

Spring 1 Year Group: Five		Teacher: Catherine Ayres		Religion/belief: Judaism	Key Question: Where can people find guidance on how to lead their lives?
Focus Question: Can words have power?					
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: English – instructions and poetry ICT – recording instructions Dance – to celebrate something of significance Music – make up a song to celebrate something of significance		Shared human experience: pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance. Living religious traditions: pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community. Beliefs and values: pupils will identify and consider the beliefs and values within religious teachings from revered literature. The search for personal meaning: pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives.	
Attainment Target 1: Learning about religion and belief · describe the importance and nature of revered literature showing its influence on beliefs and values. · identify and begin to describe the similarities and differences within and between religions with regard to sacred texts [max two religions]. · consider the meaning of a range of forms of religious expression, in revered literature, understand why these are important in religion and begin to explore questions of truth and symbolism. · describe and begin to understand religious and other responses to ultimate and ethical questions. · use specialist vocabulary in communicating their knowledge and understanding.				Attainment Target 2: Learning from religion and belief · discuss their own and others' views of issues addressing truth and belief as they are expressed in revered literature, expressing their own ideas. · identify and explain non religious sources of guidance and truth that they turn to. Consider the connections to and differences from religious writings. · reflect on ideas of right and wrong found in revered literature, and on their own and others' responses to them. · reflect on sources of inspiration and guidance in their own and others' lives.	
	Key questions	Learning objectives/intentions	Possible activities	Possible resources	
SHE	Why do we have rules? Do we need them? Why? What happens at school/home if we break rules? What are the consequences? Who makes our rules at school?	To appreciate the different ways people receive instructions. To identify different ways to present information and suggest which was most successful and why.	Discuss ways people learn about rules or develop new skills eg swimming, musical instrument. Use samples of rules and pictures showing teaching and learning. What works best, watching, reading or doing? Why do people make and use rules and guidelines? In groups, devise a way to make something. Give their instructions in different ways eg video, tape recorder, written, verbal, or using visual aids. Present to class and discuss the merits of each.		
LRT	How is the Sefer Torah is	To know that Sefer	Watch teacher or member of Jewish		

	<p>treated in a synagogue?</p> <p>What is the significance of the 10 Commandments?</p> <p>What does the Festival of Simchat Torah celebrate?</p>	<p>Torah is part of Jewish sacred writings.</p> <p>To become familiar with vocabulary associated with The Torah.</p> <p>To develop familiarity with a Jewish festival.</p> <p>To identify how scrolls are treated and used and suggest why this is important.</p> <p>To suggest why Jewish people have a festival to celebrate Torah.</p>	<p>tradition reveal a Torah artefact or watch a video or examine posters that show the Torah being used and displayed. How is it used? Stored? Handled? What care is shown when a scroll is made and when it is read (yad). When and how is it used at the synagogue? What is the response of the congregation (standing, bowing heads)?</p> <p>Make miniature scrolls and consider how they would like them to be handled. Or, examine a mezuzah and find out how it is used. Make a model of one with their own message or one taken from Jewish writings. Where would the pupils put it?</p> <p>Investigate the festival of Simchat Torah. How is it celebrated (readings, parades)? Why are people so happy that they have the Torah? Devise or learn a dance that celebrates something of value, which includes clapping and singing, for all the class to participate in.</p>	
B and V	<p>Where can the rules for living be found?</p> <p>Who are the rules for living in the Torah from?</p>	<p>To understand that the Torah is important to Jewish people because it teaches them how they should live.</p> <p>To identify an important teaching found in the Torah.</p> <p>To explain why the Torah is important to Jewish people.</p>	<p>Examine the first five books of the Bible (Torah). Each group work with a different one. Identify the kinds of information and instructions found. Investigate the 10 Commandments (Exodus 20) and Leviticus 19. Each group choose one important teaching from their book and illustrate it in poetry e.g. calligram, visual representation e.g. collage or a dance/drama presentation. Investigate the festival of Simchat Torah. What happens (readings, parade)? Why are people so happy that they have the Torah?</p>	
SPM	<p>Could I live without rules? Why?</p>	<p>To consider what is of value to them.</p>	<p>Reflect on something of theirs that they would not like others to touch. Why? How</p>	

	<p>What do I think should happen when people break rules? Why?</p> <p>Do I agree with the rules that Jews follow? Could I follow any of them? Why?</p> <p>What commandments would I keep/get rid of? Why?</p>	<p>To reflect on their personal beliefs and values.</p> <p>To explain how their actions might demonstrate what is of value to them.</p> <p>To identify beliefs and actions that are important to them.</p>	<p>can they ensure that their wish is followed e.g. labels, storage, verbal instructions? How would they feel if it was mistreated or ruined?</p> <p>Develop 10 rules they feel are important for people to follow. These could be presented in a tablet form or as a poem. Explain the reasons for their choices to a partner.</p>	
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