**Year 3 R.E Curriculum – Spring Term 2**

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| **Theme: .How do festivals and family life show what matters to Jews?** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| **Make sense of belief:**  Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean  • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people  • Offer informed suggestions about the meaning of the Exodus story for Jews today**.**  **Understand the impact:**  • Make simple links between Jewish beliefs about God and his  people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)  • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities  **Make connections:**  • Raise questions and suggest answers about whether it is good  for Jews and everyone else to remember the past and look forward to the future  • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in  the world today, including pupils’ own lives, and giving good reasons for their ideas | | | **Keyword** | Definition | **Keyword** | Definition | Spoken language –  Explanations, discussions, questions, role play, storytelling.  Geography-  Where Egypt and Israel are on a world map. |
| Shabbat | Jewish day of rest. | Pesach/ Passover | A Jewish festival which celebrates the Israelites escape from slavery in Egypt. |
| Rosh Hashanah | Jewish New Year | Talmud | A compilation of ancient teachings regarded as sacred by Jews. |
| Shofar | An ancient musical horn |  |  |
| Yom Kippur | Day of Atonement |  |  |
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| **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?* | | |
| Who is Jewish and how do they live? Year 1 | | | | | Why is the Torah so important to Jewish people? | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To recap pupils learning on Shabbat | | * The shabbat is the Jewish day of rest which happens each week from sunset on Friday to sunset on Saturday. | | | | * Recall skills | |
| 1. To explore the story behind Rosha Hashanah | | * Rosh Hashanah is the anniversary of the creation of earth or mankind. * Jews examine their deeds from the past year and look at how to make a fresh start for the next one during Rosh Hashanah. | | | | * Investigative skills | |
| 1. To explore the story behind Yom Kippur | | * Jews ask for forgiveness for wrongdoing from God and fellow human beings. * We can all reflect on our own lives, thinking about saying sorry, being forgiven and making resolutions. | | | | * Reflect and synthesise (make links) | |
| 1. To explore the story of Exodus and how it is remembered in the festival of Passover/Pesach | | * Passover celebrates when Israelites escaped the slavery in Egypt. Because God freed them. | | | | * Investigative skills | |
| 1. To learn about the Ten Commandments and how they were important to Jews at the time and why they are still important today. | | * The Ten Commandments are a set of biblical principles relating to ethics and worship. | | | | * Analysing skills, expressive skills | |
| 1. To make connections between gratitude in Jewish life and other religions | | * The Talmud teaches Jews they should say thank you 100 times a day. * Christianity, Islam and Hinduism all encourage cultivating gratitude as an important virtue. | | | | * Synthesise (make links), applying skills | |
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| **Themes** | **Where these are covered:** | | | | | | |
| **Make sense of belief** | * Lesson 1, 2,3 and 5 | | | | | | |
| **Understand the impact** | * Lesson 2, 3 and 4 | | | | | | |
| **Make connections** | * Lesson 3 and 6 | | | | | | |