



Dean Bank Primary School and Nursery Religious Education – Medium Term Plan



Subject Area: R.E Term: Summer 1 Class: 5

<p><u>Enquiry Question</u></p> <p>How are Jewish beliefs expressed in the home?</p>	<p><u>Durham Agreed Syllabus</u></p> <p>Judaism – some beliefs and practices and the impact of these for individuals and communities</p>
<p><u>Key Vocabulary</u></p> <p>Sabbath (Shabbat), Passover (Pesach), Sedar, Sedar Plate, Star of David, Hanukkah, Menorah, Mezuzah, Prayer, Shema, Torah, Kosher, Kippah, Tallit, Tzitzit, Ten Commandments</p>	<p><u>Core Knowledge and Understanding</u></p> <ul style="list-style-type: none"> -to enquire about Jewish beliefs -to understand the origins of Judaism -to understand how Jewish events are celebrated and the reason for these events (Sabbath, Passover, Hanukkah) -to show understanding of how Jewish beliefs are expressed within the home
<p><u>Skills and Attitudes</u></p> <p>Skills:</p> <p>Investigation and Enquiry:</p> <ul style="list-style-type: none"> -asking relevant questions -knowing how to use different types of sources as a way of gathering information <p>Application:</p>	<p><u>Key Concepts</u></p> <p>Belief: Key beliefs of particular religions e.g. love, forgiveness, equality, justice, salvation.</p> <p>Authority: How people from different traditions know what to believe and how to act.</p> <p>Expression Belief: How people express beliefs, feelings, identity, belonging and commitment through worship, ceremonies, rituals and symbols.</p> <p>Impact: How beliefs and worship affect what people feel and think and how they act and behave</p>



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- identifying key religious values and their interplay with secular ones

Expression:

- pursuing a line of enquiry

Analysis:

- distinguishing between the features of different religions

Reflections and Response:

- thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices

Empathy:

- considering the thoughts, feelings, experiences, beliefs, attitudes and values of others

Attitudes:

Respect:

- recognise that others have a right to have different beliefs and practices to their own

Open-mindedness:



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<p>- learn and gain new understanding</p> <p>Appreciation and wonder:</p> <p>- develop their capacity to respond to questions of meaning and purpose</p>	
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Lesson Objective	Core Knowledge	Key Questions	Activities and Differentiation
Lesson Question			
<p>I can enquire about how Jewish beliefs are expressed in the home.</p>	<p>--Children to enquire about how Jewish beliefs are expressed in the home.</p>	<p>Not applicable.</p>	<p>Explain to children what the key enquiry questions is for this unit. Remind them that this is what we do at the start of a new topic. Share images related to the enquiry question with the children, allow time for them to discuss the images with their partner but do not answer any questions they might have.</p> <p>Task: Children to write down questions they have following their partner discussion.</p> <p>HA: To have a minimum of 2 questions for each image. Linking each question to their prior knowledge of Judaism.</p> <p>MA: To create 2 questions for each image. Linking at least one of their questions to their prior knowledge of Judaism.</p>



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			<p>LA: To work as a group, discussing their prior knowledge of Judaism (with adult support) making a list. Children to then use this list to independently form a question for each image.</p>
<p>I can explore where Jewish beliefs come from</p> <p><i>Where do Jewish beliefs about God come from?</i></p>	<p>-Children to understand the origins of Judaism and the importance of the ten commandments.</p>	<p>-What is this symbol? What religion is it associated with? -What can you remember about Judaism? -How would you feel if you were told to pack up your things and leave to go to a strange place? -How did Moses help the Jews? -What are the ten commandments? -Why are they important to the Jews?</p>	<p>Starter:</p> <ul style="list-style-type: none"> -What are the key points of the Easter story? -What are the key features of a synagogue? -How do Christians show they care? <p>Discuss what children already know about Judaism (What can they remember from the Autumn term?) and explain the origins of the religion to children. Discuss where Judaism was founded and show to children on an old map. Discuss with children the Jewish belief that Abram founded Judaism in Canaan. Ask children to reflect upon how they would feel if they were Abram and they had to pack up their things and leave home. (Children to write this in their book)</p> <p>Ask children what they can remember about Moses and how he helped the Jews. (Hopefully the children will mention the ten commandments) Introduce children to the terms Mezuzah and Shema and explain to children what these are and their significance to the Jewish religion (encourage children to make notes about this new information).</p> <p>Task:</p> <p>HA – Children to write their own explanation of the mezuzah and Shema, indicating their significance to the Jewish religion.</p>



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			<p>MA – Children to answer questions about the meaning and importance of Shema. LA – Children to think about the mezuzah, children to choose a special possession that is important to them and list the reasons why.</p>
<p>I can explain how Jews celebrate the Sabbath (Shabbat)</p> <p><i>Why and how do Jewish people celebrate the Sabbath?</i></p>	<p>-Children to understand and explain what Sabbath is. -Children to understand how and why Sabbath is celebrated.</p>	<p>-What are the ten commandments? -What can we remember about the creations story? -How does that link to the fourth commandment? -What day do you think is the day of rest? -Why do you think it's different to Christian beliefs? -How would you feel if you couldn't use electricity? What would you not be able to do?</p>	<p>Starter: -Who is believed to be the founder of Judaism? -Explain the birth story of Jesus. -Explain the importance of St Cuthbert.</p> <p>Recap the ten commandments, highlight to the children the 4th commandment "Remember the Sabbath day, to keep it holy". Ask children if they know which day is the Sabbath day? Explain to children that the Sabbath day is the day of rest. Recap the creation story and how on the seventh day God rested. Explain to children that in the Jewish religion the day of rest is a Saturday. How does this link to Christianity? (Discuss that Christians tend to believe Sunday is the day of rest). Discuss as a class why Jews believe the Sabbath is so important. Show children that ways that the Sabbath is celebrated and discuss the 'no work' rule. What do they think this entails? Make a list together and then look at what it involves. Look at the 'no electricity' rule and discuss what this means and its origins. Children should reflect on how this rule would impact their lives if they had to follow it.</p> <p>Religious Studies KS2: Shabbat, the Jewish day of rest - BBC Teach</p>



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			<p>Task: Provide children with images and additional information (such as non-fiction texts). Children to produce an information leaflet to explain Sabbath to children. HA: To independently create their leaflet. MA: Provide children with questions to consider answering when creating their leaflet. LA: Provide children with a template and subheadings for their leaflet.</p>
<p>I can explore the story of Hanukkah and how it is celebrated</p> <p><i>How is Hanukkah celebrated in the Jewish faith?</i></p>	<p>-Children to explain the history of Hanukkah. -Children to understand how and why Hanukkah is celebrated.</p>	<p>--What does this symbol represent? -Why do you think there are so many candles? -What is similar to how Christians celebrate advent?</p>	<p>Starter: -What is the importance of Passover? -Why is Moses so important to Jewish people? -Summarise the key point of the Good Samaritan.</p> <p>Show children the menorah and ask them if they know what it is. Introduce the term Hanukkah and explain to children that it is a celebration in the Jewish religion. Explain to children the history of Hannukah, looking at the role of the light and the miracle they believe happened. Following this, look at the menorah and ask children why they think there is 1 candle in the centre surrounded by 8 other candles. Explain that this is to represent the 8 days the lamp burned in the temple. Discuss how long Hanukkah lasts and what the celebrations entail.</p> <p>What is Hanukkah? - BBC Bitesize</p>



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			<p>Religious Studies KS2: What is Hanukkah, the Jewish festival of lights? - BBC Teach</p> <p>Task: HA/MA: Children to answer differentiated comprehension questions about Hanukkah. LA: Children to order the story of Hannukah.</p> <p>If time allows, children to play dreidel game. (Pictures for evidence)</p>
<p>I can describe how Jewish beliefs are expressed in the home</p> <p><i>How are Jewish beliefs expressed in the home?</i></p>	<p>-Children to consolidate their learning from the unit. -Children to be able to show their understanding of how Jewish beliefs are expressed in the home.</p>	<p>-What have we learnt so far? -Can you remember the celebrations we have looked at? -What do we need to consider when writing our reports?</p>	<p>Starter: -How do Jews celebrate Hanukkah? -What are the differences between worship in a synagogue and worship in a church? -What was the role of Jesus’ disciples?</p> <p>Recap everything, we have learnt so far, whole class discussion. Provide children with paper to make notes during discussion (this will also help any children who have missed lessons during the topic). Address any misconceptions that may arise and answer any questions that they may have. Explain to children that today we are going to be using all of the information we have learnt throughout the topic to help us answer the key enquiry question from the unit.</p> <p>Task: Children to write an information report about how Jewish beliefs are expressed in the home.</p>



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			<p>HA: Independently write their reports. MA: Questions and suggestions for subheadings to support with the report. LA: Give children subheadings and specific questions to answer/information to include in each section.</p>
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