Kindness Positivity Respect

RE MEDIUM TERM PLANNING		
Year Group: Y1	**TERM:** Spring 1	**Theme:** Judaism - Who is Jewish and how do they live?
SACRE: Who is Jewish and how do they live? part 1		
Context: Within this unit, pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.	**Concepts:**	**Vocabulary:** Synagogue • Torah • Jewish • Mezuzah • Shabbat • Shema • God • Chanukah • Dreidel • Star of David
Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?)	**Future Knowledge**: (What specifically will pupils learn in the future that is relevant to this unit?) Y1 - 1.7 Who is **Jewish** and how do they live? (Part 2) Y3 - L2.10 How festivals and family show what matters to **Jewish** people?	

End points /by the end of this unit pupils will… (NB Crucial/sticky knowledge is highlighted): **What does a mezuzah remind Jewish people about? Belief in one God and to be obedient to him** **What is Shabbat and why do Jewish people rest on Shabbat? It is a rest day - fri-sat, as in the Creation story God rested on the seventh day.**			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
1 What is precious to Jewish people? What does a mezuzah remind Jewish people about?	**STEP 1:** Show the Star of David. Explain that this is the symbol for Judaism. Remind pupils (linking to units from Foundation Stage) that the place of worship for Jewish people is called the Synagogue and the holy text is called the Torah. Explain that we are going to be finding out about Jewish people and how Jewish people live out their religious worldviews. **STEP 2**: Explain that many people from different worldviews have things in their home that show that they belong. Tell pupils that today we are going to investigate some things that might be seen in and around a Jewish person's home. Show pupils artefacts or photographs of the following things: shabbat candles, challah bread, a table set up for a shabbat meal, a chain with the Star of David on it, candle sticks, a seder plate and a chanukiah. Talk through each of these artefacts and explain what they are used for. Ask pupils why they might be important and special for a Jewish person. Give pupils speech bubbles and encourage them to write questions to ask about the artefacts. Explain that we will try and answer these questions by the end of the unit. **STEP 3**: Show pupils several different mezuzahs (mezuzah is plural of mezuzah) cases. Explain that many Jewish people have a mezuzah on the doorposts to their houses and some have them on nearly every doorway inside their house. Tell pupils that a Jewish person might touch or kiss the Mezuzah as they walk through the door. Discuss what pupils think this tells us		Jewish artefacts/ photographs from RE cupboard Printout of a speech bubble

	about the Mezuzah and its importance to many Jewish people. Ask pupils if they know what they might find inside the Mezuzah case. Explain that there is some parchment containing a prayer called the Shema inside. Play the Shema prayer (you can find this on YouTube) said in Hebrew. **STEP 4**: Read pupils the Shema prayer in English. Discuss its meaning and why pupils think the prayer might be important for Jewish people. Remind pupils that mezuzah might help Jewish people think of this prayer every time the enter their house or a new room. Discuss why pupils think Jewish people might think that it is important to be reminded of this prayer every time they enter their house or a new room? Play a clip sharing the importance of the Mezuzah*.	Which language do pupils think it is being said in? What holy words do they think are being spoken.	
2 What does a mezuzah remind Jewish people about?	**STEP 1**: Talk with pupils about the words of the Shema and discuss why these are so important for Jewish people – what might the words of the Shema remind Jewish people of? Show pupils a range of Mezuzah, look at the designs on the cases, shapes, patterns and symbols. Note some similarities and differences. Discuss how different Jewish people may prefer different designs. Show pupils pictures of car Mezuzah, ask pupils to think and talk about why some Jewish people might choose to keep a Mezuzah in their car. **STEP 2**: As a class, talk about things that are important to pupils. Discuss caring for people, caring for the environment etc, why are these things important to communities and the people that live in them? **STEP 3**: Ask pupils what one important idea or message they would want to share with their local community or the world.	Recap the last lesson with pupils by asking what was the Mezuzah? Where would you find a Mezuzah and why is it important for Jewish people?	A4 Print out of a scroll per child

	Share ideas as a class and record some of them on the board. Who is Jewish and how do they live? Discuss whether any of these important things would be life changing. Ask for ideas about how pupils would tell other people about the importance of these messages. Give pupils a scroll outline, encourage them to think of one important message for others, sharing how to live, that they think is important enough to be pinned onto people's door posts. Encourage pupils to write their message on the scroll and decorate it. Bring the class back together and share the messages.	Ask: Are the messages all the same? How would these messages change the world if followed?	
3 How and why do Jewish people celebrate Shabbat?	**STEP 1**: Recap the last lesson with pupils and explain that this time we are going to be finding out about Shabbat, the Jewish day of rest. Ask pupils what it feels like to be busy. What sort of things are they busy with? Is it hard or easy to be calm when we are busy? Explain that after being busy, people often do things to rest. Ask pupils to explain the sorts of things that they do to rest. Explain that Shabbat is the time of rest for Jewish people that starts on Friday evening and ends on Saturday evening. Show pupils a video of the creation story and explain that this is found in the Jewish holy text, the Torah* Ask pupils what God did on day seven. Explain that Jewish people believe that it is important to rest because God rested on the seventh day. **STEP 2**: Show pupils some items that might be used at Shabbat (challah bread, candle sticks, wine, a table set with the best China etc). Explain that all these things are used by many Jewish people to mark the start of the time of rest. Watch a video clip about Shabbat**. After watching, ask pupils what sort of things Jewish people might do at Shabbat. Then ask	Ask pupils what it feels like to be busy. What sort of things are they busy with? Is it hard or easy to be calm when we are busy? * Ask pupils what God did on day seven. After watching, ask pupils what sort of things Jewish people might do at Shabbat. Then ask about what Jewish	A4 paper half lined Create a class book about their work

	about what Jewish people might not do. Explain that on Friday night and Saturday, many people go to the synagogue. Tell pupils that some Jewish people will drive or take another form of transport to and from the synagogue, but that many will walk to synagogue as many Jewish people believe that they should not drive or use public transport during Shabbat. Explain that Jewish people may use the greeting 'Shabbat Shalom', encourage pupils to try out using this greeting. **STEP 3**: Give pupils a sheet of paper and encourage them to write (and perhaps draw) their most interesting fact about Shabbat. Bring pupil's ideas together and create a class Shabbat fact book. *You might like to use this version: https://youtu.be/yZ1Fd_SPC18 ** The My Life My Religion video clip might be especially useful here: https://youtu.be/JpFw7DqRMEc	people might not do.	
4 What stories do Jewish people tell from the Torah?	**STEP 1**: Recap the last lesson with pupils. Use these questions to help: what is Shabbat? Why do Jewish people rest during Shabbat? Explain that this time we are going to be finding out about stories from the Torah that Jewish people might share. Show pupils photographs of the Torah scrolls and explain that these contain the holy text for Jewish people. Look closely together at some of the text and explain that this is written in Hebrew. Show pupils a yad and explain that this is used by the person reading the Sefer Torah to point to the words so that they don't lose their place. **STEP 2:** Tell pupils that the five books found on a Sefer Torah are the same as the first five books found in the Christian Bible. Discuss some of the stories that might be found in both Jewish	What is Shabbat? Why do Jewish people rest during Shabbat?	A4 paper half lined Create a class book

	and Christian holy texts. Tell pupils that today we are going to be reading one of these stories. Show pupils a cropped picture of David and Goliath - can they guess what is happening in the picture? What might the story be about? Reveal the whole picture and explain that this is the story that we are going to be sharing today. Read a high-quality version of the story to pupils. Ask pupils to tell you what the main events were. **STEP 3**: Talk with pupils about the main events and ask: Who helped David in the story? Why did David choose to fight Goliath? Who did David put his trust in? Record some of these ideas on the board. Ask pupils to come up with some things that Jewish people today might learn from the story and record any extra, important ideas. **STEP 4**: Pupils to draw what they think is the most important scene from the story and write a sentence about what a Jewish person today might learn from it	can they guess what is happening in the picture? What might the story be about? Ask pupils to tell you what the main events were. Who helped David in the story? Why did David choose to fight Goliath? Who did David put his trust in?	
5 What might the story of Chanukah (pronounced Hanukkah) make Jewish people think about?	**STEP 1**: Recap the last lesson with pupils, encourage them to discuss their understanding of what the story of David and Goliath might teach Jewish people today. Explain that today we are going to be finding out about the festival of Chanukah and what it means to Jewish people. Show pupils a copy of the Chanukah Lights Page 3 of painting by Alex Levin. Ask pupils what they can see in the image. What do they notice about it? If pupils could ask the artist a question about the painting, what would it be? **STEP 2**: Read or watch* the story of Chanukah with pupils. Ask pupils to retell you what the main events are in the story. Ask which events pupils think Jewish people today might feel that it is important to remember.	Ask pupils what they can see in the image. What do they notice about it? Ask pupils to retell you what the main events are in the story. Ask which	A4 Menorah printout to write on Template of a dreidel

	STEP 3: Ask: What was the miracle that happened in the temple? Show pupils a picture or example of a dreidel. Explain that the top has four letters on it standing for the sentence 'A Great Miracle Happened There'. Ask: What might a Jewish child remember when they are playing this game? **STEP 4**: Share with pupils some of the special foods that are eaten during Chanukah, make the link between the foods being cooked in oil and the miracle with the oil in the story. Talk about the lights that are lit in Jewish homes for each night of the festival. Ask why pupils think that Jewish people do this. Watch a film** with pupils to find out more about what happens in the festival. **STEP 5**: Give pupils a candle/flame outline and encourage them to write one thing that they think would be important for Jewish people at Chanukah. * A suitable film might be BBC Teach Religions of the world *Note there are several ways of spelling Chanukah. Hanukkah is also correct STEP 6: Children make a dreidel and play with a partner.	events pupils think Jewish people today might feel that it is important to remember. What was the miracle that happened in the temple?	
6 Recap all sticky knowledge	STEP 1: Recap the last lesson with pupils. Ask: What is the festival of Chanukah? What was the miracle that happened in the temple in the story? STEP 2: Encourage pupils to look at photographs of Jewish people celebrating Chanukah today. Ask: Why might Jewish people do this? What are they remembering? STEP 3: Use the sticky knowledge quiz slides to go back through the pupil's learning within the topic. Do the assessment sheet.	Ask: What is the festival of Chanukah? What was the miracle that happened in the temple in the story?	Assessment sheet