

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



<b>Subject:</b> RE			
<b>Key Concept/ Theme:</b> U2.9 Why is the Torah so important to Jewish people?			
<b>Prior Learning links:</b>  Reception- F6 What times/stories are special and why?  Year 1/2- 1.7 Who is Jewish and how do they live?  Year 3/4 - L2.10 How do festivals and family life show what matters to Jewish people?			
<b>Vocabulary:</b>			
<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 teaching, collective worship and visits to church	
1	<b>Reconnect:</b> Discuss children's prior understanding of the Jewish religion and what the Torah is and its value in Jewish daily life (building from knowledge gained in Year 3/4 – How do Festivals and family life show what matters to Jewish people?) Complete knowledge organisers – what I already know.		
2	<b>Reconnection:</b> What do you already know about Jewish life?  <b>LO:</b> To explain how Jewish people interpret texts about God.  <b>Activity ideas:</b> Recap prior learning about Jewish beliefs about God in 'the Shema', including belief in one God and the command to love God with all their heart, soul and might. Recall where it is found (Deuteronomy 6:4–9), how it links to beliefs about God and its use in the mezuzah. Learn about Orthodox use of the Shema in the tefillin (also used by some Progressive Jews). (Note: some Jews do not write the name of God out fully, instead they put 'G-d' as a mark of respect, and so that God's name cannot be erased or destroyed.) Find out more about the titles used to refer to God in Judaism and how these reveal Jewish ideas about the nature of God (e.g. Almighty, King, Father, Lord, King of Kings, Sovereign, Ruler). Use some texts that describe these names (e.g. the Shema, Ein Keloheinu and Avinu Malkeinu. These Jewish prayers might be found in a siddur, a daily prayer book, although Avinu Malkeinu is only said at Rosh Hashanah and Yom Kippur.).  <b>Deeper learning question:</b> Talk about how and why the Jewish beliefs explored are important to Jewish people today.		

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

3	<p><b>Reconnection:</b> What do Jewish people believe about God and why is it important today?</p> <p><b>LO:</b> To understand the links between the beliefs about the Torah and how it is used</p> <p><b>Activity ideas:</b> Find out about how a Sefer Torah (handwritten scroll) is produced, covered and treated and the reasons for this; how it is used each week in the synagogue and for the annual cycle of readings.</p> <p>Talk about the Jewish holy book – the Written Torah or TeNaKh: this name refers to Torah (Law), Nevi'im (the Prophets), Ketuvim (the Writings). (Note the overlap with the Christian Old Testament.) Look at some examples of texts and stories from these different parts of the Tenakh. Find out about the place of the Torah at the heart of Jewish belief and practice and the importance of regular Torah study for many Jews.</p> <p><b>Deeper learning question:</b> Do other religions study their Holy Book in a similar manner? Why do you think Jewish people hold this study with high importance?</p>
4	<p><b>Reconnection:</b> What is the importance of regular Torah study for many Jews?</p> <p><b>LO:</b> To explore the diversity within Judaism.</p> <p><b>Activity ideas:</b> Recall the Creation story and how it is used at Rosh Hashanah; how Shabbat is inspired by God resting on day 7. Note how much of the Torah (the first five books of the Tenakh) is devoted to the story of Exodus and Passover, and the laws that were then given– and are still followed by the Jewish community today: the Torah contains 613 commandments (mitzvot), including the Ten Commandments. One group of these mitzvot deals with which foods may or may not be eaten. Find out about kosher food laws and how they affect the everyday lives of Jewish people. Note that not all Jews keep all these laws.</p> <ul style="list-style-type: none"> <li>• Explore the fact that there is diversity within Judaism, which explains why Jews do not all keep the kosher laws in the same way. Find out some features of Orthodox and Progressive Judaism in relation to kosher, and Shabbat observance.</li> <li>• Explore two synagogues: one Orthodox (e.g. <a href="http://www.birminghamsynagogue.com">www.birminghamsynagogue.com</a>) and one Progressive (e.g. <a href="http://www.bpsjudaism.com">www.bpsjudaism.com</a>). Compare them and find out similarities and differences: objects found in them: e.g. ark, Ner Tamid, bimah; layout, services (<a href="http://bit.ly/2m3QWwg">bit.ly/2m3QWwg</a> for a comparison). Find out about the place of the synagogue in the life of the Jewish community.</li> <li>• Reflect on the value of ritual and tradition in Jewish communities, comparing its value in schools, families and other communities.</li> </ul> <p><b>Deeper learning question:</b> Are there any mitzvot which you believe are important across society?</p>
5	Complete End of Unit Quiz/ time for finishing off.
<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• Identify and explain Jewish beliefs about God</li> </ul>	

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

- Give examples of some texts that say what God is like and explain how Jewish people interpret them

Understand the impact:

- Make clear connections between Jewish beliefs about the Torah and how they use and treat it
- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)

Make connections:

- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
- Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish

**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.**

•