**Year 1 R.E Curriculum – Spring Term 1 and 2**

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| **Theme: Who is Jewish and how do they live?** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| Make sense of belief:* Recognise the words of the Shema as a Jewish prayer.
* Retell simple stories used in Jewish celebrations.
* Give examples of how the stories used in celebrations remind Jews about what God is like.

Understand the impact.* Give examples of how Jewish people celebrate special times.
* Make links between Jewish ideas of God found in stories and how people live.
* Give an example of how some Jewish people might remember God in different ways.

Make connections: • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas• Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. | **Keyword** | Definition  | **Keyword** | Definition  | Spoken language- Explanations, discussion, and questioning |
| Menorah |  Branched candlestick. | Shabbat | A day of religious observance kept by Jewish people from Friday evening to Saturday evening. |
| Shema | Jewish prayer | Star of David |  Symbol of Judaism |
| Mezuzah | A parchment inscribed with religious texts. | Kippah | A brimless cap. |
| Challah | A plaited loaf of white bread baked to celebrate the Jewish sabbath. | Sukkot | A Torah commanded holiday |
| Chanukah |  | Sukkah |  A small hut |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* |
| People have different faiths and ways of worship. | How do festivals and family life show what matters to Jewish people? |
| **Lesson Sequence****Each lesson could take 2 weeks to teach.** | **Key Knowledge** | **Key Skills** |
| 1. To think about their own precious items at home and find out about special items Jewish people have in their home.
 | * Jewish people have precious objects linked to their faith.
 | * Investigative skills
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| 1. To learn how a mezuzah is used and how it has the words of the Shema inside and why they have it in their home.
 | * A Mezuzah is a parchment inscribed with religious texts.
* God is written as G-d as a sign of respect.
 | * Investigative, interpretive skills
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| 1. To learn how Jewish people celebrate Shabbat in their home and reflect on times of rest.
 | * Shabbat is the Jewish celebration of the day of rest.
* God rested on the 7th day after 6 days of creation.
 | * Investigative, interpretive, reflective skills
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| 1. To learn about the festival Sukkot.
 | * Sukkot is a joyous festival of thanksgiving as a commemoration of the forty-year period children of Israel wandered in the desert after leaving slavery in Egypt, living in temporary shelters as they travelled
 | * Investigative, reflective, and empathising skills
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| 1. To learn about the festival of Chanukah
 | * Chanukah is the celebration of the ancient miracle of the oil burning a candle for eight nights.
* The festival offers a chance of reflection, thanksgiving, praise, and remembrance for Jewish people.
 | * Investigative, interpretive, reflective, and empathising skills
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| 1. To consider the importance of celebration in their own lives and make connections with the ways Jewish people celebrate,, talk and remember and why it is so important to them.
 | * Children know ways they celebrate, and ways Jewish people celebrate special times.
 | * Analysing skills and empathy/reflective skills
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| **Themes** | **Where these are covered:** | **Links across the History curriculum** |
| **Making sense of beliefs** | * Lesson 1 and 2
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| **Understanding the beliefs** | * Lesson 3, 4 and 5
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| **Making connections** | * Lesson 6
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