

What stories about Moses do Jewish people love to remember?

Year Group: 1



'Burning Bush', by Samuel, age 6



'Moses at the Red Sea' by Jack, age 10

This unit of work for Religious Education provides non-statutory exemplification of some good teaching and learning for any school to use. Teachers need to check carefully that they work from their locally agreed syllabus or faith community requirements.

What stories about Moses do Jewish people love to remember?

Year Group: 1

About this unit

This is a unit about Jewish stories of Moses. Children learn about Judaism through exploring the main question: what stories about Moses do Jews love to tell? From the baby in the bulrushes, the burning bush, the Passover and Exodus and the Ten Commandments, children learn to explore Jewish ideas and celebrations through active learning.

This unit enables pupils to explore, question and respond to the stories, teachings and experience of contemporary inspirational people, leaders, texts, music and the influence of these on the individual. The focus is on developing learners' understanding of what makes a good leader; the life of Moses is an example.

The teacher's role as a storyteller is important. Great teaching might here be nothing more than finding five exciting ways to tell four great stories and letting the children be imaginative in what follows. One way of doing this, using two lengths of cloth, is described, but there are endless ways of telling stories well.

Where this unit fits in

This unit will help teachers to enable quality learning in RE by providing them with well worked examples of teaching and learning about stories of Moses and their importance in the Jewish community. Pupils will be enabled to explore, question and respond to the life and work of an inspirational leader from the Jewish religion and enjoy some great interactive storytelling. They will be able to think about what makes a leader.

Estimated teaching time for this unit: 7-8 hours

It is recognised that this unit may provide more teaching ideas than a class will cover in seven hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

Key strands addressed by this unit

AT 1: Learning about Religion

- Beliefs, teachings and sources
- Practices and ways of life

AT 2: Learning from Religion

- Questions of identity, diversity and belonging
- Questions of values and commitments.

Attitudes focus

Pupils will explore attitudes of:

- **Self-awareness** by becoming increasingly aware of what they enjoy in a story
- **Respect for all** by developing a willingness to learn from a religion they may not be part of
- **Open mindedness** by thinking about God and about ancient stories
- **Appreciation and wonder** by developing their capacity to respond to stories with a range of emotions.

Opportunities

Pupils have opportunities to hear excellent storytelling about Jewish faith, and talk about it for themselves. They will be able to think about their own experiences and views in relation to questions of beliefs and community.

Background information for the teacher

For Jewish people, Moses and Abraham are the greatest leaders, each having a claim to be the founder of the faith. Stories of the great 'Patriarch' Abraham and of the liberator from slavery, Moses, are part of the Torah, the five key books of Jewish scripture. The stories of Moses are celebrated and remembered in festivals. This unit focuses on Jewish uses of the stories, but teachers might note and point out that Moses is a very important figure in Christianity and Islam as well as to Jewish people. They are great stories too: the recurrence of versions of the story in published books – for children and adults – and in film and video is testimony to the abiding power of these narratives, not only for Jews. This is one reason why it is good to tell children these stories in Infant RE.

The last page of this unit has a single-page summary of the stories on it. There are many, many versions published. The Bible is a good source too, of course.

Contributions to spiritual, moral, social and cultural development of pupils

- Opportunities for **spiritual development** come from thinking about the place of God in these Jewish stories.
- Opportunities for **moral development** come from thinking about slavery and freedom in the stories.
- Opportunities for **social development** come from working together in a team.
- Opportunities for **cultural development** come from thinking about stories from a range of cultures.

Vocabulary	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions: Judaism God Jewish Judaism Bible Torah Tenakh</p> <p>Religious studies: holy book miracle</p> <p>The language of shared human experience freedom bravery trust</p>	<p>Websites</p> <ul style="list-style-type: none"> The National Association of Teachers of RE (NATRE) has an excellent web starting point for this topic. The Spirited Arts website enables pupils to view and judge numerous works of art on key biblical stories and spiritual ideas from young people. www.natre.org.uk/spiritedarts REonline is a good general gateway site to RE material: www.reonline.org.uk Staffordshire Learning Net (SLN) provides a useful searchable bank of stories: http://www.sln.org.uk/storyboard Online searchable sacred texts from different religions can be found at: http://www.ishwar.com/ <p>Video, CD/DVD and audio</p> <ul style="list-style-type: none"> <i>Testament: The Bible in Animation</i> has a great version of the Moses stories, www.youtube.com <i>The Prince of Egypt</i> from Dreamworks, 1998, has a 'U' for all rating, but teachers should choose carefully some short extracts - there are some scary bits! It is now easy to buy cheaply on DVD. <i>Faiths & Celebrations</i> (CD) contains six talking reference books, Sherston Publishing: www.sherston.com <i>Two Candles Burn</i> (music CD), Stephen Melzack, available from RE Today Services, http://shop.retoday.org.uk <i>Festivals 2</i>, DVD from Child's Eye Media, designed for children aged 3 plus to introduce them to a range of festivals. From: http://shop.retoday.org.uk. <p>Books</p> <ul style="list-style-type: none"> <i>Leaders & Followers</i> (Exploring a Theme series) ed. Joyce Mackley, RE Today ISBN 978-1-904024-91-0: http://shop.retoday.org.uk <i>The River Baby: The Story of Moses</i>, Betty Smith & Norm Handorf, Lutterworth Press, ISBN 978-0-71882-492-1 <i>Faith Stories</i> (Developing Primary RE series) ed. Joyce Mackley, RE Today, ISBN 978-1-904024-23-1: http://shop.retoday.org.uk <i>Sacred Stories</i> (Exploring a Theme series) ed. Joyce Mackley, RE Today, ISBN 978-1-905893-11-9: http://shop.retoday.org.uk <i>Exploring Celebrations</i> (Exploring a Theme series) ed. Joyce Mackley, RE Today, ISBN 978-1-905893-09-6: http://shop.retoday.org.uk <i>Opening up Judaism</i>, ed. Fiona Moss, RE Today, ISBN 978-1-905893-55-3: http://shop.retoday.org.uk <i>Lion Storyteller Bible</i>, Bob Hartman, Lion Hudson, ISBN 978-0-745949-80-2 <i>The Ten Commandments for Children</i>, Lois Rock, Lion, ISBN 978-0-745930-55-8 <i>Peace at Last</i>, Gill Murphy, Macmillan Children's Books, 978-0333631980, or equivalent story. <p>Artefacts</p> <p>Religious artefacts for Judaism are available to purchase from:</p> <ul style="list-style-type: none"> Articles of Faith www.articlesoffaith.co.uk Religion in Evidence/TTS www.tts-group.co.uk/shops/tts/Range.aspx?nguid=668be86d-80f1-471e-b2e7-20c7b98280ee

Expectations: at the end of this unit

Pupils working at level 1 will be able to:	<ul style="list-style-type: none">• recall Jewish stories from the Hebrew Bible (Torah/Tenakh)• use some religious words to talk about the stories• talk about what they find interesting and puzzling in the stories• express own ideas about stories of bravery, kindness and friendship from the Bible and Judaism• recognise that holy books contain stories that are special to many people• talk about their own experiences and feelings linked with these stories.
Pupils working at level 2 will be able to:	<ul style="list-style-type: none">• retell a story of Moses• ask thoughtful questions in relation to the stories and suggest some answers• suggest some meanings in the stories for Jewish people• identify characters in the stories and answer simple questions about what the person was like• respond sensitively to ideas like bravery, freedom, working together or trust in the story• think for themselves about why these stories have been so popular for 3400 years.

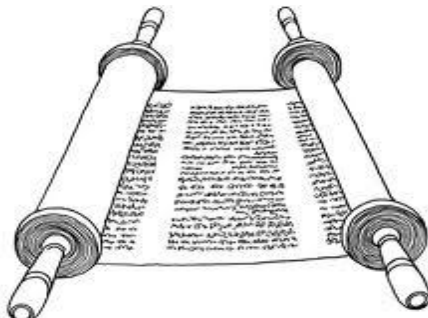
Assessment suggestions

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.

The activity in the last lesson makes a good assessment task if you need one:

- Ask children to choose their favourite bits from each story. You could use the 'choose one idea from three' activity. Set up three zones and ask children to run to the one they agree with. What bit of each story did they like best?
 - When Moses' mum put the baby in the river/ when the princess found the baby/ when Miriam got her own mum a job as a nurse!
 - When the bush burned/ when Moses heard God speak/ when Moses went back to Egypt
 - When the Dreadful Angel came/ when the people escaped/ when the sea parted
 - When the people walked through the desert/ when Moses disappeared up the mountain/ when Moses got the Ten Commandments.
- Ask children which of these three words they think fits Moses best:
 - baby/runaway/leader
 - scared/ordinary/brave
 - good listener/good fighter/good lawgiver
 - strong/weak/trusting.
- And who was the hero of the story:
 - Miriam/Pharaoh/the Princess?
 - God or Moses?

Key questions	Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>What are our favourite stories?</p> <p>Why do we think some stories have lasted 3400 years? (This is the time when Moses' stories were first told: about 1400 BCE)</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • retell religious stories about Moses that led people to admire and follow him • begin to show awareness of similarities in Christianity and Judaism, noticing that stories of Moses are important for Jews. 	<p>What makes a good story?</p> <ul style="list-style-type: none"> • Introduce the idea of a story by starting off a story 'Once upon a time.' Ask pupils what will follow. Briefly tell different types of story, e.g. from personal experience, from history, a fairy tale, from the Bible. Ask pupils what have these good stories all got in common? Which ones are true and which are made up? Discuss with children what makes a good story, why people like stories, and what makes some stories special. • Tell them that in this unit they are going to listen to and discuss stories that are special (sacred) and in every lesson some special music will be played at the beginning to show that it is a special story. Ask pupils: can they remember any special stories from the Bible? • Pupils draw a picture of a Torah scroll and choose two words from the list to remind them what it is about: holy/scroll/Moses/Jewish/stories/exciting/special. Ask them to say in circle time which words they chose and why.  <p>Judaism</p> <p>Why was Moses a good leader?</p> <ul style="list-style-type: none"> • Play the circle game '2, 4, 6, 8, who do I appreciate?' After saying the name of someone in the class they say something good about that person: 'I appreciate Carly because she is kind', 'I appreciate Callum because he is good at running', 'I appreciate Darren because he smiles a lot.' Discuss having friends, being a good friend. Tell the pupils that Jewish people teach that God called Moses his friend. • Introduce the stories you are going to tell by talking about what sort of person Moses was. Use words like: humble, strong personality, prayerful, persevering, aware of his own weaknesses. Pupils could then draw and write about one of their friends. 	<p>I can ...</p> <ul style="list-style-type: none"> • talk about my favourite stories and some other people's favourite stories (L1) • identify why I appreciate a friend or classmate (L1) • remember that Jewish people have Moses as their great leader in history (L1) • respond sensitively to the ideas and comments of other children about stories of Moses (L2). 	<p><i>Have some Jewish music to play to introduce your 'story time' in each of these lessons.</i></p> <p><i>Use two 2-metre lengths of bright red and bright blue cloth - these can be bought for a few pounds, and used throughout and beyond the unit. In this first lesson, hang them from the ceiling like a canopy and sit under them for the lesson.</i></p>

<p>Why did Baby Moses float down the river?</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> learn the Jewish story of how Baby Moses was rescued from the river by the Princess of Egypt think about why this story is especially important for Jewish people. 	<p>Story 1: What happened to Moses after he was born? (Exodus Chapters 1-2)</p> <ul style="list-style-type: none"> At the time of the story, 3400 years ago, Jewish people had been slaves in Egypt for hundreds of years. The Pharaoh was alarmed that there were too many Jewish people, so he made a very evil law, that Jewish baby boys should be killed! When Moses' mum had her baby, she decided to hide him, to keep him safe. But when he was a little older he was so noisy that she could not hide him anymore. She put the baby in a basket, and floated him on the river Nile. His big sister Miriam watched what happened. As the basket floated down the river, the Princess of Egypt, who was bathing, saw it. She rescued the baby, and decided to adopt him. Miriam asked her if she would like a nurse for the baby, and she chose his actual mother to be his nurse. So that worked out very well! Lay out your strip of blue cloth on the classroom floor like a river. Sit around it to tell this story. Have a little wicker basket with a doll in it, if you can, to 'float' on the river. Use the piece of red cloth to dress up one of the children as the Princess. She comes to the river to bathe, and finds baby Moses. Choose someone who speaks well for this role, and ask her as the story unfolds: How are you feeling? What might you do next? Ask the class who is the hero of this story - is it Moses' mum, or his sister Miriam, or the Princess? Why? Ask children to talk about and suggest good words to describe what Moses' life might have been like when he was a tiny baby. And what might it have been like when he lived at the palace with the princess? Make individual backgrounds or a whole-class collage showing a Jewish humble dwelling on one side of the river and the Egyptian palace on other side. Slit the paper horizontally along the river to insert a tabbed Moses basket that can then be moved along from one side to the other. 	<p>I can...</p> <ul style="list-style-type: none"> recall the outline of the story (L1) talk about what happened to Baby Moses (L1) retell the story myself (L2) respond sensitively to what happened to Baby Moses (L2). 	<p><i>This unit selects five self-contained stories about Moses. These can all be found in the Bible in Exodus chapters 1-20. There are many more parts and details to the story which can also be used, but these work well.</i></p>
--	---	--	---	---

<p>What did God say to Moses from the bush on fire?</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • be able to ask questions about the feelings and emotions of the story • recall or retell the story of when Moses was called by God to be a leader. 	<p>Story 2: What happened to Moses when he saw a Burning Bush? (Exodus chapter 3);</p> <ul style="list-style-type: none"> • Play your Jewish music for children to get the atmosphere of the lesson. Lay out your piece of red cloth (put a ‘bush’ of some kind on it if you can), and ask the children to remove their shoes and stand with their toes touching the cloth for the beginning of the lesson. All sit down together, comfortably. • Talk about different times when we do remove our shoes and the reasons why. Discuss how people of different cultures, e.g. in Asia, do this as a mark of respect when they visit people in their homes, also how people of different religious faiths remove their shoes when entering their special place of worship. • Ask some questions to remind the children of the story of Moses the ‘River Baby’ from last lesson. Tell the story of Moses and the Burning Bush. • When Moses grew up, he could not work out if he was a Jewish boy or an Egyptian prince. After some bad times, he ran away from Egypt, and became a desert shepherd. But one day in the desert he saw a bush on fire, and was amazed that it did not burn up. He went closer, and heard a voice - the voice of God speaking to him from the bush on fire. ‘Take off your shoes,’ said the voice. God told Moses that he was to go back to Egypt and lead his people the Jews out of slavery and to freedom. Moses felt too shy, scared and useless to do this, but God told him ‘I will be with you.’ Amazed - and still a bit scared - Moses went back to Egypt and told Pharaoh that he must free the Jewish slaves. • Ask the children to make the red cloth move a little by taking an edge in a finger and thumb and lifting gently up and down. Fire moves like this too. • Talk about why a fire might be a good symbol for God - identify together some of the characteristics of fire - gives warmth; keeps us alive; can be used to cook (feeds us); burns (it’s powerful - we need to be careful - treat with respect); you can feel it; lots of different colours and shapes; etc. In what ways might God be like fire? Use tissue paper cut into flame shapes to make fire collages, write some words around the fire that describe both fire and God. • Talk together and decide some reasons why God picked Moses to lead the Israelites out of captivity in Egypt. Children could suggest how Moses might have felt when he realised God was choosing him to go back to Egypt. What questions might he have wanted to ask God? What might he have wanted to do? What did he actually do? What gave him the courage to do this difficult thing? Ask children to suggest times when they have been in a new situation or facing a hard challenge - how did they feel - what or who helped them? 	<p>I can ...</p> <ul style="list-style-type: none"> • recall the outline of the story of the Burning Bush (L1) • talk about what happened to Moses when God spoke to him (L1) • retell the story myself (L2) • respond sensitively to questions about God (L2) • suggest simple meanings for symbols such as flames (L2). 	<p>The Literacy strategy asks pupils to learn from stories from a range of cultures. These Jewish stories are suitable for work in Literacy as well as RE.</p>
--	---	--	--	--

<p>How did Moses lead his people to freedom?</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • learn to think for themselves about why this story matters • think about freedom • think about God. 	<p>Story 3: Moses leads God’s people to freedom (Exodus chapters 7-15)</p> <ul style="list-style-type: none"> • Your two pieces of cloth can be used in this storytelling activity: hang the blue one up in a doorframe, and sit around the door for the storytelling. Tell children it is the door of one family’s house. The red cloth will be a symbol of the sacrifices in the story. Hide it to start with. • Retell the story of the Passover (simple version on the final page of this unit) up to the end of the third paragraph where Pharaoh reneged on his promise to let the Jewish people leave Egypt. • Set up a Conscience Alley activity. Choose a capable thinker and speaker who volunteers from the class to face Moses’ dilemma by walking ‘Conscience Alley’. • Set up an alleyway between desks in the class, and stand your volunteer Moses at one end. Set the dilemma - what should Moses do? Before they respond, invite six to eight pupils to join in the drama by coming to stand on one side of the alley to offer reasons that suggest why Moses should ‘give in fighting against Pharaoh and stay as slaves’ and on the other side to offer give reasons why Moses should ‘continue following God and struggling for freedom’. Model some simple ideas yourself and ask the children to think of their own. • The volunteer ‘Moses’ walks the alley, moving from side to side. S/he must ask each adviser ‘What is your advice to me today?’ and listen to the replies. S/he might ask some why questions and other questions too. At the end, s/he waits and thinks while the advisers all sit down again. The teacher can ask the volunteer for their decision, and also to comment on the advice received, whether it was surprising, helpful, thought provoking, and so on. The teacher then needs to tell the end of the story. • Use the red cloth to symbolise the lamb’s blood: hang it around the blue doorway when you get to that part of the story. Then when the escaping people come to the Red Sea, tell the children it wasn’t really red, but get four children to hold the two cloths and ‘wave’ them like the sea. When Moses asks God to open the sea, split the two cloths and get your ‘Moses’ to lead the class through the ‘sea’ on ‘dry land’. • Tell the children that Moses and the people celebrated their freedom with a song which Miriam (remember her?) led. And for every year since then, 3400 years, the freedom of Passover is remembered with songs and celebrations. More next lesson! 	<p>I can ...</p> <ul style="list-style-type: none"> • remember my favourite bit of the story (L1) • identify the scary parts of the story (L1) • say who is a ‘good’ person, and who is a ‘bad’ person in the story (L1) • retell part of the story (L2) • respond sensitively to the story by talking about these words: freedom, God, danger, leaders (L2). 	<p>The children could be asked to retell the story simply in pictures: give a group six key moments in the story, and ask them each to make a small drawing one of the key moments. Put the six drawings together in a storyboard.</p>
---	---	--	--	--

How do Jewish people remember the Passover today?

- Pupils will:
- learn about the seven symbolic foods that are shared at Passover
 - think about why this festival has lasted so long and matters so much to Jewish people
 - think about the importance of freedom.



A Seder plate

Use some artefacts and tasting foods for this lesson if you can. The Seder meal uses seven special foods to symbolise the story of freedom. Tasting always makes a lesson more memorable!

How and why do Jewish people celebrate Passover?

- Remind the children of the Passover story about freedom from last lesson.
- Responding to the story through music**
- Listen to a piece of music that shares the story of Passover such as on *Two Candles Burn* by Stephen Melzack or search for Passover or Pesach music.
 - Once the children have listened to some music, ask them to work in groups to create a piece of music to show the changing emotions of the story. Where will the music sound jubilant/sad/angry?
- Responding to the story every year**
- Tell the children that the Jewish people today have a festival specially to remember the Passover (Jewish name: Pesach). Share with the children the key aspects of the Seder meal.
 - Explain that at Passover Jews eat food without yeast in, so they can remember the haste in which their ancestors left Egypt - having no time to let their bread rise. Matzot can be bought in many shops.
 - Share the different foods on the Seder plate. Explain the symbolism of each item. Use some artefacts for this, and set up a tasting of sweet and bitter food if you can. Sweet freedom after bitter slavery is the theme.
 - Ask the children to work in pairs and focus on one item on the Seder plate.
 - What is it?
 - What part of the story does it represent?
 - What does it tell you about how Jewish people felt at the time?
- Reflecting on the story for themselves**
- Ask each child to choose an idea from the Seder plate. Choose from growth and new life, sadness, freedom, sacrifice, hope, slavery or joy.
 - On one half of a paper plate ask children to draw and help them to write a sentence about something that reminds them of this idea, e.g. someone that sacrifices for me, something that makes me cry, something that gives me hope.
 - ... makes me hopeful/cry [etc]. because ...
 - On the other side of the plate draw that part of the Seder plate with a sentence to explain the meaning of the food
 - the ... reminds Jews about ...
- Display and talk about the results of this work.

I can ...

- name some Pesach symbols from the Seder plate (L1)
- talk about how one of the foods might help someone remember the story of Pesach (L1)
- suggest a meaning for two of the Pesach foods (L2)
- suggest three things that matter most to a Jewish person when they are remembering the story behind Pesach (L2)
- describe the link between a selection of Pesach symbols and the story of Pesach (L3).

The Literacy strategy asks pupils to learn from stories from a range of cultures. These Jewish stories are suitable for work in Literacy as well as RE.

<p>What were the ten rules that God gave to Moses?</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> retell the story from the Jewish Bible about Moses, God and the Ten Commandments choose one idea from three that makes sense of a story, or gives an idea of their own. 	<p>Story 4 God gives Moses ten rules for living (Exodus 20:3-17)</p> <ul style="list-style-type: none"> Tell the story in an imaginative way again. Use Jewish music to introduce it. You could use your red and blue cloths to stand for the tablets on which Moses brought the Commandments to the people - a fairly simple way of doing this is to project the words onto the cloths hung from the ceiling. The book 'The Ten Commandments for Children' is an excellent resource for explaining the Ten Commandments in child-friendly language. Outline of the story: After crossing the Red Sea on foot, Moses led the freed Jewish people out across the desert. God promised them a land to live in. On the way they came to the Mountain of God, and Moses went up the mountain to listen for God's voice. He heard a message from God that gave him Ten Commandments. God said that if the people would obey these rules, then he would care for them. The Commandments were written on stone blocks. Can you guess what they were? 3400 years later, lots of people - Jews, and some people of the Christian and Muslim faith - still think the Ten Commandments are important today. <p>Choose one idea from from three</p> <ul style="list-style-type: none"> Talk about school/class rules, e.g. Golden Time: be kind, be honest, be helpful. Give children three choices and ask them to run to a corner to show which answer they like best. These examples can be added to: <ul style="list-style-type: none"> Is it more important to be kind to family, friends or animals? (Moses' rules were about kindness - of course all three matter.) Which is the best rule: no stealing, no killing or no lying? (All three of these were in Moses' Ten Commandments.) Is it good to love your friends, your parents or God? (One of Moses rules was about loving God, one about loving the family.) Is it more important to have lots of money, to share your money or to keep your money? (One of Moses' rules is about not being jealous of other people's things.) Children could work together on posters to illustrate some of the 10 rules, e.g. draw pictures to show ways in which they could honour their parents, or worship God, or show care for other people. 	<p>I can ...</p> <ul style="list-style-type: none"> remember a part of the story (L1) retell the story of the Ten Commandments (L2) suggest what some of the different Commandments mean (L2) respond sensitively to making a choice about what is good, suggesting a simple reason for my idea (L2). 	<p>The Literacy strategy asks pupils to learn from lists and instruction in Y1. The Commandments could be an example of both!</p> <p>The Ten Commandments will be a focus for work in later years in RE too, and there are lots of links to SEAL, PSHE and other aspects of the curriculum.</p> <p>Keep it simple in this unit.</p>
---	--	---	---	---

<p>What stories about Moses do Jewish people love to tell? Why?</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> express their own ideas about stories of bravery, kindness and friendship from the Jewish Bible and consider how they might show the same qualities in their own lives be creative about the stories they have learned. 	<p>What have we been learning from Moses? This part of the work should bring the ideas and learning from the unit together.</p> <p>A big picture</p> <ul style="list-style-type: none"> Create a big picture of Moses to go on the wall - you could draw round a child, or ask the children which teacher they think should be drawn round to make Moses? All the class contribute to making the picture lovely - colouring, collaging, cutting out. Can you use the blue and red cloths again? Can they choose ten words to remind them of the stories of Moses? Put these words round his head, radiating out. They might choose words like: brave/ scared/strong/dangerous/river baby/noisy baby/great leader/sea crosser/bush watcher/law giver/freedom maker/other examples. If you want to do this, then it is probably good to start before the last session! <p>Four stories remembered</p> <ul style="list-style-type: none"> Ask children to choose their favourite bits from each story. You could repeat the 'choose one idea from 3' activity above. What bit of each story did they like best? <ul style="list-style-type: none"> When Mum put the baby in the river/ when the princess found the baby/ when Miriam got her own mum a job as a nurse! When the bush burned/ when Moses heard God speak/ when Moses went back to Egypt When the Dreadful Angel came/ when the people escaped/ when the sea parted When the people walked through the desert/ when Moses disappeared up the mountain/ when Moses got the Ten Commandments. Ask children which of these three words they think fits Moses best: <ul style="list-style-type: none"> baby/runaway/leader scared/ordinary/brave good listener/good fighter/good lawgiver And who was the hero of the story: <ul style="list-style-type: none"> Miriam/Pharaoh/the Princess? God or Moses? 	<p>I can ...</p> <ul style="list-style-type: none"> remember some 'main things' about Moses (L1) retell a story from Moses' life (L2) suggest my favourite parts of some of the stories, and give a simple reason why (L2) respond sensitively to the stories of Moses and create artwork about a part of the story (L2). 	<p>There really is no need for children to do a formal assessment in Year 1 RE - but teachers will gain a lot of insight from observing how each child responds to this task. Are they following others, or thinking for themselves? Can they say simply why they made their choice?</p> <p>Ask children right at the end why do Jewish people love to tell these stories? Give them time, and they may surprise you with their answers.</p>
--	--	--	---	--

THE PASSOVER STORY: Simple starting points

For many years the Jewish people had been slaves ruled over by the Pharaoh of Egypt. They were working hard building pyramids and temples and were treated very cruelly. The Pharaoh issued an order that all the newborn sons should be killed. A son was born to a woman called Yocheved. She wanted to save him so she asked her daughter Miriam to put him in a basket amongst the reeds in the river Nile, and keep watch. The basket was found by the Pharaoh's daughter who took the baby back to the palace and adopted him as her own son. She called him Moses. Miriam suggested that the Princess might like a nursemaid, so Moses' own mother was employed as a nursemaid to the princess at the palace!

As he grew up, Moses saw how the Jewish people suffered, and one day he killed a man he saw beating a slave. He ran away from the palace, afraid and ashamed, and went to live in Midian where he had his own family. Years later, while walking in the desert one day, he came across a bush that was burning but did not turn to ash. A voice from the bush spoke to Moses: it was God and he told Moses he must go and ask Pharaoh to free the Jewish people from slavery. God proved to Moses that it really was him by turning a staff into a snake, and then back again.

The Pharaoh would not let the Jewish people leave Egypt and God sent down plagues to try and encourage or force him to do so. These included a plague of frogs,

turning the water to blood, hailstones, and wild animals. Under the threat of each plague the Pharaoh said the Jewish people could leave, but when the plague had gone he kept changing his mind.

Moses told Pharaoh that if he did not let the people free, then a terrible tenth plague would be brought on the Egyptians and all the firstborn Egyptians would be killed. The Jewish people were told to put a cross of lamb's blood on their doors to save their firstborn. The angel of death came and the Pharaoh's own son was killed among many others. The Pharaoh now let the Jewish people free and they quickly packed up a few belongings and fled before the Pharaoh could change his mind. They were in such a hurry that they did not have time to let their bread rise, so took unleavened bread with them on their journey.

Moses led the Jewish people out of Egypt. When they reached the Red Sea, Moses touched the sea with his staff and a great miracle happened. The sea parted and the Jews passed through the pathway in the sea and escaped to freedom. They travelled together across the desert to the mountain where God gave Moses the Ten Commandments, and agreed to care for the people.

Based on the story in the book of Exodus found in the second book of the Hebrew Torah