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| **Autumn 1 Year Group:** Two | **Teacher:** Geraldine Doyle | **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 respondto the things that matter most to themand express their thoughts about themeaning of worship in the religions theyhave studied. |
| **Attainment Target 1: Learning about religion and belief*** **name and explore** a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
* **identify the importance**, for some people, of belonging to a religion and recognise the difference this makes to their lives.
* **enquire into and** explore how religious beliefs and ideas can be expressed through the arts in worship and communicate their responses.
* **identify and suggest meanings** for religious symbols and begin to use a range of religious words.
 | **Attainment Target 2: Learning from religion and belief**· **reflect** on and consider religious and spiritual feelings, experiences and concepts such as thanks, joy and sadness, worship, wonder, praise and concern.· **enquire into and identify** what matters to others and themselves including those with religious commitments, and communicate their responses.· **recognise** that things we consider of worth, including religious teachings and ideas about worship, can make a difference to individuals, families and the local community. |
|  | **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? | * To consider the special times in people’s lives
* To be able to explain why a special time is special
 | 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? | * To explore sacred time as a part of celebration in the Jewish tradition
* To identify the aspects of the celebration that indicate it is a special time for Jewish people
 | 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.Make potato latkes | Sukkot (the Feast of Tabernacles) and the symbols involved in the celebrationHannukah (the Festival of Lights) and the symbols involved in the celebration<https://central.espresso.co.uk/espresso/modules/t1_hanukkah/index.html#tab3> – range of different resources available to link into the learning around Hannukah. |
| **B and V** | How is God worshipped through celebrations? | * To be aware that celebrations are a way of worshipping God
* To be able to explain what Jewish people are celebrating and suggest how the festival helps Jewish people to worship God.
 | 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. | <https://central.espresso.co.uk/espresso/modules/t1_hanukkah/index.html#tab3> – links to Hannukah |
| **SPM** | 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? | * To reflect on a special time in their lives and explain what made it a special time.
 | 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 tin their ‘treasure box’.As a class plan a special celebration for a special visitor. | Images of special times at home. |