


Year 1	
Spring 1	A Jewish family
Learning objective	Begin to understand how a Jewish family celebrates their faith
Teacher Subject Knowledge	Judaism is one of the oldest religions. It is an Abrahamic religion. It started in modern day Iran/Iraq, where Abraham originated from. Jews think of themselves as the chosen people and they were given the holy lands as their home. There is a long history of persecution. The Torah is their holy book and source of their laws and how they live their life. Jews may not be religious but they follow the traditions and cultures. There is a spectrum from the ultra -orthodox to secular. Shabbat is the holy day which goes from Friday at dusk to Saturday at dusk and there are strict rules if you are Orthodox. Food must be Kosher (clean) and these laws come from the Torah. (no cloven claws e.g. pig meat, no shellfish, dairy and meat together)
Substantive Knowledge	<ul style="list-style-type: none"> Look at features of a synagogue and locate, Mezuzah, Bimah, Eternal light and the ark with the Torah scrolls Know that a synagogue is a meeting place/ place of worship Shabbat is the most important Jewish festival and when it starts/finishes, and why? Know there are many important moments in a Jewish person's life, birth, coming of age, marriage and death. Know other important days within the Jewish faith. E.g. Passover
Key Vocabulary	Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, Shabbat: Kosher Two Candles, Challah, Wine, Speical days: Passover Jewish Life: One God (YHVH), Moses
Key Text	Dinosaur does Shabbat – Diane Levin Rauchwerger Dinosaur does Passover - Diane Levin Rauchwerger
	
Suggested Activities	<p>Lesson 1:</p> <p>Revisit the book Hats of Faith to remind children of different faiths. Focus on the Kippah. Show a picture of a Hasidic Jew, one wearing a Kippah and one wearing nothing. What do children notice?</p> <p>Lesson 2:</p> <p>Introduce Shabbat by reading the book Dinosaur on Shabbat. Shabbat- Learn about shabbat – Read Dinosaur on Shabbat'. BBC Bitesize 'What is Shabbat' or 'Shabbat the Jewish Day of Rest'. Hear some shabbat blessings and songs. 'Shabbat Shalom'. Do you have any special days? Record children's ideas in the floorbooks.</p> <p>Tell children that on Shabbat they can't watch television or play on video games – how would this make you feel?</p>

	<p>Lesson 3:</p> <p>Who are you meant to be thinking of rather than doing these things?</p> <p>Make challah bread as a class (link 50B4Y7 -try a new food) say blessing. Re-enact Shabbat, tidy classroom, light candles, have meal, say 'Shabbat Shalom'. How did the celebration make you feel?</p> <p>Lesson 4:</p> <p>What places are special to you? What makes them a special place?</p> <p>Learn about the Synagogue (either visit or virtual tour e.g 'Synagogues around world 360', BBC Bitesize 'A visit to a Synagogue'</p> <p>What happens in a Synagogue?</p> <p>What is the Jewish special book? Show the Torah if you have one. What is different between a Torah and other books? BBC bitesize video on the Torah.</p> <p>Lesson 5:</p> <p>What foods do you like and what food don't you like? Are there any s you can't eat?</p> <p>What special things do Jewish people eat? What things do they not eat why? Introduce the term Kosher and explain it means clean.</p> <p>Explain to children that Jewish people do this because it is contained in Torah and is part of their laws.</p> <p>How could this affect your life? Would you be able to eat a seburger from McDonalds?</p> <p>Lesson 6:</p> <p>Passover, read Dinosaur on Passover.</p> <p>Introduce seder plate, and discuss how Jewish people eat the different s to remind them of different events of Passover. (2023 5th April to 13th)</p> <p>Make a seder plate as a class so children can experience it.</p>										
Assessment	<p>Assessment - 3 Big Questions</p> <p>How do they celebrate special days?</p> <p>How do I celebrate special days, what things are similar?</p>										
Year 1 End Points	<table border="1"> <thead> <tr> <th>PT1 – Knowledge and understanding of religion and worldviews</th><th>PT2 – Responding to religion and worldviews</th></tr> </thead> <tbody> <tr> <td>Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews</td><td>Begin to talk about different beliefs and practices using the correct vocabulary</td></tr> <tr> <td>Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.</td><td>Begin to suggest meanings behind religious and moral stories.</td></tr> <tr> <td>Show how individuals and faith communities celebrate life events.</td><td>Ask or respond to questions about how individuals and faith communities live.</td></tr> <tr> <td>Begin to name the different beliefs and practices of Christianity, at least one other religion.</td><td>Express their own ideas about belief and practices creatively.</td></tr> </tbody> </table>	PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews	Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews	Begin to talk about different beliefs and practices using the correct vocabulary	Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.	Begin to suggest meanings behind religious and moral stories.	Show how individuals and faith communities celebrate life events.	Ask or respond to questions about how individuals and faith communities live.	Begin to name the different beliefs and practices of Christianity, at least one other religion.	Express their own ideas about belief and practices creatively.
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Useful links and trips/visitors	<p>Dinosaur Shabbat w/Isaac Zones - Bing video</p> <p>Dinosaur Shabbat - YouTube</p> <p>KS1 Religious Education - England - BBC Bitesize</p> <p>Religious Studies KS1: Religions of the World - BBC Teach</p>										