

Pioneer Federation
Medium term plan
Cycle 1, Term 5 and 6
RE – Year 1/2



Subject: RE Term 5 and 6			
Key Concept/ Theme: 1.7 Who is Jewish and how do they live?			
Prior Learning links: F4 Being special: where do we belong? F5 What places are special and why? F6 What times/stories are special and why? 1.10 What does it mean to belong to a faith community?			
Vocabulary: Jewish, mezuzah, Shema, Tenakh, Shabbat, Sukkot challah bread, challah board, challah cover, wine goblet, other kosher food, Star of David on a chain, prayer books, chanukiah, kippah			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP		EH	SMV
		Overlap with Church teaching, collective worship and visits to church	Overlap with Church teaching, collective worship and visits to church
1.	Reconnection: Reflect on prior learning and special places, times and stories from topic in reception. As a way in, discuss what precious items pupils have in their home – not in terms of money but in terms of being meaningful. Make a whole class list of these items. We are learning about what is meaningful and important to us. Introduce new big questions and fill in front cover sheet. Think about the precious items pupils have in their homes mentioned at start of lesson. Why are they important? Reflection Question: Talk about remembering what really matters, what ideas they have for making sure they do not forget things or people, and how people make a special time to remember important events.		
2	Reconnection: Refer to whole class list of the children’s meaningful and important items and reflect again on why some of them are important. We are learning about what is meaningful and important to Jewish people.		

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	<p>Find out what special objects Jewish people might have in their home (e.g. ‘Through the keyhole’ activity, looking at pictures of a mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Star of David on a chain, prayer books, chanukiah, kippah). Gather pupils’ questions about the objects.</p> <p>As they go through the unit, pupils will come across most of these objects. Whenever they encounter an object in the unit, ensure that pupils have adequate time to focus on it closely and refer back to pupils’ questions and help the class to answer them where possible.</p> <p>Reflection Question: How can we find the answers to our questions?</p>
3	<p>Reconnection: What objects might we find in a Jewish home?</p> <p>We are learning to recognise the words of the Shema as a Jewish prayer</p> <p>What is the Shema? Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4–9) i.e. God is one, that it is important to love God. (Note that some Jewish people write G-d, because they want to treat the name of God with the greatest respect.) Explore the meaning of the words, what they teach Jews about God, and how they should respond to God.</p> <p>Reflection Question: What does God’s Chosen People (or Favoured People) mean? Talk about the People of Israel as God’s Chosen People.</p>
4	<p>Reconnection: What is the Shema?</p> <p>We are learning about the Jewish ideas of God found in the stories and how people live</p> <p>Remind children about Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4–9) i.e. God is one, that it is important to love God. Use this as the background to exploring mezuzah, Shabbat and Jewish festivals. How do the Jewish festivals all remind Jews about what God is like, as described in the Shema?</p> <p>Reflection Question: How do festivals help Jewish people to remember God?</p>
5	<p>Reconnection: What Jewish festivals did we learn about last lesson?</p> <p>We are learning about how some Jewish people might remember God in different ways</p> <p>Look at a mezuzah, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home. Recognise the words of the Shema as a Jewish prayer. Ask pupils what words they would like to have displayed in their home and why.</p> <p>Reflection Question: Why is the Shema special to Jewish people?</p>
6	<p>Reconnection: What is a mezuzah and how is it used?</p> <p>We are learning how Jewish people celebrate Shabbat</p> <p>Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the ‘day of delight’, and celebrate God’s creation (God rested on the seventh day). Put together a 3D mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy, and share examples of times of rest and for family in pupils’ homes.</p> <p>Reflection Question: What do you now know about Shabbat that you did not know at the start of the lesson?</p>

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7	<p>Reconnection: What can you remember about Shabbat? What is a mezuzah?</p> <p>We are finding out about stories which tell us how God looks after his people</p> <p>Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)).</p> <p>Reflection Question: How does God look after his people?</p>
8	<p>Reconnection:</p> <p>We are learning about simple stories used in Jewish celebrations</p> <p>Use a variety of interactive ways of learning about the stories, meanings and what happens at festivals. This can take place over two lessons.</p> <p>e.g. Sukkot: read the story, linking the Favoured People's time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a sukkah and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today.</p> <p>Chanukah: look at some art (e.g. www.artlevin.com); read the story and identify keywords; find out about the menorah (seven-branched candlestick) and how the nine-branched chanukiah links to the story of Chanukah.</p> <p>Reflection Question: Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people.</p>
9	<p>Reconnection: Retell simply some stories used in Jewish celebrations (e.g. Chanukah and Sukkot from previous lesson)</p> <p>We are learning how Jewish people celebrate special times</p> <p>Consider the importance and value of celebration and remembrance in pupils' own lives. Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to Jewish people, and to others.</p> <p>Reflection Question: Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.</p>
10	<p>End of unit quiz returning to the big overarching question: 1.7 Who is Jewish and how do they live?</p> <p>Refer back to the big question 'Who is Jewish and how do they live?' Look at pupils' questions about the objects from lesson 2. Have all the questions been answered? If not, fill in the gaps. Fill in the end of unit quizzes to see what children can remember and recall.</p>

End Points:

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations(e.g. Shabbat, Chanukah) remind Jews about what God is like

Understand the impact:

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- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**