Key Question: F1 Which stories are special and why?

This investigation enables pupils to become familiar with the idea that some books are holy books. Pupils learn stories from and about holy books, including stories about Jesus and Prophet Muhammad. Pupils are given opportunities to retell the stories in a variety of ways and look at how some religious stories are similar and how they differ.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

EYFS RE: Pupils should encounter religions and worldviews through exploring special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about religious stories. Pupils can be introduced to new vocabulary including subject specific words and use all their senses to explore beliefs, practices and forms of expression. They can ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the natural world in which they live.

Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll: this includes all those in the reception year.

In line with the DfE's new 2021 Early Years Foundation Stage framework schools are to plan RE opportunities through purposeful play and a mix of adult guided and child-initiated activity through the 7 areas of learning. Schools are required to plan their curriculum, including RE, through the Educational Programmes in the Statutory Framework for the Early Years Foundation Stage.

Learning intentions for RE planning are to be developed from the 7 areas of learning in the Early Years DfE Development Matters document (2021, as we have done in this unit plan.

Step 1: Select a Key question	**F1 Which stories are special and why?** **Recommended:** Reception/F2 **Strand**: Believing **Questions in this thread:** 1.4 What can we learn from sacred books? L2.2 Why is the Bible so important for Christians today? 3.2 Does living biblically mean obeying the whole bible? **Religions and worldviews:** Christianity and other faith traditions (suggested: Islam, possibly Judaism and / or Hinduism) There are strong links between this unit and literacy. Whether or not this unit is the first one to be studied in Reception/F2, the opening activities make a good basis for the start of pupils' RE in this Year Group. Teachers may wish to teach them near the start of the school year, even if the rest of this unit is left until a later date.

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Step 2: Select learning outcomes	• Use the learning outcomes from column 2 of the key question outline on p. 24 • Select learning outcomes appropriate for the age and ability of your pupils. • Being clear about these outcomes will help you to decide what and how to teach.
• talk about some religious stories • recognise and use new vocabulary, especially some religious words, e.g. God, Jesus, Bible, Christian, Prophet. Muhammad, Muslim • identify some of their own feelings in the stories they hear • identify and name a sacred text and religion, e.g. 'the Bible is for Christians' 'The Qur'an is for Muslims' • use recently acquired vocabulary to talk about what simple teachings from the religious stories e.g. Jesus and Muhammad taught people about keeping promises, being thankful or being kind • use talk expressively to share ideas about the experiences of thanking and being thanked, praising and being praised	
Step 3: Select specific content	♦ Look at the suggested content for your key question, from column 3 in the unit outlines. ♦ Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify. Pupils will:** • Explore stories pupils like, re-telling stories to others and sharing features of the story they like. • Talk about the Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible, e.g. 'Butterworth and Inkpen' series; Scripture Union *The Big Bible Storybook.* • Hear and explore stories from the Bible, stories Jesus told, stories from the life of Jesus (e.g David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); Jesus as friend to the friendless (Zacchaeus, Luke 19); making promises (Matthew 21:28–32); saying 'thank you' (Ten Lepers Luke 17:11–19). • Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g. Prophet Muhammad and the night of power, Muhammad and the Ants, Muhammad and the Crying Camel. • Explore stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music etc. **Reinforce this learning through follow-up or additional activities:** • Use a 'story sack' for a Diwali celebration role play – introduce the Hindu religion separately from the two religions considered here, making sure pupils understand that religions are many. • Read and share the books in their own time, on own or with friends. • Role-play some of the stories using costumes and props – encourage free play to explore the stories. Please note that teachers might wish to add to or supplement the existing activities in this unit by looking at the story of Diwali from Hinduism. Children may find it interesting to have this story told through the use of a story sack before acting it out using traditional shadow puppets. This story is a good opportunity for a focus on the behaviour of the characters and looking at the victory of good over bad, the strength of light compared to darkness.

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Step 4: Assessment: write specific pupil outcomes	• Turn the learning outcomes into pupil-friendly 'I can / You can / Can you?' statements: **'I can'** statements (for pupil self-assessment), **'You can'** statements (for teacher assessment), and **'Can you…?'** statements (for next steps or challenge) • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.
I can… You can… Can you…? • talk about stories from the Bible – Jesus' Calming of the Storm, the parable of the two sons, David and Goliath • talk about Muslim stories - the first revelation of the Qur'an, some stories of how the Prophet Muhammad cared about animals • recognise some religious words, e.g. words about God, names of holy texts, Jesus, Muhammad • identify some of their own feelings in the Calming of the Storm and the first revelation of the Qur'an • identify and name the Bible and at least one other sacred text (in this example, the Qur'an) • talk about what Jesus teaches about keeping promises in the parable of the two sons and say why keeping promises is a good thing to do	
Step 5: Develop teaching and learning activities	• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding.

NOTE: This unit of work offers around 6-8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. In EYFS, it is often not practical or advisable for RE to be taught in hour long blocks, but the 6-8 hours can be delivered in smaller chunks in a variety of ways (e.g. whole class teaching, group work, continuous provision, focused activities etc)

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What is your favourite story? What do you like about it, and why?		
Pupils will learn to: Listen attentively to stories Notice and communicate some of their own feelings linked to the stories they hear Communicate their ideas about which books and objects are special to them	**What is special to us?** **NB** The 'what is special to us?' activities are a good starting point for children's RE at 4. If this is not the first RE unit you do, you may wish to use these activities to explore 'being special' at the start of your first unit. • The teacher introduces one object s/he has brought in from home that is very special to him/her. Explain why it is special. Discuss reasons why an object might be very special to us. Which pupils have objects at home that are special because they: were given to pupils by someone else? Are very beautiful? Make the pupils very happy? Remind any pupils about God? Have something to do with religion? Is there anything so very special in pupils' homes that they are not even allowed to touch it? • Allow pupils some time to think of very special objects in their homes. Give them the opportunity to say what their special objects are and (if possible) explain why they are special – parents may be able to provide photos of these so pupils can use them for show and tell. Provide pupils with the outline of a house with an appropriate number of windows pre-drawn on. In each window, ask pupils to draw one special object they have in their home that a passer-by might see if they peeped in through the window. The houses can be cut out and displayed next to each other to resemble a street. **Our Special Books** • Discuss whether pupils have special books in their homes. Are these books special because pupils really enjoy the story/information inside? Get used when pupils pray? Have fantastic pictures inside? Get used when pupils go to a place of worship? Were given to them as a present? etc. Allow pupils to bring in their special book to talk about with others and share. A display could be made of these books if appropriate – children help decide upon how this display should be treated. If pupils are unable to bring in a special book from their home, they would be very welcome to select their most special book from the book corner, so that they can take part in the activity. **Our favourite stories** • Choose two or three stories with which many pupils are familiar (e.g. Owl Babies, Dear Zoo, We're Going on a Bear Hunt). Share and enjoy together. Encourage pupils to join in with the retellings, e.g. reciting repetitive phrases, taking on the roles of characters etc. During continuous provision, allow pupils to focus on one or more of these stories e.g. retelling using small world/puppets/role play, sequencing images/words etc. • Use cards that show (in pictures or words) how we might react to a story or part of a story. Children to say which stories make them 'happy', 'sad', 'worried', 'surprised', 'laugh' etc. • Give pupils the opportunity to choose their favourite story from those covered. Can they identify the story that they have chosen and give a reason why?	**These activities will help pupils to work towards achieving the following expected outcomes:** Identify some of their own feelings in the stories they hear Use new vocabulary to demonstrate understanding of stories they have heard

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus was (is) like?		
Pupils will learn: To name and identify features of the Bible To listen attentively to a religious story To tell the plot of the Calming of the Storm and communicate the meaning behind this story That religious stories have meanings That there are similarities and differences between religious communities	**Grace's book** Remind pupils about the stories they have been hearing and thinking about, connecting these stories to religions as appropriate. Introduce pupils to the character Grace, a Christian girl using the picture provided or a persona doll. • Explain that the children will be looking at a book which is very special to Grace. Pass around a beautiful bag holding a range of Bibles (include children's Bibles, a Bible that has been well used in church, a grand Bible with gold edging etc). Give pupils time to explore the different Bibles and say what they can about them. Can pupils spot and talk about any similarities or differences? Take two or more versions of the Bible and show pupils how although the books may appear very different, the content is essentially the same. If Bibles are hard to come across, images could be used from the internet. • Look at and in the children's Bibles. Can anyone see pictures or words that show a story they already know? • Together, find the story of the Calming of the storm in more than one Bible. What clues can pupils see that it is the same story? Grace  **Interpret a picture** • Show a picture of Jesus calming the storm such as *Jesus Calms the Storm* by Laura James or *The Storm on the Sea of Galilee* by Rembrandt. Ask children to describe the artwork and help them to identify all main elements of the picture. **Act the story** • Explain that the picture shows a story about Jesus that is from the Bible and is a story that Grace loves. Sit in a circle, if possible have blue fabric draped around the outside to represent the sea. Invite pupils to come into the middle and help you act the story of the Calming of the Storm in a large scale, dramatic fashion. Pupils can be asked to take on the roles of Jesus, disciples, waves, wind etc. Every pupil should have a part – things can get busy whilst the storm is raging! • Repeat this activity with the pupils trying to remember the plot and leading the second re-enactment with as little teacher intervention as possible. Useful props: pieces of blue and green fabric for the water, white fabric or paper for the wind, toy sea creatures, brown paper for the outside of the boat. Excerpts from *The Hebrides Overture* (Fingal's Cave), the	**These activities will help pupils to work towards achieving the following expected outcomes:** Identify a sacred text e.g. Bible Talk about Jesus' story of the Calming of the Storm Enjoy and learn from discussion about religious stories Use new vocabulary to demonstrate understanding of what has been taught

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	third movement of *La Mer* by Debussy or *Storm* from *Peter Grimes* by Benjamin Britten can be used at points in the re-enactment. **Story map** • To ensure that pupils are secure in their knowledge of the plot, work with them to create a story map on large paper. This map should pictorially show 4 or 5 of the main points in the story e.g. Jesus and the disciples climbing aboard, the storm, the disciples awakening Jesus, Jesus rebuking the wind and sea, calm returning. • Display the story map in an appropriate part of the classroom alongside the relevant props, so that children can use it to re-enact the story during continuous provision. **Focus on the story's meaning** • Ask children to discuss which parts of the story might make people say 'wow'. Check to see whether anyone in class is able to change the weather or stop storms – the answer should be 'no'! See what wow words pupils can think of to describe Jesus – somebody who could control the wind and the waves! Introduce the word 'powerful' if pupils do not bring it up themselves. Save these words to compare with ideas about God in the story of David and Goliath. • Look together at pictures of people we trust to help us – doctors, parents, police etc and discuss how each helps. Ask pupils to remind you who Jesus' friends (the disciples) woke up when they thought they might drown. Remind pupils that not only did Jesus help the disciples, he told them that they should trust him. This is just one reason why many Christians trust Jesus to help them. **A holy book:** Ask pupils to recap what they now know about the Bible. With pupils, write some questions that could be asked to Grace about the Bible, its stories and versions of it that they have seen. If a Persona Doll is being used as Grace, the doll can be utilised to answer the questions there and then. If not, use shared writing to help the class create a short letter or e-mail to Grace containing some of their questions – the response can be 'delivered' to the class during the next couple of days. Ensure that responses touch upon how the Bible is not just a 'special' book for Christians, but 'sacred' / 'holy' because Christians believe it contains the words of God, not just human words. It is good for pupils to be introduced to the idea that 'holy' means a bit more than 'special'. Something that is holy is often thought to be linked to God and is very precious for religious people. These words are good examples of the new vocabulary children learn from RE	

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What stories are special to Christians? What happens in a story from the Bible? Does the story tell you about God? What do you learn?		
Pupils will learn to: Listen to and talk about the story of David and Goliath recognise some religious words, about God in relation to the story of David and Goliath	**The story of David and Goliath** • Explain to that children are going to learn a story from Grace's holy book about a shepherd called David. Show the children a picture of a shepherd. Discuss the tasks that shepherds perform. Explain that David was a boy, the youngest in his family – check whether any of the children are the youngest in their family and what this means for them. • In preparation for learning the story, teach pupils the chant: **David, David, did you get a scare?** **David, David, who is out there?** Pupils could choose an action to go with each line e.g. hugging themselves and putting on a scary face for the first line and putting a hand to their forehead as if they are looking into the distance for the second line. • Tell the story with pupils chanting the refrain at key points. **How did David beat Goliath?** • Ask pupils if they have ever seen someone being brave. What act of bravery did they see? Have pupils ever been brave themselves and when? When do they think David was brave in the story? What do they think helped David to be brave? How did God help David in the story? Give pupils a list of words which religious people might use to describe God e.g. helpful, strong, wise, loving. Which do pupils think describe God in the story and why? • With pupils, think about how David was brave and put his trust in God. Work together to write a new chant for the story (it does not have to rhyme) e.g.: **Brave David he can fight a bear** **Brave David he said a prayer** or **Brave brave David saved the day** **David's God helped, so he said 'hooray'** • Retell the story encouraging pupils to act out various roles and use their new chant at the right points. • Give pupils plenty of time to become more familiar with the story. They could use puppets and small world figures to re-enact it and add speech bubbles to pictures of characters at certain points from the plot. • Give pupils the opportunity to compare their ideas about God in this story with those of Jesus in the Calming of the Storm. • Make a link to children's own experiences. Can they draw a picture to answer the question: 'we dont have to fight with giants, but sometimes we do have to be brave. When did you have to be brave?	**These activities will help pupils to work towards achieving the following expected outcomes:** talk about some religious stories Enjoy and learn from discussion about beliefs about God recognise some religious words, e.g. about God, Bible, prayer, faith or trust use new vocabulary to show they understand the stories they have been working with

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What do you learn?		
Pupils will learn to: Talk about and act out the story of the two brothers Develop and communicate their ideas about promises and keeping them Talk about what Jesus teaches about promises in the parable of the two brothers	**Promises** Discuss and help pupils to describe what a promise is. Think about times when pupils made promises and what these were. Ask why we make promises, how we feel if we break a promise and also how we feel if someone else breaks a promise that they have made to us. **Vote with your feet!** Put up three signs saying 'Easy', 'Quite hard' and 'Impossible' on large paper around the room. Read out a promise and ask children to stand at the sign showing how difficult it would be to keep. Promises could include: I promise to eat a big bar of chocolate, I promise to be the tallest person in the class, I promise never to be naughty ever again, I promise to eat all of my vegetables at dinner time. Discuss why pupils made their choices. **The Two Sons** Explain that the Bible has lots of stories about Jesus – the Calming of the Storm is one of them. It also has lots of stories that Jesus told and pupils are going to learn one now. In child friendly language, tell the parable of the two sons (Matthew's Gospel 21:28-32). Ask children to act out the story in groups of three. Ask them to think about how each person in the story would feel. Get one group to act the story out in front of the rest of the class. Stop them at different points and ask what they are thinking and feeling. Ask pupils to identify what the father asked his sons. Discuss pupils' responses to the following questions: How did the first son answer? What did he do? What did the second son say? What did he do? What promises are made in the story? Who breaks a promise? Is there a goodie and a baddie? Who is the goody/baddy and why? Why do you think Jesus told this story? **What does it mean?** Explain that stories Jesus told were often meant to teach us something. If possible, discuss about some stories you have read in class that teach good lessons. Select some of the following seven sentences, as appropriate to your children (make sure you include the last one). Put them on cards for readers, or read them out one at a time to the class. Talk about what they mean. Ask them to choose which ones might be the message of the story for Christians. They are not all good lessons from the story! • Always eat your vegetables. • Actions speak louder than words!	**These activities will help pupils to work towards achieving the following expected outcomes:** talk about the story of the two brothers talk about what Jesus teaches about keeping promises in a parable and say why keeping promises is a good thing to do talk about the lives of people around them, understanding character and events from stories

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	• God is happy if you break your promises to him. • Obey your parents! • As long as you clean your teeth, God is pleased with you. • It's no good just talking about helping others, you actually have to do it. • If you say you love God, you need to show it in how you treat other people. Some of these messages are important for anyone. Make sure you also talk about how important the last one is for Christians. Christians should try to show their love for God by following his commands. **Promise Poems** Ask children to come up with some impossible promises – the wilder the better! Record their ideas in writing or on audio. Promises to do with, for example: school; home; next Sunday; their family; friends; something they will say; when they are grown up; their town; the world; and, where appropriate, God. Next, ask the children to think of things they might really promise to do with some or all of these. Gather the wild impossible promises together and weave in the real promises to create a class poem for display. Are there any promises children might make about how they treat each other in your school? These can be recorded on your display and revisited from time to time. Remind pupils that Jesus' story tells Christians that it's important that promises are not just words – they must be matched up with actions. Make a link to children's own experiences: can they draw a picture of what happened when a promise was kept?	

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God?		
Pupils will learn to: Listen attentively to and talk about the story of Muhammad receiving the Qur'an Identify some of their own feelings linked to events in a story they have heard Communicate their ideas about what makes a good messenger. Know some similarities and differences between different religious communities in this country	**Messages** • Discuss with pupils what they think a 'message' is. Give pupils opportunities to send and receive messages e.g. having a class post box, preparing and taking messages to midday supervisors at lunch time, taking home messages for parents, sending messages to pupils in other classes and receiving messages in return. • Arrange for a member of staff to come into your class to deliver a message at some point during whole-class teaching – make a show of stopping teaching for a minute or so in order to receive the message. • Ask pupils to recall other ways in which they have ever been 'messengers' and discuss what makes a good messenger. **A Muslim story** • Ask pupils to imagine a brilliant messenger – a man who was so trustworthy and such a good messenger that he was chosen by God to deliver messages. • Show children an image of the cave at Mount Hira and explain that it is the cave where the trustworthy messenger liked to go when he needed some quiet. • Tell the story of the first revelation of the Qur'an. Ask pupils to talk about: Where they like to go when they want to be quiet, how they think Muhammad felt when he was able to read/recite the words (show expressions on faces), whether they have ever been afraid (ask children to elaborate and show on their bodies how people might look when they are afraid), how they feel when they have been given a very important job to do. • Introduce pupils to the character of Imran (either through a persona doll or the picture provided) and explain that the story they have just heard is very important to him. This is because Imran is a Muslim boy and the story they have heard is important to many Muslims. Imran 	**These activities will help pupils to work towards achieving the following expected outcomes:** talk about the story of the revelation of the Qur'an Recognise and use some new vocabulary including religious words, e.g. messenger, Muhammad, Angel identify some of their own feelings in response to events in the story Use new vocabulary to talk about British Muslims and what matters to them Create work based on the stories and share the meaning of their work.

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What is the holy book for Muslims?		
Pupils will learn to: To name and identify features of the Qur'an Know some similarities and differences between different religious communities in this country	**Imran's holy book** • Reintroduce Imran and ask pupils to remind you which story was very special for him. • Say that you are going to show some things that are incredibly important to Imran. Pass around a feely bag containing a Qur'an stand. Ask pupils to describe what they can feel inside the bag. Reveal the stand and ask questions to encourage pupils to look at it closely e.g.: What is it made of? What designs are on the stand? Does it move? How? What might it be used for? • Remove a wrapped copy of the Qur'an from a high place in the classroom and place it very carefully on the Qur'an stand. Wash your hands and carefully unwrap the book. Ask the children what they think the high place, hand washing, cloth and stand might show about this book. **Note:** Do not pass an Arabic copy of the Qur'an for the children to touch or pass around. I often let the children see both an English and an Arabic version but don't leave the Arabic one on display. • Give children some time in small groups to look at the book on the stand and talk about what they can see. • Work with children to formulate some questions for Imran his special objects. Ensure that through questions and answers, pupils are introduced to the idea that the Qur'an is Imran's holy book, just like the Bible was Grace's holy book. Muslim people such as Imran believe that the Qur'an contains the exact words of Allah (God) that were said to Muhammad, his messenger. • Recap the difference between a holy book and a favourite or special book.	**These activities will help pupils to work towards achieving the following expected outcomes:** identify a sacred text e.g. Qur'an know and talk about a similarity and a difference between Islam and another religion

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What are the similarities and differences between different people's special stories?		
Pupils will learn: To talk about some religious stories that have been covered in this unit and say whether they are found in the Bible or Qur'an. To retell a religious story using correct vocabulary where necessary Know some similarities and differences between different religious communities in this country	**Reinforcing good learning:** Use some time to recap the main things children have been learning about Muslim and Christian stories. Can they remember the names of symbols, holy books, religions and holy buildings? **Recall** the names of Grace and Imran's holy books. Recap how Imran's holy book was treated. How do pupils feel all holy books should be treated? Why? **What stories have we learnt?** • Show children an image from each of the stories that they have covered in this unit and use these to help recap stories with the pupils. **Similarities and differences** • Put a hoop in the middle of a table and give children a criterion e.g. 'Has Jesus in'. Pictures relating to any stories that have Jesus in should be placed inside the hoop by pupils. Discuss similarities between the stories in the hoop and differences between those in the hoop and those outside of it. Other criteria could include 'This story talks about God', 'Has a rich person in', 'Comes from a holy book'. Some criteria might generate discussion about what actually goes in the hoop. • Once you have done a few, allow pupils to state the criteria for pictures going inside the hoop. **Can we retell a story?** • Pupils work on a retelling of one of the stories they have learnt in this unit. The stories could be retold individually or in groups. Pupils should be given some choices about how they would like to retell their stories – options might include, making books, acting out, using small world characters, being 'storytellers' on a big chair with appropriate storytellers' hat/cape etc, puppet theatre, making a story sack or box. It might be necessary to provide resources to aid children's memory when reproducing the stories (e.g. pictures, story maps, books etc). The finished products can be shared with another class. Please note that the Prophet Muhammad should not be portrayed either in pictures, models or acting.	**These activities will help pupils to work towards achieving the following expected outcomes:** talk about some religious stories that have been covered in this unit recognise some religious words and use the correct ones in their own retellings use their new vocabulary to show simple understandings of Muslim and Christian stories understand their own feelings and those of others, stimulated by religious story.

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Suggestions for Continuous Provision activities	
Outside Area	Climbing up high and down low like David and Goliath
Construction	Build – or imagine - an element of one of the stories (such as the boat that Jesus and the disciples were on) and use it in a retelling Work together to create a version huge life-sized version of Goliath from construction materials (it is thought that Goliath was nine feet tall)
Book Area	Leave versions of the stories that pupils have studied in the book area for children to read Make an area in the book corner for the holy books. Where should they be placed and how should they be treated? Have a place in class for the special stories that children have brought from home/selected from the book area – discuss and formulate ground rules for treatment of books in this area
Listening Corner	Listen to recorded versions of stories covered in this unit Listen to excerpts of The Hebrides Overture Other religious stories that pupils would enjoy hearing. Can they listen to any more about God/Jesus/Muhammad?
Writing/Mark Making	Sequencing stories and writing words or captions to go with the pictures Writing messages to Grace and Imran or class friends and putting them in the classroom post box Writing names of people they have seen being brave onto card bravery medals
ICT/Technology	Record words characters from the stories might say onto talking postcards to go with puppets/pictures Use story telling programmes to retell a story
Sand/Water/ Malleable	Make boats to float on the water
Music	Using rain sticks. Comparing sounds made by rainsticks of different sizes. Making storm-like music and quiet peaceful music. Compare the two, remember the calming of the storm and the peaceful cave on Mount Hira
Role Play	Set up the role play area so children can re-enact one or more of the stories with appropriate props (putting story maps etc in here is a good way to help pupils remember the storylines) Which clothes are needed in different weathers? Set up a clothes store for clothes needed in cold, sunny, rainy etc weather
Maths Area	Think about the heights of David and Goliath. Measure ourselves and our friends – see who is shortest and tallest. Order a group of objects from shortest to tallest.
Creative Area	Draw around a tall member of the school community (e.g. an adult) and a shorter one – work together to make them into David and Goliath Make puppets of characters from stories Make a book of a story with appropriate pictures With guidance, make characters and small props for a story bag of one of the stories
Investigative Area	Hang out wet clothes. See which weather they dry in the best
Small World	Act out one or more the stories using small world characters and settings Use small world characters in story bags and allow children to let these lead their re-tellings

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Resources

Teachers might use:

- Say Hello to… (Interactive CD and book) RE Today https://shop.retoday.org.uk/9781904024811
- RE Ideas God edited by Fiona Moss, RE Today, includes ideas for teaching David and Goliath https://shop.retoday.org.uk/9781905893768
- RE Ideas Jesus edited by Fiona Moss, RE Today, includes ideas for teaching the Calling of the first disciples, the Calming of the Storm and the feeding of the five thousand https://shop.retoday.org.uk/9781910261118
- Exploring Sacred Stories edited by Joyce Mackley, RE Today, includes sections on special books and sacred stories with younger pupils https://shop.retoday.org.uk/9781905893119
- Opening Up Islam edited by Fiona Moss, RE Today https://shop.retoday.org.uk/9781905893331
- Opening Up Christianity edited by Fiona Moss, RE Today, includes ideas for teaching the story of Zacchaeus https://shop.retoday.org.uk/9781905893485
- Opening Up Hinduism edited by Fiona Moss, RE Today, includes ideas for teaching Diwali https://shop.retoday.org.uk/9781905893386
- Opening Up Promises ed Fiona Moss includes ideas about making promises https://shop.retoday.org.uk/9781905893737
- Faith Stories (Developing Primary RE Series), ed. Joyce Mackley, RE Today: https://shop.retoday.org.uk/9781904024231
- Exploring Celebration (Exploring a Theme), ed. Joyce Mackley, RE Today: https://shop.retoday.org.uk/9781905893096
- The Reflect a Story version of the Diwali story and a Diwali basket can be purchased from TTS https://www.tts-group.co.uk/
- My First Qur'an by Saniyasnain Khan https://shop.retoday.org.uk/9788178985541
- My Look and Point Bible by Christina Goodings and Annabel Hudson www.amazon.co.uk/Look-Point-Bible-Christina-Goodings/dp/0745962068
- Stories Jesus Told books by Nick Butterworth and Mick Inkpen www.amazon.co.uk/Stories-Jesus-Told-Colouring-Book/dp/1859856535
- My Very First Bible Stories by Lois Rock and Alex Ayliffe www.amazon.co.uk/Very-First-Bible-BIG-Stories/dp/0745945929

Online resources:

- David and Goliath PPT from Communication4all www.communication4all.co.uk/RE/David%20and%20Goliath.pps
- BBC's Let's Celebrate Diwali http://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali
- Diwali activities (these requires Flash Player, which is being phased out by some browsers). http://resources.hwb.wales.gov.uk/VTC/ngfl/re/b-dag/ngfl-container/re-unit3-en.html
- RE:quest http://request.org.uk/
- REonline is a good gateway to RE resources: www.reonline.org.uk

Artefacts:

- Qur'ans and stands can be purchased from TTS www.tts-group.co.uk/shops/tts/Default.aspx
- Divas
- Rangoli powder
- A range of Bibles can be bought from Lion Hudson www.lionhudson.com/ and the Bible Society www.biblesociety.org.uk/products/bibles/childrens-bibles/

It is a good idea to ask members of local religious communities whether they are happy to donate any sacred books to your school for this unit of work before buying.

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