.	5.4 NIBNU L-KARATTRU TAGHNA TA' NSARA.
5.1.1 L-Ispirtu t'Alla jaħdem f'Mosè.	5.2.1 Ġesù ġie mogħti lilna permezz ta' Marija.	5.3.1 L-Ispirtu jibni fina imġiba nisranija.	5.4.1 Nagħrfu u nixbhu lil Ġesù.
5.1.2 L-Ispirtu t'Alla jaħdem f'David.	5.2.2 Il-liġi ġdida fil-barkiet ta' Ġesù.	5.3.2 F'Ġesù hemm il-milja ta' l-Ispirtu.	5.4.2 Ġesù mudell tagħna.
5.1.3 L-Ispirtu t'Alla jaħdem fil-profeti.	5.2.3 Ġesù, il-bniedem perfett.		5.4.3 Qaddisin - l-eżempji għalina.
			5.4.4 L-Ispirtu jgħammar fina.

PROGRAMM

TAL-HAMES SENA

5.1 DAN HU L-MESSAĠĠ T'ALLA: HU IHOBBA

Miri Ta' Tagħlim	Noti
5.1.1 L-Ispirtu t'Alla jahdem f'Mosè.	Permezz ta' Mosè jurina li jridna nies ħielsa u jrid jagħmel patt magħna.
5.1.2 L-Ispirtu t'Alla jahdem f'David.	Permezz ta' David jurina li Hu għazilna u tana ħafna karizmi biex nikbru, infahħruh u nagħmlu l-ġid.
5.1.3 L-Ispirtu t'Alla jahdem fil-profeti.	Permezz tal-Profeti jurina li għadu jkellimna u jridna nidhlu f'ħajja ġdida permezz ta' Ġesù, il-ħellies tagħna.

5.2 ĠESÙ KRISTU HU R-RIGAL T'ALLA

Miri Ta' Tagħlim	Noti
5.2.1 Ġesù ġie mogħti lilna permezz ta' Marija.	Marija laqgħet b'imħabba l-ħidma ta' l-Ispirtu s-Santu fiha u aħna nilqgħu d-dawl ġdid li hu Ġesù.
5.2.2 Il-liġi ġdida fil-barkiet ta' Ġesù.	Ġesù ried jaqsam magħna l-ħajja tagħna. Hu laħaq il-perfezzjoni u ried li aħna bl-imħabba nsiru bħalu.
5.2.3 Ġesù, il-bniedem perfett.	Ġesù, il-bniedem perfett u Alla, ried isehibna fil-ħajja tiegħu.

5.3 ĠESÙ JAGHTINA L-ISPIRTU TIEGHU FIL-KNISJA

Miri Ta' Tagħlim	Noti
5.3.1 L-Ispirtu jibni fina mgħiba nistranija.	Ġesù jurina l-imħabba tiegħu li tinsab fih lejn il-Missier. Hu għadda lilna din l-imħabba.
5.3.2 F'Ġesù hemm il-milja ta' l-Ispirtu.	Fil-ġrajjet tal-ħajja ta' Ġesù nsibu dawl għal ħajjitna. Ġesù huwa l-quċċata ta' dak li aħna nistgħu nilhqu. Aħna nimxu fl-Ispirtu t'Alla daqs kemm nixbhu lil Ġesù.

5.4 NIBNU L-KARATTRU TAGĦNA TA' NSARA

Miri Ta' Tagħlim	Noti
5.4.1 Nagħrfu u nixbhu lil Ġesù.	Permezz tal-Magħmudija u l-Grizma niffurmaw karattru u nirċievu l-istess Spirtu ta' Kristu.
5.4.2 Ġesù mudell tagħna.	L-Ispirtu fina jmur 'l hemm mill-kmandamenti: kollox jinbena fuq l-imħabba.
5.4.3 Qaddisin - l-eżempji għalina.	Bħall-qaddisin aħna wkoll nistgħu ngħixu fi żmienna . Huma jgħallmuna ngħinu (S.Martin), inkunu sinċieri (D.Ġorg Preca) u oħrajn.
5.4.4 L-Ispirtu jgħammar fina.	Permezz tas-sagramenti Hu jsaffina minn dnubietna, jgħammar fina u jagħmilna membri tal-Knisja.

Year 6 (Level 6)

Unit 1: The Love Story The teacher will enable students to:	Unit 2: The Book The teacher will enable students to:	Unit 3: The Calendar The teacher will enable students to:	Unit 4: Christmas The teacher will enable students to:	Unit 5: Channels The teacher will enable students to:	Unit 6: Symbols of Love The teacher will enable students to:	Unit 7: Bridges The teacher will enable students to:	Unit 8: Easter The teacher will enable students to:	Unit 9: Lantern The teacher will enable students to:	Unit 10: Open Channels The teacher will enable students to:	Unit 11: Saints The teacher will enable students to:
<p>identify and research key events in Maltese history from Neolithic times to the present day and explore distance of years between them</p> <p>explore the key events in their parents' life history and the distance of years between them. The same in their own lives – a mysterious plan is unfolding</p> <p>explore the time-line of the History of Salvation – God's Plan of Love calling Man to love and union, through Creation to the Old Testament, to the New Testament, to the present day. The Ten Commandments given by God to Moses, expressions of the voice of God in man's heart</p>	<p>explore how family and personal albums and diaries will increase in value and meaning as time goes on</p> <p>explore in their history books and websites the Maltese heritage from past events in the history of Malta – and their value today</p> <p>understand, explore and appreciate the Bible as the History-Diary of the People of God in the Old and New Testament – the role of the Holy Spirit guiding the writings of the Old and New</p>	<p>describe key events in their family when they feel the need to celebrate – how they prepare for the celebration, how they celebrate and how they feel afterwards</p> <p>describe key events in Maltese History and how they are celebrated throughout the year</p> <p>explore how Catholics, the New People of God celebrate the key events in the History of Salvation</p> <p>describe the seven sacraments as celebrations</p>	<p>research and describe how Christmas is celebrated in various countries – the “sacred” meaning of Christmas “symbols” – Santa Claus, the Christmas Tree, the Crib, Christmas Gifts, the Christmas Meal, etc)</p> <p>describe their own experience of celebrating the traditional Maltese Christmas, including the “Priedka tat-Tifel/Tifla”</p> <p>describe the Christmas Liturgy and</p>	<p>explore why love demands communication, intimacy, sharing – recognising diverse degrees of intimacy; and describe various channels they seem to share experiences, chat, with their friends</p> <p>research and explore, also through Maltese heritage, how people of primitive religions sought ways and means to communicate with their gods</p> <p>through their work on the Biblical Timeline, describe how God was “first to love” mankind and sought “channels” of communication from Creation through the Old</p>	<p>through various examples to understand the meaning and usefulness of symbols in life and love – describe also how symbols can be misunderstood and even abused</p> <p>describe and explain symbols used in the Jewish and Muslim traditions, showing their link with events in the Old Testament</p> <p>describe the principal symbols and their meaning in the Catholic Liturgical Calendar; especially the symbols during Mass and their connection with Gospel narratives</p> <p>describe and familiarise with the various symbols that can be used during personal/community/family prayer – the Rosary, going through the Gospel Mysteries with Mary</p>	<p>describe diverse friendships they have made during their years in the Primary School – maybe also with children coming from different cultures, religions</p> <p>through their experience or research describe principal feasts in the calendar of other religions</p> <p>through the Gospel narratives explore how Jesus, God made Man, sought friendship and also worked miracles with people from different cultures/religions in his time</p> <p>write a letter to various children across Europe/globe describing their religious celebrations and</p>	<p>describe what Easter means to them; describe the celebrations during Holy Week; familiarise with the annual Big Feast in the other monotheistic religions</p> <p>identify the similarities but also the differences between these Big Feasts – for Christians Easter is much more than memory of a past event. The traditional Easter Egg and Figolla are meaningful witnesses of this difference</p> <p>through the different parts of the Easter Vigil,</p>	<p>understand and explain the meaning and implications of the value of fostering good relationships with people of different cultures/religions</p> <p>describe through Gospel narratives of Our Lord's discourses before the ascension and then through the Pentecost Event the Coming of the Spirit and the miracle of tongues – how through the Holy Spirit they will be able to be light for others – the New People of God today</p> <p>narrate stories of “saints”, past and present, who proved to be light (lantern) through their relations and co-operation with people of other cultures/religions</p> <p>explore and</p>	<p>understand and explain the meaning and necessity of prayer in their daily life – explore also examples of prayer in the other monotheistic religions</p> <p>explain the meaning of the OUR FATHER, a prayer that brings to life the religion syllabus of the whole year)</p> <p>through Gospel narratives describe how Jesus himself lived and gave witness to the Prayer handing it to his disciples</p> <p>describe how in practice the Our Father can be a</p>	<p>understand and explore the meaning of “a saint” – through examples from Christian and non Christian saints</p> <p>describe similarities and differences between Christian and non Christian “saints”</p> <p>through the Sermon on the Mount, describe the universal call to holiness and the meaning of “community of saints” – the Church on earth and in Heaven</p> <p>do research about child and adolescent saints and how these could be of inspiration in their daily life</p>

<p>(conscience) and fulfilled by God and neighbour - guide-lines for daily living for the Old People of God; Jesus Christ bringing the Old Law to perfection by his New Commandment of Love (Jn 15, 12-13) for the New People of God</p> <p>make (through crafts) a biblical time-line, showing how God called His People to perfect love-union in Jesus Christ – spacing 500 years from one key event to another from Abraham to Jesus Christ, 2000 years from Jesus Christ to the present day, drawing parallelisms between these events and vestiges of primitive religious temples in Maltese heritage, contemporary with these events</p>	<p>Testament and guiding Christians throughout the centuries to experience the Word of God in their own lives</p> <p>discover the spiritual role of the Holy Scripture in the Liturgical Year and experience prayerful reading and sharing of the Word of God, the Bible in class</p>	<p>in the Church Community of their meeting with Christ in peak moments of life</p>	<p>Para liturgies in their own Parish Church, exploring the value and importance of attending the Midnight Mass as the centre of Christmas Celebration</p> <p>organise class activity (e.g. building up a "Priedka") making use of the events, personages and knowledge described in Units 1 to 3</p>	<p>Testament to Christ, the Word of God made Man ("Verbum Dei") – intimacy made perfect</p> <p>describe how they can keep their "channels" open to God's love, even when they fail – drawing up parallelism between Biblical key events and the Sacraments of Baptism, Reconciliation, Confirmation, Eucharist</p>		<p>their meaning in the Catholic liturgical year</p>	<p>they manifest that the History of Salvation, with its climax at Easter, is going on today; the liturgical symbols used at Baptism (and renewal of Promises) show that they are part of this History today (WG)</p> <p>write a letter to a non Christian describing the "Christian" meaning of the Figolla and the Easter Egg</p>	<p>describe how in practice they can organise an activity to be light (witnesses) to the School Community)</p>	<p>programme for intimacy with God, universal love to all man and commitment to a better world</p>	<p>and commitments</p>
--	---	---	---	--	--	--	---	--	--	------------------------