



# Medium Term Unit Planning

<b>Topic Name: All about Judaism</b>	
<b>Learning outcome:</b> Children will be able to say that Judaism is a religion and people who follow that religion are called Jewish. They will be able to identify some Jewish artefacts, daily practices and festivals. Children will be able to retell simple Jewish stories from the Tenakh.	
<b>Hook</b> A strange artifact appears in our classroom.	<b>Topic Showcase (e.g. display, museum, performance, presentation)</b> Make a class dojo post at the end of our learning sequence.
<b>Oracy:</b> Children will actively participate in discussions about Jewish artefacts, stories and festivals and will share their own experiences, ideas and feelings with the class.	<b>Key Vocabulary:</b> Jewish, Judaism, mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, kosher food, Star of David, chanukiah, kippah, Shema, Shabbat, Torah, Tenakh.
<b>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</b> The call of Samuel David and Goliath The Story of Moses	
<b>Citizenship/Community Opportunities:</b> Learning about the Jewish community and how this might relate to our daily lives.	
<b>Experiences/Visits/Visitors</b> Making some Jewish bread to take home	



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## Main Subjects covered:

**RE**

Religious Education Threshold Concepts

- **Understand beliefs and teachings**  
This concept involves understanding the key teachings of various religions.
- **Understand practices and lifestyles**  
This concept involves understanding the day to day lives and practices of various religions.
- **Understand how beliefs are conveyed**  
This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
- **Reflect**  
This concept involves an appreciation of how religion plays an important role in the lives of some people.
- **Understand values**  
This concept involves an appreciation of how many people place values as an important aspect of their lives.

**Notes:**

BBC Teach on YouTube – really useful videos about Judaism.

Weekly Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
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<p>1. Special people, objects and festivals</p> <p>Ll: I can talk about the special, objects, people and events in my life.</p>	<p><b>Reflect</b> - This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<ul style="list-style-type: none"> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> </ul>	<p>Children will discuss what precious items they have in their home – not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters. Don't forget to talk about special people and how people make a special time to remember important events, such as birthdays!</p> <p>Children will draw pictures to show important objects, people and events in their lives.</p>
<p>2. Jewish Artefacts</p> <p>Ll: I can look at different artefacts and ask questions about their meanings.</p>	<p><b>Understand practices and lifestyles</b> - This concept involves understanding the day to day lives and practices of various religions.</p>	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	<p>Children will be introduced to Judaism. We will find out what special objects Jewish people might have in their home. We will pass artefacts around the circle (e.g. a mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Star of David on a chain, prayer books, chanukiah, kippah). Children will ask questions about</p>



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			the artefacts and think about what they might mean to Jewish people. Gather pupils' questions about the objects.
<p>3. Jewish Artefacts and Daily Life</p> <p>L1: I can identify Jewish artefacts and discuss daily routines.</p>	<p><b>Understand practices and lifestyles</b> - This concept involves understanding the day to day lives and practices of various religions.</p> <p><b>Understand how beliefs are conveyed</b> - This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> <li>Name some religious symbols.</li> <li>Explain the meaning of some religious symbols.</li> </ul>	<p>Children will refer back to the previous lesson and the artefacts we saw. We will watch videos on BBC Bitesize about Jewish children's daily lives learn about the meanings behind some of the artefacts.</p> <p>Children will label some Jewish artefacts.</p>
<p>4. The Shema and Mezuzah</p> <p>L1: I can recognise the words of the Shema as a Jewish prayer.</p> <p>L1: I can discuss how Jewish people remember God by touching the mezuzah.</p>	<p><b>Understand beliefs and teachings</b> - This concept involves understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> </ul>	<p>Introduce Jewish beliefs about God as expressed in the Shema – the first prayer learnt by Jewish children. Children will explore the meaning of the words, what they teach Jews about God.</p> <p>Look at a mezuzah, how it is used and how it has the words of the Shema on a scroll inside.</p>



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			<p>Find out why many Jews have this in their home.</p> <p>What words they would like to have displayed in their home and why.</p>
<p>5. Shabbat</p> <p>L1: I can give examples of how Jewish people celebrate Shabbat.</p>	<p><b>Understand beliefs and teachings -</b> This concept involves understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> </ul>	<p>Children will find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. They will learn that some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day).</p> <p>We will put together a 3D mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations. We will 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>



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<p>6. Jewish Stories</p> <p>L1: I can make links between Jewish ideas of God found in the stories and how people live.</p>	<p><b>Understand beliefs and teachings -</b> This concept involves understanding the key teachings of various religions.</p> <p><b>Reflect -</b> This concept involves an appreciation of how religion plays an important role in the lives of some people.</p> <p><b>Understand values -</b> This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>	<ul style="list-style-type: none"><li>• Describe some of the teachings of a religion.</li><li>• Relate emotions to some of the experiences of religious figures studied.</li><li>• Identify how they have to make their own choices in life.</li><li>• Explain how actions affect others.</li><li>• Show an understanding of the term 'morals'.</li></ul>	<p>Children will read some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel, David and Goliath or the Story of Moses).</p> <p>Children will discuss the hidden messages behind the story and will draw a story journey or put pictures in the correct order to retell the stories.</p>
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