

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 5**  
**RE – Year 3/4**



<b>Subject:</b> RE			
<b>Key Concept/ Theme:</b> L2.10 How do festivals and family life show what matters to Jews?			
<b>Prior Learning links:</b>  Reception: What times/stories are special and why?  Year 1/2 Cycle 1: 1.7 Who is Jewish and how do they live?  Year 1/2 cycle 2: 1.8 What makes some places sacred to believers?  Year 3/4 Cycle 2: L2.11 How and why do people mark the significant events of life?			
<b>Vocabulary:</b> Torah, festival, Rosh Hashanah, Yom Kippur, Passover			
<b>School specific areas to cover (Add in any local areas of study, trips and people)</b>			
CP	EH	SMV	PM
	Overlap with Church teaching, collective worship and visits to church	Overlap with Church teachings, collective worship and visits to church	
1.	<b>Reconnect:</b> Discuss children's prior understanding of the Jewish religion and how they live (building from knowledge gained in Year 1/2 – Who is Jewish and how do they live?) Complete knowledge organisers – what I already know.		
2	<b>Reconnection:</b> What do you already know about Jewish life?  <b>LO:</b> To understand the links between the story of Exodus and the Jewish beliefs about God.  <b>Activity ideas:</b> explore the epic story of the Exodus through text, art, film and drama, exploring the relationship between the people and God; find out how this dramatic story is remembered at the festival of Pesach and celebrated in Jewish homes, including the preparation and the seder meal. Reflect on the important themes of Pesach (e.g. freedom, faithfulness of God; the Jewish people's place as God's Chosen or People (sometimes called Favoured People). – rescued from slavery to demonstrate this; brought into the Promised Land) and what Pesach means to Jews today.		

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	<p><b>Deeper learning question:</b> Talk about the ways in which slavery is still present in the world today, and how important freedom is. What role do all of us have in bringing freedom?</p>
3	<p><b>Reconnection:</b> What is the story of Exodus?</p> <p><b>LO:</b> Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p> <p><b>Activity ideas:</b> Explore Rosh Hashanah, the Jewish new year festival; consider how Jews examine their deeds from the past year and look to make a fresh start for the next one; find out about the shofar, eating sweet foods, tashlich. Yom Kippur, the 'Day of Atonement': a day of fasting and praying for forgiveness; what happens and why; and the main themes of repentance, deliverance and salvation; consider how for Jews this is both solemn (because of the reality of sin) and joyful (God's readiness to forgive). <a href="https://www.bbc.co.uk/bitesize/articles/z4vvjyv#z2pskhv">https://www.bbc.co.uk/bitesize/articles/z4vvjyv#z2pskhv</a></p> <p><b>Deeper Learning Question:</b> What is the link between Jewish beliefs about God and his people, and how Jews live?</p>
4	<p><b>Reconnection:</b> What are some ways Jews show their beliefs through festivals?</p> <p><b>LO:</b> Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today</p> <p><b>Activity Ideas:</b> Find out about some of the prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say 'thank you' 100 times a day! The Siddur prayer book contains numerous 'baruch atah Adonai' prayers – 'Blessed are you, King of the universe'). What are the benefits of expressing gratitude regularly? Note that non-religious people are encouraged to keep 'gratitude journals' today because it makes them happier. Make connections with the practice of gratitude in Jewish living (and other faith traditions).</p> <p>Compare and consider the value of family rituals in pupils' own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living; talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well.</p> <p><b>Deeper Learning Question:</b> Is it good for Jews and everyone else to remember the past and look forward to the future? Why?</p>
5	<p>Complete End of Unit Quiz/ time for finishing off.</p>
<p><b><u>End Points:</u></b></p> <p><u>sense of belief:</u></p>	

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- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean
- Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people
- Offer informed suggestions about the meaning of the Exodus story for Jews today

**Understand the impact:**

- Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities

**Make connections:**

- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future
- Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

**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.**