

Special Books- Year 1/2

About the Unit

The unit is grounded in pupils' love of books and the sharing of them with a variety of people in a variety of situations. Pupils consider what makes books special, exploring variety of content and their relationship with the books, their authors and those who introduced the book to them. Pupils learn that Jews and Christians have books which are very special to them because they are gifts from God. They meet with examples of the content of Bible and Torah and see the respect with which they are treated. The Jewish festival of Simchat Torah is introduced, when the cycle of readings from the Torah ends and is recommenced. Finally, pupils reflect on whether they have a book which is more precious to them than any other, and why.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Learning about teachings, sources, authorities and ways of life of religions and beliefs.

1.2 Practices and ways of life

- a) Encountering some of the ways in which religions and beliefs influence people's lives.
- b) Being aware that religious practices have similarities and differences.

1.3 Expressing meaning

- a) Learning about different ways people express beliefs and values.

1.4 Identity, diversity and belonging

- a) Finding about where and how people belong and why belonging is important.
- b) Being aware that differences exist between religions and beliefs.

1.6 Values and commitments

- b) Reflecting on their own values and having about the values of others.

Key Processes

2.1a	Importance/Impact of Religion & Religious Diversity	Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate
2.1b	Specialist Vocabulary	Identify and suggest meanings for religious symbols and begin to use a range of religious words
2.1c	Beliefs and Practices	Name and explore a range of celebrations, worship and rituals in religion
2.1d	Sources	Explore a range of religious stories and sacred writings and talk about their meanings
2.2b	Reflection on belonging	Recognise that religious teachings and ideas make a difference to individuals, families and the local community.
2.2c	Reflection on what Individuals and Communities value	Identify what matters to them and others, including those with religious commitments, and communicate their responses
2.2e	Respect	Recognise that there are different responses.

Range and Content (traditions and themes)

This unit focuses on the Christian and Jewish traditions.

Themes for this unit:

- a) **Beliefs about God:** what people believe about God, humanity and the natural world
- b) **Sacred texts and stories:** how and why some stories are special, sacred and important to religions
- c) **Celebrations and festivals:** how and why celebrations are important in religions
- f) **Belonging:** Where and how people belong and why belonging is important

Curriculum opportunities:

During the course of this unit children may use:

Literacy - To share books and find their favourite book. It can be linked to book sharing sessions. Drama and role play may be used to explore favourite stories and discussions to develop speaking and listening skills.

ICT – To use the internet or DVD resources to find information on special religious books and to find specimens of writing from these books. CD-ROMs of Bible versions exist and could be used.

Design and Technology – To design and make a cover for a Bible or a 'robe' for a Torah scroll

Art and Design – To engage with the stories encountered and to illustrate them

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 1	Year 2
Basic	Pupils will be able to describe and talk about a book which has special meaning for them. They will be able to tell a few facts about the Christian Bible and Jewish Torah. Working towards Level 1	Pupils will be able to give reasons why particular books are especially precious to them. They will understand and explain why the Bible and Torah are treated with such respect by Christians and Jews, show respect themselves for these sacred texts. Level 1
Developed	Pupils will be able to give reasons why particular books are especially precious to them. They will understand and explain why the Bible and Torah are treated with such respect by Christians and Jews, show respect themselves for these sacred texts. Level 1	Pupils will explain similarities and differences between their own 'special books' and those of Christians and Jews. They will have some knowledge of the contents of the Bible and Torah and will give a reasoned explanation of why Jews might dance with the Torah in celebration Level 2
Extended	Pupils will explain similarities and differences between their own 'special books' and those of Christians and Jews. They will have some knowledge of the contents of the Bible and Torah and will give a reasoned explanation of why Jews might dance with the Torah in celebration. Level 2	Pupils can use specialist vocabulary when describing and comparing two special religious books. They understand the purpose and significance of these books in each religion and reflect on their own experience of having a special book. Level 3

Possible assessment tasks:

- Observe and listen to how pupils describe and give reasons to choose their special book.
- Listen to their reasoning they employ in explaining why books are special.
- Observe how children relate their special books to sacred texts.
- Listen to pupils' comments about books encountered.
- Do their book covers show understanding of the sacred nature of the books?

Resources

You may find the following resources useful when teaching this unit:

- Pictures and posters of Bible and Torah scrolls (Folens Photopacks)
- websites – www.reonline.co.uk - www.ngfl.ac.uk/re - www.thegrid.org.uk/learning/re - www.request.org.uk
- Mini Torah scrolls with robe, crowns, a pointer and a breastplate
- A Bible
- A collection of children's Bibles – retelling of bible stories
- A collection of books on Christianity and Judaism Lucy's Sunday, M Barratt (Heinemann)
- Artefacts – Torah robe, crowns and breastplate.
- Pictures of Lecterns used in Christian Churches (IWB)
- A large collection of books of all types – fiction, non-fiction, atlases, albums, etc.
- Pupils own collection of special books
- Music CD of various Hymns – junior hymn books
- A Video – Sarah and Paul
- Virtual tours on IWB

Vocabulary

Bible	Torah	scriptures	lectern	robe	crowns	breastplate	pointer	Bimah
Hymns	respect	scroll	Ark	Simchat Torah	Bible Sunday	worship	synagogue	

Glossary of Key Terms

Bimah

A raised platform in the centre of a synagogue – Torah is placed on Bimah

Breastplate

It is a metal plate placed in front of the covered Torah scroll

Crowns

Decorative finials for rolling scrolls

Lectern

A Bible stand

Pointer

A pointer is used to read from Torah scroll

Robe

A piece of decorative cover for Torah

Simchat Torah

A celebration of reading Torah throughout the year

Torah

Jewish holy scripture

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

This unit could be adapted to explore other traditions in place of the Jewish tradition. It can be linked to Sikh and Islam traditions.

In Sikhism the 'Guru Granth Sahib' is the text for the sung worship and it is read continuously in its entirety at festivals and celebrations (Akhand Path). It is covered with a rumala. It would be suitable to use in a unit such as this instead of the Jewish Torah.

In Islam the recitation of Qur'an attempts to celebrate the words through the beauty of the delivery and there is a festival day to make the revelation of the word of God to Muhammad (Laylat-ul-Qadr).

The Hindu and Buddhist scriptures are not in the form of a single book but are central to the devotional life of adherents.

All religious scriptures should be stored in special places with great respect. NB Torah robes should not be decorated with people or animals.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p><i>To be able to investigate the importance of special books.</i></p>	<p>How do we share books in our families and at school?</p>	<p>Pupils' experience of book sharing, times, places, people.</p>	<p>Use a class book-sharing time to talk about how pupils feel when this activity occurs. Do they have favourite times with books? Who do they like to read with or to them? Are there any rules about reading books?</p> <p>Make a code of practice for sharing books in school, or each write an instruction for enjoying a book fully.</p> <p>Children choose a book and read it with their friends.</p>	<p>Children are able to identify a favourite story or a book for themselves.</p>	<p>An enjoyable story book not previously known to the children.</p>
<p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p><i>To begin to understand the purpose of writing books.</i></p>	<p>What kinds of things do we like to find in books?</p> <p>Why do people write books?</p>	<p>Different types of books; stories, poems, information, etc. and their purposes; fun, instruction, imagination, guidance, etc.</p>	<p>Talk together about the different kinds of books they are aware of. Ask the pupils in pairs to find three good books of different kinds in the classroom or library. Share the outcome.</p> <p>Ask them what they think the purpose of the various authors was and where they might have got their ideas.</p> <p>A visit to the local library could be the best place to teach this lesson.</p>	<p>Children are able to understand the use and purpose of books.</p>	<p>A wide range of books of all kinds, school library</p>

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<p>2.1 a Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate</p> <p><i>To begin to understand the possibility of having relationships with people beyond their immediate surroundings.</i></p>	<p>Can we meet and know all the writers and all the people in their books?</p> <p>Are some books more special than others?</p>	<p>Favourite characters, authors, indirect relationships.</p> <p>Pupils' experience of books special to them for a variety of reasons.</p>	<p>Discuss, draw or write about favourite character. Who told them about the characters? Help the pupils to recognise their relationship with people they haven't physically met. Give examples of people in the movies and books.</p> <p>Talk together about 'special books' pupils have brought in or have at home. Ask them to write: '(title) is special to me because, e.g, contents, author, occasion, giver, etc. and illustrate to make a class book.</p>	<p>Children are able to talk about their favourite book, author or character and give reasons.</p>	<p>Pupils own special books and teachers' special books to model.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1b Identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p>2.1d Explore a range of religious stories and sacred writings and talk about their meanings</p> <p>2.2e Recognise that there are different responses</p> <p><i>To begin to understand the importance of special books in the lives of Jews and Christians,</i></p>	<p>What are the Jewish and Christian special books about?</p>	<p>The content of the Torah and the Bible in general terms, such as stories, poems, rules, advice, history, teaching, biography.</p>	<p>Show the children a miniature Torah scroll without its robe, crowns, or breast plate. Ask them what they think the Hebrew writing might be about.</p> <p>Share with them a story such as <i>Moses in the Bullrushes</i> in a retold version. Let them hear part of The Ten Commandments or instructions on caring for animals from Leviticus.</p> <p>Explain that the Christians believe the Jews' book is so precious that they have included in their own Bible but they have added extra stories.</p> <p>Share some stories about Jesus or that Jesus told. Show a Bible.</p> <p>Use art to illustrate, or drama/puppetry to re-enact stories. Some stories have been turned into songs which you might learn, e.g. The Animals Came in Two by Two, The Wise Man Built His House Upon the Rock.</p> <p>Hear a version of Psalm 23, The Lord is my Shepherd.</p>	<p>Children are able to understand the respect given to the Jews and Christian religious books.</p>	<p>Miniature Torah Scroll Bible Re-telling of Bible stories. A collection of children's Bible.</p> <p>Print outs of a few Christian Hymns.</p>

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<p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p>2.2e Recognise that there are different responses</p> <p><i>To begin to understand how Jews and Christians respect their special religious books.</i></p>	How do pupils show the books are special to them?	<p>The treatment of the Torah scrolls in the synagogue and of the Bible in churches.</p> <p>Bible Sunday</p> <p>Simchat Torah.</p>	<p>Show a virtual tour of a synagogue on the IWB and discuss how the Torah is treated in the synagogue. Ask them how it differs from your miniature scroll. Dress your scroll in robes, breastplate, crown, like a royal person.</p> <p>Tell how it is read completely, annually and the celebration when it is completed at Simchat Torah. Ask why people want to dance with it.</p> <p>Show a virtual tour of a Christian church, look at lecterns in particular or visit a church to see a Bible placed on one, and read a small portion.</p> <p>Tell about Bible Sunday when Christians thank god for giving them this special book.</p> <p>Design and make robes for a Torah scroll or a cover for a Bible, using fabric and other decorative materials.</p>	<p>Children are able to understand why Jews and Christians use these special books with so much respect.</p>	<p>Jewish artefacts – Torah scroll, robe, breastplate and a crown. Pictures of lecterns</p> <p>Materials and fabrics for children to make their covers.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p><i>To be able to identify their own special books.</i></p>	Which book is most special to me and why?	Individual special books.	<p>Ask pupils to decide on their own special book and tell the group the reason for their choice e.g. their baby book, a photograph album, a special gift book etc.</p> <p>Teachers model their own personal special books to initiate discussions.</p> <p>Children write a sentence describing their special book and why.</p>	Children are able to name a special book and give their reasons.	<p>Samples of some special baby books, photographs album e.g. wedding albums etc.</p> <p>Children's special books.</p>