

Year 5

Unit 1: BIBLE LITERATURE

Week 1

Title: Introduction

Learning Intentions:

AT1: To think about what the Bible is and why it is so important for Christians.

AT2: To think about what the Bible means to me.

Assessment:

AT1 L3: I can use the correct vocabulary to describe key features of the Bible.

AT2 L3: I can ask questions about other people's beliefs and begin to see how my response may differ from that of others.

AT2 L4: I can describe how the Bible inspires and influences me.

Key Words:

book
chapter
Holy Bible
New Testament
Old Testament
translation
verse
version

Resources:

A selection of Bibles, such as The Good News, New International Version, King James' Version, The Message, Revised Standard Version etc.

Sorting activity – resource sheet provided

<http://www.biblija.net/biblija.cgi>

The Bible online

Primary RE Series: *The Christian Bible* (from The RE Centre)

Folens: *Bible Activities*

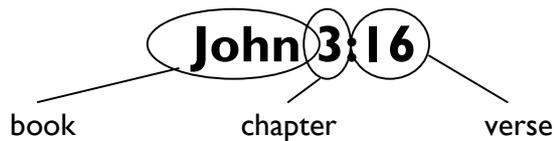
BBC Active: *Worship and Sacred Places*

<http://www.request.org.uk/>

Good section on the Bible for teachers and pupils

Activities:

- Explore the Bible together. Use the Contents page to find the Old and New Testaments. Count the books in each Testament. Practise finding passages by finding the book, chapter, verse e.g. John 3:16 and looking at how Bible references are written. (AT1)



- Read the same verse in several different translations/versions of the Bible and hear the differences and similarities. Discuss which type of person may enjoy and read which type of Bible. (AT1)
- Use these verse to encourage pupils to find references in the Bibles and compare versions::
 - John 3:16
 - Proverbs 18:13
 - Psalm 106:1
 - Genesis 1: 1-2
 - Philippians 4: 21-22
- True or false sorting activity. Use this to explain facts about the Bible. (AT1)
- Encourage pupils to think about and discuss why the Bible is the best selling book of all time and why it means so much to Christians. Why is the Bible so popular? (AT1)
- What do we all think of the Bible? Using Post-It notes, create a 'thinking wall' to display thoughts, questions and comments based on our understanding of the Bible so far and what it means to us. (AT2)

TRUE	FALSE
<p>Christians believe that it's the message of God that is holy, not the physical book itself.</p>	<p>Christians believe that you must not touch the Bible with your hands.</p>
<p>The Bible is made up of 66 separate books - 39 in the Old Testament and 27 in the New Testament.</p>	<p>The Bible is just one big book with lots of stories in it.</p>
<p>The Bible was originally written in Hebrew and Greek.</p>	<p>The whole Bible has been translated into 30 different languages.</p>
<p>The Bible is the best selling book of all time.</p>	<p>Not many people have Bibles in their own homes.</p>
<p>The Bible was written over a period of 1500 years.</p>	<p>The Bible was written by just one person.</p>
<p>The first 5 books of the Old Testament are the same as the Jewish Torah.</p>	<p>The word Bible means 'library'.</p>

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Unit 1: BIBLE LITERATURE

Week 2

Title: Different types of literature

Learning Intentions:

AT1: To know that the Bible is a collection of books and contains different types of writing by different people.

AT2: To think about the type of books I enjoy most and why.

Assessment:

AT1 L3: Using key vocabulary, I can describe types of writing in the Bible.

AT1 L4: Using key vocabulary, I can explain some of the types of writing in the Bible.

AT2 L3: In discussion with others, I can identify books/types of literature that influence me.

AT2 L4: I can describe how books/types of literature influence me.

Key Words:

Bible
Creation
Epistle
Genesis
Gospel
history
Isaiah (watch the spelling)
law
letter
New Testament
Old Testament
poems
prophecy
prophet
Proverbs
Psalms
songs

Resources:

A range of literature from school.

Primary RE Series: The Christian Bible
(from The RE Centre)

A selection of children's Bibles or The
Good News version of the Bible

<http://www.biblija.net/biblija.cgi>

The Bible online

<http://www.request.org.uk/>

*Good section on the Bible for pupils and
teachers*

Activities:

- Introduction: Using examples to show pupils, discuss the different types of literature that we use eg. story-books, non-fiction books, poems, songs, diaries, letters, recipes, school exercise books etc. (AT2)
- Through discussion, help pupils to consider their own attitude to books/different types of literature and the influence these have on them. You could ask them about their favourite book, or the book that is most important to them, and why. What types of literature do these books contain? Encourage them to think about poems they have read or written, and the usefulness of books like atlases and recipe books. Set some written work on this. (AT2)
- Look at the Contents page of the Bible and identify for pupils some of the different types of books that the Bible contains eg.
 - i) In the Old Testament, the Book of Genesis has **stories** about the beginning of the world and the early forefathers of the Jews, like Abraham and Joseph.
 - ii) The first 5 books together are known as the **law** books because they contain so many rules about how God wants his people to live - summed up in the Ten Commandments.
 - iii) The Books of Kings contain **history** about the Kings of Israel and Judea, like the great King David.
 - iv) The Book of Psalms is like the ancient Jewish hymn book. It contains religious **songs**.
 - v) The Book of Proverbs contains **wise sayings**. (Can pupils think of any proverbs eg. 'He who dares wins.')
 - vi) Isaiah (watch the spelling) was one of the great prophets of the Old Testament. This book contains the messages that he claimed to bring people from God. The Twelve Minor Prophets start from Hosea.
 - vii) In the New Testament, the first 4 books are **Gospels**, written by Matthew, Mark, Luke and John.
 - viii) The Book of Acts tells us what the early Christians did.
 - ix) Romans is the first of many **letters/ epistles**, this one written to the Church in Rome.
 - x) The last book of the Bible is the Book of Revelation, which is a bit like science fiction, prophesying the end of the world. (AT1)
- You could make a Bible Library display, showing the spines of all the books in the Bible, colour-coded to show the different types of literature that they are. (AT1)

Year 5		Unit 1: BIBLE LITERATURE		Week 3	
Title: Creation Stories					
Learning Intentions:					
AT1: To know that Christians believe God created the world to be perfect and our disobedience has spoiled it and our relationship with God.					
AT2: To think about how we have spoiled relationships by being selfish and what we can do to put it right.					
Assessment:					
AT1 L3: In the story of Adam and Eve, I can describe how they were disobedient to God and how this ruined God's perfect world.					
AT1 L4: I can explain the different meanings of the two Creation stories in Genesis.					
AT2 L3: I can say how I imagine a perfect world to be and how God would like me to live.					
AT2 L4: I can ask religious questions raised by the Creation stories, and suggest answers.					
Key Words:			Resources:		
Adam and Eve			Key passage: Genesis chapters 1-3		
Creation			http://kids4truth.com/eng_creation.htm		
Genesis			<i>Creation story resource</i>		
			A selection of children's Bibles or The Good News version of the Bible		
			http://www.biblija.net/biblija.cgi		
			<i>The Bible online</i>		

NB This lesson could be extended into Literacy time.

Activities

- Introduction: This lesson is about the very beginning of the Bible: Genesis 1-3, where there are 2 creation stories, written by different people at different times. Each story teaches something important about the world and we will consider our response to these stories.

- On screen, show the creation story from Genesis 1: The Days of Creation, with pupils referring to the text in Genesis 1 – 2: 4. Emphasise the teaching that ‘God saw that it was good’ i.e. God created a wonderful world. (AT1) Encourage pupils to feel awe and wonder at the beauty of the world. (AT2)
- Pupils can share their ideas about how the earth was created / formed and how we came to be here. Can Christians believe in Darwin’s theory of evolution as well as this biblical account? Pupils can write speeches and take part in a debate (or link to persuasive writing in Literacy). (AT2)
- Read, show or tell the second creation story in Genesis 2: 4 -3:24, the story of Adam and Eve in the Garden of Eden. What was the worst thing that they did? Why? Was it anyone’s fault? Who was worse off in the end? Discuss possible explanations for its inclusion at the beginning of the Bible. Help pupils to see the Christian truth in the message of this creation story ie that God gave people so much, but they wanted more and this spoilt what they had. (AT1)
- What effects can we see today of the world not being as God intended it to be? Groups of pupils could make a Top Ten list of the worst things human beings do to each other, to animals and to the planet. Could all these be linked to the selfishness and greed of humankind? (AT2)
- Is there anything we can do to stop or slow down the destruction of the planet? Pupils could explore environmental issues and present them in groups. (AT2)
- Imagine a perfect world... what would your perfect world be like? How would people behave towards one another and the planet? Why would they behave in that way? (AT2)

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Unit 1: BIBLE LITERATURE

Week 4

Title: Proverbs and Psalms

Learning Intentions:

AT1: To know that there are wise and moral sayings in the Bible that guide and challenge Christians.

To know that the Book of Psalms is the Jewish hymn book.

AT2: To think about the meaning of these sayings for ourselves and to compose our own psalms.

Assessment:

AT1 L3: I can describe the types of literature that the Books of Proverbs and Psalms contain.

AT1 L4: I can give an explanation of a biblical proverb and parts of a Psalm.

AT2 L3: I can make up my own wise saying about life that will affect my behaviour.

AT2 L4: I can describe how my wise saying can inspire and influence myself and others.

AT2 L3: I can express my thoughts, feelings and questions about God in my own psalm.

AT2 L4: I can raise and suggest answers about God in my own Psalm.

Key Words:

godly
inspired
poetry
Proverbs
Psalms
songs
Wisdom

Resources:

A selection of children's Bibles or The Good News Bible

<http://www.biblija.net/biblija.cgi>

The Bible online

Writing & Poetry Toolkit pp 83-89 - M Cooling (Bible Society 1996)

Folens: Bible Activities – activity on 'Proverbs'

NB: Psalm 23 and the symbolism of God as a good shepherd is explored in Year 6 Unit 4.3, so choose different psalms in this lesson (as suggested).

Activities:

- Ask pupils to discuss 'wisdom'. Has anyone in their family ever passed on any wisdom or good advice to them? (AT2)
- Explain that a proverb is a short saying that sums up something that is true about life. What do these proverbs tell us about life?
 - 'A change is as good as a rest.'
 - 'Too many cooks spoil the broth.'
 - 'A stitch in time saves nine.'
 - 'Many hands make light work.'Activity: Divide in half some other popular proverbs and ask pupils to match them up. (AT2)
- Explain that the Book of Proverbs in the Bible contains popular sayings and common-sense rules for living a good and godly life ('godly' means 'of God'). Find the book of Proverbs (by opening the Bible in the middle) and look up and discuss some of the proverbs. For example: 10:4; 10:8; 10:20; 11:13; 11:17. (AT1)
- In groups, pupils can make up their own proverbs – to sum up something that is true about life and teach people how to live eg. 'Never talk about someone behind their back, because they will always get to hear of it.' (AT2)
- Explain that the Book of Psalms contains poetry/songs. It was like the hymn book of the ancient Jews. The Book of Psalms has been attributed to King David, because he composed some of them – like Psalm 23. He is often shown playing the harp. Read some passages from the Psalms eg. Psalm 8: 1, 3-5, 9 and Psalm 136: 1-9 (which has a refrain). Discuss their meanings and expressions of emotions as well as their rhythms and patterns. (AT1)
- Ask pupils to write their own psalms, perhaps of praise in response to the beauty of creation, or a cry of help in times of trouble, to reflect their own thoughts, feelings and questions about God. Higher attaining pupils will suggest some answers to the religious questions they raise. (AT2)

Year 5	Unit 1: BIBLE LITERATURE	Week 5
Title: The Gospels		
<p>Learning Intentions: AT1: To know that there are four Gospels and know who wrote them and why. AT2: To think about how I would share good news with others around the world today.</p>		
<p>Assessment: AT1 L3: I can say what makes the Gospels special and recognise some similarities and differences between them. AT1 L4: I can describe what makes the Gospels special and explain some similarities and differences between them. AT2 L3: I can say what I think is ‘good news’ today and why. AT2 L4: I can raise questions in connection with Christian beliefs and suggest answers.</p>		
<p>Key Words: Church creeds = statements of belief Gospel (god-spel= good news in <i>Old English</i>) Messiah Holy Spirit Jew / Gentile</p>	<p>Resources: A selection of children’s Bibles or The Good News version of the Bible http://www.biblija.net/biblija.cgi <i>Teaching Christianity at Key Stage 2 – Weatherly & Reader (Nat Soc 2001)</i> Information Sheet: The Apostles’ Creed: http://www.cofe.anglican.org/worship/liturgy/commoworship/texts/word/creeds.html</p>	

Background information:

The word ‘Gospel’ means ‘Good News.’ The four Gospels (Matthew, Mark, Luke and John) all tell the ‘good news’ about Jesus Christ that the early Christians were so keen to spread. The Gospels are not simply biographies of Jesus’ life, but a careful selection of things said and done by Jesus to prove that Jesus really was the ‘Christ’, the ‘Messiah’, the ‘Saviour’ sent by God. The beliefs expressed in these Gospels are at the heart of the

teaching of Christianity, summed up in the creeds of the Church since the 4th Century AD.

Why were these Gospels written? It was mainly because the writers were so excited by the news that they wanted to share it with everyone. At first those who knew Jesus spread the 'good news' by word of mouth. As time went on, and the eye-witnesses began to die out, they realised that they needed to record it in writing. This also made it possible to spread the Good News to a wider audience.

Each Gospel writer has his own reason for writing, and each had a specific audience in mind.

- i) Matthew wrote for Jewish readers and made lots of references to the fulfilment of Jewish scriptures (which became the Christian Old Testament).
- ii) Mark wrote first, around 60 AD. His is the shortest Gospel and was used by both Matthew and Luke as they wrote their longer Gospels.
- iii) Luke wrote for non-Jewish readers or 'Gentiles'.
- iv) John wrote for educated Greeks.

Activities:

- Why were the Gospels written down? Play a simple game of *Chinese whispers* and discuss what happens to a story if it is only passed on through oral tradition. Discuss why the writers wrote about Jesus. (AT1)
- What did the writers believe about Jesus? Why did they call him Jesus 'Christ'? What does the Christian Church today believe about Jesus? Read and discuss what the creed says about Jesus Christ (see Information Sheet of the Apostles Creed). (AT1)
- Design a front cover for a Bible, based on the Good News expressed in the Creed. (AT1)
- Pupils could write their own creed to express what they believe. (AT2)
- Using the internet or library, find the four symbols used for the four Gospel writers:
 - Matthew = angel
 - Mark = lion
 - Luke = lamb
 - John = eagle.

What could be the meaning of these symbols for the Gospel writers? (AT1)

- What did each Gospel writer say? All the Gospels have things in common, especially Matthew, Mark and Luke; and each Gospel has unique teachings and examples from the life of Jesus. In groups, pupils could read one of the following passages and report back to the whole class what it is about. The teacher should point out the important information about each passage below:
 - i) Matthew 5:1-12 is a famous passage that is only in Matthew's Gospel. It talks about the people who will receive God's blessing.
 - ii) Luke 10:30-37 tells the famous Parable of the Good Samaritan. It is only in this Gospel.
 - iii) John's Gospel has a grand opening that is the final reading at traditional Christmas carol services. Read the first 5 verses of John chapter 1. It is only found in this Gospel.
 - iv) Mark 4:3-9 and 13-20 is the Parable of the Sower and the Soils. This parable is also in Matthew and Luke, and they probably got it from Mark's Gospel, which was written first. (AT1)
- If you had good news to share with the world today, what would it be and how would you share it today? Pupils can work in pairs to prepare their answers. (AT2)

Information Sheet

The Apostles' Creed: Modern English Version

I believe in God, the Father almighty,
creator of heaven and earth.

I believe in Jesus Christ, his only Son, our Lord,
who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died, and was buried;
he descended to the dead.
On the third day he rose again;
he ascended into heaven,
he is seated at the right hand of the Father,
and he will come again to judge the living and the dead.

I believe in the Holy Spirit,
the holy catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and the life everlasting. AMEN.

Common Worship

<p>Year 5 Unit 1: BIBLE LITERATURE Week 6</p> <p>Title: Epistles/ Letters</p>	
<p>Learning Intentions:</p> <p>AT1: To know that Paul visited and wrote letters to new Churches and that these form a large part of the New Testament.</p> <p>AT2: To think about the values and beliefs that I would want to write down and pass on.</p>	
<p>Assessment:</p> <p>AT1 L3: I can describe what a typical Epistle of St. Paul is like.</p> <p>AT1 L4: Referring to some of Paul's Epistles, I can explain their importance in his mission to the Gentiles.</p> <p>AT2 L3: I can talk about my values and beliefs and link them to the way I treat others.</p> <p>AT2 L4: I can describe in a letter what inspires and influences me and others.</p>	
<p>Key Words:</p> <p>Colossae / Colossians</p> <p>Corinth / Corinthians</p> <p>Ephesus / Ephesians</p> <p>Epistles</p> <p>Galatia / Galatians</p> <p>Gentiles (non-Jews)</p> <p>Luke</p> <p>missionary journey</p> <p>Paul</p> <p>Philemon</p> <p>Philippi / Philippians</p> <p>Rome / Romans</p> <p>Thessalonica / Thessalonians</p>	<p>Resources:</p> <p>A selection of Bibles or The Good News version of the Bible</p> <p>http://www.biblija.net/biblija.cgi</p> <p><i>The Bible online</i></p> <p>A Bible Atlas for Paul's journeys (or some Bibles have maps at the back of them)</p>

NB This lesson is about Paul's Epistles, not Paul's Journeys, so don't spend too long on this contextual information.

Activities:

- Look at some maps of Paul's journeys and find the places that he travelled to. Use ICT to find out exactly where those places are today and if the names have changed. Note that these places went far beyond Israel, the land of the Jews and that Paul was the missionary who took Christianity to the Gentiles (non-Jews). (AT1)
- Explain that Paul went on 3 missionary journeys where he established and visited new Christian churches. He then wrote to these churches and kept in contact even though he wasn't able to be there all the time. It's these letters that are in the New Testament, sometimes called Epistles. Look up the Contents List in a Bible and find the Epistles of St. Paul named after these places. Tell pupils that, in church services, the readings from the New Testament are usually from a Gospel and an Epistle. (AT1)
- Look at some of the beginning verses of the Pauline Epistles. They explain who the letter is from and who it is to and then go on to explain why he is writing. E.g. Galatians 1: 1-5; Ephesians 1:1-2. Look also at how Paul ends his letters, often with a blessing and wishing them 'grace' (undeserved love) eg. Galatians 6:18; 1 Corinthians 16:23. (AT1)
- Look up some verses to see what Paul wrote about (AT1). Discuss their meanings and if we can learn anything from them today (AT1/2):
 - Attitudes: Romans 12: 9-13; Galatians 5:22-23
 - Behaviour: Ephesians 4:1-3; Philippians 2:14-15
 - Relationships: 1 Corinthians 13:4-7; Ephesians 6:1-4
- Paul also wrote to *people* such as Timothy, Titus and Philemon. Find these in a Bible Contents List. Note there are other Epistles, written by other early Christian leaders: James, Peter, John and Jude. (AT1)
- Talk about the importance and special-ness of receiving a real letter. Why do we write? Who to? Have you any special letters (or in your family) that you have kept? Why is it different to phoning, emailing or texting? What methods do you think Paul would have used today? (AT2)
- Write a letter to someone you care about, explaining to them what is important to you/ what you believe and how you think all people should behave. Think about how you will begin your letter and what you will wish for that person at the end. Pupils can post these, after you have taken a copy! (AT2)