

**Key Stage:** 2      **Year:** 3      **Subject:** The Bible; Harvest

**Time allocation:** 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To identify the Testaments and some books in the Bible	Look at the class or school library, identifying various types of books. Look at the titles of books in the Bible and point out that there are two main divisions of books, the Old and New Testaments. Within this division are books of sagas and traditions, history, poetry, wisdom, prophecy, biography (life stories) and letters. Children make a Bible 'library' out of cereal packets or design book covers (each pupil makes 2 or 3) for a display.	What types of books / different subjects are there in the library? The Bible has two parts. What are their names? Which comes first? How many books are there in the Old Testament? How many in the New Testament? Do you know the names of any books in the Bible?
To learn about the order of some people in the Bible; To reflect on the length of time Jews and Christians have followed God	Do a time line of each child's own life. Discuss what AD and BC mean. Use a long rope as a time line. Put AD and BC on the rope and give children labels of Bible people they have encountered in previous years eg Jesus (0BC / AD), David (c 1000BC), Moses (c 1200 BC), Joseph (c1600 BC), creation (?). Children stand on the rope in the correct order. Point out how long ago are Bible events. Children draw the Bible timeline and a copy is placed on the classroom wall.	(Time line): when were you born? When were younger brothers and sisters born? How old were you when you went on holiday? When did you start school? Which class were you in three / two / one year ago? When did you get a pet? Has anything else happened to you? When was this? (Bible timeline) Where does BC finish and AD start? Who was born then? Where is your life on the timeline?
To learn about how the Bible is depicted in art; To make their own picture of a Bible story.	Look at works of art depicting Bible stories. Discuss what they show, what they might mean and what feelings they suggest. Pupils use some of the artistic ideas or those gained from their art lessons to help them make a picture of their own on another Bible story. (Possible link to Spirited Arts competition and website: <a href="http://www.natre.org.uk/spiritedarts">http://www.natre.org.uk/spiritedarts</a> )	Who are the people in the picture? What are they doing? How are they behaving towards each other? What might they be saying to each other? Which Bible story is the picture describing? What are the main colours? What do the colours add to the picture? Is it possible to take anything out of the picture and leave the same meaning? What do you feel when you see the picture?
To learn about the story of Moses at the burning bush; To reflect on what the event meant to Moses	Remind pupils of the story of Moses at the burning bush (Exodus 3). Devise a visualisation (see Mary Stone's book) on the story. Discuss what picture the pupils have of the event and what their feelings are about God and Moses. Either use artistic ideas to depict part of the story or write a poem about the event.	Which part of the story did you enjoy most? What colours did you see? What were your feelings when you saw the bush / the snake / Moses' leprosy. What do you think Moses felt at each stage? Why would he feel this? What do you think God is like? Why? How would you describe the scene?
To learn about the variety of harvests across the world; To reflect on how people are dependent on each other; To reflect on why people praise God	Choose a harvest hymn / song eg Pears and Apples (Come and Praise). Discuss the different kinds of harvests eg fruit, fish, fuel and power, minerals, animals, etc. In groups design collages based on each verse. Discuss how different parts of the world produce different harvests and how we need to share so that everyone benefits. Discuss what God would want his believers to do.	Where does our food (fruit, vegetables, milk, fish, meat, etc) come from? Which countries do these come from? What do we get out of the ground? What do we use it for? Which countries do these (stone, metals, oil, etc) come from? Where did it all come from originally? Why does God want his followers to give thanks?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Bible Old and New Testaments history poetry prophets letters	Investigate Interpret Apply	Self- awareness  Respect for all	Louis Fidge: Bible Activities 7 - 11 (Folens Copymaster)	A class Bible library	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> <li>recall some words used to describe the parts of the Bible (AT1)</li> <li>talk about their own feelings about Bible stories and harvest celebration (AT2)</li> </ul> <p>many children will be able to:</p> <ul style="list-style-type: none"> <li>use words such as Bible, Old and New Testament correctly and identify when some Bible characters lived (AT1)</li> <li>respond sensitively to how Moses felt at the burning bush (AT2)</li> </ul> <p>some children will be able to:</p> <ul style="list-style-type: none"> <li>link religious stories to the Bible timeline (AT1)</li> <li>ask questions about Bible chronology (AT2)</li> </ul>	
Timeline BC AD Jesus	Investigate Apply Synthesise	Open- mindedness  Appreciation and wonder	Rope and labels	Children's lifelines and a timeline of some Bible characters		
Bible art	Investigate Interpret Empathise Discern Express		<a href="http://www.nationalgalleryimages.co.uk/">http://www.nationalgalleryimages.co.uk/</a> then search on 'subjects' for 'Religious and Biblical'	Children's art work		
God Burning bush	Empathise Discern Express		Mary Stone: 'Don't Just Do Something ... Sit There' (RMEP)	Picture or poem of (part of) the scene of Moses at the burning bush		
harvest world resources dependence thanks	Investigate Express			Collages of the verses of 'Pears and apples' or another harvest song / hymn		