



SUMMER



<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Summer</p> <p>This unit is about: holy books – how they are read and handled and how they influence religious people (10 hours)</p>	<p>AT1 (Level 1/2) Religious Practices and lifestyles Recognise religious books and some practices associated with their use. Begin to be aware of similarities in religions.</p>	<p>AT1 1:3 about special books, both personal and religious, hear a range of stories from them and talk about their meanings;</p>	<p>WHICH BOOKS ARE SPECIAL AND PRECIOUS TO THE PUPILS? (1:3)</p> <ul style="list-style-type: none"> • Define ‘precious’ with the pupils; • Share a precious book of yours with the class explaining why it is precious to you and why you look after it carefully. Is it because of the person who gave it to you, its contents, beautiful cover or its age? • Choose one of the activities below about precious books: • Share a beautiful art book containing special pictures and/calligraphy. • Discuss pupils’ precious books and the reasons why they are valued or well-loved. 	<p>Encourage class to bring their special books to school before starting this unit.</p> <p>Link to Art, Literacy and PSHE</p>

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<p>Y1 Summer NB Hertfordshire Agreed Syllabus (page 6) Time allocation does not include school productions/ rehearsal time/ celebration assemblies</p>	<p>AT2 (Level 1/2) Human identity, personality and experience Express their own experiences and feelings recognising what is important in their own lives.</p> <p><i>Vocabulary In this unit pupils will have the opportunity to use words or phrases such as:- Christian Jesus God</i></p>		<ul style="list-style-type: none"> • Provide the pupils with an opportunity to illustrate the front cover of their precious book, or a favourite book they have shared in class. Add words which explain why the book is valued by them. • Make a big class book containing all the pupils' work. Ask the pupils for suggestions as to where the book should be kept and how it should be looked after. • Make up some rules about looking after the book. <i>Can it be shared at wet play time? Should it be kept on the floor or kept near the paint table?</i> • Display and treat the book in the agreed ways. Share staff books/ and school books eg an old school log book. 	

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<p>Y1 Summer</p>	<p>Bible Jewish Torah Muslim Muhammad Qur'an</p> <p>Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle: Precious religious books (see points to note)</i></p>	<p>AT1 1.1 about some of the beliefs people hold, including belief in God/gods;</p> <p>1:3 about special books, both personal and religious, and hear a range of stories from them and talk about their meanings</p> <p>1.7 Some basic vocabulary used in a religious context</p>	<p>WHICH BOOKS ARE HOLY AND PRECIOUS TO RELIGIOUS PEOPLE? (1.1, 1:3, 1.7)</p> <ul style="list-style-type: none"> • Show the pupils a selection of holy books and / or show pictures / DVD's of them being used. Discuss how old the originals might be, how and where they are read, how they are handled, who they might be owned by, why they are important illustrate and label some of these. • Choose the Bible and two other religious books to explore with the pupils, the books should reflect your community. The Jewish Torah and the Muslim Qur'an are given as examples. 	<p>Lion Bible Stories Stop, look, listen DVD Animated Bible Stories</p> <p>Talking Pictures – RE Today Fiona Moss and Stephen Pett 31 religious and spiritual images on cards/ CD ROM Visual learning for 4-7 year olds ISBN: 9781905893584</p>

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Y1 Summer	<p>AT1(Level 1/2) Ways of Expressing meaning Use some religious vocabulary correctly and describe how religious belief is expressed in different ways</p> <p>AT2 (Level 1/2) Human identity, personality and experience Express their own experiences and feelings recognising what is important in</p>	<p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p> <p>1:3 about special books, both personal and religious, and hear a range of stories from them and talk about their meanings</p> <p>1:7 some basic vocabulary used in a religious context;</p>	<p>WHY IS THE BIBLE A HOLY AND PRECIOUS BOOK FOR CHRISTIANS?(1:1, 1.3, 1:7, 1.12)</p> <ul style="list-style-type: none"> • Share a selection of different kinds of Bibles with the pupils for example children’s version, leather bound, small, old, in Braille etc. • Talk about why the Bible is a special book for many people and remind the pupils how carefully special books should be treated. Discuss why the Bible is a special book for Christians. The Bible is a guide to life for them. Explain that there are two parts of the Bible - the Old Testament which tells stories before Jesus was born and the New Testament which tells stories of Jesus’ life, his teachings, and stories written about the first Christians. • Share some stories about Jesus from the 	<p>Big Book ‘A Very Special Sunday’ by Broadbent and Logan (REMP) ISBN: 9781851752133</p> <p>http://www.request.org.uk/main/bible/bible01.htm</p> <p>Model how to handle special book with the same respect as a member of the faith would.</p>

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<p>Y1 Summer</p>	<p>their own lives.</p>	<p>AT2 1.12 some stories told in different religious traditions about the natural world considering some of the questions raised to which there may be no universally agreed answers;</p> <p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p>	<p>New Testament. For example, the Lost Sheep.</p> <p>WHAT IS THE TORAH AND WHY IS IT HOLY AND PRECIOUS FOR JEWISH PEOPLE? (1:1, 1.3; 1:7, 1.12)</p> <ul style="list-style-type: none"> • Talk about things at home that the pupils are not allowed to touch, or have to touch very carefully. <i>Discuss why?</i> 	

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<p>Y1 Summer</p>		<p>1:3 about special books, both personal and religious, and hear a range of stories from them and talk about their meanings</p> <p>1:7 some basic vocabulary used in a religious context;</p> <p>AT2 1.12 some stories told in different religious traditions about the natural world considering</p>	<ul style="list-style-type: none"> • Explain that the Torah is so important to Jewish people; a yad (a pointer) is used to read from it, so that it is not touched. • Look at pictures of the Torah scrolls and a yad. Use digital resources that show Torah scrolls being written by a Sefer. • Practise writing Hebrew letters (perhaps Shalom = Peace) with calligraphy pens, trying to make sure there are no mistakes and care is taken. Remember to go from right to left. • Explain that the Torah is treated in a very special way. It is dressed in a velvet Torah mantle, kept in a special place (the ark) and bowed to respectfully when it is taken around the synagogue. • The word Torah means ‘teaching’. Share a favourite story from the Torah for example 	<p>http://www.hitachms.suffolk.sch.uk/synagogue/star-ter/torahscrolls.htm Opening up Judaism Fiona Moss ISBN: 9781905893553</p> <p><i>A sefer is the scribing rabbi</i></p>

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<p>Y1 Summer</p>		<p>some of the questions raised to which there may be no universally agreed answers;</p>	<p>Noah's Ark, the story of Joseph or Moses. Talk about what some Jewish people believe the story is teaching them about life and about God.</p> <ul style="list-style-type: none"> • Discuss the rules that pupils learn and how pupils know how to behave towards one another and how they should treat one another. Explain that the Torah has rules which guide Jews about how to live. Talk about the Ten Commandments. • Make Torah scrolls. Pupils could write inside their own rules for living. They could make and design a yad so that when it is read someone must use the pointer. A special cover (mantle) could also be made. Mantles often have pictures of a crown to show God as King, a rainbow to remember God's promise in the story of Noah's Ark, or 	

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<p>Y1 Summer</p>		<p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p>	<p>flames to remember the story of the Burning Bush.</p> <ul style="list-style-type: none"> • Talk about how Jewish children sometimes make small scrolls to take to the synagogue to show thanks for Torah. • Invite a rabbi or a Jewish faith follower to talk about the Torah and what it means to them. Prepare the pupils for the visit before hand so they are able to ask their own questions. • A plenary to the unit might be to discuss what pupils think would be a good rule or commandment for everyone to follow. <p>WHY IS THE QUR'AN A HOLY and PRECIOUS BOOK FOR MUSLIMS? (1:1, 1.3, 1:7, 1.12)</p> <ul style="list-style-type: none"> • Explain to the pupils that you are going to 	

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<p>Y1 Summer</p>		<p>1:3 about special books, both personal and religious, hear a range of stories from them and talk about their meanings;</p> <p>1:7 some basic vocabulary used in a religious context</p> <p>AT2 1.12 some stories told in different religious traditions about the natural world considering</p>	<p>share something very special to all Muslims everywhere; the Qur'an.</p> <ul style="list-style-type: none"> Wash your hands (talk about why you are doing this) Spread a cloth out on a table and place a Qur'an stand down on it. Explain how a Qur'an stand is used and ask the pupils to think about why the Qur'an is lifted up when Muslim people read from it. Unwrap a Qur'an. Ask pupils to talk about what these actions show them about the book. Invite pupils in small groups to look closely at the book, tell others what they notice, and suggest some questions they would like to ask. Explain the Muslims belief that the words found in the Qur'an came from God, that they were revealed to Muhammad by the 	<p>http://www.ngfl-cymru.org.uk/vtc/ngfl/re/m_parry_carmarthenshire/arteffactau/quran.htm Stop, Look, Listen: DVD 'Water, Moon, Candle, Tree and Sword' Ch 4 'Moon' section- a 15min general introduction to Islam for younger pupils, contains a useful section on learning Arabic/</p>

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<p>Y1 Summer</p>		<p>some of the questions raised to which there may be no universally agreed answers;</p>	<p>Angel Jibril (Gabriel). Watch a clip to hear the story of Muhammad in the cave: <i>Who was Muhammad?</i></p> <ul style="list-style-type: none"> • Decide together how they can best look after this special book whilst it is in the Classroom – for example where it should be kept (high up). • Share some stories from the Qur’an eg the story of The Crying Camel or The Cat and The Dog (See suggested links). • Invite a Muslim leader or a member of the school community to talk about the Qur’an and what it means to them. Prepare the pupils for the visit before hand so they are able to ask their own questions. • Show the pupils a selection of holy books: Tripitaka – Buddhism; Bible – Christianity; Bhagavad Gita – Hinduism; Qur’an – 	<p>the Qur’an. ‘My First Qur’an’ by Goodword Books ISBN 9788178985541</p> <p>Islamic stories can be found at: http://www.geocities.com/Heartland/Fields/4963/index.html</p> <p>http://www.woodlands-junior.kent.sch.uk/Homework/religion/Islam.htm#8</p>

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<p>Y1 Summer</p>	<p>AT1 (Level 1/2) Religious Practices and Lifestyles Recognise and describe some religious objects/places/peopl e and practices. Begin to be aware</p>	<p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods; 1:3 about special books, both personal and</p>	<p>Islam; Torah – Judaism; Guru Granth Sahib – Sikhism; and/or show pictures of these being used. Discuss how old the originals might be, how and where they are read, how they are handled, who they might be owned by, why they are important (page 3 of their books may be illustrations of these books with their names).</p> <p>WHAT STORIES ARE IMPORTANT TO DIFFERENT RELIGIOUS GROUPS (1.1, 1:3, 1.7, 1:13, 1:15)</p> <ul style="list-style-type: none"> Choose from the following religious stories to share with the pupils Look at several different books, telling or reading some stories or passages from them that encourage the faith members to show care and concern for each other. 	<p>http://www.schooltrain.info/re/books/books.htm</p> <p>Many of these stories and others from which to choose can be found in 'A Long Time Ago in a Far Away Land...' from Essex LEA (01245 436007)</p> <p>http://www.topmarks.co.uk/judaism/amos/index.htm</p>

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Y1 Summer	<p>of similarities in religions</p> <p>Ways of expressing meaning Use some religious vocabulary correctly and describe how religious belief is expressed in different ways</p> <p>AT2 (Level 1/2) Values and commitments In relation to matters of right and wrong express what</p>	<p>religious, hear a range of stories from them and talk about their meanings;</p> <p>1:7 some basic vocabulary used in a religious context</p> <p>AT2 1:13 about how and why religious people show care and concern for humanity;</p> <p>1.15. to reflect on how spiritual and</p>	<p>Pupils to record these in sentences or picture form in their books. Below are examples from all 6 major faiths. Over 5 lessons select from Christianity and others. Draw out the elements of making choices between right and wrong</p> <p>a) Buddhism - The Jataka Tales, The Monkey King</p> <p>b) Christianity - The Bible, The Good Samaritan, The Prodigal Son, Passage from the Sermon on the Mount</p> <p>c) Hinduism - The Panchantantra, The Donkey with No Brains</p> <p>d) Islam - The Qur'an (kept covered and higher than other book in the room. Placed on a stand to be read), The Cat and the Dog, The Crying Camel, The boy who threw stones at trees, The woman at</p>	<p>Opening Up Islam. Joyce Mackley. ISBN: 9781905893331 Contains creative storytelling process for 'The boy who threw stones at trees' and 'The woman at the gates of Makkah'</p> <p>http://www.sln.org.uk/storyboard/5.htm</p>

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<p>Y1 Summer</p>	<p>is of value and concern to themselves and others. Make links between these values</p>	<p>moral values influence their behaviour, choices and those of others</p>	<p>the gates of Makkah e) Judaism - The Torah (use of yad, no mistakes in the scroll, vowel for God omitted, contains the 10 commandments), David and Jonathan, Moses freeing his people f) Sikhism – The Guru Granth Sahib (on special occasions it is read continually cover to cover taking 48 hours). The class could take turns to read a book continuously. Guru Nanak helps the Hungry. Guru Nanak and the Jasmine Flower</p> <ul style="list-style-type: none"> • Write a story about caring for others or doing the right thing. Illustrate. Add this to the pupils' book as last page. • Enact stories in groups and discuss what 	<p>www.bbc.co.uk/ learningzone/clips.</p>

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<p>Y1 Summer</p>			<p>each story teaches.</p> <ul style="list-style-type: none"> • In groups create a story sculpture or tableau to show an important part of the story. Encourage other pupils to create a title for the still image of each group. • Plenary display of pupils' completed books around the class or hall or library area. Class to read each other's books, handling in ways discussed at beginning of the unit. Class come together to discuss what has been learned: • about religious books • about the influence of these books on the way faith communities show care for humanity 	