

The first two stories are worked through in detail as models of planning – there are then some suggestions of possible stories from other faiths which can be developed in similar ways within your EYFS curriculum.

Year R Unit 3: SPECIAL STORIES

Week 1: Jewish stories: The Baby in the Bulrushes.

The areas of learning and development which will be primarily addressed through the units will be:

- Personal, Social and Emotional Development
- Understanding the World

In addition, the following will be addressed in various ways:

- Communication and Language
- Literacy
- Expressive Arts and Design.

Religious Education Learning Intentions:

ATI: To learn a story from the Jewish faith.

Resources:

- **The Lion First Bible**, by Pat Alexander. ISBN: 978-0745961033
- **Baby Moses – Old Testament Stories for children**, by Mother Melania ISBN: 978-1888212976
- **The Prince of Egypt**, DVD by Universal Pictures, ASIN:B000059HL2
- www.bible-stories.org/old-testament.html for an illustrated, turn the page story of Moses, follow links, 'Old Testament' and then 'The story of Moses'. Suitable for Interactive White Boards.

Suggested Planned/Teacher Directed Activity

- Share with the children a book that is special to you: Why is it special? Where did it come from? What is it about? Is there a moral message that you can apply to situations/life? Jesus would have enjoyed listening to stories as he was growing up – from the Old Testament in the Bible. Reinforce the significance of the Bible for Christians – that they believe it has come from God and it contains stories about important events/places and people.
- Show the children a copy of the Bible and exaggerate going to the front of the Bible (Old Testament). Remind the children that the stories in this part of the Bible are very old and happened before Jesus was born. Find the story of 'The Birth of Moses' (Exodus 2: 1-10). Give the children a brief background summary to the story: people who believe in God (Israelites) are living in Egypt ... the King of Egypt and the Egyptians are unkind to the Israelites and make them slaves ... the King orders all of the Israelite baby boys to be

killed....Read the story of the birth of Moses to the children, answering and asking questions as you read.

- Ask the class if they have heard of Moses before. Talk briefly about any stories that the children know about Moses – emphasize that Moses was a very special person to God who would grow up to do wonderful and special things.

Ongoing activities/resources to take learning forward

- Discuss the children's favourite books and read some of them together – make a classroom display about the stories that the children like to listen to.
- Tape strips of green paper 'reeds' to the side of a table, provide children with doll, wicker basket, blue fabric (water) and appropriate costumes for princess, King of Egypt, Moses' mother etc. for the children to role play the story with.
- Talk about weaving and Moses' basket – provide the children with weaving activities with paper, card, fabric etc or ribbons tied to a fence or make plaited loaves of bread!
- In the classroom, construct a storytelling corner with a storytelling chair for the children and adults to sit in and look at/read favourite stories. Provide the children with a range of pictorial Bibles to look at – encourage them to use the pictures in the Bibles to retell stories that they have heard.
- Provide the children with a small woven basket, small world characters or plasticine to make their own figures with to retell the story of 'The baby in the bulrushes'. Use a water tray to represent the river and plastic fish tank plants for reeds.
- Look closely at river life and reeds – talk about river currents and how Moses' basket would have moved along the river.
- Together with the children, draw simple pictures on pieces of paper or white boards that tell the story of 'The baby in the bulrushes'. Muddle the pictures up and ask the children to put the pictures in the correct order again. Extend by asking the children to draw their own pictures.
- Investigate floating and sinking, ask the children to design and make their own floating 'baskets' out of plasticine/card/papier mache and then help the children to test their baskets in water with a small doll to represent Moses.

Events/outings or visits

- Invite familiar adults (parents/staff/members of the community) into class as 'storytellers' to share their favourite childhood stories with the children.
- Visit the local library or library van with the children, emphasize that books tell stories!
- Visit a stream or a river to look at natural habitat and play 'Pooh sticks' - the sticks illustrating Moses' basket moving in the current.
- Invite a story teller in to class or ask the Head Teacher or a member of the clergy to read the story of 'The baby in the bulrushes' to the children.

Year R **Unit 3: SPECIAL STORIES**
Week 2: Jewish stories

Religious Education Learning Intentions:

AT1: To learn a story from the Jewish faith

AT2: To think about how little people can achieve great things.

Resources:

- **The Lion First Bible**, by Pat Alexander. ISBN: 978-0745961033
- **David and Goliath (Lion Publishers)** by Penny Frank. ISBN:978-0745941110
- www.gardenofpriase.com – for David and Goliath online puzzles, song and story select ‘Bible stories’ and follow link for ‘David’. Suitable for interactive white boards.
- **Titch** by Pat Hutchins ISBN: 978-0099262534

Suggested Planned/Teacher Directed Activity

- With the class, recap on the idea that when Jesus was a boy he would have listened to stories from the Old Testament in the Bible. Remind the children of the significance of the Bible to Christians and how old the stories in the Old Testament are. See if the children can remember the story of ‘The Baby in the Bulrushes’ and if they can tell you where in the Bible the Old Testament is found (the beginning).
- Find the story of ‘David and Goliath’ (1 Samuel 17). Give the children a brief background summary to the story: the Philistines were fighting with the people who believed in God (Israelites). One soldier, Goliath, a giant and very strong man (1 Samuel 17 4-9) challenged the Israelites to a fight. Little David is a shepherd boy whom Christians believe was chosen by God to be a king on earth ...he says he will fight Goliath and he believes God will look after him and help him win the fight, even though he’s only small compared to Goliath. Read the story of David and Goliath to the children, answering and asking questions as you read.
- Discuss with the children David’s belief that God fought Goliath with him and how, today, Christians believe that God is with them through their lives – introduce concepts surrounding meaning of having ‘faith’. Discuss who supports/helps the children in their lives e.g. at home and at school.

Ongoing activities/resources to take learning forward

- Talk about how the boy David might have felt meeting the giant Goliath and vice versa. What might Jesus have learnt from this story when he listened to

it? Relate David's feelings to children's own fears and instances when they have felt brave.

- Mark the heights of David and Goliath on a wall for the children to compare the sizes of the man and the boy. Highlight David's bravery at facing such a big opponent. Read story 'Titch' by Pat Hutchins and discuss children's own heights.
- Encourage the children to retell the story in their own words. Role play the story using appropriate props e.g. a footstool or stilts for Goliath to stand on, costumes, a model sling shot and stone (a ball of scrunched paper).
- Look at stories where size is no obstacle e.g. Jack and the Beanstalk, Tom Thumb, Thumbelina etc.
- Collect stones and pebbles like David's from out of doors, encourage the children to look closely with magnifying glasses at colours, shape, marks and patterns and hardness. Use pencils and pens to draw still life pictures of the stones or dip the stones in paint and use to print, or place under paper and make rubbings with wax crayons.
- Ask the children to think of a use for a small stone e.g. paper weight, door stop, ornament etc. Decorate stones with paint and varnish.

Events/outings or visits

- Invite a story teller into class or ask the Head Teacher or a member of the clergy to read the story of 'David and Goliath' to the children.
- Venture around school grounds, local area or visit a National Trust site to go on a 'stone hunt' investigating different types of stones/rock and mini beasts/plants and animals that are found under/on/near stones/rocks.

Religious Education Learning Intentions:

ATI: To learn a story from the Buddhist/Hindu/ Sikh/Muslim faith.

A number of stories are suggested, but you can choose any stories appropriate to this age-group, depending on the resources you have available. The important thing is to remember to balance the two attainment targets (learning about and learning from religion), and draw out ideas from the stories that pupils will engage with for their own personal development and their learning about the world.

Resources:

- School story books from different religions.
- A good collection is: 'Out of the Ark' Stories from the World's Religions, Anita Ganeri, Macdonald Young Books 1997.
- You may have a copy of 'Buddhism Key Stage 1' in school. This has a section on Buddhist stories.
- 'The Monkey King', along with other stories for KSI, is produced by the Clearvision Trust.
- If you have the Mary Glasgow books 'A Gift to the Child' in school there are a number of stories there that you can use eg. the ones on Ganesh.
- Use religious artefacts to support your stories where possible

BUDDHISM

Prince Siddhartha and the Swan

A story of Siddhartha as a boy, before he became the Buddha. It tells how he found a wounded swan that his cousin had shot, and nursed it back to health. When he became the Buddha, he taught his followers to be kind to all living things. Show pupils a statue of the Buddha, to help them identify the story with him (AT1)

How can we care for wild animals (eg. feeding the birds in winter)? (AT2)

The Monkey King

This fable tells of a monkey king who sacrificed his own life to get his tribe of monkeys to safety. (Buddhists believe that the monkey king was the Buddha in a previous reincarnation.)

The story tells how the monkeys came across a mango tree, and they were so impressed with the fruit that they took up residence in the tree. The tree hung over a river, and the king warned his monkeys not to drop any of the fruit into the river. But one day, a ripe mango dropped into the river and was carried downstream to where a human king was bathing. He saw the fruit, and when he tasted it, he wanted to find more. So he set off with his soldiers upstream. When they came upon the

tree, they camped beneath it and began to harvest all the fruit. Then they saw the monkeys and prepared to kill them. The monkey king saw their only hope of escape. Catching hold of a creeper from the other side of the river, he made a bridge with his own back for the monkeys to escape to the other side. Sadly, his back was broken by the weight and he died. The human king had seen all this happening, and he was put to shame by this noble act of an animal king, compared to his own greed. It would be good to show pupils a mango, and to let them taste it. (AT1)

What does this teach us about greed? What does it teach us about the qualities of a good leader? (AT2)

HINDUISM

How Ganesh got his elephant head.

Show pupils a picture or statue of Ganesh. They will notice that he has an elephant's head! Tell them that Ganesh is a Hindu image for God, and comes from India.

There are several stories of how Ganesh got this head. One tells how his parents threw a big party to celebrate his birth. But one of the guests was so jealous of his beauty that she burnt his head with the force of her glare. So the gods gave him another head – and they chose an elephant, because elephants are valued so much in India. Elephants are strong, intelligent, and always remember. (AT1)

Ask pupils what animal they would like to be, and why. (AT2)

How Ganesh broke his tusk.

Look again at your picture of Ganesh – he should have one broken tusk. Again, there are several stories of how this happened. One story tells how Ganesh went out one night for a ride on his friend, the rat, when they were stopped in their tracks by a snake. Ganesh fell off the rat, and his big tummy burst open (Ganesh loves sweet things, and is often shown holding a plate of cakes!). Ganesh grabbed hold of the snake and tied it round his middle, like a belt. But then he heard the moon laughing at him, and in a fit of anger, he broke off his tusk and flung it at the moon. "That will serve him right", he said. But actually, he had hurt himself more than the moon, and he went home in a huff. (AT1)

What makes us angry? Do we sometimes do stupid things when we are angry, which we regret later? (AT2)

SIKHISM

The water-carrier

Guru Gobind Singh was a great Sikh leader and warrior. He helped the Sikhs to defend themselves against their enemies. After one battle, many men lay wounded on both sides. A Sikh water-carrier went among them in the hot sun, giving them water. Some Sikh soldiers watched him. Why was he giving water to the enemy wounded as well as to the Sikhs? But when they complained to their Guru, he praised the water-carrier for his kindness.

You could show pupils a picture of Guru Gobind Singh. There were ten human Gurus in all, and Gobind Singh was the tenth. 'Guru' means 'Teacher.' (AT1)

What does this teach us about how we should treat other people, even those we may not like very much? (AT2)

The jealous brother

The fourth guru, Guru Ram Das had three sons. The eldest, Prithia, thought that he should become the next Guru. But the youngest son, Arjan, was a much better Sikh than his brother. He was thoughtful, hard-working, and spent a lot of time in prayer. One day, Arjan had to leave home to go to the big city of Lahore. He became homesick, and wrote a verse of a poem, and sent it to his father. But he received no reply. So he wrote the second verse. But still he received no reply – because Prithia had managed to intercept the letters. Finally, he sent a messenger with a sheet of paper on which he simply wrote the number '3', and gave him strict instructions to give it to no-one except his father. When the Guru got it, he realised that this was the third letter that his son had sent him and he suspected that Prithia was behind their disappearance. He searched Prithia's room and, sure enough, the letters were found, with the first two verses of a poem. Prithia said that he had written the poem. So the Guru sent for Arjan to return home. Then he called his two sons to him and asked each to compose the third verse of the poem – which only Arjan could do. The Guru made Arjan his successor and Prithia became very jealous. So Arjan asked his father to let Prithia inherit his father's land, his house and all his wealth. And so Arjan became the next Sikh leader – a good and wise man, who lived humbly and served others.(AT1)

Explore feelings of sibling rivalry and jealousy. (AT2)

ISLAM

Look after your camels

This is a story of Muhammad, the leader of the Muslims, who lived in the deserts of Arabia, where people depended on camels for transport across the dry sands. Before he became a religious leader, Muhammad was a trader, who travelled in camel-caravans across the vast expanses of Arabia. This story tells how, one day, when Muhammad's camel-caravan reached a desert oasis, the men were so thirsty, that they drank from the wells and then settled down to their evening meal. But Muhammad stopped them and told them to care for their camels before they looked after themselves. (AT1)

You could explore the idea that there are times when we just want to put ourselves first. But what would it be like if everyone did this – our Mums and Dads, for example. We must learn to look out for each other, especially those who can't help themselves, like younger brothers and sisters, and not always want to put ourselves first. (AT2)

The thirsty dog

This is a similar story to the one above, because it too comes from Arabia, which is a very hot country where water is scarce and very important for survival. The story tells of a traveller who came to a well in the heat of the day. But there was no bucket to let down into the well, for water. Finally, he risked his neck by climbing down inside the well, where he reached the water level and was able to drink his fill.

But when he got out, he noticed a thin, sickly dog, dying for lack of water. What could he do to help it? There was no bucket for the water. Finally, the traveller climbed back down into the well, and when he got back, he was holding in his teeth one of his shoes, full of water for the poor dog. Muhammad told this story to others, to encourage everyone to be kind to all God's creatures. (AT1)

How can we look after our pets? (AT2)