

Section 2

Stories about God (Sacred Writing)

David and Goliath

Old Testament: David and Goliath - 1 Samuel 17

The historical story of David addresses many of the concerns felt by children in this age group. In particular, the encounter with Goliath invites pupils to express their own fears of 'big' people. This may be in terms of older pupils in the playground or adults in the child's life.

<p>Learning Context:</p> <p>All about me</p> <p>Myself</p> <p>My family</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know one of the stories of the Old Testament; • begin to understand that God is important for some people; 	<p>Links to other areas of learning:</p> <p>C.L.L - Listening with enjoyment and responding to stories;</p> <p>P.S.E.D - Developing respect for their own cultures and beliefs and those of others;</p> <p>- Responding to significant experiences, showing a range of feelings, when appropriate.</p>	
<p>Prior experiences may include:</p> <p>other Bible stories.</p> <p>talking about the 'big people' they encounter at home and school.</p>	<ul style="list-style-type: none"> • reflect on how it feels to be small and consider the qualities of fear and bravery; • understand that bravery and a belief in God can overcome the mightiest obstacle. 	<p>Resources:</p> <p>Bible</p> <p>Story candle</p>	<p>Organisation</p> <p>Sharing story in small groups.</p>

Focused Teaching 1:

This is a story from the Bible about a boy who was very brave. He lived a long time ago and his name was David. He spent most of his time looking after his father's sheep.

Light the story candle and invite children to come into the story.

Are you ready to meet David? Well, David was a shepherd. That means his job was looking after sheep. He had to move them from place to place to make sure they had enough grass to eat and he had to protect them from fierce wild animals, lions and bears, that lived in the hills and liked to eat sheep.

David had three older brothers who were in the army of King Saul. They were away fighting the Philistines who came from another country.

David's father was worried about his sons away in the battle so he often sent David to find out how they were and to take them food. One day he packed up some loaves of bread and he told David to go and find his brothers. When David got to the hill where the soldiers were camped, he found them all very troubled. They were not winning the battle.

It wasn't long before David found out why. When evening came a great voice boomed out from a nearby hill where the Philistines were camped.

"I dare you to find someone to fight me," it boomed.

David looked up and saw a huge man by the enemy camp. He was very tall, in fact he was 6 cubits and a span tall; that's about 3 metres. He was wearing shiny armour. His name was Goliath. He was the champion of the Philistines and every morning he shouted his challenge to King Saul and his army.

"Choose one man to fight me," he called. "If he wins and kills me, we will be your slaves but if I win and kill him, you will be our slaves."

David looked round at the soldiers. Not one of them felt brave enough to go out and fight this fierce giant of a man even though the king had offered a reward to anyone who would fight. They were all frightened.

David was horrified that Goliath should be so rude to King Saul and his army.

"Who is this man who dares to defy the army of God?" he asked. His brothers were angry when they saw him and heard what he was asking.

"Go home," they said. "You're only a boy. You shouldn't be here at all." But the king heard David and sent for him.

"Your Majesty!" said David, "No-one should be afraid of this man. I will go and fight him for you!"

Blow out the story candle.

For discussion:

What do you think King Saul will say to David's offer to fight Goliath?

The soldiers all felt very small when they saw Goliath. When have you felt small?

When have you been frightened of someone or something bigger than you?

Focused Teaching 2:

What can you remember about the story of David? Who was angry in the story?

Light the story candle.

King Saul couldn't believe it. Here was a boy, a shepherd boy, offering to kill the giant. He wasn't even a soldier. He wasn't trained.

"You can't do that," he said to David. But David told the king how he looked after his father's sheep and how he protected them from wild animals.

"God has saved me from lions and bears," he said. "I know he will protect me from this Goliath."

"Very well," answered the king, "and may the Lord go with you."

King Saul gave David his armour to protect him from Goliath's sword but it was much too big and David couldn't walk in it, let alone fight. He gave him his own sword but it was too heavy for David.

"This is no good," said David, "I'll go as I am."

So he picked up his shepherd's sling, chose five smooth stones from the stream and put them in his bag. With his catapult ready, he set off to meet Goliath.

What do you think will happen to David?

Blow out the story candle.

For discussion:

Not many of us have to fight giants, but when do you have to be brave?

What makes you feel brave?

David called God 'The Lord Almighty.' What sort of a word is 'almighty'?

What does it say to you about what God might be like?

Focused Teaching 3:

Let's think about what is going to happen. There are the hills overlooking the valley. On one side is the huge, enormous Goliath, fierce and frightening. On the other side is the boy David, little and very, very brave. What do you think is going to happen in the story?

Invite children to make predictions and talk about their ideas.

Let's hear the rest of David's story.

Light the story candle.

Goliath strode out to meet David, his armour clanging as he walked. He carried a huge spear and a sword. When he got close enough to see David, the giant could hardly believe what he saw.

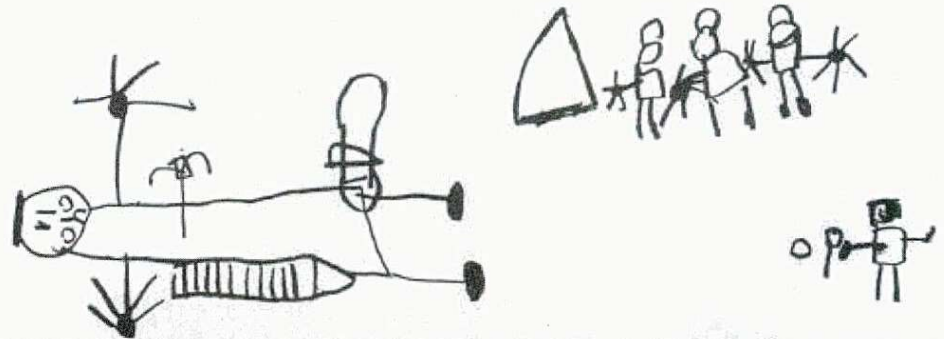
"Oh! am I a dog that you bring a stick to me? Who do you think you are? Come here and I will feed your body to the birds and beasts!" snarled Goliath.

"You come to me with a sword and a spear but I come to you in the name of the Lord Almighty, The God of Israel!" called David.

With these words David ran towards Goliath. Quickly he took a stone from his bag and put it into his catapult. He pulled back the stone in the sling, took his aim and let it go. The stone hit Goliath on the forehead and killed him. He fell to the ground with a great thud and a clatter.

David ran to Goliath, took his sword and cut off the head of the huge man. When the Philistines saw that their hero was dead they ran away as fast as they could. King Saul sent for David again to find out who this shepherd boy was who had such faith in God.

Blow out the story candle.



For discussion:

How do you think David felt?

When have you felt like that?

Why didn't David want any armour?

What did he have to protect him instead of armour?

What or who protects you?



Suggested Activities

Area of Learning	Activity
K.U.W	<ul style="list-style-type: none">• Make a collection of big and little things.• Draw something that makes you feel small.
C.D	<ul style="list-style-type: none">• Make the biggest giant you can.
C.L.L	<ul style="list-style-type: none">• Sequence the story using pictures.• Dramatise the story.• Listen to other stories about giants.
P.S.E.D	<ul style="list-style-type: none">• Talk about the issues raised by the story, such as bullying, in Circle Time.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting cultures & beliefs	Being aware of self	Respond to significant experiences	Extending vocabulary	Listening and responding	Using language
Some people believe: <ul style="list-style-type: none"> • God is a special power; • God protects them. 	I might be bullied; I might be a bully; I can stand up for what is right; I can be brave.	of feeling: <ul style="list-style-type: none"> • small • frightened • brave • protected 	protect Lord God Almighty slaves	to: <ul style="list-style-type: none"> • stories; • each other. 	in: <ul style="list-style-type: none"> • discussion; • role play; • story telling.

David and Goliath

Knowledge and Understanding of the World			Creative Development		
Finding out about my world	Asking questions	Finding out about wider world	Using imagination	Exploring and responding to	
about: <ul style="list-style-type: none"> • big and little things. 	What frightens me? When do I feel brave? Who or what protects me?	about: <ul style="list-style-type: none"> • sheep and shepherds; • some of the wild animals David had to face. 	in: <ul style="list-style-type: none"> • role play; • drawing; • creating models. 	A range of big and little objects.	

The Story of Joseph

Genesis 37-47

Joseph is a key figure in the Hebrew Bible's account of the story of the Israelites, who became the Jews. He is the link between the Patriarchs, Abraham, Isaac & Jacob and the important events of the Exodus and the Story of Moses. Joseph is the reason for the scene change to Egypt where eventually the Israelites became slaves. Joseph had been sold into slavery by his brothers.

This account of Joseph's life raises the question of jealousy amongst siblings, which may trouble the young child who has started school, leaving a younger sister or brother to have all the attention at home. It also explores the notions of dreams and can be used to encourage young children to talk about their own dreams. The theme of forgiveness can also be used to further the understanding of what is right and what is wrong.

<p>Learning Context:</p> <p>Clothes</p> <p>My family</p> <p>Myself</p> <p>Ourselves</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know one of the stories from the Old Testament; • begin to understand how it feels to be jealous and see their own emotions reflected in the story; 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Understanding what is right and what is wrong and why. - Developing an awareness of their own needs, views and feelings and being sensitive to the needs, views and feelings of others;</p> <p>C.L.L - Listening with enjoyment and responding to stories.</p>	
<p>Prior experiences may include:</p> <p>Talking about brothers and sisters at home.</p> <p>Other stories from the Bible.</p>	<ul style="list-style-type: none"> • to begin to understand what is right and what is wrong. 	<p>Resources:</p> <p>Story candle</p> <p>Colourful fabric/patchwork quilt</p>	<p>Organisation</p> <p>Sharing story in small groups.</p>

Focused Teaching 1

Show the children a Bible.

I am going to tell you a story that comes from this book. It tells lots of stories about God and about people who believe in God.

To help us listen quietly and carefully I am going to light our story candle.

Light the story candle.

A very long time ago, in a far away country called Canaan, there lived a boy called Joseph. He belonged to a very large family. He had eleven brothers. Can you imagine that? The oldest brother was called Reuben and the youngest was Benjamin. Their father, Jacob, loved Joseph very much, and he gave him a coat of many colours to show him how special he was.

Show the brightly coloured fabric here

Joseph's brothers were really unhappy about this because they hadn't got any bright clothes, only the drab clothes they wore when they were working in the fields or looking after their father's sheep. They were very jealous of Joseph and they began to hate him, because they thought Jacob loved Joseph more than all of them.

When Joseph went to help with the sheep, they would not speak to him or listen to him when he tried to talk to them. They would grumble and groan to each other.

"Why does dad make a fuss of him?"

"We could all do with a nice coat."

"He looks stupid in it anyway!"

The brothers were very unhappy with Joseph.

Blow out the story candle.

For discussion:

Why did Joseph's brothers hate him?

What does it mean to be jealous?

Have you felt jealous of anyone?

What did it feel like to be jealous?

Why did you feel like that?

Is it a good feeling?

Focused Teaching 2

Begin by playing a recording of the song about Joseph's coat from 'Joseph and his Technicolour Dreamcoat'.

Did any of those words remind you of the story of Joseph we heard last time?

Recall, with the children's help, the story so far.

We are going to listen to the next part of Joseph's story.

Light the story candle.

One night Joseph had a dream and the next day he rushed to his brothers and said, "Listen! I dreamt that we were all in a field tying up bundles of corn. Then my bundle stood in the middle and yours bowed down to mine!"

This made his brothers very angry. Poor Joseph, his brothers really hated him.

“Does that mean you think you are more important than we are?” they shouted.

Then Joseph had another dream, where the sun, moon and stars were bowing down before him. When he told his brothers about this, they were really mad.

“Does Joseph think he is more important than everybody?”

When Jacob heard about the dreams he thought about them and wondered whether something special was going to happen to Joseph when he grew up. He was sorry that the brothers had become so jealous of Joseph. He wanted his sons to love each other.

One day, Jacob sent Joseph out to the fields to see how his brothers were getting on with their work. When they saw him coming they said, “Oh no, here comes Joseph the dreamer. Let’s get rid of him!”

One brother said, “Let’s kill him!” But another said, “No, let’s put him in a pit and leave him there.”

And that is what they did.

They tore off Joseph’s beautiful coat and they put him into a deep pit. When they had finished, they saw some men riding over the hill. Their camels were loaded down with spices and things to sell in a country called Egypt.

This gave the brothers an idea. They would sell Joseph to the travellers in exchange for a bag of silver. And that is what they did.

Then do you know what they did next? They dipped Joseph’s beautiful coat in blood and then they went home to their father.

When Jacob saw the coat he fell down with shock. He thought that Joseph had been killed by wild animals. Jacob was so sad because he had lost his son who he loved so much. He cried and cried for a very long time.

Blow out the story candle.

For discussion:

Why do you think the brothers did that to Joseph?

Do you think what they did was good/right or bad/ wrong?

Who else did they hurt besides Joseph?

How do you think the brothers felt when they saw Jacob cry?

Can you think of a time when you have done something wrong?

How did it make you feel?



Focused Teaching 3:

Begin by showing the children a Bible.

Do you remember what happened to Joseph that made his father Jacob so sad?

With the children's help recall the story so far.

Light the story candle.

When Joseph got to Egypt, he was sold as a slave. He was bought by a man called Potipher, who was a rich and important man. Joseph was unhappy because he didn't know what was going to happen to him. But he needn't have worried because God was looking after him.

Joseph worked very hard and Potipher was so pleased with him that he put Joseph in charge of his house and all the other people who worked there. But one day Joseph upset Potipher's wife. She told lies about him and, although Joseph had done nothing wrong, he was put into prison. Poor Joseph! It was a horrible place, all dark and smelly. But he was alright because God was keeping him safe.

Joseph made friends with some of the prisoners and he was able to help them. When two of them had strange dreams, he listened. "God will tell me what the dreams mean," he said, and he was right. Joseph was able to tell the men what their dreams meant. Two years passed and Joseph was still in prison.

Then the king of Egypt had a strange dream and he wanted to know what it meant. One of his men, who had heard about Joseph said, "I know someone who can tell you what your dream means. His God helps him," So the king sent for Joseph.

"I have had a very strange dream," he said. "My servant tells me that you can tell me what it means."

The king dreamed he was standing by the great river of Egypt. He saw seven fat cows come out of the water and start to eat the grass. Then he saw seven skinny cows come out of the water. They ate up the seven fat cows, but they stayed as thin as before.

"I wish I knew what it meant," he cried.

Joseph told the king, "God wants you to know that there are going to be seven years when we will all have plenty of food to eat. But you must save the food, because for seven years after that there will not be enough."

The king was glad that Joseph had been able to read his dream and he decided that he must store up all the food in Egypt, so that they would have something to eat during the years when the food would not grow.

The king was so pleased with Joseph that he decided to put him in charge of looking after all the food in Egypt.

So, instead of staying in prison, Joseph became the most important man in Egypt.

Blow out the story candle.

For discussion:

Why do you think the king was so pleased with Joseph?

What could Joseph do that made him so special?

What are dreams? (collect the children's ideas)

Have you ever had a dream?

What would you like to dream about?

NB: The Pharaoh's dream can be made more visual by recording it in pictorial form inside a large cloud shape.

Focused Teaching 4:

Begin by establishing, with the children's help, what has happened to Joseph in Egypt.

Light the story candle.

Joseph had a very important job to do. He was put in charge of all the food supplies in Egypt. He was now a rich man with a big house and beautiful clothes. He stored up the food when there was plenty, and when there was no harvest the people came to buy food from him. People came from the other lands to buy food too. Even in Canaan, where Joseph's father, Jacob, and his brothers lived, the harvests were poor and the people were hungry. When Jacob heard that there was food in Egypt, he sent his sons to buy some.

When they got to Egypt, they went to the storehouse where Joseph was in charge of the food. They went inside and saw him and bowed down before him, because Joseph was such an important man. They didn't realise that this was Joseph, their brother, but Joseph recognised them. Joseph said to them, "You can buy food and go home, but you must leave your brother Benjamin with me."

"Our father loves Benjamin. He will be heartbroken if we leave him here! Please take us instead of him!"

When Joseph saw that his brothers had changed and they were no longer the wicked men who had thrown him into the pit, he said to them, "I am your brother Joseph, who you have not seen for many years." The brothers were so ashamed and sorry for what they had done. And Joseph could see how truly sorry they were.

"Please do not be troubled," Joseph said to them. "Go and tell Jacob, our father, that I am here. I want you all to come and live with me in Egypt."

When Jacob heard that Joseph was alive and well and living in Egypt, he was overjoyed. He forgave his sons for what they had done to Joseph, because he could see how they had changed into better men. Jacob thanked God for looking after his beloved son. He was proud to know that Joseph had grown into a good man, who had followed God and helped his people in time of trouble.

Blow out the story candle.

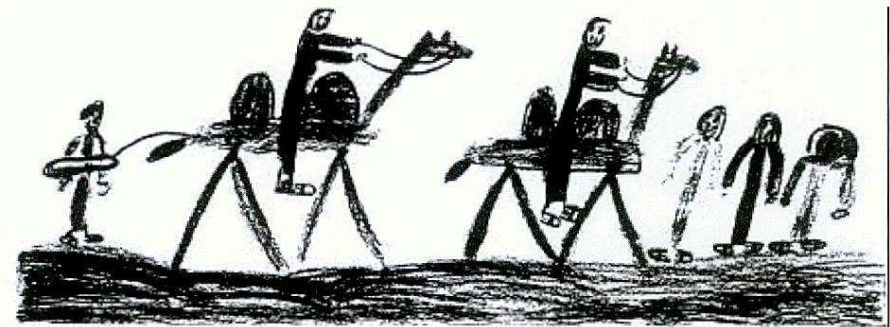
For discussion:

What did Joseph do when he saw how sorry his brothers were?

When has someone said sorry to you?

When have you said sorry to someone?

How did it feel?



Suggested Activities

Area of Learning	Activity
M.D	<ul style="list-style-type: none"> • Count the colours on the coloured fabric. • List all the colours;
C.D	<ul style="list-style-type: none"> • Use Dazzle to create a picture of Joseph in his beautiful coat and use paintbrush and flood fill tool; • Using sponges or rollers, encourage children to create a patchwork of colours. They could experiment with a range of contrasting colours or may work with shades of colours; • Listen to and learn some of the songs from 'Joseph and his Technicolour Dreamcoat';
K.U.W	<ul style="list-style-type: none"> • Find Egypt on a simple world map/globe;
P.S.E.D	<ul style="list-style-type: none"> • Explore the materials that would have been used for clothing and natural dyes (eg turmeric/beetroot/onion skins); • In circle time, talk about making right/wrong choices; • Work with a circle time parachute to develop co-operation to move the parachute as the above music plays.
C.L.L	<ul style="list-style-type: none"> • In a large cloud shape, draw a wonderful dream you would like to have; • Write about a wonderful dream (Teacher to scribe if needed).

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Being aware of self	Understanding what is right and what is wrong and why	Responding to significant experiences	Extending Vocabulary	Listening and responding	Using language
I can make choices. I can make people happy or unhappy. I can be happy or unhappy. Sometimes I feel jealous. I can dream	It is wrong to hurt someone? It is right to say sorry? It is wrong to take something that belongs to someone else?	of: <ul style="list-style-type: none"> • having siblings; • sharing grown-ups; • having dreams 	jealous dreams	to: an extended story.	in: <ul style="list-style-type: none"> • discussion • role play • writing

The Story of Joseph

Knowledge and Understanding of the World			Creative Development		
Ask questions about why things happen	Investigating objects and materials	Looking at similarities and differences	Using imagination	Exploring colour and texture	
Why are some people hungry? Why do crops sometimes just not grow?	What can we learn about: <ul style="list-style-type: none"> • natural dyes 	We can compare: <ul style="list-style-type: none"> • fabrics • colours 	in: <ul style="list-style-type: none"> • music • drawing (using ICT) 	in: <ul style="list-style-type: none"> • fabrics • dyes 	

Zacchaeus

New Testament: Zacchaeus - Luke 19. 1-10

The story of Zacchaeus offers the child the opportunity to identify with someone who feels small, isolated and rejected. Zacchaeus is also curious, as many children are. This story speaks powerfully of forgiveness and of the value of every individual, irrespective of his or her past actions.

<p>Possible Learning Context</p> <p>Myself</p> <p>Ourselves</p>	<p>Learning objectives</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • become familiar with a story from the New Testament; • begin to understand the importance of Jesus to some people; 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Understanding what is right and what is wrong and why;</p> <p>M.D - Using language to compare size;</p> <p>C.L.L - Enjoying listening to and using spoken language;</p> <p>C.D - Using language to imagine and recreate roles and experiences.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • listening to other stories of Jesus. • talking about small people. • exploring the story of David & Goliath. 	<ul style="list-style-type: none"> • begin to understand what is right and what is wrong and why; • begin to understand the nature of forgiveness. 	<p>Resources:</p> <p>Bible</p> <p>Story candle</p>	<p>Organisation:</p> <p>Small groups for story.</p>

Focused Teaching 1:

This is the story of someone who met Jesus one day and it changed his whole life.

Light the story candle.

No one liked Zacchaeus. In fact, most people hated him. He was the Chief Tax Collector and he worked for the Romans. No one liked the Romans either but they made the laws and everyone had to obey them. Everyone had to pay taxes but Zacchaeus used to take more money from the people than they needed to pay, so he got very rich. But he was very unhappy.

The people hated him and they laughed at him because he was a little man. Zacchaeus didn't like being laughed at so he took even more money in taxes. It was a way of showing how hurt he felt.

One day Zacchaeus heard that Jesus was coming to his town. He had heard a lot about Jesus and he really wanted to see him so he hurried out along the road to see if he could catch a glimpse of him. But too many other people had the same idea that crowds had already gathered there.

Zacchaeus stood on his tiptoes and stretched his neck to see over the heads of the people in front of him but it was no use. Zacchaeus knew they would never let him stand at the front and anyway, if anyone saw him, he knew they would laugh at him so, sadly, he began to walk back into the town. He was very disappointed. He could hear the people calling to Jesus as he came by and he wished so much that he could see him to.

Blow out the story candle.

For discussion:

When have you ever been too small to see what was going on?

How does it feel?

What do you think it's like to be laughed at or pushed out?

What would you do if you were Zacchaeus?

Focused Teaching 2:

What can you remember about the way Zacchaeus was feeling?

Light the story candle

Zacchaeus had almost given up any thought of seeing Jesus. Suddenly, as he walked away from the crowd, he had an idea and began to run. Ahead of him, close to the roadside on the way into the town was a tall strong tree.

Zacchaeus looked back. Yes, Jesus was coming this way and so was the crowd. He grasped hold of one of the lowest branches of the tree and he pulled himself up until his foot was on another branch. As quickly as he dared, he climbed up the tree and settled himself on one of the high branches amongst the leaves. He was sure that from here he would be able to see Jesus and no one would see him.

He looked along the road. Yes, he could see Jesus in the middle of the huge crowd. Zacchaeus had a wonderful view, although he did feel a bit giddy. He'd never been so far from the ground before.

He watched as the crowd came past his tree. As Jesus came to it an amazing thing happened. Jesus stopped. He looked up, right at Zacchaeus and called him.

“Hello Zacchaeus!” Jesus called. “Hurry up and come down. I am coming to your house to eat with you today.”

Zacchaeus just couldn't believe it. How did Jesus know he was there? How did Jesus know his name? Why did Jesus want to visit him?

Then, of course, what do you think happened? Everyone suddenly knew he was there. The people below began to point at him.

“Look, its Bad Zacc! Up a tree! How stupid he looks.”

“Fancy Jesus going to **his** house. Zacchaeus is a wicked man.”

“I think it's disgusting!”

“I think it's funny!” And everyone laughed at him.

Zacchaeus looked down at Jesus. Someone liked him. It didn't matter that he was small. All the bad things he'd done ... He knew he was forgiven. He slithered down the tree until he stood in the middle of the crowd, right next to Jesus. He looked round at all the people.

“Sir,” he said to Jesus. “I will give half my belongings to the poor and if I have cheated anyone I will pay what I owe four times over”.

Jesus put his hand on the little man's shoulder and said, “Zacchaeus, salvation has come to you today.”

Blow out the story candle.

For discussion:

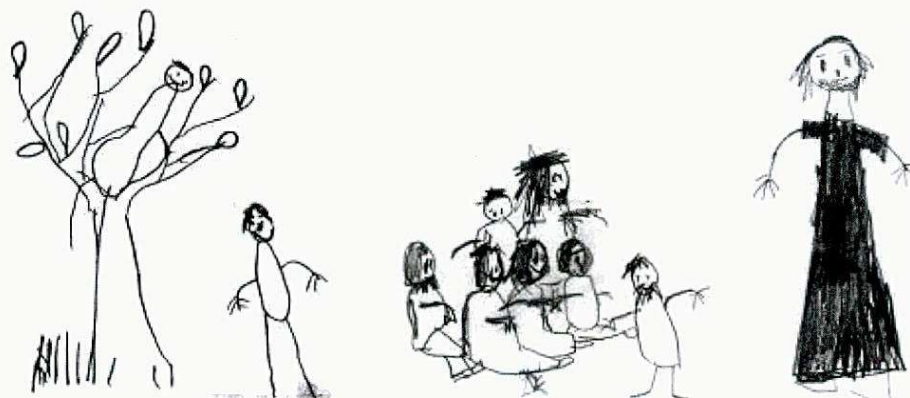
What was it that made Zacchaeus so happy?

Why do think Jesus chose Zacchaeus?

Why were the people angry?

'Salvation' is a lovely word. Let's all say the word 'salvation'. What do think it means? Jesus said 'salvation' had come to Zacchaeus. How did it make Zacchaeus feel?

Salvation is about being safe. Jesus made Zacchaeus feel safe and good inside. Who makes you feel good inside.



Suggested Activity

Area of Learning	Activity
C.L.L	<ul style="list-style-type: none">• Dramatise the story
C.D	<ul style="list-style-type: none">• Imagine what you might see from the top of a tree and draw it.
P.S.E.D	<ul style="list-style-type: none">• Draw Zacchaeus coming down the tree and show the expression on his face.• Discuss the range of feelings that was displayed in the story and invite the children to relate them to their own lives.• Make a simple living graph together, showing how Zacchaeus felt at various points in the story.
M.D	<ul style="list-style-type: none">• Find, measure and draw the tallest/smallest child in nursery/class.
K.U.W	<ul style="list-style-type: none">• Explore ways of seeing over an obstruction.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Being aware of self	Being aware of others	Extending vocabulary	Using language	Listening and responding
Some people believe: <ul style="list-style-type: none"> • Jesus loves everyone; • Jesus forgives people and gives them a new start. 	When do I feel small? When am I pushed out? Who notices me? I can be valued; I can be forgiven.	I can: <ul style="list-style-type: none"> • be fair; • forgive others; • value others; • give people a new start. Why did Zacchaeus act in the way he did? Why did Jesus respond in the way he did?	forgiveness salvation Jesus	in: <ul style="list-style-type: none"> • discussion; • answering questions; • role play; • drama; • sequencing the story and plotting Zacchaeus' feelings. 	to: <ul style="list-style-type: none"> • the story of Zacchaeus • questions • issues raised by the story.
Zacchaeus					
Mathematical Development			Creative Development		
Asking questions	Using developing mathematical and methods to solve practical problems		Imagining	Expressing ideas	
Who is the tallest person in class? How can we find out how tall he/she is? How tall am I?	How we measure length? How do we measure height?		What I might see from the top of a tree.	through <ul style="list-style-type: none"> • discussion • role play 	

The Stories of Jesus

The hymn 'Tell me the stories of Jesus' is a Victorian hymn, written in the early nineteenth century by William Henry Parker. Despite its sentimentality, it remained an old favourite of Sunday Schools. It is used here to explore both the importance of stories and the reasons why young children used to grow up attending Sunday School and listening to stories about Jesus.

*Tell me the stories of Jesus I love to hear;
 Things I would ask him to tell me if he were here;
 Scenes by the wayside, tales of the sea,
 Stories of Jesus, tell them to me.*

The stories which are included here to illustrate the words of the hymn are: The Lost Coin (Luke 15:8-10), The Sower (Matt 13:3, Mark 4:3, Luke 8:5) and Jesus and the Fisherman (Luke 5: 1-11).

<p>Learning Context:</p> <p>Favourite stories Traditional tales</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know that some children believe in God; • know that Jesus is an important person for many people; 	<p>Links to other areas of learning:</p> <p>C.L.L - Listening with enjoyment and responding to stories, songs and poems; - Using talk to organise, sequence and clarify thinking, ideas and feelings.</p>	
<p>Prior experiences may include:</p> <p>Explicit talking about the story candle; Hearing a range of Jesus' stories</p>	<ul style="list-style-type: none"> • understand something of the importance of stories; • think about their own favourite stories. 	<p>Resources:</p> <p>The words of the hymn 'Tell me the stories of Jesus' can be found in most traditional hymn books, eg <i>Congregational Praises</i> No 112. A modern setting of the hymn can be found on <i>Greater than Gold</i> Roger Jones Communities</p>	<p>Organisation:</p>

Focused Teaching 1:

Either read extracts from the hymn or, if possible, play a recording of children singing it.

The song is called a hymn and it was sung years ago by children, sometimes as young as you are.

What is the song about?

Who is it about?

What do you know about Jesus?

Why do you think children might want to sing about Jesus?

Sometimes children go to a class at their church which is called Sunday School. That's because they go with their parents to church on Sundays. When your grannies and granddads were young, a lot more children went to Sunday School than do now. They learned to sing hymns like this one. They wanted to learn about Jesus and they wanted to sing to Jesus to show that they loved him. Let's listen to the song again. Listen!

Play the recording once more.

For discussion:

What do you like to sing?

Who listens to you?

What do you do on Sundays when you are not at school?

Focused Teaching 2:

Begin by playing the recording again.

Can you remember why little children used to sing this hymn? What are they asking for?

'Tell me the stories of Jesus.....'

They want to hear the stories about Jesus. They like to listen to stories. Stories can be very interesting. As we listen to stories, sometimes they make pictures in our heads. We can imagine we are part of the story. We use our story candle to help us to do that, don't we?

Sometimes stories are the best way of learning. All stories are precious and some are sacred. The stories that these children want to hear are sacred because they are about Jesus.

For discussion:

What are your favourite stories?

I wonder what stories you know about Jesus?

How does singing make you feel?

Let's listen to the singing once more.

Play the recording again

Focused Teaching 3:

For discussion:

How do you feel when you know we are going to have a story?

How do you feel after we've shared a story?

What sort of things stay with you after a story has finished?

Who else do you know who likes stories?

This is a story which was told by a man called Jesus. We have heard about Jesus before.

Remind children about Jesus by playing the song and perhaps recalling another story if necessary.

Jesus was a great teacher. He knew how much people enjoyed stories, how they remembered good stories, and how stories often helped people to think about ideas. So he told stories to teach people about God and about how to live happily together.

Here is one of the stories he told.

Light the story candle.

There was once a woman who had ten silver coins. One day when she counted them she found that one of them had gone missing. She began to search all through her house to find it.

"Oh, no!" she thought. "When did I last count them? Could I have dropped one of them? I need them all. Where can it be?" And she began to search. First she lit a lamp, rather like a candle because, when Jesus was alive, they didn't have batteries for torches or lights in their houses. She needed the lamp to help her look in all the dark corners. Then she got her broom and swept through the house to see if the coin was lying somewhere on the floor. She looked and looked. Just as she was beginning to think it was lost forever, she saw something glint in the lamp light as she swept. Hopefully she reached out and there it was. Her lost coin!

"Hooray!" she shouted joyfully. The woman put her coin carefully with the others and rushed out to her neighbours. "Oh I'm so happy!" she said, a smile lighting up her face. "I've found the coin I lost. Come and celebrate with me."

Then Jesus said people are a bit like the coins. Every single person is precious to God and God's angels celebrate whenever anyone shows that they love God.

Blow out the story candle.

For discussion:

Have you ever lost something and then found it again?

How did you feel?

If angels were to celebrate, what do you think they might do?

What do you think it means to love God?

How do people show that they love God?

Focused Teaching 4

The Sower (Matthew 13:3, Mark 4:3, Luke 8:5)

One day Jesus went down to the lakeside to sit and talk to those people who had come to hear about God. So many people came that Jesus had to get into a little rowing boat and float out onto the lake so that everyone could see and hear him.

Jesus began to teach the people about God and he told them stories to help them think and remember. This is one of his stories.

Light the story candle

There was once a man who went out on to his land to sow corn. He walked up and down his field, to and fro, throwing out the seed, scattering it on the ground. Some of the seed fell on the path and then once the farmer's back was turned, birds flew down and ate it up. Some of the seed landed on rocky ground. The seeds began to grow and send out roots and leaves, but there wasn't much soil for the roots. When the sun shone on them, the plants were scorched and they soon dried up. Then they withered and died.

Some of the seeds were thrown by mistake into the bushes. The thorny bushes were bigger than the little seeds and took all the water and light so the little seeds were squashed out and couldn't grow. But some of the seed fell on good soil and grew into strong plants that produced many ears of corn.

Blow out the story candle

For discussion:

What do **you** think Jesus' story is about?

I wonder what Jesus wanted the people to think about?

Jesus knew that seeds need good things to help them grow. They need sunshine, rain and rich soil. He understood that people are a bit like seeds. We need good things to help us to grow well.

What do we need?

But Jesus wasn't only thinking of how people's bodies grow. He knew their minds were just as important. Your mind is where your ideas are and it needs good things to help it to grow. Jesus wanted to help people to make choices that were good for them.

For discussion:

What helps your minds to grow?

How do you think of good ideas?

How do you make choices?

What would you like to grow up to be?



Focused Teaching 5

Jesus and the fishermen.

This is another story about Jesus. Who can remember what is helping us to hold all these stories together?

Remind children about the song and play the first verse again.

This story tells us how Jesus chose some friends to help him with his work. It's another story from the Bible.

Light the story candle.

One day Jesus was by a great lake teaching a huge crowd of people. Just as he did at other times so that people could see and hear him, Jesus got into a boat and asked the owner to row him out onto the lake. They stopped a little way from the shore and Jesus sat in the boat and began to teach the people on the lakeside. The boat's owner was a fisherman called Simon. He sat and listened to Jesus too.

When Jesus had finished speaking he turned to Simon and said, "Take your boat out into deeper water and let down your fishing nets into the water and see what you can catch."

"Master," Simon replied, "we have been out here trying to catch fish all night but we caught nothing! But if that's what you say then I will try it." And so he sailed his boat out further onto the lake and let his big nets over the side of the boat into the water.

Imagine his astonishment when an enormous shoal of fish swam into the net. There were so many fish that the nets were in danger of breaking and Simon could not haul them onto his boat. He called to his partners back on the shore to bring out their boat and help. Together the fishermen loaded the fish onto their boats. However there were so many fishes that it seemed that the boats were beginning to sink.

Simon knelt down in front of Jesus. He was frightened.

"Leave us alone," he said. "I don't understand what is happening." The other fishermen, James and John, stood in their boat, too amazed to know what to do. They held onto each other in fear, astonished at the sight of all the fishes they had caught in their sinking boat.

"Don't be afraid," said Jesus gently. "I want you to come and work with me. You will be fishers of men". Suddenly the fishermen felt that it would be as Jesus had said. They managed to sail their boats to the shore with their incredible cargo. They left their boats and their work and went with Jesus.

Blow out the story candle.

We don't know what happened to all the fishes but the Bible goes on to tell many stories about these fishermen working with Jesus as he travelled the countryside teaching and healing.

For discussion:

Why do you think Jesus helped the fishermen and told them where to fish?

How do you think they felt?

I wonder what Jesus meant when he said they would be 'fishers of men.'

Why do you think they decided to go with Jesus?

How do you choose/decide upon your friends?

Photograph or draw a picture of your special friend/friends.

Write some words to describe why you like them.

Talk about and record ideas about how you are a good friend.

Suggested Activities

Area of Learning	Activity
K.U.W	Sow seeds under different conditions, (soil, cotton wool, water, no water) and observe growth.
C.L.L	Play a game of Hide and Seek using a coin, encouraging children to give oral clues to help the seeker; Make a class book about stories of Jesus, laminate it and put in the book corner; Make a collection of favourite stories and talk about them; Photograph or draw a picture of your special friend/friends and write some words to describe why you like them; Talk about and record ideas about how you are a good friend;
M.D	Sort coins by colour and find one more than and one less than ten.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Being aware of self	Respecting cultures and beliefs	Responding to significant experiences	Listening and responding	Using language	Extending vocabulary
Who is my friend? What makes me grow? How do I feel when I lose something?	Some children: <ul style="list-style-type: none"> go to Sunday school; love Jesus; want to sing to/about Jesus. 	of: <ul style="list-style-type: none"> loss making friends 	to: <ul style="list-style-type: none"> stories about Jesus a song a hymn a parable 	in: <ul style="list-style-type: none"> discussion answering questions 	

The Stories of Jesus

Knowledge and Understanding of the World			Creative Development		
Asking questions	Investigating objects and materials	Looking at similarities and differences	Imagining		
What do seeds need to grow? How are fishes caught?	What can we learn about: <ul style="list-style-type: none"> the importance of light and water to make seeds grow 	We can compare: <ul style="list-style-type: none"> light and dark wet and dry dead and alive full and empty 	<ul style="list-style-type: none"> We have lost something and look for it; We are seeds growing 		

The House on the Rock

Matthew 7: 24-27 and Luke 6: 47-49

This is a story Jesus told, called a parable. It illustrates the belief that Christians see the life of Jesus as exemplary. By following his example, their lives can become strong, fulfilled and purposeful; lives built on strong foundations.

<p>Possible Learning Contexts:</p> <p>Exploration of materials</p> <p>Homes and houses</p> <p>The local environment.</p> <p>Weather</p> <p>The natural world</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • become familiar with a story from the New Testament; • begin to understand the importance of the life and person of Jesus to some people; 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Developing an awareness of their own needs, views and feelings and be sensitive to those of others;</p> <p>C.L.L - Listening with enjoyment and responding to stories and songs;</p> <p>K.U.W - Investigating materials by using all of their senses as appropriate.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • independent sand play in wet and dry sand; • talking about homes, houses and where we live; • consideration of appropriate materials to build safe, strong houses. 	<ul style="list-style-type: none"> • reflect on how they can make choices which will enable them to help others and display kindness and goodness. 	<p>Resources:</p> <p>Wet and dry sand trays</p> <p>Bucket and spade</p> <p>Story candle</p> <p>Circle-time object</p>	<p>Organisation</p> <p>Small groups (10-15)</p>

Focused Teaching:

Gather children round the dry sand. Recap on any previous work, about homes, houses or building materials. Explain that today we are going to build with the sand. Generate discussion and predictions about the suitability of dry sand for building sand castles. Attempt to make a sand castle and when it fails, invite children to discuss how a better attempt might be made.

Move to the wet sand tray. Discuss the material to be used and ask for predictions about a successful outcome. Make a sandcastle but place it on a sufficiently uneven surface, to ensure that the attempt is again a failure. Encourage children to discuss the problem and suggest solutions. Make explicit use of vocabulary, eg: 'foundation'. Make a third, final and successful attempt; Move to carpeted area to sit in a circle.

The work we have just done in the sand reminds me of a story that Jesus told. Many people believe that Jesus is very special and is the Son of God, so we will light our story candle to help us listen quietly.

Light the story candle.

Jesus said that he was going to tell a story about two men. Both needed to build new homes. The first man was a wise man who thought carefully about what he needed to do. He chose strong materials to build his house and he chose a firm, flat rock to build on. As he finished his house the rain began to fall and the wind howled round his house on the rock. The little house had been built well and it stood firmly on the rock, keeping the wise man safe and warm inside.

The second man was a foolish man. He was in a hurry. He used old materials he found lying around and he built his house on soft dry sand at the bottom of a cliff. When the rain fell and the wind rushed round his house, his house creaked and wobbled and holes in the roof let the rain drip through. As the rain fell on the soft sand it moved under the house and before long the house fell flat onto the sand.

Jesus said he wanted people to be like the wise man who thought carefully and chose to do what was right and good.

Blow out the story candle.

Introduce and sing the song "The wise man built his house upon the rock".

For discussion as a group:

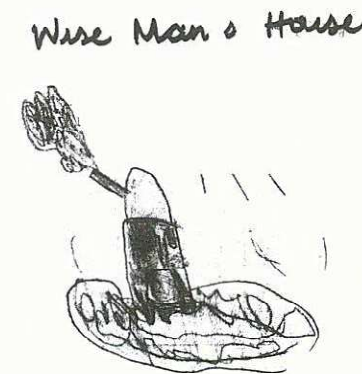
What makes you feel safe and warm?

Where would you build a house?

What can we do that is good, kind or helpful?

Use the questions in small group discussion or choose one as circle time focus.

Use circle time object and move into circle time conventions to enable each child to contribute her or his own ideas in response to the questions



Suggested Activities

Area of Learning	Activity
K.U.W	<ul style="list-style-type: none">• Support subsequent sand play to encourage exploration and discussion of the properties of wet and dry sand.• Make a collection of building materials. Explore and discuss their properties and their fitness for purpose within a building.
C.D	<ul style="list-style-type: none">• Make houses/buildings with bricks, lego, construction kits, junk models.
C.L.L	<ul style="list-style-type: none">• Learn the song - "The wise man built his house upon the rock".• Listen to "storm" music and use musical instruments to recreate a storm. • Read a range of "House on the Rock" stories from different books. • Draw pictures of what you feel the wise and foolish men's houses may have looked like. Write a sentence about each.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting Beliefs	Being aware of self	Being aware of others	Extending Vocabulary	Using language	Listening and responding
Some people believe: <ul style="list-style-type: none"> • Jesus is the Son of God. • They should follow Jesus' example. 	I can: <ul style="list-style-type: none"> • understand what is right and wrong and why; • sing; • make choices. 	I can: <ul style="list-style-type: none"> • be kind or helpful to others; • make other people happy or unhappy. 	God Jesus foundations	in: <ul style="list-style-type: none"> • discussion • problem solving • describing 	to: <ul style="list-style-type: none"> • the story of 'The House on the Rock' • song - The Wise Man.

The House on the Rock

Knowledge & Understanding of the World			Creative Development		
Investigating properties of materials	Looking at similarities and differences	Asking questions about why things happen/how things work	Expressing ideas	Imagining	
What can we learn about: <ul style="list-style-type: none"> • wet and dry sand? • house building materials? 	We can compare: <ul style="list-style-type: none"> • wise and foolish men's houses; • wet and dry sand. 	What did the rain and wind do to the wise and foolish men's houses? Why did the foolish man's house fall down? What can I do with wet and dry sand?	through: <ul style="list-style-type: none"> • song; • musical instruments; • talking. 	We are <ul style="list-style-type: none"> • building • in a sensitive storm • frightened 	

The Good Samaritan

Jesus used this parable in answer to the question "Who is my neighbour?". He told this story to illustrate the idea that everyone deserves to be helped when they are in trouble, whoever they may be. The message that we all have a responsibility to care for others, without prejudice, is relevant for every society today and for every individual, however young.

<p>Learning Context:</p> <p>Ourselves</p> <p>People who help us.</p> <p>Journeys</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know about a story that Jesus told; • understand that we have a responsibility to care for each other; • reflect on how we can help others and those who help us. 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Understanding what is right and what is wrong. - Developing an awareness of own needs, views, feelings and being sensitive to the needs of others.</p> <p>C.L.L - Listening with enjoyment and respond to stories.</p> <p>C.D - Using imagination in role play and stories.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • listening to stories from the New Testament. • circle time discussion on caring for others. • visitors who help us in the local community. 		<p>Resources:</p> <p>Story candle</p> <p>Bible</p>	<p>Organisation</p> <p>Small group (10-15)</p>

Focused Teaching:

I am going to tell you a story that Jesus told. Jesus told wonderful stories and crowds of people came to hear them. They are written in this book called the Bible. Many people think that Jesus's stories show them how to be good and kind to others. I am going to light the story candle to help us listen carefully.

Light the story candle

Once there was a man who was going on a long journey. He got ready for his journey by packing his bag with food and water and then he climbed up on to his donkey. Soon he had ridden out of his town and was going along the dusty road. It was a very hot day and the sun was beating down on his head. He started to climb up the steep hills and the donkey was panting. The path went between high rocks. It was a dark place, full of shadows. The man didn't like this place. He had a nasty feeling that someone was watching him.

Suddenly there was a loud shout and some robbers jumped out at him! They stole his donkey, his bag and his money and they hit him hard on his head with a stick. The poor man was left lying on the path. His head was bleeding and he couldn't move his body. He lay there for a long time, feeling very hurt.

After a while someone came along the path. It was a man who lived in the same town. He was important and he wore rich clothes. He stopped and looked down at the hurt man but then he hurried off, pretending not to see. Perhaps he was late for something. Perhaps he was afraid. The poor man started to call for help.

Then he saw another man coming. "Help! Help!" But this man pretended not to hear and hurried past just like the last man. He didn't want to get his hands dirty.

Now the poor man was feeling really bad. The sun was getting hotter and his body was sore and hurting, and he was getting weaker and weaker. But suddenly he heard more footsteps. He looked up and saw a man he didn't know from another country. He was a Samaritan. Will this man pass by without helping him? But no, the man bent over him and spoke in a kind voice.

He gave him a drink of water and put a bandage round his head. Then he lifted the man on to his own donkey and gently led him down the path. When he arrived at the next town he found the man a place to stay. "Look after him until he is better," he said to the innkeeper. "I will come back to see him later".

And that is what he did.

Blow out the story candle.

For discussion:

Who was the good, caring man in that story?

Why do think the first two men walked by without helping?

Why is it good to help other people?

Who helps you when you are in trouble?

How can you help others when they are in trouble?

Suggested Activities

Area of Learning	Activity
C.L.L	<ul style="list-style-type: none">• Sequence a journey.
C. D	<ul style="list-style-type: none">• Create the journey that the man in the story took in the sand, using 3-D models or through collage.• Create the events from the story through role play.• Generate imaginary journeys through dance.
K.U.W	<ul style="list-style-type: none">• Pack a suitcase for going on a journey to somewhere hot.• Talk about their journey to school/nursery.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Understanding what is right and wrong and why	Being aware of others	Extending vocabulary	Using Language	Listening and responding
Some people believe: <ul style="list-style-type: none"> • they should follow Jesus' example; • the bible is a very important book. 	It is right to help others; It is wrong to ignore someone who needs help.	I can: <ul style="list-style-type: none"> • reflect on what I can do to be kind and helpful to others. • take notice when someone needs my help; • thank people who help me. 	Bible Jesus Samaritan	in: <ul style="list-style-type: none"> • discussion • role play 	to: <ul style="list-style-type: none"> • the issues raised by the story of the Good Samaritan; • the story itself.

The Good Samaritan

Knowledge & Understanding of the World			Creative Development		
Asking questions about why things happen	Finding out about the local environment	Finding out	Imagining	Expressing ideas	
Why do people make journeys? What do I need to take on a journey? What are hot places like? Where is it very hot?	What journeys do I make? Why do I make my journey? How do I make my journeys?	about: <ul style="list-style-type: none"> • how journeys were made in the past. • how journeys are made in other countries. 	A journey through role play and drama.	through: <ul style="list-style-type: none"> • observing; • art work; • drama; • role play. 	

The Mustard Seed

Matthew 13. 31-32, Mark 4: 30-32, Luke 13: 18-19

Jesus uses the analogy of the mustard seed to explain the idea of the Kingdom of God. The tiny seed grows and becomes a tree which sustains life and provides a nesting place for the birds. The parable shows that for the believer, life is sustained through faith. For the child, this is a story of something strong and of value developing from the smallest beginnings. The child's own growth and development is reflected in the analogy.

<p>Learning Context:</p> <p>Springtime</p> <p>Growing</p> <p>Seasons</p> <p>The Natural World</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • become familiar with a Christian story associated with Jesus; • understand that something of value and importance can grow from small beginnings; • reflect on their own growing as people. 	<p>Links to other areas of learning:</p> <p>K.U.W - Finding out about and identify some features of living things; ask questions about why things happen;</p> <p>C.D - Using imagination in art and dance;</p> <p>C.L.L - Enjoying listening to and using spoken and written language;</p> <p>P.S.E.D - Responding to significant experiences, showing a range of feelings, where appropriate</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • spring walk observing changes; • planting seeds; • garden play (digging in allocated plot: soil to sand play) 		<p>Resources:</p> <p>Light coloured cloth</p> <p>Small, dark seeds</p> <p>Music for dance</p> <p>Trees!</p>	<p>Organisation</p> <p>Small group (10) for most activities;</p> <p>Whole class for dance activity</p>

Focused Teaching:

We have been talking about seeds and how plants grow from seeds that are planted in the ground. Today I have some very tiny seeds to show you.

Carefully sprinkle the seeds onto the cloth. Invite children to describe what they see. Demonstrate how difficult they are to pick up and hold - they are so small. Invite some children to come and try to pick up just one seed gently with their fingers. Invite all children to mime the action of picking up a small seed and gently placing it in the ground.

Today I am going to tell you a story about some little seeds like these. But this is not my story. This is a story Jesus told many years ago to people who believed he was very special and who came to listen to his stories. We're going to light the story candle to help us find the story.

Light the story candle

Jesus said that one day a farmer planted a tiny seed in his field. This seed was just as small as the seeds we have been looking at today. The farmer watched and waited. The sun shone and the rain fell on the little seed as it lay under the earth. Then slowly, so slowly, the little seed began to sprout. First a root pushed its way down into the ground - then a shoot pushed up through the ground into the sunshine. Now the farmer could watch as the little seedling grew bigger and bigger. It grew and grew. It stretched its leaves and its branches up towards the sky until it became a beautiful tree with strong branches and shiny, green leaves. The branches reached out like arms that hug, to welcome all the little birds into the shelter of its shady leaves. And the birds came to rest on the branches and to build their nests amongst the leaves.

And that is the story of how a tiny seed, just like these, came to be big and strong and provide a safe home for all the birds.

Blow out the story candle.

For discussion:

If you were a tiny seed what would you like to grow to be?

Why would you like to be a?

You are quite a small person at the moment, what would you like to grow up to be?

Where do you feel safe?



Suggested Activities

Area of Learning	Activity
K.U.W	<ul style="list-style-type: none"> • A walk to look at trees. Touch trees, hug a tree! Look up into the branches and talk about what you can see. • Talk about the birds that might be sheltering there. • Talk about what it might be like to fly up into the branches and nestle among the leaves.
C.D	<ul style="list-style-type: none"> • Draw, paint or make a collage of trees and birds. • Dance (whole class): children to curl up as a small seed, gently growing to become a tall tree, spreading its branches. Children become trees/birds: some children to stand still as trees, some children to fly in and out of the trees. Use cymbals to suggest storm when birds need to shelter. Repeat activity, gradually reducing number of trees so that children have to work at collaborating, sharing and thinking about the needs of others.
C.L.L	<ul style="list-style-type: none"> • Shared or independent writing on the theme: If I were a seed, I would like to grow into or When I grow up, I would like to be a

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting Beliefs	Responding to significant experiences	Being aware of self	Extending Vocabulary	Using Language	Listening & Responding
Some people believe Jesus: <ul style="list-style-type: none"> • is special; • told stories to help them grow as people; • makes them feel safe 	of: <ul style="list-style-type: none"> • wonder • exploration • talking • imagining 	I am growing. I need to feel safe. I can be anything I want to be.	Jesus growing safety	in: <ul style="list-style-type: none"> • walking among trees; • discussion; • writing about growing. 	to: <ul style="list-style-type: none"> • the story of the Mustard Seed • music

The Mustard Seed

Knowledge and Understanding of the World			Creative Development		
Finding out about the Environment	Looking at patterns	Asking Questions	Imagining	Expressing ideas	Responding
Trees are beautiful; Seeds grow; Birds love trees.	Seeds grow. I grow. Birds need safety. I need to feel safe.	Where do I feel safe? What makes the seed grow? What makes me grow? Who makes the seed?	We are: <ul style="list-style-type: none"> • trees • birds 	through: <ul style="list-style-type: none"> • observing • discussion • art work • dance 	to: <ul style="list-style-type: none"> • the experiences of trees; • the story; • the smallness of a seed.

What is the Bible?

These lessons are designed to give pupils a context for the Bible stories they have previously encountered and to help them to appreciate that the Bible is sacred to some people and much treasured by them.

<p>Learning Context:</p> <p>Stories</p> <p>Families</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know that the Bible is about God; • understand that the Bible is precious to some people; • reflect on what they treasure. 	<p>Links to other areas of learning:</p> <p>C.L.L - Knowing that print carries meaning; - Handle books carefully;</p> <p>P.S.E.D - Having a developing respect for the beliefs and cultures of themselves and others;</p> <p>K.U.W - Finding out all about past and present events in their own lives and those of others</p>	
<p>Prior experiences may include:</p> <p>listening to Bible stories;</p> <p>looking at old things; including books;</p> <p>talking about favourite stories.</p>		<p>Resources:</p> <p>A collection of Bibles including, if possible, an old family Bible</p>	<p>Organisation:</p> <p>Small group</p>

Focused Teaching 1:

Take a Bible into the classroom, preferably an old copy and invite pupils to handle it and talk about it.

What kind of book is this?

How do you feel about it when you touch it?

Who do you think it might have belonged to?

What is the book about?

This is a Bible. It is a book about God.

What stories do you know about God.

Encourage pupils to recall stories they have heard. Make the connection that many of them are to be found in this book.

Some people use this book to find out about God. They believe that God speaks to them and teaches them through it.

What have we learned from the stories we've heard?

Draw out from pupils' response the idea that the Bible can be used as a guide for living.

Focused Teaching 2:

Make a collection of Bibles. Invite pupils to bring their own copies where appropriate.

Look at the books and talk about the varieties of presentation and age.

What is the same about all of these books?

What is different about them?

People have read the Bible for thousands of years. Although we have many different ones here, the stories in them are the same.

For discussion:

Who do you know who might have an old Bible?

Why do you think some Bibles are kept in families for a long time?

What have you kept for a long time?

Suggested Activities

Area of Learning	Activity
C.L.L	<ul style="list-style-type: none">• Make a class book about families;• Make a collection of favourite books;• Talk about precious books, eg: photograph albums, baby books;• Make a collection of Bibles, including old Bibles;

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting Beliefs			Extending vocabulary	Responding to	Using language
Some families treasure their old Bible; The Bible is important to lots of people.			Bible God Sacred	<ul style="list-style-type: none"> • print • something very old 	in: <ul style="list-style-type: none"> • discussion • asking questions

What is the Bible

Knowledge and Understanding of the World			Creative Development		
Asking Questions	Exploring through the senses	Finding out about past and present events			
What is the Bible made of?	What can we find out about: <ul style="list-style-type: none"> • how Bibles are made? 	What is old? What is new? How do we know if a book is old?			

Simchat Torah

Simchat Torah is one of the happiest days in the Jewish year. It takes a whole year to read the Torah and this is a celebration of the end of one reading and the beginning of the next, making a circle out of the Torah. Central to the celebration is the Hakafah, the Torah Parade. The people carrying the Torah Scrolls lead the parade around the synagogue, followed by the children, waving their flags and carrying miniature Torah scrolls. They are singing and dancing too. Simchat Torah means 'rejoicing over the Torah'.

<p>Learning Context:</p> <p>Celebrations</p> <p>Books</p> <p>Toys</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know that the Torah is the sacred text for Jews and that they celebrate the reading of it; • know that Jews believe Torah is the word of God; • reflect on how and what they celebrate. 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Responding to significant experiences; - Having a developing respect for their own cultures and those of other people;</p> <p>C.D - Using their imaginations in music and dance;</p> <p>C.L.L - Listening with enjoyment and respond to a range of stories and other music; - Using language to imagine and recreate experiences;</p> <p>K.U.W - Finding out about past and present events in their own lives and those of others they know;</p> <p>P.D. - Moving with confidence and imagination.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • family celebrations • visiting a synagogue 		<p>Resources:</p> <p>Soft Torah</p> <p>Torah Scroll</p> <p>Circle of ribbon</p>	<p>Organisation</p> <p>Small group</p> <p>or</p> <p>Whole Class.</p>

Focused Teaching 1:

Pass the soft Torah Scroll around the circle. Invite the children to share their ideas about what it is.

When have you seen something like this before?
Who might it belong to?

Place a small Torah or a picture of a Torah in the centre of the circle or on a cushion if possible.

This is a story about celebrating the Torah.

It was early in the morning. Rachel and Michael were very busy. They were cutting and sticking and painting. They were making flags. Rachel picked up two flags, one in each hand and waved them excitedly.

“Hurray for the Torah!” she shouted. Mummy came into the room, looking sleepy.

‘What is all this noise so early in the morning?’ she asked with a smile.

‘We are finishing our flags for Simchat Torah!’ said Michael.

‘Why will we wave flags at Synagogue?’ asked Rachel, as she glued some more shapes on to one of her flags.

“Well,” said Mummy, “at festival time we will finish reading the Torah and we will start again at the beginning. The Torah is God’s word and we love to read it and hear it read to us. The scrolls will be carried around the synagogue and we will all celebrate. We will celebrate that God’s word goes on and on, just like a circle. We are glad that we have the Torah to teach us about God.”

“Can I clap and dance, then?” asked Rachel, as she twirled around with her flags.

“You certainly can. It will be a happy day, a joyful day, and lots of fun for everyone.”

A few days later Michael and Rachel went with their Mummy and Daddy to the synagogue. Rachel and Michael were very excited and they were fidgety in their seats. But soon they heard the ringing of the Torah’s little bells. Two of Daddy’s friends were carrying the scrolls, very carefully as always. They wriggled down from their seats and, waving their flags, they joined the Torah parade. They sang the songs they had learned and lots of people were dancing and clapping.

“Hurray for the Torah!”

For discussion:

Why do you think the Torah was carried so carefully?

Michael and Rachel were very excited. When have you felt excited?

When have you waved a flag or joined in a celebration?

What/who would you like to wave a flag for?

Suggested Activities

Area of Learning	Activity
K.U.W	<ul style="list-style-type: none">• Make a small scroll;• Paint a picture of Hakafah, a Torah parade;
C.D	<ul style="list-style-type: none">• Make a flag;• Dance with flags to lively music;
C.L.L	<ul style="list-style-type: none">• Talk about favourite books that we like to read over and over again;• Role play a Torah parade or other celebration;• Listen to stories from the Torah;
P.S.E.D	<ul style="list-style-type: none">• Talk about the feelings associated with celebrating in Circle Time.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting cultures & beliefs	Being aware of self	Responding to significant experiences	Extending vocabulary	Listening and responding	Using language
Some people believe: <ul style="list-style-type: none"> • God speaks to them through the Torah • The Torah should be respected 	<ul style="list-style-type: none"> • I can celebrate • Sometimes I feel excited • I can celebrate with other people • I can be part of a community 	of feeling: <ul style="list-style-type: none"> • happy • excited • brave • protected 	Jew Synagogue Torah God scroll hakafah circuit	<ul style="list-style-type: none"> • to stories; • to each other. 	in: <ul style="list-style-type: none"> • discussion; • role play;

Simchat Torah

Knowledge and Understanding of the World			Creative Development		
Finding out	Asking questions	Finding out about wider world	Using imagination	Exploring and responding to	
about: <ul style="list-style-type: none"> • how some people celebrate • what some people celebrate • a holy book 	What do I celebrate? When do I feel happy? Who celebrates with me?	about: <ul style="list-style-type: none"> • the Torah • the Synagogue 	in: <ul style="list-style-type: none"> • role play; • drawing, painting, singing and dancing • creating models. 	<ul style="list-style-type: none"> • music • clapping • dancing 	

Sacred Writing

The ultimate sacred writing is Qur'anic Arabic. The script is beautiful, often the work of skilled calligraphers and the words, believed to be literally the words of Allah, are inherently holy. For Muslims, Qur'anic text is an expression of the essence of their faith. It is revered wherever it is found and to inscribe it is an act of devotion. The calligrapher's skill is considered to be a gift from God. The most sacred inscription is the name of Allah.

In mosques and Muslim homes, Arabic calligraphy is often used to enhance the environment and to emphasise the centrality of religious belief in everyday life. It is exquisitely beautiful and decorative. In some traditions, the text is formed into a design or picture.

This focused teaching makes use of a piece of Qur'anic calligraphy, presented in the form of a boat, to stimulate children's interest and imagination.

<p>Learning Context:</p> <p>Writing Books (Traditional tales)</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know that writing can take many forms; • begin to understand that some writing is very important to some people; 	<p>Links to other areas of learning:</p> <p>C.L.L - Knowing that print conveys meaning;</p> <p>C.D - Exploring shape and form in two dimensions;</p> <p>K.U.W - Beginning to explore what it means to belong to a group or community; - Beginning to know about cultures and beliefs;</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • mark-making • looking at dual language books and talking about different scripts 	<ul style="list-style-type: none"> • know the word 'sacred'; • understand that writing can be beautiful; • think about what they have on their wall at home. 	<p>Resources:</p> <p>An illustration of Arabic calligraphy;</p> <p>A Qur'an</p> <p>Water and a towel</p>	<p>Organisation:</p> <p>Small groups</p>

Focused Teaching 1:

Show children a decorative form of Qur'anic Arabic. Invite children to talk about what they can see, drawing out ideas about the shape.

What do you think this is?

What can you see in this 'picture'?

Talk about the boat shape. Invite children's talk about boats, what they are for, what makes them move and how it feels to be on a boat.

Do you know, this picture is really a lot of words? It is beautifully written to make this picture of a boat. All of these lines are words.

This writing is sacred. That means it is very important and precious because it is about God. The people who love this writing believe it is God's language. They believe these words came from God.

Why do you think someone would want to make a picture out of words?

These words are in this book.

Show children a beautiful Qur'an, observing the conventions of showing respect, ie washing the hands before opening it.

I think people might put words like these on to the wall so that they can enjoy looking at it. It is very beautiful. But there is another reason too. They want to think about God all the time so they sometimes have words like this on their wall to remind them. Those people are Muslims. The words that make up this 'picture' say clearly what Muslims believe about God.

I wonder why the boat helps them to think about God.

So this is not really a picture at all, although it has been cleverly written to make a picture.

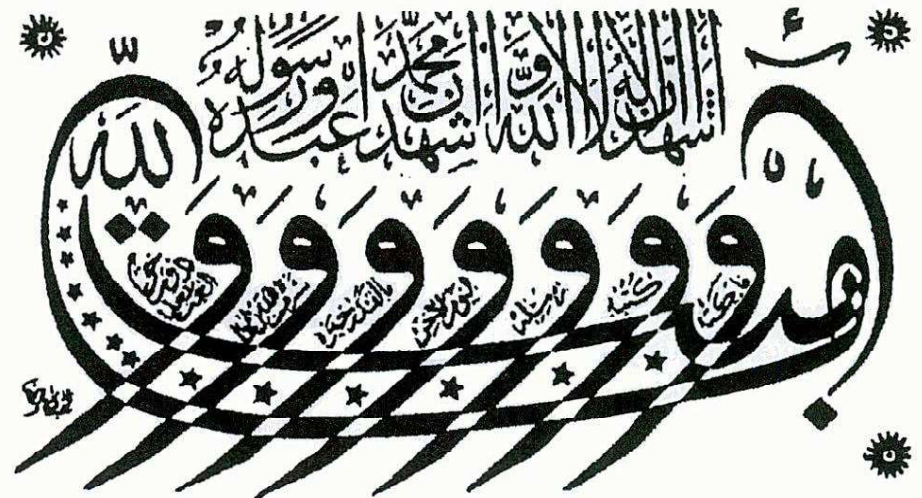
For discussion:

What do you like to look at on your wall at home?

What else do you think might come from God?

What do you like to make into a picture?

N.B. This material could be developed using the section 'Bismillah' on page 71 which focuses on the Qur'an.



Suggested Activities

Area of Learning	Activity
C.L.L C.D	<ul style="list-style-type: none">• (Write and) Decorate your name to make it beautiful;• Look at dual language books and talk about different scripts;• Make a beautiful picture using a variety of media and display it;• Make a class picture using children's own developmental letter shapes.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Being aware of self	Responding to significant experiences	Extending vocabulary	Exploring print	
For some people this writing is sacred; We must all treat it carefully.	I can: <ul style="list-style-type: none"> • make a beautiful picture; • have my picture on the wall; • decorate my name. 	of: <ul style="list-style-type: none"> • something beautiful 	God sacred	Some words are beautiful. They can make pictures.	

Sacred Writing

Knowledge and Understanding of the World			Creative Development		
Finding out			Exploring shape and pattern		
about: <ul style="list-style-type: none"> • writing • sacred writing 			Words can make pictures; Words can be beautiful.		

Bismillah

The word 'Bismillah' is a conflation of two Arabic words: 'Bismi' means 'In the name of', and 'llah' is a shortened form of 'Allah'. The A is removed so that the syllables flow together. It means 'In the name of God'. It is a proclamation, which declares that what follows comes with all the power and authority of God. The declaration is used to open most of the Qur'anic Surahs.

Every recitation of the Qur'an begins with the words: Bismillah Rachmani Rachim, which means 'In the name of Allah, the Compassionate, the Merciful'.

In some cultures, young children celebrate with a Bismillah party when they begin to learn Arabic at mosque school. This is a recognition that their learning of the Qur'an is beginning. Many of them will go on to memorise the whole text by heart.

Many Qur'ans are beautifully decorated with illuminated letters. Muslims will not make visual representation of living creatures.

<p>Learning Context:</p> <p>Books</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • begin to understand that learning about God is important to some people; • begin to understand that the Qur'an is a precious book; • understand that the patterns are script, conveying meaning; • reflect on how they celebrate their growing up/their learning 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Having a developing for their own cultures and beliefs and those of other people;</p> <p>C.L.L - Knowing that print carries meaning and can be represented in different ways;</p> <p>C.D - Exploring colour and shape in two or three dimensions.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • looking at a variety of scripts; • mark making/writing. 		<p>Resources:</p> <p>An illuminated Qur'an</p> <p>A bowl of water</p> <p>A towel</p>	<p>Organisation</p> <p>Small groups or whole class.</p>

Focused Teaching 1

Show children a beautiful Qur'an. Make deliberate preparation for doing so, by washing the hands before unwrapping the book. Open it slowly and rest it on a stand so that children can see it, without touching it.

What do you think about this book?
It's beautiful, isn't it?
What do you think it might be about?

This is a book about God. It's called the Qur'an: it's a very important book for some people. It is holy. That's why I am washing my hands. This beautiful writing helps them to learn about God.

Some people know all of this book off by heart.

What does it mean to know something off by heart?

It means knowing it really well, so that you can say it in your head.

These are such important words that some people want to have them in their heads all the time.

It's hard work to learn a whole book, off by heart. That's what some people do. They are called Muslims. They begin to learn it when they are children like you. At the age of four years, they go to another school, after they have been at school all day, like you have. They go to mosque school to begin to learn the Qur'an.

For discussion:

What do you do after school?

What do you know off by heart?

What would you like to learn and have in your head?

Which is your favourite book?

What do you like about it?

Focused Teaching 2

Show children the wrapped Qur'an and see if they remember what you must do (wash hands) and why, before unwrapping it.

Do you remember what this book is about?

When they are four years old some children have a lovely celebration because it is an important time for them. They are going to start their lessons at mosque school. They are going to start learning the Qur'an.

The party is to celebrate all the learning that is going to happen as those children grow up. It is called a Bismillah party because Bismillah is the first word in this book. It's the first work children learn to read in Arabic. Here it is.

Show children the first word, remembering that Arabic is read from right to left, so the book opens the opposite way from a book in English.

It is exciting for children to begin all this new learning.

For discussion:

What do you like to learn?

How do you celebrate your learning?

What do you have a party for?

Suggested Activities

Area of Learning	Activity
C.L.L	<ul style="list-style-type: none">• Talk about remembering and play a memory game, e.g. a simple Kim's Game or the "I went shopping and I bought..."
C.D	<ul style="list-style-type: none">• Recite or sing something you know off by heart;• Look at a range of dual language story books and talk about visual impact of the different scripts;• Decorate your name or the initial letter of your name.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting cultures & beliefs	Understanding different cultures & beliefs	Being aware of our own needs, views and feelings	Extending vocabulary	Exploring print	Using language
The Qur'an is holy for some people. It is important to them.	Some children want to learn all of the book so they go to lessons.	I want to learn; I like to celebrate;	holy Qur'an Bismillah	The Qur'an is read from right to left on the page and throughout the book	in: <ul style="list-style-type: none"> learning words off by heart
Bismillah					
Knowledge & Understanding of the World			Creative Development		
Finding out	Knowing about the cultures and beliefs of others		Exploring shape and pattern	Expressing ideas	
about a book written in Arabic	Muslims: <ul style="list-style-type: none"> love the Qur'an; want to learn it; feel close to God when they recite it. 		Letters can be decorated; Letters can be beautiful.	about: <ul style="list-style-type: none"> the beauty of writing the skill of doing beautiful writing 	