



## Medium-Term Planning

### Focus Subject: RE



<b>Term and Year:</b>	Year 4 - Autumn 1 - 2020
<b>Teacher:</b>	Miss Swan
<b>Topic:</b>	Judaism
<b>Key Question(s):</b>	Why is Moses important to Jewish people?

<b>RE Concepts</b>	
<b>Belief</b>	<ul style="list-style-type: none"> <li>Beliefs about God expressed through the Shema, the first four of the Ten Commandments, Psalms, songs and prayers, stories from the Torah.</li> </ul>
<b>Authority</b>	<ul style="list-style-type: none"> <li>The significance of Moses in Judaism: chosen by God (Burning Bush), leading Israelites out of Egypt, the giving of the Torah to Moses on Mount Sinai, the beginnings of Judaism.</li> <li>The importance of the Torah: its place, use and significance in the synagogue, importance for Jewish people today.</li> <li>Sefer Torah and the work of the scribe.</li> <li>The Ten Commandments, 613 commandments.</li> <li>The role of the Rabbi as teacher</li> </ul>
<b>Expression of Belief</b>	<ul style="list-style-type: none"> <li>The synagogue as a place of worship and prayer, education, community. The main features of the synagogue and their significance.</li> <li>Synagogue worship at Shabbat and key festivals.</li> <li>The importance of the home for demonstrating Jewish beliefs and practices e.g. daily prayer, Shabbat, key festivals and celebrations, kosher kitchen.</li> <li>Beliefs and practices associated with daily prayer, including significance of Kippah, Tallit, Tzitzit.</li> <li>How beliefs are expressed through practices of Pesach, Sukkot, Shavuot.</li> <li>How commitment, belonging, religious identity are expressed through ceremonies e.g. Brit Milah (circumcision), girls' naming, Bar and Bat Mitzvah.</li> <li>How some expressions of belief may vary between Orthodox and Reform traditions e.g. Shabbat practices, synagogue worship, food laws.</li> </ul>
<b>Impact of Belief</b>	<ul style="list-style-type: none"> <li>How Jewish people today follow Jewish laws (including the Ten Commandments) and scripture and the impact this has on individual and community life.</li> <li>How Jewish people show commitment and belonging to the faith community e.g. contributing to work of the synagogue, helping others (e.g. Jewish charities, caring for those in the community), Mitzvah Day, tzedaka, gemilut hassadism, pushkes.</li> <li>Introduction to how Jewish values will affect views and actions on moral issues e.g. environment (Tu B'Shevat – tree planting), care for others</li> </ul>

#### **Key Vocabulary:**

Judaism	Jews	G-d	Abraham	Moses	Kippah	Rabbi
Synagogue	Torah	Jerusalem	Western Wall	Covenant	Tzitzit	Tallit
Canaan	Plagues	Passover	10 commandments	Sabbath	Kosher	

Lesson Question		Key Learning Intentions	Lesson Activities
Lesson 1	What is Judaism?	<p><b>Pupils should learn:</b></p> <ul style="list-style-type: none"> <li>• To understand some key facts and basic history of Judaism.</li> <li>• To think about why promises are important and what they mean to us.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that this term we will be focusing on Judaism.</li> <li>• Explain that Jews write G-d to refer to God.</li> <li>• Watch: <a href="https://www.youtube.com/watch?v=73WsIne-FKg">https://www.youtube.com/watch?v=73WsIne-FKg</a></li> <li>• Answer the questions from the video – Check answers on slide 3</li> <li>• Watch the video about the story of Abraham (on slide) and/or go through the story on the PowerPoint</li> <li>• Fill out storyboard sheet – write a sentence for each part of the story.</li> <li>• Critical Thinking – How did G-d test Abraham? Why did G-d test Abraham? How did G-d reward Abraham? Why might Abraham be seen as the father of the Jewish people? (Jews see Abraham as a symbol of trusting and obeying G-d)</li> <li>• Personal Reflection – What are promises? Why are promises important?</li> </ul>
Lesson 2	Who is Moses?	<p><b>Pupils should learn:</b></p> <ul style="list-style-type: none"> <li>• About Moses' history</li> <li>• About the 10 plagues in Egypt</li> <li>• How the Jewish people escaped from Egypt to freedom</li> </ul>	<ul style="list-style-type: none"> <li>• Watch: <a href="https://www.youtube.com/watch?v=RdSQT7DS1II">https://www.youtube.com/watch?v=RdSQT7DS1II</a></li> <li>• Answer the questions about Moses</li> <li>• Watch the clip: <a href="http://www.bbc.co.uk/learningzone/clips/the-ten-plagues-of-egypt/4571.html">http://www.bbc.co.uk/learningzone/clips/the-ten-plagues-of-egypt/4571.html</a></li> <li>• Create their own cartoons of the plagues and label them.</li> <li>• Critical Thinking - answer the questions about the plague</li> <li>• Personal Reflection - Write a few sentences about something that would be an awful plague to have now</li> </ul>
Lesson 3	Why are the 10 commandments so important to Judaism?	<p><b>Pupils should learn:</b></p> <ul style="list-style-type: none"> <li>• To know that Jews believe that Moses received the 10 commandments</li> <li>• To understand the meaning of the 10 commandments</li> <li>• To consider the relevance of the 10 commandments today</li> </ul>	<ul style="list-style-type: none"> <li>• Recap the 10 commandments.</li> <li>• Talk about what the commandments mean and why they are still important to Jewish people today.</li> <li>• Diamond 10 activity – place 10 commandments in the order you think is the most important</li> <li>• Critical Thinking - Which commandment is the most important and why? Which of the commandments are still relevant today?</li> </ul>

Lesson 4	Why is the Torah so important?	<p><b>Pupils should learn:</b></p> <ul style="list-style-type: none"> <li>• I can explain what the Jewish Holy Book is</li> <li>• I can explain how the Jewish Holy book is used</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the different Holy Books– can the children match the books to the religions</li> <li>• Watch: <a href="https://www.youtube.com/watch?v=3QZ792rjcVE">https://www.youtube.com/watch?v=3QZ792rjcVE</a></li> <li>• Introduce the TaNaKh – names of the 3 divisions of the Hebrew Bible – Torah (instruction/law) Nevi'im (Prophets) and Ketuvim (Writings)</li> <li>• <a href="#">Fill in the gaps worksheet</a></li> <li>• <b>Critical Thinking: Why is the Torah most sacred to Judaism? How important is it for Jewish people to do what G-d asks them? Why do Jews write G-d to refer to God?</b></li> <li>• <b>Personal Reflection – What instructions/law do you follow? Why are those instructions/laws important to you?</b></li> </ul>
Lesson 5	What is a Synagogue?	<p><b>Pupils should learn:</b></p> <ul style="list-style-type: none"> <li>• To know some of the key parts of the synagogue</li> <li>• To be able to write about their own special place</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Talk about places which are special to the children – this might be a house/bedroom/a holiday destination/a park/grandparents' house – Children to draw a picture and write why it is special to them.</b></li> <li>• Where do Christians go to pray and worship God? Discuss the different places of worship – can the children match the places to the religions</li> <li>• Does anyone know where Jews go to worship? Explain that a synagogue is a very special place for Jews.</li> <li>• Go on to <a href="http://www.samrohn.com/360-panorama/central-synagogue-new-york-city">http://www.samrohn.com/360-panorama/central-synagogue-new-york-city</a> and go through virtual tour of synagogue.</li> <li>• <b>Discuss the different parts of the synagogue – why are they significant - what could we write to summarise each one.</b></li> <li>• Explain that the Rabbi is not like a /priest or vicar in the Christian faith. They are teachers and sometimes lead services in synagogues.</li> <li>• <b>Critical Thinking – Comparison between Judaism and Christianity places of worship</b></li> </ul>

Lesson 6	How do Jews show commitment to Judaism?	<p><b>Pupils should learn:</b></p>	<ul style="list-style-type: none"> <li>• Worship <ul style="list-style-type: none"> <li>- Knowledge and Understanding: Draw and label the Kippah, Tefilin, Tzitzit and Tallit. Write a sentence about what each one is for.</li> <li>- Personal Reflection: What do you belong to? How do you know you belong to something? What special clothes do the children own/wear? (School uniform/cub/brownie uniform/karate or football kit/bridesmaid dress etc) – Children to write a sentence about something special that they wear</li> </ul> </li> <li>• Rituals <ul style="list-style-type: none"> <li>- Knowledge and Understanding: Match the name of the ritual to the explanation</li> <li>- Critical Thinking: Can you think of any similar 'rituals' in Christianity?</li> </ul> </li> <li>• Community <ul style="list-style-type: none"> <li>- Knowledge and Understanding: Match the name of the community activity to the explanation</li> <li>- Personal Reflection: What community activity do you think is the most important in our school community?</li> </ul> </li> <li>• Festivals <ul style="list-style-type: none"> <li>- Knowledge and Understanding: Match the name of the festival to the explanation</li> <li>- Critical Thinking: Can you think of any similar festivals in other religions?</li> <li>- Personal Reflection: Which festival do you think is the most important to Jewish culture?</li> </ul> </li> </ul>
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