



JUDAISM YEAR 3 TERM 1

MOSES AND THE BURNING BUSH, MOSES AND THE PLAGUES, THE TORAH, TEN SAYINGS, TENAKH

KS2 Religious Education

JULY 2014

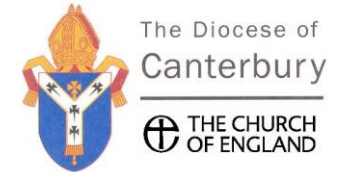
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Lesson 1				
Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p>AT1 Relate</p> <p>I can retell religious stories in my own words (L2)</p> <p>AT 2 Respond</p> <p>I can ask questions about other people's experiences and feelings (L2)</p>	<p>Have you ever wanted to disobey instructions?</p> <p>Why?</p> <p>What happened?</p> <p>Are you able to face changes in your life easily?</p> <p>What do you do when you are nervous or fearful?</p>	<p>I can ask questions about Moses' experiences and feelings (L2)</p> <p>I can ask important questions about religious teachings and practice (L3)</p>	<p><i>Life of Moses- The Burning Bush</i></p> <p>Recap the story of the birth and early life of Moses (as KS1). Look in detail at the episode of 'Moses and the burning Bush' (there are videos such as 'Prince of Egypt' and Animated Bible for this). How would Moses have felt? Why was he so reluctant to go to Egypt? Have children ever wanted to disobey an instruction? – Why? What happened?</p> <p>Possible activities:</p> <ul style="list-style-type: none"> Hot Seat Moses Drama Moses' diary entry for that day <p>Extension questions:</p> <p>Why did he not want to change his way of life? What was he afraid of?</p>	<p>Teaching RE Judaism</p> <p>Prince of Egypt (video) Burning Bush Scene (YouTube)</p> <p>Animated Bible stories (video) Moses and the Burning Bush (the basic story)</p> <p>The Passover Story Big Book A Ganeri (This includes Moses' story.)</p> <p>Let My People Go L Broadbent, J Logan (A good basic story of The Passover.)</p> <p>We Love Passover - Saviour Pirotta</p> <p>The Lion Children's Bible – Moses Hears God's Call</p> <p>The Lion Storyteller Bible – The Burning Bush</p>

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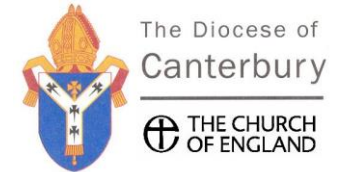


Lesson 2

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p>AT 1 Relate</p> <p>I can suggest meaning to each story and image (L2)</p> <p>AT2 Respond</p> <p>I can respond sensitively when asked a personal question (L2)</p>	<p>Who/what is important to pupils at times of anger or difficulty?</p> <p>Who/what do you put your trust in?</p>	<p>I know what the first nine plagues were (L2)</p> <p>I can talk about my own and other people's ideas about things which we value (L2)</p>	<p><i>Life of Moses – The Plagues</i></p> <p>Continue the story of Moses with the first nine plagues and the building up of suspense with the Pharaoh agreeing to let the slaves go and changing his mind. It is important to stress that God was protecting and rescuing his people as he had promised.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> • Comic strip accounts. • Imaginary newspaper articles. • Posters • Write a weather report for the ten days of the Plagues. Ideas can be got by looking at the way the weather is reported on the TV and Radio. 	<p>The Lion Children's Bible – Pharaoh Says No</p> <p>Exodus - B Wildsmith</p> <p>The Lion Graphic Bible – The Story of Moses</p> <p>Pathways of Belief Judaism 3 Family – Pesach and animation of the plagues (At the end of the programme.)</p> <p>Teaching RE Judaism</p> <p>The Prince of Egypt (video)</p> <p>Various Power points on Judaism - Resources - TES(The 10 plagues power point)</p> <p>The Ten Plagues of Egypt (BBC Learning Zone) - stop at 9th plague and leave 10th for next lesson.</p>

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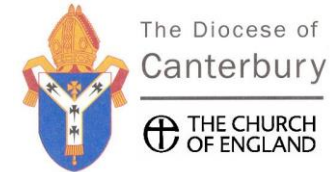


Lesson 3

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p>AT1 Describe</p> <p>I can make simple links between religious beliefs and practices and people's live (L3)</p> <p>AT2 Respond sensitively</p> <p>I can recognise the values I have and that other people hold (L2)</p>	<p>Why is it important to remember 'big' events?</p> <p>Is trust important in your life? Why/why not</p>	<p>I know what the tenth plague was and how it impacted on the Pharaoh (L3)</p> <p>I know how the festival of 'Passover' got its name (L3)</p> <p>I know that this event is still celebrated today (L2)</p>	<p><i>Life of Moses – The Plagues</i></p> <p>Focus on the story of the last plague and the story which has provided the basis of the Passover (Pesach) celebrations. By rescuing the Israelites and saving them at the Red Sea, Jews believe that God was keeping his promise to his people.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> Write a diary account of the last plague and the escape from Egypt. Why is it important to remember "big" events in life? <p>For church schools</p> <p>Opportunity for Reflective Storytelling (Godly Play)</p> <p>Fall: The Exodus</p>	<p>The Story of Moses and the Pharaoh (DLTK)</p> <p>A good opportunity for an AT2 Assessment – Ask the children to think how they would feel if these things (plagues) were happening to them.</p> <p>The Ten Plagues of Egypt (BBC Learning Zone)</p> <p>The Ten Plagues (BBC Education Video)</p> <p>See lesson 2 resources.</p>

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Lesson 4				
Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p>Lesson 4</p> <p>AT 1 Relate</p> <p>I can recognise some similarities between religions (L2)</p> <p>AT2 Respond</p> <p>I can recognise the values I have and that of other people (L2)</p>	<p>What is the Torah?</p> <p>What are scrolls?</p> <p>Where are they kept?</p> <p>How do the books of the Torah shape what Jewish people believe today?</p>	<p>I know that the Torah scrolls are hand written in Hebrew and must have no mistakes (L2)</p> <p>I know they are so sacred, the words in the scrolls must not be touched (L3)</p> <p>I know that they are kept in a special cupboard called the Ark (L2)</p> <p>I know they are made up of the first five books of the Christian Old Testament, believed by Jews to have been written by Moses (L3)</p>	<p><i>The Torah</i></p> <p>The Torah scrolls are handwritten in Hebrew by a specially trained person called a Scribe. There must be NO mistakes as Jews believe these are the words given by God to Moses. Torah scrolls themselves go untouched by fingers because of their importance. A Yad is a special pointer. It is left in a special box to keep safe</p> <p>Possible activities:</p> <ul style="list-style-type: none"> Ask the children to copy the first few verses from Genesis, without making a single mistake (in English). If they make any mistakes, they must start again! <p>Afterwards, ask them if it was difficult. If so, why? How did it feel having the responsibility of producing a perfect copy of such an important text?</p> <p>Show a video clip of the Torah being carried around the Synagogue and being read. Talk about the scrolls being kept in the Ark (a special cupboard) and about the covers that are put on the scrolls. Why are they treated with such respect?</p> <ul style="list-style-type: none"> Ask the children to design their own 'Yad' pointer with a box which looks special. Brainstorm words that imply value and list on board. 	<p>The Torah (BBC Information) (useful for background information for teachers)</p> <p>Learning about religion CD</p> <p>Pathways of belief video/dvd</p> <p>Judaism FAQ</p> <p>akhlah (The Jewish Children's Learning Network)</p> <p>What is a Torah Scroll? (Information for children)</p> <p>Primary Resources•</p> <p>Judaism A pictorial guide CEM</p> <p>How the Torah is made. - Resources - TES</p> <p>Religious Artefacts</p>

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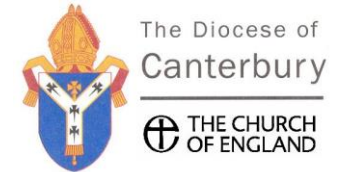
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Lesson 5

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p>AT1 Relate</p> <p>I can recognise some similarities between religions (L2)</p> <p>AT2 Respond</p> <p>I can ask questions about other people's experiences and feelings (L2)</p>	<p>Why are rules necessary?</p> <p>What rules do you live by?</p> <p>Which rules are most important?</p>	<p>I know what the Ten sayings are and where they can be found (L2)</p> <p>I can remember some by heart.= (L2)</p> <p>I understand how these rules affect the lives of people today (L2)</p>	<p><i>Ten Sayings</i></p> <p>These are all contained in the Torah – and also referred to as the Ten Commandments. These are the summary of a much greater body of 615 laws found in the Torah. Moses is believed to have received the commandments on stone tablets and they were kept in the Ark of the Covenant. Four commandments give direction on belief and practice; the other six are about how God expects his people to treat one another.</p> <p>Where do you learn about the rules for life? Children to discuss.</p> <p>Ask the children why we need rules.</p> <p>In pairs list: What kinds of rules are there? Take feedback.</p> <p>What would happen if there were no rules?</p> <p>Are some rules more important than others? What about rules in games?</p> <p>Possible activities:</p> <ul style="list-style-type: none"> Pupils could work in pairs to write their 5 rules for life. These could be presented to go on a class display. Write some new rules for a game, either a well-known game or a new one. 	<p>Judaism FAQ</p> <p>akhlah (The Jewish Children's Learning Network)</p> <p>The 10 Commandments</p> <p>Matching Activity (PDF) What do the Commandments mean?</p>

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Lesson 6

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p>AT1 Relate</p> <p>I can recognise some similarities between religions (L2)</p> <p>AT2 Respond</p> <p>I can recognise the values I have and that of other people (L2)</p>	<p>What is the TeNakh?</p> <p>Why is the TeNakh important to the Jewish community?</p> <p>How does the TeNakh help Jewish people to live their everyday lives?</p>	<p>I know what the TeNakh is made up of (L2)</p> <p>I know that the stories of the Prophets and the Psalms are important to Christians too (L2)</p>	<p><i>The TeNakh</i></p> <p>The other books of the Jewish Scriptures (the Old Testament of the Christian Bible) are known as the TeNakh. Although the TeNakh is seen as less important than the Torah, the guidance and beauty of these scriptures is highly regarded by Jewish people.</p> <p>Explain that the Tenakh is made up of three parts, the Torah, the Nevi'im (Prophets) and the Ketuvim (writings, such as the Psalms)</p> <p>Possible activities:</p> <ul style="list-style-type: none"> A story from one of the Prophets could be chosen to act out, for example the story of Joshua. Pupils could look at one of the Psalms and try to write a modern version. <p>N.B. As there are 150 Psalms, you will need to select a few from which the children can choose!</p>	<p>akhlah (The Jewish Children's Learning Network)</p> <p>TES Story</p> <p>Bibles</p> <p>TaNakh - Encyclopedia for Kids</p> <p>Tanach NSW Board of Jewish Education</p>