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| TIOF%20Strands%20Master%20email | ACN ROSARY LEADERSHIP PROGRAMME  **LEARNING PLAN EARLY & FIRST LEVEL (P1-P4)** | | | |
| **Primary Resource** | **Suggested Theme/Topic/Unit:**  ROSARY LEADERSHIP PROGRAMME | | |
| Dates: | Marian Months | | |
| Teacher: | | **Early & First Level** | Class: |
| **TIOF Core Learning:** | | | | |
| **Early Level**  **P1**  **Revealed Truth of God**   * I can respond to God’s call to be close to him by deepening my relationship through prayer and praise.   **\_\_\_**  **Hours of God**   * I understand that, when I pray, I am talking and listening to God. * I know that often, when we pray to God, we start by making the Sign of the Cross and joining our hands. * I am aware that I can pray to God anytime, in my heart or aloud and that God always hears me. * I remember that, when I pray, I can ask God to help me and others and I can thank God and honour God. * I know that we can pray through words, gestures and song. * I have learnt by heart the following prayers: *Our Father, Glory Be, Hail Mary,* * I can use these prayers in my class and in personal prayer.   **First Level**  **P2**  **Son of God**   * I can hear, (read) and recount the story of the Annunciation (Luke 1: 26‐38) and I can pray the First Joyful Mystery of the Rosary. * I know that the Angel Gabriel brought God’s special message to Mary, asking her to be the Mother of God’s Son and I can recognise that Mary said ‘Yes’ to God. * I can think about ways in which Mary and Joseph had to prepare for the birth of Jesus (the Nativity. * I know that one of these ways was Mary visiting her cousin Elizabeth –the Visitation (Luke 1: 39‐45). * I can consider the joyful preparations people make when waiting for a new birth. * I can recognise that we hear and recall the narrative of the Annunciation and the Visitation as we pray the Hail Mary.   **\_\_\_**  **Hours of God**   * I have learnt by heart the following prayers: Our Father, Glory Be, Hail Mary, Morning Prayer, Evening Prayer and Grace Before/After Meals and I can use these in my * class and personal prayer. (Prayer Grid) * During class prayer times, I can contribute to prayers of thanksgiving to God for the good things in my life and world. * I can sit quietly for a few moments praying to God in my heart – talking and listening to God. * I can use gestures and movements as types of prayer (e.g. kneeling, clapping, raising arms, genuflecting, bowing). * I can take part in a simple prayer service led by my teacher or chaplain.   **\_\_\_**   * I can participate in the setting up of an altar, in honour of Mary, in my classroom – especially during Advent and the months of May and October. * I can recognise images and icons of Mary in the Church and in school. * I can participate in a simple liturgical procession honouring Mary. * I have learned the words of the *Hail Mary* by heart and, through prayer and reflection, I am beginning to understand what it means.   **P3**  **Hours of God**   * I can participate in the creation of an Altar in honour of Mary in my classroom – especially in Advent and during the months of May and October. * I can recognise images and icons of Mary in the Church and in school. * I can participate in a simple liturgical procession honouring Mary. * I can thank Mary for saying ‘yes’ to God’ and agreeing to be the Mother of His Son.   **\_\_\_**   * I know a number of traditional Catholic prayers and I have developed an understanding of the meaning of these prayers. * I have participated in different approaches to, and experiences of, prayer. * I can describe how prayer is an important part of the liturgical and devotional life of the Church. * I have reflected on how all of these are different ways of worshipping God. * I know the prayers I learned in P1 and P2 by heart and I pray them regularly. * I know the Confiteor, the Gloria and the Eternal Rest, further Mass Responses, and the Joyful Mysteries of The Rosary (see Prayer Grid). * I can pray some simple prayers of praise, honour and thanksgiving to God, in my own words, with others and alone. * I can respond prayerfully to a simple guided meditation led by my teacher / chaplain. * I can recall what I have learned about angels as God’s messengers (P2: Luke 1: 26‐38 ‐ the Annunciation; Luke 2: 8‐20 ‐ the angels’ message to the shepherds.   **P4**  **Hours of God**   * I know a number of traditional Catholic prayers and I have developed an understanding of the meaning of these prayers. * I have participated in different approaches to, and experiences of, prayer. I can describe how prayer is an important part of the liturgical and devotional life of the * Church. * I have reflected on how all of these are different ways of worshipping God. * I know the prayers I learned in P1‐P3 by heart, and I pray these regularly. I know the *Nicene Creed*, all Mass responses, and *The Sorrowful Mysteries of the Rosary.* * I know how to participate prayerfully in some liturgical events through gesture, word and song.   **\_\_\_**   * I can participate in the creation of an Altar in honour of Mary in my classroom – especially during the season of Advent and the months of May and October. * I can recognise images and icons of Mary in the Church and in school. * I can participate in a simple liturgical procession honouring Mary and I can connect this to other liturgical processions e.g. Entrance procession at Mass, Gospel * Procession, procession for the Presentation of the Gifts. * I know that the Rosary is a special prayer that helps us to honour Mary and tells us about the life of Jesus. * I can say a decade of the Rosary using Rosary beads. * I know that I can pray decades of the Rosary to Mary for myself, my family and for others. | | | | |
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| **Experiences and Outcomes:** | | | | |
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| **Early Level**  **Revealed Truth of God**  **RERC 0‐03a**  I am aware of God's love for me and His call for me to be close to Him.  **Hours of God**  **RERC 0‐14a**  I know that when I pray I am speaking to God.  **First Level**  **Son of God**  **RERC 1‐05a**  I am familiar with the Christmas story and I know that at Christmas we celebrate the birth of Jesus the Son of God and Son of Mary.  **Hours of God**  **RERC 1-14a**  I recognise the importance of personal prayer and communal prayer in the growth of all people’s relationship with God. I know a number of traditional Catholic prayers and I have developed an understanding of the meaning of these prayers. I have participated in different approaches to, and experiences of, prayer. I can describe how prayer is an important part of the liturgical and devotional life of the Church. I have reflected on how all of these are different ways of worshipping God.  **RERC 1‐15a**  I can honour Mary as Mother of Jesus and Our Mother. I can share why we honour her. | | | | |

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| **Learning Experiences:** |
| I am learning:  **Session 1: Aid to the Church in Need (ACN)** • The significance of ACN’s mission in supporting persecuted Christian communities around the world. • The importance of 'Prayer, Information, and Action' in responding to the needs of others and supporting ACN’s work.  **Session 2: The Rosary** • The place of the rosary in Christian belief and why it is an important form of prayer. • How to pray the rosary and the different perspectives on its significance in Christian life. • How to reflect on the meaning of the rosary and communicate this through a two-minute speech.  **Session 3: The Campaign** • The significance of ACN’s ‘One Million Children Praying the Rosary for Peace’ campaign in promoting global peace. • How the apparitions at Fatima inspire the possibility of transformation through prayer. • How to create a presentation for children that helps them understand how participating in the rosary campaign could transform their lives.  **Session 4: Blessing & Prayer** • The importance of the Sorrowful Mysteries in both personal and community prayer. • The significance of having rosary beads blessed by a priest in Catholic tradition.  **Session 5: Organisation** • The importance of planning and rehearsing a presentation about the rosary for children, while developing my public speaking skills.  **Session 6: Discussion** • How to reflect on my experience of leading prayer and presenting to children, and how it has impacted my comfort and growth in leading prayer. • The importance of reflecting on my prayer journey through my prayer journal and considering my next steps. |

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| **Key Vocabulary from TIOF:** |
| **Early Level**  P1  God’s Call, Prayer, Praise, God, Sign of The Cross, Pray, Our Father, Hail Mary, Glory Be  **First Level**  P2  Mary, Shepherds, Christmas, Rosary, Joyful Mystery, Angel Gabriel, Mother of God, Annunciation, Visitation, Hail Mary, Saviour, Holy Family, Rejoice, Gloria, Mass,Prayers of Thanksgiving, Talking to God, Listening to God, Genuflect, Prayer Service, Personal Prayer, Advent, May, October, Icon of Mary, Procession, Hail Mary  P3  Honour Mary, Mother of Jesus‐ The Son of God, Saying ‘Yes’ To God, Traditional Prayers, Liturgy, Devotion, Worship God, Confiteor, Gloria, Eternal Rest, Mysteries Of The Rosary, Examination Of Conscience, Praise God, Honour God, Thank God, Meditation, Genuflect, Penitential Service  P4  Traditional Catholic Prayers, Liturgical Life of The Church, Devotional Life of The Church, Worshipping God, Nicene Creed, Sorrowful Mysteries, Mass Responses, Meditation, Eucharistic Adoration, Advent, May, October, Images of Mary, Icons of Mary, Rosary, Decade of Rosary, Rosary Beads, Praying The Rosary |

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| **Resources:** |
| [Aid to the Church in Need | Secondary & Parish Rosary Leadership Course for One Million Children Praying the Rosary (acnuk.org)](https://acnuk.org/resource/secondary-parish-rosary-leadership-course-for-one-million-children-praying-the-rosary/)  The presentations are linked on the booklet. Also there are QR codes linking to videos for the leader groups who may want to know more about the work of ACN. If teachers would prefer powerpoints as opposed to online presentations, please contact [marie.fahy@acnuk.or](mailto:marie.fahy@acnuk.or)g |