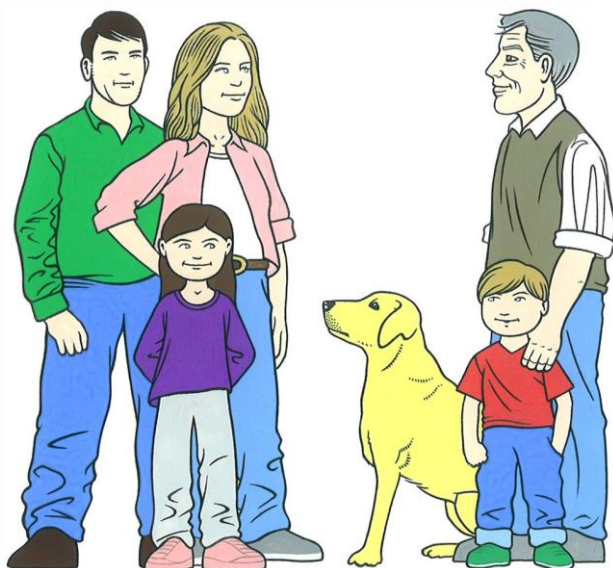


Age 4-5

Note: any activities involving photographing pupils must have parental permission.

Background information for Meet the Curtis family

- The pupils are introduced to the Bible through the Curtis family. Pictures of the family can be printed from the presentation **Meet the Curtis family** and used to create a display and as talking points.
- The King James Bible is introduced as 'Grandad's Bible' which the family celebrate as it is 400 years old. The time span (400 years) is difficult for this age group, so just communicate an impression of age.



- The class book of Solly the sheep can be made with separate pages so that different pupils can work on the pages at the same time with support. The text is supplied but with adults acting as scribes, pupils can suggest their own text in line with the story. A bank of pictures is provided or pupils can draw their own.

Background information for using a shoebox story

- A shoebox story has all the props needed to tell the story within the box. The box is covered with suitable paper *reflecting* the nature of the story. The paper might reflect the mood of the story or it might reflect some of the content of the story.
- The fact that the story is in something that looks like a gift box reflects the Christian belief that the stories of the Bible are like a present from God and they have something to say to people today.
- You will need to gather your props before the session and cover the shoebox. You can deliver the script yourself or it can be done with one person moving the figures and another person reading.

- Encourage pupils to join in.
- The pupils can replay the story but all items must be child-safe.
- The shoebox story can be told on its own or can be followed or preceded by the more straightforward retelling of the Bible story (provided).
- Within each story a phrase or saying from the King James Bible that has come into English is embedded in the text. This can be followed up after the story.
- The shoebox stories were written for particular age groups but they are flexible.

Resources

Bible Storybags by Margaret Cooling. This has open access web resources and a book of 32 scripts

www.barnabasinschools.org.uk/storybags
Open access web resources to support *Bible Storybags* by Margaret Cooling

www.request.org.uk A free website with resources for teaching Christianity in RE

www.textweek.com Select 'index by scripture' click on the relevant book of the Bible (Luke), then click on exact passage (Luke 1:1-4).

Scroll down to images, graphics, etc.

Signs can be added to storytelling:

www.christiansigns.co.uk/public/search.php
Database of signs associated with Christian worship, useful for teachers

www.britishsignlanguage.com/ Moving pictures for basic signs

Background information on the Lost Sheep

- Shepherds led their sheep, they did not drive them.
- The shepherd used a sling to drop stones in front of any sheep that was straying to bring them back to the flock.
- In a hot country with little grass, the shepherd had to find suitable grazing and fresh water.



- Wild animals were a danger shepherds faced in order to protect their sheep.
- Sheep were kept in a walled enclosure and the shepherd often slept in the gap. The gap could also be stopped with stones.
- The story of the Lost Sheep in the Bible uses the phrase 'When one sinner repents.' The word repent means change direction in life.

Websites

www.refuel.org.uk/projects/ks1_topics/new_testament/new_testament.html Click on the scroll, wait and select the lost sheep for a book-style presentation of the story

www.textweek.com Select 'index by scripture' click on the relevant book of the Bible (Luke), then click on exact passage (Luke 1:1-4). Scroll down to images, graphics, etc.

Resources

L Rock and A Aycliffe, *My Very First Bible* (Lion)

J David, *Candle Bible for Toddlers* (Candle Books)

M Barfield (ed), *Big Bible Story Book* (SU)

C Goodings and J Smith, *This is my Bible* (Lion)

