

Newlaithes Nursery and Infant School Medium Term Planning

Year Group: 1

Term: Sum 2

Subject: RE

Learning/ Skill: Judaism

Resources Jewish resource box Short film of a family preparing for shabbat: www.bbc.co.uk/education/clips/zs2hyrd • Short film showing a Friday night in a Jewish household
<https://www.bbc.co.uk/programmes/p02mx9mx> • Short film showing shabbat in the synagogue:
<https://www.bbc.co.uk/programmes/p02mx9mx>

National Curriculum Links/Learning:

- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Recognise some different symbols
- B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make
- B3. Notice and respond sensitively to some similarities between different religions and worldviews.

Prior Learning:

Activities/Teaching

Create a persona for David, a photo of a child. Introduce him as belonging to a Jewish family - where he lives and who with, what he likes to do after school: Monday-swimming; Tues-Cubs; Wed-meal at Grans; Thurs-play at a friend's; Friday - home to help prepare for Shabbat. Worship can take place at home, not just in a place of worship. Show some of David's artefacts. • David helps his Mum clean the house and lay the table for the Shabbat meal that many Jewish families celebrate every Friday evening then have a day of rest. Jews believe that bringing the family together once a week when no one works is important. Show what happens - lay a tablecloth, place on it 2 candlesticks with candles, challah bread with cover, Kiddush cup. When everything is ready Mum lights the candles and waves the light out to the family saying 'Blessed are You, O Lord our God, King of the universe, who has made us holy and commanded us to light the Shabbat candles.' David's Dad also says a prayer. Everyone is happy because work has ended for the week and they can relax together and say thanks to God for all the good things in life. As they share the challah bread they think about the wonderful things God created for them. • David enjoys being with his family for Shabbat. Do you know anyone like David? What questions have you got for David? What special times do you enjoy with your family? • Children can role play or sequence the events of the Shabbat meal using the artefacts. If a Jewish family didn't celebrate Shabbat, what would they miss? • What is a synagogue like? Use photos, video clip or virtual tour to show: Torah scrolls, yad, Ark, Bimah. What do they think these things are for? How might they be used? • What do Jewish people say about their places of worship? In pairs children work out some questions to be answered by David or a member of the Jewish community Ask pupils to reflect on their observations and feelings in the synagogue or while watching a video of a synagogue. • What do the symbols in a synagogue mean? Ask children to label a diagram, photo or model of a synagogue, placing the Bimah, Ark, Torah scroll and Yad in their places. Talk about the meaning and significance of each one. What questions do children have? Where can they find out the answers? • What happens at synagogue on the Sabbath? After watching a video clip of what happens in a synagogue on Sabbath e.g. www.bbc.co.uk/learningzone/clips/celebrating-shabbat-at-the-synagogue/3877.html children could talk about how Jewish people might feel when they go to the synagogue.

Planning Areas

Lego synagogue in construction. Make a cube spice box and smell spices, make a Havdalah candle with pipecleaners and tissue paper.

Subject Specific Vocabulary

Shabbat

Synagogue

Kiddush cup

Challah bread

Havdalah candle

Torah

Yad

Any subject specific requirements?

Future learning:

What it feels like to belong Y2