

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>
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