

RE MTP - Summer Term 2

Value for Life:

Derbyshire Syllabus – Which stories are special and why? F1 What can we learn from sacred books? KQ1.4

Week	Learning Objectives	Activity:	Assessment
1	<p>FS What is your favourite story? What do you like about it, and why? What stories do you know about Jesus?</p> <p>KS1 Children will learn that the Bible is the sacred book which forms the basis of Christianity.</p>	<p><u>To explore the stories they like and know what a parable is:</u></p> <p>1. Explore what a story is and why we like them; are there different types of story? Teacher shows a book that is special to them and explains why it is special. Children talk about their favourite book or story. Discuss why it is their favourite story/book. What do they like about it and why? Who gave you the book or where did they hear the story? Where do they keep it/where can it be found? How should we treat special books? • Talk about the meaning of 'special' – not synonymous with 'valuable'. Take a photo of the book display and enlarge it – use it on the whiteboard. Something might be worth just a few pence, but very special. What examples do the children think of?</p> <p>2. Ask pupils to look at the books in the display and FS select 2 that they would like to ask some questions about. Their questions can be put on card and attached to the display. TA might write for younger pupils, or 6 yr olds help 4 yr olds in a mixed age class.</p> <p>KS1 Look at the initial display of books, ensuring it includes 3 different Bibles. Can children identify which books are Bibles? Are</p>	<p><i>Can the children talk about their favourite stories?</i></p> <p><i>Can the children identify Bibles?</i></p> <p><i>Can they ask questions about books?</i></p> <p><i>What is the sacred text for Christians?</i></p> <p><i>What does sacred mean?</i></p>

RE MTP - Summer Term 2

Value for Life:

Derbyshire Syllabus – Which stories are special and why? F1 What can we learn from sacred books? KQ1.4

		<p>there particular ways of presenting the Bible? e.g. leather cover, gold edges. Not all are like that. • Explain that the Christian holy book is the Bible. It is a collection of writings by many authors over a 1000 years (about 900 BCE to 100CE). As used by Protestant Christians, the Bible has 2 parts - the Old Testament with 27 'books' and New Testament with 39 'books'. Other Bibles have a third section, known as the Apocrypha, mainly used in Catholic churches. The 'Old Testament' (which Christians share with Judaism-Jesus was a Jew) is mainly about God and how God wants people to live. The New Testament is about Jesus and his followers. Christians find out about God and how he wants them to live from the Bible. 'Testament' originally meant 'covenant' or 'agreement'.</p> <p>3. Introduce the Bible as a sacred text for Christians. Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God. Explain that in RE they will find lots of questions, and answers about sacred books – and that 'sacred' is a religious kind of 'special.' Explain that holy books may contain great stories but they aren't just story books, they are also full of poetry, rules, visions + more.</p> <p>4. Look back to at least one version of the Bible that is written in a language other than English. Why do pupils think this Bible has been</p>	
--	--	--	--

RE MTP - Summer Term 2

Value for Life:

Derbyshire Syllabus – Which stories are special and why? F1 What can we learn from sacred books? KQ1.4

		made? (the Bible is often made accessible to all, so that everyone can read this holy book). Does anybody in class know someone who speaks a different language a lot or all of the time? Look at a globe to find out where people speak languages that are brought up in this discussion	
2.	<p>FS ? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn?</p> <p>KS1 Children will learn some stories which give insight into the nature of God and God's relationship with humans from the Old Testament. Children</p>	<p><u>Exploring the stories from the Bible:</u></p> <p>1. There is a story in the <u>Old Testament</u> which Christians believe expresses their key beliefs about creation. Tell other Bible stories e.g. Jonah or Joseph. Discuss what these stories teach about God (powerful, all-knowing, judge).</p> <p>Use guided visualization to tell one of these stories. Use freeze-frame tableau to explore the story of Joseph. Devise a game of consequences to explore the Jonah story. • What would Christians miss if they didn't have these stories?</p> <p>These are 'stories from a range of cultures' in literacy terms.</p> <p>2. Show video clips exploring stories of Jesus. What questions are raised? Or tell some <u>New Testament stories</u> e.g. "The Precious Pearl", The precious Pearl - YouTube "The Loaves and Fishes".</p>	<p><i>What is the Old Testament and New Testament?</i></p> <p><i>Can they retell the story of the Lost sheep?</i></p> <p><i>What is the meaning of the lost sheep?</i></p> <p><i>Can you name any other Bible stories?</i></p>

RE MTP - Summer Term 2

Value for Life:

Derbyshire Syllabus – Which stories are special and why? F1 What can we learn from sacred books? KQ1.4

	<p>will learn that a story in the New Testament gives insight into the teaching of Jesus about God.</p>	<p>What is the message of the story?</p> <p>3. Tell another parable but as a story use Lost Sheep by Nick Butterworth/Mick Inkpen.</p> <p>As reading , Include 'I wonder...' questions: • I wonder what might be dangerous for this lost sheep? (e.g. wolves, falling) • I wonder why the shepherd cares so much for the sheep? • I wonder if the lost sheep matters more than the other sheep? • I wonder what being lost feels like? Why? (e.g. mountain or sea rescue) • I wonder if there are things that are dangerous for us if we are lost?</p> <p>Share memories of being lost e.g. in a supermarket. How did it feel? How did it feel to be found? How does it feel to loose your way? How does it feel to loose something you treasure? Are there other kinds of 'lost'?</p> <p>Why did Jesus tell this story? Give children choices. Was it: • Because he liked sheep more than other animals. • Because he thinks God loves people like some shepherds love their sheep. • Because we all get lost sometimes, and need help. • Because breaking the rules can be dangerous. Choose the 2 best reasons, and think about why they are good reasons. This is about the 'hidden meaning'. Jesus' parables are stories with a hidden</p>	
--	---	---	--

RE MTP - Summer Term 2

Value for Life:

Derbyshire Syllabus – Which stories are special and why? F1 What can we learn from sacred books? KQ1.4

		meaning. Read, act out and illustrate some stories Jesus told about what God is like (e.g. 'The lost sheep/Lost coin' Luke 15) and how to treat each other (e.g. 'The good Samaritan' Luke 10).	
3	FS What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories?	<p><u>Introduce a sacred text for Jewish people – Tenakh. • Investigate how these books are used and treated – Torah (part of Tenakh):</u></p> <p>1.Allow pupils to look at a mini Torah scroll and yad – together list as many facts about them as possible (eg the scroll has 2 wooden rollers, it has writing inside, it is not written in English, the yad is silver, it has a pointy finger on the end etc).</p> <p>2.Give pupils some questions to speculate further eg Where is the scroll used? When is it used? Who reads from it? Collect ideas.</p> <p>3. Watch a video of a Torah scroll (Sefer Torah) BBC Two - Pathways of Belief, Places of Worship - Judaism, Celebrating Shabbat at the synagogue being taken from the Ark and used in a Synagogue – were any of children's speculations These activities</p>	<p>Emerging: • Talk about some of the stories that are used in religion and why people still read them (A2). • Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Expected: • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of</p>

RE MTP - Summer Term 2

Value for Life:

Derbyshire Syllabus – Which stories are special and why? F1 What can we learn from sacred books? KQ1.4

		<p>will help pupils to work towards • Watch the video again and ask pupils to be detectives and spot as many ways as possible that Jewish people treat the Sefer Torah as special and holy. Ways include: keeping it in its own special cupboard (the Ark), 'dressing' it in a mantle (which is often velvet), it is bowed to or kissed respectfully when carried around the Synagogue, it is read using a yad to point to the words rather than a human finger, bells on top so everybody can hear it coming.</p> <p>4. Show a picture or video of a sofer (scribe) writing a Torah scroll. Explain that a Sefer Torah is so holy for Jewish people that it is very important to take extra special care when making it. Go through some of the facts about this eg it must be handwritten by a scribe, there must be no mistakes at all, it takes about a year to eighteen months to write a full Torah scroll... • Explain that, just like the Bible, the Torah is a holy book that has stories and teachings. In fact, 'Torah' means 'teaching' and is thought of by many Jewish people as a precious gift from God.</p> <p>Children each use the rule chosen in the 'My one rule for us all' activity in the section called What did Jesus say about how to treat others? Write it carefully with no mistakes whatsoever to stick into a whole class special book or mini Torah scroll (which can be made simply with doweling sticks and some rolled up white paper).</p>	<p>these stories (A2). • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Exceeding: • Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). • Make links between the messages within sacred texts and the way people live (A2)</p>
--	--	---	--

RE MTP - Summer Term 2

Value for Life:

Derbyshire Syllabus – Which stories are special and why? F1 What can we learn from sacred books? KQ1.4

		Introduce the word 'Hebrew' and tell pupils this is the language of the writing in the Sefer Torah. Pupils can try writing Hebrew letters (perhaps שלום, which is read as 'Shalom' and means 'peace') too, taking very good care and making no mistakes – remember to go from right to left!	
4	<p>Talk about the story of the Exodus and consider why Jewish people still remember it (A2).</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Notice and respond sensitively to how</p>	<p><u>Exploring the stories from the Torah/ Tenakh:</u></p> <p>Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. 'Joseph and his brothers' (Genesis 37, 39–48); the story of Moses (book of Exodus); 'The call of Samuel' (1 Samuel 3); 'David and Goliath' (1 Samuel 17); Jonah (Book of Jonah)</p> <ol style="list-style-type: none"> 1. Look at the ppt of the story of Moses and the Exodus. Look, Listen & Live 2: Mighty Men of GOD (Long Version) (globalrecordings.net) 2. Sequencing activity. 3. Hot seat Moses - Children to think of questions to ask Moses. 4. Discuss with pupils what they think the most worrying, happy and exciting parts of the story were. Pupils suggest words to 	<p>Retell the stories of Moses and Joseph (AT1) • Use religious words and phrases to identify the importance of the Torah (AT2) • Respond sensitively to questions about the Torah and about the reasons why Jewish people value it (AT2) • Respond sensitively to questions about the their own and Moses' or Joseph's experiences and feelings • In matters of right and wrong, are able to recognise their own values and those of others (AT2)</p>

RE MTP - Summer Term 2

Value for Life:

Derbyshire Syllabus – Which stories are special and why? F1 What can we learn from sacred books? KQ1.4

	people from different faiths still tell the story of Jonah today (B3)	show how the Children of Israel must have felt when they finally left Egypt and crossed the Red Sea – can they show these feelings on their faces and bodies? Explain that this is such an important story in the Torah for Jewish people that they have a special festival every year to remember it. That way, every single year, Jewish people remember how God helped Moses to free them from Egypt. • Put six images from different parts of the story onto a story cube or story spinner (or give pupils this task). Allow pupils to use the cubes or spinners to help them retell parts of the story. Is there anyone who can tell the whole story from start to finish?	
5	Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians.	<p><u>To explore a story that occurs in more than one sacred text e.g. the story of Noah/ Jonah which is sacred to Muslims, Jews and Christians.</u></p> <p>1.On the board, write ‘Yunas’, ‘Jonah’, ‘Yonah’. What do pupils notice about these words? Ask them to remember their ideas as the class will revisit them later. Explain that we are going to be learning a story that is in both the Bible and Jewish holy text and thinking about what people might learn from it. Introduce pupils to the story of Jonah in an interactive manner. The Story of Yonah - YouTube</p>	<p><i>Can you retell the story of Jonah?</i></p> <p><i>What religions listen to the story of Jonah?</i></p> <p><i>What can those religions learn from the story of Jonah?</i></p>

RE MTP - Summer Term 2

Value for Life:

Derbyshire Syllabus – Which stories are special and why? F1

What can we learn from sacred books? KQ1.4

		<p>An enjoyable way of doing this is to allow children to sit in the shape of a boat or fish rather than the usual circle and give each child a percussion instrument. Stop the story at appropriate points to ask how characters might be feeling or what the atmosphere would be like – discuss suitable responses and pupils can show these using their instruments. Through class discussion and talk partners, pupils explore: How did God find Jonah? Why do you think Jonah prayed in the fish? If Jonah didn't go to Nineveh the first time, why did he go on the second? Why did God keep Nineveh safe? Who was forgiven in this story?</p> <p>2• Place pupils into groups of around four. Assign a key event from the story to each group: 1) God telling Jonah to go to Nineveh 2) the storm and Jonah being thrown into the sea 3) Jonah's prayer when inside the fish 4) Jonah's escape from the fish 5) Jonah finally going to Nineveh 6) How the people of Nineveh changed their behaviour 7) God saving Nineveh Pupils work with their group members to decide what emotions Jonah might be feeling at their given point of the story. Emoticons or emotions dice can be used for support where necessary.</p> <p>3• <u>HA</u> - Set the groups the additional task of working out what their part of the story might teach a Jew or Christian about God. Discuss groups' decisions as a whole class and start to compile a list of what</p>	
--	--	--	--

RE MTP - Summer Term 2

Value for Life:

Derbyshire Syllabus – Which stories are special and why? F1 What can we learn from sacred books? KQ1.4

		<p>Jewish and Christian people might learn about God from the story. Support can be given by allowing pupils to select from a range of ideas about God (perhaps on flashcards) and then if possible justifying their choice.</p> <p>5. Explain to pupils that they still haven't quite heard everything about Jonah. Look back at the words 'Yunas', 'Jonah', 'Yonah'. Pupils remember what they noticed. Ask them to speculate on how the words are linked. Explain that 'Jonah' is the English way of saying Jonah's name and that is the way that it is written in English Bibles. 'Yonah' is the Hebrew way of saying the name – look at 'Yonah' written in Hebrew and explain that this is how it is written in Jewish holy text. 'Yunas' is the Arabic way of saying the name – look at 'Yunas' written in Arabic and explain that this is how it is written in the Qur'an. Emphasise that Yunas/Jonah/Yonah is the same man who appears in Christian, Jewish and Muslim holy books</p>	
--	--	---	--