

Autumn 1 Year Group: Two		Teacher: Debbie Conreen		Religion/belief: Judaism		Key Question: How do we respond to the things that really matter?	
Focus Question: Does worship have to happen in a special place/at a certain time? Does worship help people?							
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: DT – make potato latkes History – making links with celebration times in their living memory Art – creating a painting or sculpture to remember their special time		Shared human experience: pupils will identify, explore and reflect on people's experiences of identifying what is of worth and how they respond to show its worth. Living religious traditions: pupils will enquire into examples of worship in religions locally, nationally and globally. Beliefs and values: pupils will ask questions about and respond to some examples of beliefs and values seen in worship and celebration. The search for personal meaning: pupils will think about how they respond to the things that matter most to them and express their thoughts about the meaning of worship in the religions they have studied.			
Attainment Target 1: Learning about religion and belief <ul style="list-style-type: none"><li>• <b>name and explore</b> a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</li><li>• <b>identify the importance</b>, for some people, of belonging to a religion and recognise the difference this makes to their lives.</li><li>• <b>enquire into and</b> explore how religious beliefs and ideas can be expressed through the arts in worship and communicate their responses.</li><li>• <b>identify and suggest meanings</b> for religious symbols and begin to use a range of religious words.</li></ul>				Attainment Target 2: Learning from religion and belief <ul style="list-style-type: none"><li>• <b>reflect</b> on and consider religious and spiritual feelings, experiences and concepts such as thanks, joy and sadness, worship, wonder, praise and concern.</li><li>• <b>enquire into and identify</b> what matters to others and themselves including those with religious commitments, and communicate their responses.</li><li>• <b>recognise</b> that things we consider of worth, including religious teachings and ideas about worship, can make a difference to individuals, families and the local community.</li></ul>			
	Key questions	Learning objectives/intentions	Possible activities		Possible resources		
SHE	How are your celebrations different/the same as each other? What makes our celebrations special?	<ul style="list-style-type: none"><li>• To consider the special times in people's lives</li><li>• To be able to explain why a special time is special</li></ul>	Read some stories about celebrations the children may have experience of e.g. holidays, birthdays, birth of a baby, festivals etc. Compare with 'normal' time. What is different about the place, time, activities and people involved? Produce a contrast chart using words and pictures.		Stories about celebrations and cartoons using espresso		
LRT	Why are Sukkot and/or Hannukah special times for Jews?	<ul style="list-style-type: none"><li>• To explore sacred time as a part of celebration in the Jewish tradition</li><li>• To identify the aspects of the celebration that indicate it is a</li></ul>	Research a celebration such as Hannukah, or Sukkot. Use a video, books, poster or interview a member of the faith community. Sequence events and label the role of people and artefacts involved in the festival or make a model related to the celebration and explain it to a partner.		Sukkot (the Feast of Tabernacles) and the symbols involved in the celebration Hannukah (the Festival of Lights) and the symbols involved in the celebration <a href="https://central.espresso.co.uk/espresso/modules/t1_hanukkah/index.html#tab3">https://central.espresso.co.uk/espresso/modules/t1_hanukkah/index.html#tab3</a> – range of different resources available to link into the learning around Hannukah.		

		special time for Jewish people	Make potato latkes	
<b>B and V</b>	How is God worshipped through celebrations?	<ul style="list-style-type: none"> <li>To be aware that celebrations are a way of worshipping God</li> <li>To be able to explain what Jewish people are celebrating and suggest how the festival helps Jewish people to worship God.</li> </ul>	Focus on celebrations and the symbolism or artefacts used. Consider the meaning and purpose of the chosen celebration. Using the celebration investigated, make a jigsaw that has pieces with pictures, explanations or key words related to the meaning and purpose of the festival.	<a href="https://central.espresso.co.uk/espresso/modules/t1_hanukkah/index.html#tab3">https://central.espresso.co.uk/espresso/modules/t1_hanukkah/index.html#tab3</a> – links to Hannukah
<b>SPM</b>	What is the best celebration I have ever been to? What made it so special? How/why would I plan a special occasion for a close friend? How did I celebrate my happiest memory? What happy time in my life is worth remembering?	<ul style="list-style-type: none"> <li>To reflect on a special time in their lives and explain what made it a special time.</li> </ul>	Explore something that would always like to remember. Was it a happy/sad/exciting time? How could they remember it? Why is it special? Represent this in a painting or other visual media as something they would like to put in their 'treasure box'. As a class plan a special celebration for a special visitor.	Images of special times at home.