

UNIT F – YEAR 4

OLD TESTAMENT: MOSES – KING DAVID

ABOUT THE UNIT

In this unit the children will study some important stories about Moses and God's relationship with the people of Israel. They will also learn about the life of King David. Through this unit children will be introduced to some images of God associated with these stories and also some important religious themes such as prayer and vocation which arise from this study.

WHERE THE UNIT FITS IN

The unit builds on previous work in Year 4 and on some work on the Old Testament in Year 2.

PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of Old Testament stories and characters from previous work.

SKILLS

Research skills, thinking skills, writing skills, speaking and listening, drama and role-play, interpreting symbolism.

VOCABULARY

Moses, Joshua, King David, Pharaoh, Egypt, plagues, Pentateuch, Torah, vocation, Jesse, David, anointing, Oil of Chrism, Psalm, shepherd.

ASSESSMENT

At the end of this unit:

Most children will know and be able to recall in words, actions and writing the stories studied in this unit. They will understand that God chose and called Moses and David for special tasks. They will recognise that God protected his people and that in the Psalms of David we find images of God caring for and protecting his people. They will understand that through the anointing with the Oil of Chrism in the Sacraments, Christians celebrate and respond to God's call in their lives today.

Less able children will know that God chose and called Moses and David. They will identify the Psalms as a special form of prayer and understand that God shows care for his people. They will know that the Oil of Chrism is a special symbol used in the Sacraments of the Church.

More able children will have a greater understanding of what it means to be called and chosen by God from the stories studied. They will be able to explain in more detail the images of God as protector and shepherd found in these Scripture stories. Children will know that to be anointed means to be called and chosen by God. They will be able to identify this in some of the Sacraments of the Church.

A.T.1	A.T.2
3a	3a
3b	3b
3c	3c
2a	2a
2b	2b
2c	2c
3b	3b
3c	3c
4a	4a

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
<p>R1 Hear, read and explore key imagery that speaks of God in the OT.</p>	<ul style="list-style-type: none"> • Visit the school library to find different types of books (e.g. story books, dictionaries, atlas, picture book, science book, poetry book, history book). • Through this research activity, discuss all the different types of books and how they might be helpful in different ways. • Introduce children to the Bible being a library of books containing different styles of writing. • Share with the children some different styles of writing that are found in the Bible: <ul style="list-style-type: none"> – Psalm: <i>18 (17) V1-4</i> – Prayer: <i>1 Samuel 2:1-10</i> – Story: <i>Jonah</i> – Proverb: <i>Proverbs 3: 5-6</i> – Prophecy: <i>Isaiah 11: 1-5</i> • Children to work in groups to discuss a text and style of writing. Which do you like the best? What message is conveyed in the text you have chosen? • What style of writing would you use to convey an important message about God? Why? • Children to write a message about something they have learnt about God or about prayer that they think is important in one of the styles of writing mentioned above. • Revise the word “Pentateuch” and remind the children that this is the term given to the first five books of the Bible, which is also known as the “Torah” by the Jewish people. • Revise the names of the first five books of the Bible. Genesis, Exodus, Leviticus, Numbers and Deuteronomy. • Explain that the story of Moses is found in the book of Exodus, Leviticus, Numbers and Deuteronomy. • Children to read the story of the birth of Moses. • What were the difficult circumstances surrounding his birth? Why do you think Moses was saved? • What was happening to the people of Israel at the time? Why? • Explain to the children that Moses and the people of Israel were in Egypt because Joseph and his brothers had gone to live in Egypt. Recap previous learning on the story of Joseph. • Children to re-tell the story of Moses for younger children in the school. • Imagine you were an Israelite living in Egypt at this time. Write an account of how you were treated by the Egyptians and what you really wanted to happen to change this situation. • Read the story of Moses and the burning bush. • Why was Moses living far away from the Israelite people? • Lead the children in an imaginative contemplation of the scene, describing what they might have seen, get them to think of their reactions as if they had been Moses. • Create a dance with the children based on this story. 	<p>R1 Of how to find their way round the Bible; that there are different types of literature in the Bible; that the Bible is God’s living Word handed on in the living tradition of the Church; that the first five books of the Old Testament are the Torah (Law) of the Jewish faith.</p> <ul style="list-style-type: none"> • Know the names of the first five books of the Bible and that together they are called the Pentateuch. • Understand that many of the stories and events describe God’s relationship with his people. • Recognise and write about different styles of literature found in the Old Testament such as stories, proverbs, psalms, prayers and prophecies. • Know the story of Moses’ birth and the burning bush. • Understand that in a time of suffering God was with Moses. • Think about and describe Moses’ thoughts and feelings when he stood near the burning bush. • Think of moments when people can encounter the presence of God today. 	<p>Children to find other examples of these forms of writing from the Old Testament.</p> <p>Make a display of the burning bush and incorporate it as part of the class prayer focus.</p>

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
	<ul style="list-style-type: none"> If you had been Moses, what would your thoughts have been about God at this time? Why did Moses take off his sandals? What do you think "Holy Ground" means? How did God introduce himself to Moses? Children to write a letter to Aaron (Moses' brother) explaining what happened and what Moses is being asked to do. Create an advert for the job Moses has got to do. In this story God calls Moses to do something for him. Introduce the children to the term "Vocation". Find out what it means. Explore different types of vocations that people might have been given by God today (e.g. teacher, priest, religious life, nurse, parent, husband, wife, etc.) Do you think that only some Christians have a vocation or that everybody who follows Jesus has a special vocation? In what ways do you think people might be answering God's call and doing God's work today? Create some advertisements entitled "God is Calling You Today". Children to create an advertisement for some type of Christian vocation today and explain why it is important. Moses recognised and encountered the presence of God at the burning bush. In what ways do we find God's presence today? Look at signs, symbols, places and times that remind us of God's presence. Collect artefacts and symbols that remind us of God's presence in the world. Children to write about the things they have chosen and explain why they remind them of the presence of God. Read the story of the plagues of Egypt. List the different plagues. What was the reason for God sending the plagues? Identify in the text what Moses said to Pharaoh and what was Pharaoh's response. In small groups, children to debate good reasons for Pharaoh to retain the Israelites, and good reasons for Moses and the people to be let go. Write up arguments for and against. Hold a class debate and vote at the end for or against Moses and the people of Israel being set free from the Egyptians. In the story of Moses what have we learnt about the relationship between Moses and God? God cared for his people who had been badly treated by the Egyptians. Christians today try to help people who are in difficulty. Find out about some of the work they do (e.g. CAFOD, Catholic Housing Association, Amnesty International). Explain to the children that God led his people out of Egypt with Moses' help, and after wandering in the desert they reached the land God promised them. This is the story of Joshua. Read the story of Joshua entering the promised land. 	<ul style="list-style-type: none"> Know that God called Moses to do something important with his life. Understand that Christians today are given a vocation to be followers of Jesus Christ in the world. Recognise some important vocations in the life of the Church today. Know the story of Moses and Pharaoh and the plagues. Understand that Moses had to be brave and God protected his people. Discuss the relationship between Moses and God in this story. Think of ways in which God calls Christians today to stand up for people who are suffering or in difficulty. Know the story of Joshua and the entry of the people of Israel into their own land. 	<p>Invite different people to speak to the children about their vocation as Christians today.</p> <p>How is this part of the story of the people of Israel remembered in the Jewish Passover meal?</p>

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
<p>C6 Signs and symbols and their significance in the liturgy.</p>	<ul style="list-style-type: none"> • What instructions did God give him? • What did Joshua have to do? • Had God been faithful to his promise? • After the time of Joshua, God chose different people to lead the Israelites. Eventually some became kings and one of those was King David, • David is called to be King of the people of Israel. • Revise work from Year 3 on the call of Samuel. • Why was Samuel such an important person? • Read the story of Samuel going to the house of David's Father, Jesse. • Where did Jesse live? • How did Samuel know he had got the right person to be king? • What did Samuel do to show that David had been chosen by God to be King of Israel? • Dramatise the event. • Why do you think David was chosen over his other brothers? Justify your answer from the text. • What does this story tell us about God's calling and choosing somebody to do something special for him? • Prepare a radio or TV news bulletin announcing the news of David being chosen to be King. What would your headlines be? Use maps and reporters. • Interview and hot seat Samuel, Jesse and David himself. What are their reactions to the news of David being chosen to be king? • Discuss with the children their thoughts and feelings about being chosen to do something special in the class or in school. What is it like when you are chosen to join in with a game? What does it feel like to be left out? • Samuel anointed David to show that God had chosen David for his special work as king. Christians today are anointed to show that they have been chosen to belong to God's family and that they are trying to live as followers of Christ. • Show the children the Oil of Chrism. Can they think of another Ch word that is quite like Chrism? (Christ) • Explain that at Baptism Christians are anointed with this oil to show that they share in God's life and are called to live like Christ. How do you think they can do this? • Show pictures of somebody being anointed with the Oil of Chrism at Confirmation. Look at the words of anointing with the oil. "Be sealed with the gift of the Holy Spirit." Explain that at Confirmation, Christians are anointed with this oil to be filled with God's Spirit to guide them as they live their lives. Can you think of some ways in which this gift of the Holy Spirit could help Christians today? 	<ul style="list-style-type: none"> • Understand that God was faithful to his promise to the people. • Know the story of the call of David. • Understand that God chose and anointed him for a special task. C6 Of the significance and power of signs and symbols for Christians around the world. • Know that Catholic Christians are anointed with the Oil of Chrism at Baptism, Confirmation and Ordination to be part of God's family and followers of Christ. • Think of different ways in which they can follow Christ in their daily lives. 	<p>Children to find out from the Christmas story why Joseph had to take Mary to Bethlehem to be registered.</p> <p>The use of pictures and symbols is very important in this part of the unit.</p>

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
<p>C5 A variety of prayers and prayer forms, formal and informal, used for personal and community prayer.</p>	<ul style="list-style-type: none"> • Show pictures of the ordination of a priest. Explain that during the ordination ceremony the hands of the new priest are anointed with the Oil of Christ to show that they have been chosen in a special way to act in the place of Christ and do his work. Can you think of some of the special things that your priest does that shows other people the love of Jesus for other people? • Write a prayer for those who have been anointed at baptism, Confirmation and Ordination asking God to help and support them. • David was a shepherd boy. Do you think a shepherd boy was fit to become a king of the people of Israel? How would being a shepherd help David look after the people of Israel? • Children to brainstorm some of the qualities of a shepherd and the work that a shepherd has to do. Make a shepherd's crook and discuss with the children how the shepherd might use it. • King David and probably other people wrote psalms: Songs and prayers to God. In <i>Psalms 23</i> God is described as a shepherd. • Read the psalm together as a class. • Children to compare your list of the qualities of a shepherd with the words of the psalm. Are there any similarities? • What do you think the psalm tells us about God and that he cares for his people? • Write your own version of the psalm. • If you wanted God to lead you, where would you want to be led? • Write a prayer asking God to lead and guide you. Use "The Lord is my Shepherd" as the opening to your prayer. 	<p>C5 Know a developing range of prayers, increased variety of forms of prayer.</p> <ul style="list-style-type: none"> • Know that the words of Psalm 23 are attributed to King David. • Be able to recall some of the images of God contained in the Psalm. • Think about and describe where they would want God to lead them. • Write their own version of the psalm. 	

RELATED SCRIPTURE

Some of the texts required for this unit are clearly identified in the teaching strategies.

Exodus 3: 1-20 – The Story of Moses and the Burning Bush

Exodus 7: 11-12: 32 – The Plagues of Egypt

Deuteronomy 31 – Remembering that God Led His People Out of Egypt

Joshua 1: 1-10 – The People Enter the Promised Land

1 Samuel 16 – David is Anointed King of Israel

Psalms 23 – The Lord is My Shepherd

COLLECTIVE WORSHIP

- Pray for the people of Israel today.
- Pray for all those who suffer persecution of some kind.
- Pray for all those who have been anointed with the Oil of Chrism in the Sacraments.
- Use Psalm 23 as part of class prayer.

OTHER LINKS

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?