

<b>Summer 2 Year Group:</b> One		<b>Teacher:</b> Rebecca Wormleighton	<b>Religion/belief:</b> Judaism	<b>Key Question:</b> What do people say about God?
<b>Focus Question: How and why do symbols help some people understand God? What do some people do because they believe in God?</b>				
<b>Links with:</b> <b>Spiritual</b> <b>Moral</b> <b>Social</b> <b>Cultural</b>		<b>Possible Cross-curricular links:</b> <b>English</b> – menus, invitations, place settings, cards <b>Art</b> – decorations for the celebrations	<b>Shared human experience:</b> pupils will explore and ask questions about the experiences of wondering about puzzling questions. <b>Living religious traditions:</b> pupils will explore and recognize some things religious people say about God. <b>Beliefs and values:</b> pupils will explore and ask questions about some beliefs and stories about God and human life. <b>The search for personal meaning:</b> pupils will explore simple beliefs about God and suggest their own responses.	
<b>Attainment Target 1: Learning about religion and belief</b> · <b>explore</b> a range of religious stories, events and sacred writings and talk about their meanings and what they say about God. · <b>explore</b> how religious beliefs and ideas about God can be expressed through the arts and communicate their responses. · <b>identify and suggest meanings</b> for religious symbols of God and begin to use a range of religious words.			<b>Attainment Target 2: Learning from religion and belief</b> · <b>reflect on</b> and consider religious and spiritual feelings, experiences and concepts such as God, worship, wonder, praise, thanks, concern, joy and sadness. · <b>ask and respond</b> imaginatively to puzzling questions about God, communicating their ideas. · <b>respond sensitively to other people's ideas, thoughts and comments about God.</b>	
	<b>Key questions</b>	<b>Learning objectives/intentions</b>	<b>Possible activities</b>	<b>Possible resources</b>
<b>SHE</b>	How do we know when a space is being used for a special occasion?	Develop awareness of the ways rooms and buildings can be used for special occasions.  Identify special spaces by observing their organisation and content.	What special celebrations do you have throughout the year? Where do you celebrate them? How can you tell a room is set up for a celebration? What did you do on your last birthday? How would you make the class look for a new pupil? Why? How do we celebrate? How do we know when an occasion is special? What do we celebrate (as a school community)? What does a room for a special occasion look like? Set up the classroom for a celebration with balloons, streamers etc. to add the wow factor and show the room is set up differently to every day – it is a special occasion. Use posters, websites, stories, TV to examine how spaces are set out for e.g.	

			a birthday party, football match, new baby. Draw a room set up for a new baby. How do people know the space is being set aside for a special purpose?	
<b>LRT</b>	Can I share my understanding of the preparations for Shabbat?	<p>To explore preparations for Shabbat celebrations</p> <p>To know that Shabbat is celebrated at home.</p>	<p>Shabbat and the sacred objects/symbols used</p> <p>The Passover story</p> <p>Pesach (Passover) celebrations (artefacts/symbols etc.)</p> <p>Celebration of Shabbat (Sabbath)</p> <p>Research using posters, video, artefacts or visitor. Use the role-play area to explore. Label/match items with their names/uses. Where does it take place? Who is involved? How do people prepare? What do they do? How do Jewish people feel as they take part?</p>	
<b>B and V</b>	Can I explain the key symbols used to express Jewish beliefs?	<p>To become aware of how symbolism is used to express Jewish beliefs about their relationship with God.</p> <p>To offer reasons why someone from the Jewish tradition would use the items or rituals.</p> <p>To suggest how a member of Jewish tradition might describe God.</p>	<p>Read a version of Passover story and link with Shabbat. Play guessing game or use feely bag to reveal items. Explore the use of e.g. candles, kiddush, bread and reasons for retelling the story. Match items/labels or use flash cards. Discuss why the story is retold and celebrated. How is God referred to or indicated in the story or celebrations? Consider how Jewish responses might be related to their feelings and beliefs about God. Key message: The Fourth Commandment is to keep the Sabbath Day holy. Celebrating and thanking God, who is with them always is central to Jewish life.</p>	We have all the resources for the Passover Meal in the RE filing cabinet outside Year 4
<b>SPM</b>	Can I plan a celebration?	<p>To consider their experience of a special meal and place.</p> <p>To identify an occasion special to them, and explain how they like it</p>	<p>Which is your favourite meal in the year? Why?</p> <p>How would you make a friend feel special at a meal?</p> <p>How would you feel at your special meal?</p> <p>What would you eat at your special</p>	

		to be celebrated.	<p>meal? Why?</p> <p>Do I like Pesach/Shabbat celebrations? Why?</p> <p>How would you make others feel special at my celebration?</p> <p>What would I eat at a celebration? Why?</p> <p>Plan a special meal and decide the most appropriate place to have it. This can be a practical activity or a draw/write activity. It could involve designing an invitation, a menu, place setting, choosing foods, inviting guests. How did they choose the event, activities, items and place? How did sharing the planning or event with others make them feel? Discuss similarities or differences between Shabbat or Passover celebrations and their planned event.</p>	
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