**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. EYFS | | | | | 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 | |
| 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 | |
| 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 | |
| 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 | |
| 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 | |
| 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:** | | | | | | |
| **Making sense of beliefs** | * Lesson 1 and 2 | | | | | | |
| **Understanding the beliefs** | * Lesson 3, 4 and 5 | | | | | | |
| **Making connections** | * Lesson 6 | | | | | | |
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