

Key Stage: Early years

Year: Nursery / Reception

Subject: Stories from the Torah

Time allocation: 1 hour per week

Part	Learning Objectives	Activities and Experiences	Key Questions
1	To encounter the belief in God as Creator of the world To reflect on good and bad concerning the world	Tell children the story of creation (Genesis 1). Discuss how the world is good and how it is bad. Visit a local park or school garden. Find good and bad things there. Make a concertina book of creation. Reflection. <i>* See work on the Bible in the Christian units for reception.</i>	Where do milk / eggs / meat / vegetables / fruit come from? Who makes your meals? Clothes? What do you like to make? How do you feel when you make this / these things? If God made the world and people don't care for it, how do you think he will feel? How can we care for it?
2	To learn about Abraham and Sarah. To think about promises.	Tell the story of Abraham and the birth of Isaac (Genesis 18 & 21) or read it from the Beginner's Bible. Discuss promises which come true. Discuss unlikely / unusual things that happen. Think of a promise to make to mother / carer. Make a promise card for mother / carer.	What promises have you made? Do you keep your promises? Does your mother / teacher / brother / sister keep theirs? What is the nicest promise you have made or had made to you? What do you feel when it happens / doesn't happen? What did God promise Abraham and Sarah? Did it come true? How would they feel?
3	To learn about Moses. To think about who and what Jews believe God is. To learn about how God saves and leads his people, the Jews.	Tell the story of the birth of Moses (Exodus 1 & 2; The Beginner's Bible pp 92 – 97). Make a basket for Moses. Discuss who is the best person to look after a baby. Why? Tell the story of Moses and the Burning Bush. (Exodus 3; The Beginner's Bible pp 98 – 104) Design and colour a burning bush. Discuss words to describe God (Have a display of words including e.g. hidden, powerful, leader, magical, wonderful, never dying). Make a display of words and pictures. Tell the story of the Exodus (Exodus 5 – 15; The Beginner's Bible pp 105 – 119). Each child draws a picture from the story (e.g. a plague or Moses stretching his staff over the Red Sea), which are made into a display. Learn part of the song: "When Israel was in Egypt's Land" Devise actions to the song.	Does a baby need a mother? Why? How did God look after Moses? How does God look after people now? What is unusual about this story? What do you think Moses feels (at different parts of the story)? Can we see God? Why / why not? Can we hear God? Why / why not? Can we feel God? Why / why not? What words tell us about God? What has Moses to do? How does he feel about this? Who is helping him? What do you feel when you can never do anything you want to? What do you feel when you are able to do something you have always wanted to do? What do you feel about the person who helps you to do it? What would Moses feel about God?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
G_d (God) World Creation Good / bad Beauty / ugly Care Awe / wonder	Stillness Reflection Empathy Discussion	Empathy Caring	e.g. B Wildsmith: The Creation (a pop-up book), Oxford ISBN 019 2799908; J Ray: The Story of The Creation, Orchard Books 185213948X; S Jeffs & S Wintringham: In The Beginning, Tamarind 1873824742	Class books of creation	By the end of this unit: most children will be able to name at least one person and recount some details from a Jewish story and say something about their experience; many will be able to contribute to singing "Let My People Go" and convey simple meanings about their experience;	
G_d Promises Family Birth	Reflection Empathy	Empathy Caring Consideration	The Beginner's Bible, Kingsway ISBN 0 9455564 31 7 Rabbi Dr S Herman: The Complete Stories of the Torah Shomayim Vo'oretz PB (J Lehmann, 20 Cambridge Terrace, Gateshead, Durham)	Promise card	some will be able to recount outlines of some stories from the Torah and link ideas in the stories to their own experience.	
G_d Awe / wonder Hidden Powerful Leader Magical Wonderful Immortal Eternal Freedom Saviour	Reflection Discussion Empathy	Empathy Awe Wonder Persistence	The Beginners' Bible Bob Hartman: Old Testament Tales, Lion 07459 44078 H Amery: Moses in the Bulrushes, Usborne 07460 27435 "When Israel was in Egypt's Land" no. 276 in Junior Praise, Marshall Pickering ISBN 0551 012927	Make Moses Baskets Design pictures of the Burning Bush Display of words and pictures Draw a picture of the Exodus Learn "Let My People Go"		

Key Stage: Foundation

Year: Early Years

Subject: Muslim Nursery Rhymes and Stories

Time allocation: 1 hour per week

Part	Learning Objectives	Activities and Experiences	Key Questions
1	To introduce children to some Muslim nursery rhymes and some Muslim words	Tell the children some traditional British nursery rhymes and once they become familiar introduce them to Muslim variations e.g. Twinkle, twinkle, little star – Silver star; I had a little nut tree – Little pony; Boys and girls come out to play – Boys and girls it’s time to pray; Three blind mice – Three good boys; Baa baa black sheep – Bread man, bread man. Encourage them to learn one or draw pictures for one rhyme.	Do you know any nursery rhymes? What is a nursery rhyme? Do you have any favourites? Which British and Muslim nursery rhymes have similar sounds/ rhymes / rhythms? Which do you like? Why?
2	To introduce children to some Muslim stories To introduce children to Allah, Prophet Muhammad pbuh and some Muslim words	Tell one / some of Prophet Muhammad’s pbuh stories about animals e.g. “The Thirsty Dog” or “The Cruel Woman and her Cat”. Discuss with children what the person does right or wrong and what Allah (God) wants us to do. Children can draw scenes or make models of animals and re-enact the stories.	Do you have a pet? What do you do for it? How do you treat it? Why? How do the person in the story treat the dog / cat? What do they do right / wrong? Do they behave well or not? Does Allah (God) think they do right or wrong? Why?
3	To introduce children to some Muslim stories To introduce children to Allah, Prophet Muhammad pbuh and some Muslim words	Tell children one / some of the stories about Prophet Muhammad pbuh e.g. “The Night of Power” when Angel Jibrael (Gabriel) gave Muhammad the Qur’an; or the childhood of the Prophet. Discuss how God (Allah) speaks to people. Discuss what the children think they will become / do in later life.	Was Muhammad a special person? How do you know? How did Allah talk to him? Does God talk to you? How? Do you talk to God? How? Are you a special person? Are all people special? What will you do when you grow up? Do your relatives help you grow up?
4	To learn the Arabic and Muslim greeting To reflect on its meaning.	Talk about how we greet people. Teach children the Arabic greeting “As-salamu-aleikum” – “Peace be with you”. Discuss its meaning. Get the children to walk around and shake hands, saying “As-salamu-aleikum”. Some may be able to learn the response “Wa-aleikum-as-salam” – “And on you be peace”. Children can write the greeting and draw how they can help give a person peace.	What is the first thing you say to your friends each day? What does “Hi” mean? What does your headteacher say to you first thing in assembly? What does “Good morning” mean? What does “Peace be with you” mean? Is this a nice thing to say or have said to you? Why? If you wish peace for someone what should you do for them?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Nursery rhyme Allah	Recognising rhyme and rhythm Recognising Muslim words Listening Speaking	Empathy Respect	M Y McDermott: Muslim Nursery Rhymes (The Islamic Foundation, 0860370755)	Children learn a Muslim nursery rhyme. Children draw a picture of a nursery rhyme.	By the end of this unit Most children will be able to: Recognise some Muslim words or names; and Be able to talk about their experiences. Many children will be able to:	
Allah Muhammad	Recognising Muslim words Listening Speaking Evaluation	Empathy Enquiry Respect	Gulam Sarwar: Love All Creatures (The Islamic Foundation)	Children draw scenes or make models of animals from the story(ies). Children re-enact scenes from the story(ies)	Use words such as Allah and Muhammad in correct ways; and Talk about characters in the rhymes or stories. Some children will be able to: Recount outlines of the stories or repeat parts of the rhymes; and Identify aspects of their own experiences in the stories or rhymes.	
Allah Muhammad Prophet	Recognising Muslim words Listening Speaking	Empathy Self-understanding Respect	Maryam Davies: The Life of Muhammad (Wayland 0850789044)	Children discuss how Muhammad pbuh was special. Children discuss how they and other people are special.		
Peace Salam Respect Manners Honesty Care Kindness Help	Listening Speaking Repeating	Empathy Respect Fairness		Children can write “As-salamu-aleikum” and show understanding of its wider meaning.		

Key Stage: Early Years
per week

Year: Early Years

Subject: Hindu Families

Time allocation: 1 hour

Part	Learning Objectives	Activities and Experiences	Key Questions
1	To show some understanding of being a member of a family; To show respect for themselves and others	Discuss children's own families: parents, brothers and sisters, and also grandparents, uncles, aunts and cousins. Draw, paint or make a collage of the people in their family. Explain how some people, including Hindus, like to keep close contact with many people in their family, even those living a long way off. Explain how families will visit each other by plane. Show a picture of a family visit and talk about it	How many people are in your family? What is a mother / father / grandparent / uncle / aunt / cousin? Do you have grandparent(s) / uncle(s) / aunt(s) / cousin(s)? Who will you draw in your family? Do people in your family live near you or far away? How do you keep in contact with family who lives away? Are the people in the picture happy or sad? Why? Do you look forward to seeing family you don't see often?
2	To learn about Raksha Bandhan; To show some empathy for others.	Discuss how children do or can show their love for a brother or sister: helping, hugging, giving gifts, being kind, etc. Explain the Hindu celebration of Raksha Bandhan. Show pictures or a video of this. Children can make rakhis for their brother, sister or a friend.	How do you show you love your brother, sister, other people in your family? Do you ever make anything to give them? What? Why is it a good thing to make something for a brother, etc? What will you say when you give your brother, etc your rakhi? What would you like them to give to you in return? Why?
3	To begin to understand how and why we can be kind to other people and animals; To show respect for themselves, others and animals.	Read and show the children the story of the Rainbow Fish. Discuss how the Rainbow Fish shows respect to other fish. Discuss how children can show respect to people who are not in their family: sharing, helping, being good, being kind, listening carefully, taking turns, smiling, etc. Explain how Hindus try to respect each other and also respect animals. Most Hindus are vegetarians. Discuss how we can respect animals: feeding, providing warmth and shelter, stroking and playing with them.	How is the Rainbow Fish kind to other fish? Why is he not kind at first? Is he happy when he has shared his scales? Why? How do you show kindness to people? Does it make you happy? Why? How can we be kind to animals? How do animals show that they are happy? Does that make you happy? Why?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Family Parents Grandparents Uncle Aunt Cousin Hindu Distance	Talking Listening Empathy Reflection	Empathy Caring	My Hindu Faith (Evans 0 237 51933 X) Paper Paint, etc	Family pictures Contributions to discussion on different sorts of families and how they keep in touch.	By the end of this unit: most children will be able to think of a way of being kind or helpful; and begun to respond to the feelings of others. many children will be able to communicate about responses to family members, other people or animals; and respond to the needs of family, other people and animals.	
Love Raksha Bandhan Rakhi Hindu Celebration	Listening Talking Making Reflecting Empathy	Empathy Caring	My Hindu Faith (Evans 0 237 51933 X) Water, Moon, Candle, Tree and Sword (Channel 4 video) Coloured wools or string	Rakhi. Contribution to discussion on showing love for brother etc.	some children will be able to begin to understand how actions affect other people or animals; and identify aspects of their own experience in other people's ideas.	
Respect Kindness Hindu	Listening Reflecting Talking Empathy	Empathy Caring	Marcus Pfister: The Rainbow Fish (North-South Books 55858 009 3)	Contribution to discussion		

Key Stage: Foundation Year: Early Years

Subject: Aspects of Sikh Life

Time allocation: 1 hour per week

Part	Learning Objectives	Activities and Experiences	Key Questions
1	To learn about karah prashad. To reflect on eating together.	Talk about eating food together. Pupils work together to agree what they would like to eat together and draw the food. Tell the children that Sikhs eat together after their religious service. Make some karah prashad (equal amounts water, melted butter, flour, sugar). Ask children to cup their hands to receive the food and to think about each other as they eat.	When do we eat food together? (school lunchtime, at home, parties, etc.) What do we eat when we are together? Do you enjoy eating with others? Why? What do you think karah prashad will taste like? Did you like eating together? Who did you think about? What did you think about?
2	To learn about Sikh dress and the five Ks. To reflect on why people wear different clothes.	Discuss clothes we wear - different clothes for different occasions. Look at people wearing different clothes (e.g. uniforms, national costumes, clothes for hot / cold / wet places). Show pictures or artefacts of a Sikh turban, kara (steel bangle), kirpan (knife), kangha (comb), kacchs (shorts). Talk about how Sikhs do not cut their hair (kesh) (hence wearing kangha and turban - to keep their hair tidy) and how Sikhs are saint - soldiers (hence kirpan and kacchs - for ease of movement).	When do you wear these clothes? What do you wear when you are playing / swimming / doing PE / sleeping? Why do you wear different clothes for swimming / sleeping / etc? Who wears different clothes for their job? What do you wear when it is hot / cold / wet?
3	To learn about Sikhs and some of the five Ks. To reflect on the visit.	Arrange for a Sikh to visit school. Ask her / him to show a turban, kara, kirpan and kangha and how they are worn. S/He might show how to tie a turban. The children can make and sign a thank you card to the visitor. It could include a drawing of her / him or an article s/he has shown the class.	Do you remember where Sikhs wear the turban / kangha / kirpan / kara? What questions do you want to ask our visitor? What did you enjoy most about the visit? What do you remember?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Karah prashad	Listening Reflecting Talking Making	Respect Empathy	Water, sugar. Melted butter, flour, bowl	Sharing of karah prashad	By the end of this unit Most children will be able to: ➤ Listen to and answer simple questions about Sikh ways of life and ➤ Show empathy with different ways of life	
Kara Kirpan Kangha Kacchs Kesh Turban Saint Soldier	Listening Reflecting Talking	Respect Empathy	Pictures of different clothes Turban Kara Kirpan Kangha Kacchs		Many children will be able to: ➤ Begin to understand, remember and communicate simple facts about Sikhs and ➤ Reflect on why there are different ways of life Some children will be able to: ➤ Begin to understand, remember and communicate a number of details of Sikhism and ➤ Identify aspects of Sikhism which remind them of their own experiences.	
Kara Kirpan Kangha Turban Saint Soldier	Listening Reflecting Talking	Respect Empathy	Sikh visitor	Thank you letter or card		