

| KEY STAGE 1 UNIT Summer 1a: Discipleship | | Concepts: Discipleship; Infant Baptism | | Medium Term Plan Year 2 |
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| KEY QUESTION | Learning Objectives | Learning Outcomes | Activities | Key Vocabulary |
| Why do Christians make promises at baptism? | <p>The children will learn:</p> <p>What happens in an Infant baptism.</p> <p>What promises are made at a baptism.</p> <p>About some of the hopes parents have at a baptism for their infant.</p> | <p>By the end of this unit:</p> <p>Emerging (Some children) I can explain what a promise is and describe some of the things that take place in an infant baptism.</p> <p>Expected (All children) I can explain why promises are made at infant baptism.</p> <p>Exceeding (Few children) I can discuss why Christians choose baptism. I can explain the choices made for infants by their parents at baptism.</p> | <p>Lesson 1: Tell the story of Jesus' baptism. Explore the story using role play; freeze frames and thought bubbles. Mark 1:9-12; Matthew 3:13-17: Luke 3:21-23 Discuss: What is the most important part of this story? Why did Jesus come to be baptised? Example answers: To show Christians an example of what to do. He emptied Himself and "became like us in all things but sin". The baptism was a public way of making known His humanity. See http://request.org.uk/teachers/christianity-unpacked/2014/09/08/baptism/</p> <p>Ask: Why was water used? Explore the many uses of water. Experience water being poured in a glass and in washing their hands. Talk about its properties and why Christians might use it as symbol of cleansing on the inside. Record ideas.</p> <p>Lesson 2 Share experiences of making promises; eg beavers; rainbows; keeping school rules; promising mum to cross a road a carefully. <i>Rainbow Clouds & Sunshine activity:</i> Children create rainbows labelled: 'My Promises'. Write promises on rainbows. Children add 'clouds' to the rainbow pictures related to the question: What obstacles do you face when you try to keep your promises? Write examples of obstacles on each cloud. Add sunshine rays to the pictures related to the question: What would Jesus do? Write examples on the sunshine rays of what Jesus might do to overcome the obstacles.</p> | <p>baptism promises</p> <p>Resources Good News Bible texts thought bubbles</p> <p>cut out: sunshine rays and clouds rainbow picture materials post-its</p> |

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| | | | <p>Lesson 3 Share experiences of any infant baptisms attended. Bring in gifts; gowns and other items used in a baptism. Create a display. Invite a parent in to explain what happened at their baby's baptism. Visit the local church and ask the vicar to role play a baptism using a doll and 'volunteer' parents and godparents' from the children in the class. Children write their own questions before visiting the church to ask the vicar from an interview template created by the teacher.</p> <p>Lesson 4 Recall the visit to the local church in the previous lesson: Ask: What happens at a baptism? What do they think is the most important part of an infant baptism? Discuss. Refer back to the work in Year 1 and Year 2 in the autumn term on belonging to a church community. Explain Christian baptism is a sign that someone wants to follow the example of Jesus and show they belong to the family of worldwide Christians. Watch a video clip of an infant baptism (sometimes known as a christening). See YouTube or the 'Request' website www.request.org.uk . (NB Revisited in Summer Term Year 4: Holy Spirit). Remind the class of promises talked about in Lesson 2. Ask again: What is a promise? Who makes promises at baptism? Class discussion. Give each group of 3 children a copy of the promises made at a baptism, (eg Will you bring up your child as a Christian? With God's help we will. See: http://www.sturrychurch.org.uk/church/baptism.html) Read each promise out loud to the children and ask them to think about what that may mean for the parents and godparents later in the child's life. Draw pictures of what the parents or godparents might do to keep their promises to the child.</p> | <p>Parent to interview about baptism</p> <p>vicar to invite in interview template</p> <p>video clips baptism promises on card</p> |
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| | | | <p>Repeat rainbow; clouds and sunshine activity from lesson 2 but this time with the title: 'Godparents and Parent's Promises made at an infant baptism'.</p> <p>Lesson 5 Discuss the question: Why do Christians choose to follow Jesus by making promises at baptism? Record any ideas on post-its and compile a baptism book complete with post- its, pictures and photos.</p> <p>Assessment Task Create an explanation text in cartoon form showing what happens at a baptism. Ask the children to explain why Christians choose to make promises at an infant baptism.</p> | <p>collection of baptism artefacts, photos and pictures.</p> <p>cartoon/explanation text template</p> |
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| KEY STAGE 1 UNIT | Summer 1b: Holy Spirit | Concepts underpinning study: Trinity God the Holy Spirit | Medium Term Plan Year 2 | |
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| KEY QUESTION | Learning Objectives | Learning Outcomes | Activities | Key Vocabulary |
| <p>What do Christian symbols teach about the Holy Spirit?</p> | <p>The children will learn:</p> <p>To recognise common Christian symbols for the Holy Spirit eg wind, dove, fire.</p> <p>That Christians represent the Holy Spirit in different ways in order to show what they believe.</p> <p>How the Bible describes the Holy Spirit.</p> | <p>By the end of this unit:</p> <p>Emerging (Some children)</p> <p>I can tell someone the Holy Spirit is important in a Christian's life.</p> <p>I can speak about the Holy Spirit as an idea in the Bible that is interesting or puzzling</p> <p>Expected (All children)</p> <p>I can identify some symbols that Christians use to represent beliefs about the Holy Spirit</p> <p>I can talk about some things in the Bible that make people ask questions about the Holy Spirit.</p> <p>Exceeding (Few children)</p> <p>I can describe 3 ways that Christians represent the Holy Spirit through symbols.</p> <p>I can suggest some good</p> | <p>Lesson 1-2</p> <p>Show the children a range of simple recognisable symbols e.g. apple, Nike trainer symbol.</p> <p>Play some games using pictures of symbols in PE where children respond to symbols without words to gain understanding that symbols convey meaning.</p> <p>Design own symbols that represent their family/class.</p> <p>Investigate what Christian symbols they know already and what they represent eg cross.</p> <p>Recall work on Holy Spirit from Year 1. Show 4 pictures previously used from Chester PPT; sailboat, kite, windmill, hot air balloon.</p> <p>Ask: What is the one thing all of these pictures need? (Draw out answer: <i>they need wind</i>): Ask: What does the wind do in each picture? Draw out answers eg gives movement; gives energy, turns sails; helps them move.</p> <p>Ensure they understand that <i>wind changes things</i>.</p> <p>Similarly show pictures of fire: Light a candle: Ask: What is fire like? Ask for suggestions eg it's hot, it warms us, it burns things.</p> <p>Ensure they understand that <i>fire changes things</i>.</p> <p>Ask the class if they can remember a Bible story about the Holy Spirit from FS or Year 1 that had wind and fire in it? Briefly recall the Pentecost story.</p> <p>Think, Pair, Share. Look at and discuss some more pictures of: wind; fire; water; a dove; breath; wild goose. Ask: What characteristics does each of the pictures have? Explain that Christians use them as symbols for the Holy Spirit.</p> <p>Lesson 3</p> <p>Show pictures again and reiterate they are symbols of the Holy</p> | <p>Pentecost</p> <p>Holy Spirit symbol</p> <p>represent disciples</p> <p>Christians</p> <p>Resources</p> <p>recognisable symbol images</p> <p>pictures of objects driven by wind.</p> <p>candle</p> <p>large pictures of symbols for Holy Spirit e.g. dove, fire etc.</p> <p>collage materials</p> |

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| | | <p>questions people ask about the Holy Spirit in the Bible and compare my answers.</p> | <p>Spirit. In small groups ask the children to look at the pictures and discuss what characteristics these things have and why Christians might use them as symbols for the Holy Spirit, eg fire= strength/power; dove=peace/freedom; wind= not seen; water=gives life.</p> <p>Look at each symbol in more detail: eg 1 Wind: go outside and feel its effects, relate this to the idea the Holy Spirit can be felt but unseen; eg 2 Fire: burns bright, can give light, spreads rapidly; eg 3 Dove: white, pure, represents love freedom peace good news; eg 4 Wild goose: restless, disturbing nature.</p> <p>Call to mind where the Holy Spirit is described like a dove in other Bible stories they may have heard eg Creation, Jesus' Baptism.</p> <p>Discuss: What might these symbols teach Christians about the Holy Spirit?</p> <p>Ask children to work in pairs to create a collage of symbols that they think most accurately represent the Holy Spirit. They could use ones they have seen and their own ideas. Once they have completed their collage, each pair present their ideas to the rest of the class and explains why they have chosen each symbol and what they feel it shows about the Holy Spirit.</p> <p>Lesson 4</p> <p>Vote with your feet activity: put two of the symbols of the Holy Spirit on the floor. Ask the children to 'Vote with their feet' and stand by the one that they think is the most relevant. Choose a few children from each symbol to explain and justify their choice to the other children. If children are convinced by their arguments, then they can change their choice and move to another symbol. Repeat with two different symbols and ask different children to justify their choice each time.</p> | |
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| | | | <p>Class vote. Ask: Which symbol for the Holy Spirit do you feel best represents who the Holy Spirit is? Record and justify answers.</p> <p>Return to collages, can the children add anything they have learnt about the Holy Spirit to their original designs from Lesson 3.</p> <p>Assessment</p> <p>Ask children to design a 'Wordle' style piece of art that sums up all they have learnt about the Holy Spirit.</p> | |
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| KEY STAGE 1 UNIT | | Summer 1c: Creation | Concepts: creation; God; stewardship | Medium Term Plan Year 2 |
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| KEY QUESTION(S) | Learning Objectives | Learning Outcomes | Activities | Key Vocabulary |
| <p>Why do Christians look after their local environment?</p> <p>Why do Christians say thank you at harvest time?</p> | <p>The children will learn:</p> <p>Why it is important for Christians to look after their local environment.</p> <p>That Christians believe God created the world and gave humans stewardship over it.</p> <p>How Christians are thankful for what God provides at Harvest.</p> | <p>By the end of this unit:</p> <p>Emerging (Some children) I can give a reason why Christians look after their local environment. I can explain how Christians say thank you at Harvest time.</p> <p>Expected (All children) I can suggest at least 2 reasons why Christians look after their local environment. I can suggest reasons why Christians say thank you at Harvest time.</p> <p>Exceeding (Few children) I can explain how members of the Christian community look after their local environment and why they consider it to be important. I can explain and suggest reasons why Christians say thank you at Harvest time.</p> | <p>Lesson 1</p> <p>Show PowerPoint of images of natural beauty and some images of the local area with music playing. Ask the children to look at the images and think about the beauty of God's creation. Look at fruits and vegetables. Cut then open. How are they different?</p> <p>Sing 'He's got the Whole World in his Hands'. Show PowerPoint of damaged areas e.g. pollution, deforestation etc. Ask the children why they think it is important to look after the world. Show the children a present wrapped in paper with a label saying 'From God, Handle with Care.' Open the present to reveal the world eg a globe, ball made to look like Earth. Explain that the world is a present to people from God but that Christians are asked to look after it. Explain that this is called 'stewardship'. Recap on the story of creation visited in FS and read quotes from Genesis 1:24-25 and 8:22.</p> <p>Explain that Christians look after their local environment to keep God's creation a nice place to live. Take the children outside and clear up the school local environment eg pick up any litter, water the plants. Use potato prints to create pictures showing a beautiful world.</p> | <p>creation stewardship harvest thankful environment</p> <p>Resources Good News Bible PowerPoint of images ball wrapped in paper 'The Elephant and the Bad Baby' story by Elfrida Vipont</p> <p>harvest pictures collage materials</p> |

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| | | | <p>Lesson 2 Invite a Christian member of the community in and ask them questions about how they care for their local environment and why. Discuss why do they think it is important to care about where they live. Write three things Christians might do to care for their local environment and write why Christians look after their environment.</p> <p>Lesson 3 Ask the children when do they need to say thank you and why? Discuss how people might say thank you to God. Read the story of 'The Elephant and the Bad Baby' who never said please or thank you and discuss how important it is to say thank you to others. What are you thankful for? Make a thank you card for a friend. Discuss what would happen if we stopped saying thank you to others.</p> <p>Lesson 4 Discuss or show pictures of your own school's Harvest Festival. Talk about and collect pictures of harvest from around the world. What is harvest? Why do we celebrate? Discuss how a Harvest Festival reminds Christians of all the good things God gives them and how he deserves thanks and praise. It also makes Christians want to share with others who are not as fortunate as themselves. Explain how Christians want to thank God because he has provided them with what they need and because he is good to them. Work as a class to create a class collage by ripping up newspaper/magazine/printed images of food and making the large letters 'THANK YOU GOD FOR HARVEST'.</p> | <p>'The Elephant and the Bad Baby' story by Elfrida Vipont</p> <p>card art materials</p> <p>food images</p> |
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| | | | <p>Assessment Make up a series of mime actions that show Christians saying thank you at Harvest time. Freeze frame. Take digital photographs, print and write underneath why Christians say thank you.</p> | digital photographs |
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| KEY STAGE 1 Spring 2c: Concepts: resurrection (LINKS with UC 1:5) | | Medium Term Plan Year 2 | | |
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| KEY QUESTION | Learning Objectives | Learning Outcomes | Activities | Key Vocabulary |
| <p>Why is the resurrection story important for Christians?</p> | <p>The children will learn:</p> <p>Easter is very important in the 'big story' of the Bible. Christians believe Jesus rose again, giving people hope of a new life. Christians believe Jesus builds a bridge between God and humans.</p> | <p>By the end of this unit:</p> <p>Emerging (Some children)</p> <p>I can recall some of the Easter story and explain Christians believe Jesus to save people.</p> <p>I can tell the story of Mark 16:1-11 and recognise it is an important story for Christians.</p> <p>Expected (All children)</p> <p>I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible. I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). I can give at least 3 examples of how Christians show their beliefs about Jesus' death & resurrection at Easter.</p> | <p>Diocesan Essential Content: Jesus' Life: Resurrection Mark 16:1-11</p> <p>NB Making use of some of UC Unit 1:5</p> <p>Lesson 1-2</p> <p>Making sense of the text: Selected activities from UC Unit 1:5 Digging deeper Pg.4: Think about very sad and very happy times <i>Ask: Why does Easter matters to Christians. How much do they remember about the story? Recap parts of the Easter story. Get pupils to place pictures from Holy Week onto an Easter story timeline or story map. Tell pupils the story of Easter in child-friendly language. Explore what pupils think are the most interesting, puzzling, enjoyable, upsetting, and most important moments, and why. What ideas do they have about the content of the story? Think Pair Share. Alternatively create a story mountain and add in events and then create an emotion graph.Display. Ask for their ideas about why they think it is so important that it is still remembered today.</i></p> <p><i>Ask: Can you find some very sad and some very happy times in the Easter story? Identify together. Introduce the resurrection story from Mark 16:1-11. See Chester Diocese 'Seeing the Story' 2014 Pg.26 for a guided visualisation which sees the story from Mary's point of view and can be adapted for KS1.</i></p> <p>Making Connections UC 1:5 Pg.3:</p> <p>After reading the story explore the emotions of Mary using drama and freeze frames. Portray the contrasting ideas of 'new life and resurrection' and 'sadness and despair' using art eg masks, pictures. <i>Use happy/sad colours. Create some simple actions that pupils can copy to show the events of Holy Week, from the perspective of Mary a disciple: Palm Sunday (waving palms excited), Good Friday (sad, show tears coming down cheeks), Easter Sunday (excited, happy, dancing, as Jesus rises to new life) — this is how the story ends!</i></p> <p>Understanding the Impact UC 1:5 pg.3</p> <p><i>Talk about the Christian belief that Jesus rises from his tomb (resurrection) and even appears and speaks to people that he used to know. Explain that Jesus rising from his tomb shows Christians that after they die, they can also have a new life, a life with God in heaven.</i></p> | <p>Resurrection Salvation forgiveness</p> <p>Resources UC Unit 1:5 Resource books UC Key Stage 1</p> |

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| | | <p>Exceeding (Few children) Think, talk and ask questions about whether the story of Easter has anything to say to Christians about sadness, hope or heaven, exploring different ideas.</p> | <p>Lesson 3 Making sense of the text Selected activities from UC 1:5 Pg.4 <i>Ask: Why do you think Easter is so important and still remembered today. Get pupils to work out where the Easter story is on the 'Big Story' frieze. Introduce the words 'sin' and 'salvation' — can they find the letters of the word 'sin' on the frieze, and in the word 'salvation'? Which letters can they see from 'save' in it?</i> <i>Remind pupils of their work on Jesus building a bridge between God and humans (see Yr.1 units). Christians believe Jesus taught people how to live: he also showed how to live. The cross is a reminder of Jesus' death, and that putting things right can be costly. Christians say Jesus died to 'save' us, to pay the price of sin in the world and reunite people with God.</i> <i>Explain how Christians believe the world is spoiled by 'sin' — the bad things people do, and their failure to do good things. People keep wandering away from God. Jesus' name means 'he saves', and he came on a rescue mission to bring people back to God. Act out having 'God' on one side of a big gap, and a person (i.e. a pupil) on the other — the gap is caused by 'sin'. Get another pupil to act as Jesus: they put their arms out wide, making a cross shape, and bridge the gap between 'God' and the person. Consider what would have happened if Jesus had not been resurrected.</i> Understanding the Impact See UC unit 1:5 Pg. 5: <i>Look at Jesus' words on the cross: 'Father, forgive them; for they do not know what they are doing.' Discuss who Jesus is forgiving and what is being forgiven. Remind pupils of their own examples of things that are hard to forgive, and discuss how Jesus was forgiving the people who are killing him! Explain that Christians ask God to forgive their sins, because of Jesus' example and action — being prepared to die to save/rescue people and heal their friendship with God. Christians believe that God certainly has the power to forgive sins. For them, Jesus' resurrection proved many things, one of which was Jesus' power to forgive sin.</i> Making Connections UC 1:5 Pg. 5 <i>Select one activity on forgiveness from the 2nd making connections part of Pg. 5 eg 'standing in someone's shoes' using paper footprint templates and finish with the last activity making a link back to Jesus being the bridge (see frieze panel). Ask: Why is the resurrection part of the story so important?</i></p> | |
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| | | | <p>Assessment Create a resurrection collage of parts of the story and words showing how important the resurrection is to Christians. Provide words and ideas and scaffold as appropriate. Can they hide the 3 most important words in their pictures like the frieze does to show the importance of the resurrection to Christians?</p> | |
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WHAT DO JEWS BELIEVE ABOUT GOD?

RE Skills to develop

I can retell and suggest meanings to some religious and moral stories.

I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.

I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities

I can find out about questions of right and wrong and begin to express my own ideas and opinions.

Learning Check in

Emerging: I can tell you some of stories which are important to Jews. I can tell you some rules which Jews follow.

Expected: I can tell you what many Jews believe about God.

Exceeding: I can explore connections between a story from the Torah and what this teaches about a Jew's relationship with God.

| Week | Key Concepts | Our Enquiry Question | Lesson Content | Resources |
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| 1 | Respect Holy Special God's Word | Why is the Torah important for Jews? | <p>Show children a Torah scroll. Emphasise that this is something very special. Carefully undress and examine the scroll and the beautiful cover, and talk about it with the children. Ask the children key questions: What is it? How am I holding it? What can you guess from the way it is presented and treated? Introduce words such as 'special' and 'precious' which imply value. What symbols can you see on the cover, what do you think they mean?</p> <p>Ask children to tell the class about their most precious possession, and why it is so special to them. <i>(Opportunity for spiritual development)</i></p> <p>Show a short video extract which shows the Torah being handled (BBC</p> | Torah with cover and Yad |

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| | | | <p>class clips) and read in the synagogue. Follow up with questions about what the children have noticed, and draw out that he (or she) was not touching the scroll with their fingers. What was being used? Did you notice that the person's head was covered? Why do you think this is? Introduce and discuss the word 'holy'. Show the Yad and let the children examine it carefully. Is there anything in their home or a relative's home that they are not allowed to touch? What is it? Why can't they touch it? What's so special about it? Explain that Jews believe that the Torah is God's way of communicating with them. It is his most precious gift to them. Ask the children to make a close observational drawing of the yad, or design a yad. Write extended sentences about it and the Torah scroll, and other things they are not allowed to touch, explaining why. Talk about books which are special to children and teachers, and what makes them special. Explore reasons, such as the content of the book and who gave you the book.</p> | |
| 2 | One God Sustainer Eternal King | What do Jews believe about God? | <p>Circle time discussion to develop the pupil's views about God. "Tell me something about God" will give you a range of responses and help you to engage further discussions such as "God is ...!" Record what the children say on the board so you can demonstrate the range of responses which the children have. Draw symbols around the classroom on pinned up pieces of paper to represent the pupil responses. Children to go around and write their name on pieces which hold the same views as their own. Remind the children about respect for all views.</p> <p>Explore some Jewish views about God, One God, Creator, Sustainer, Eternal, King, powerful etc. Show these as a set of actions. Jews have an individual and personal relationship with God. Try using the terms omnipresent, omnipotent, has no body, just, merciful and fair.</p> | Paper to draw on the walls |
| 3 | Joseph Messages | Who was Joseph? | <p>Godly Play style lesson. Who has ever felt jealous? Today's story will remind us about a time when we felt jealous. Does anyone have more than two brothers or sisters? Well this story has a family of 12 brothers</p> | Joseph DVD Joseph |

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| | God's Plan | | <p>and sisters. Their Dad was called Jacob but there were a couple of different Mums. Explore how even in Bible times families could come in different shapes and sizes. How should you act if you are part of a family, is everyone equal or some more special than others? Explore the story using Joseph's coat as a prop either on yourself or a child. Have children bow down and march Joseph to Egypt keeping the story interactive. Include the first few songs from Joseph if the class already know them. What special gift did Joseph have? Talk about his dream interpreting. Have a prop of the corn and the stars. How would you feel if someone could interpret your dreams. What does this story teach Jews, how many different answers can we come up with? Do you think the message is different for adults than children? Did Joseph choose his own way in life or do you think that God had it planned out for him? Why do you think this?</p> <p>Design your own Joseph's coat using symbols from your own dreams or the dreams which Joseph had or link to a textiles lesson.</p> <p>You could also watch the Dreamworks DVD of Joseph King of Dreams.</p> <p>What does the story of Joseph teach Jews about God? (God is looking Joseph through good and bad times, that Joseph fulfils God's prophecy / plan.)</p> | <p>Soundtrack</p> <p>Props for interactive storytelling</p> <p>Cut out coat to decorate</p> |
| 4 | Slavery Freedom Courage Truthfulness | How did Miriam show courage and truthfulness and choose between right and wrong? | <p>Split the class into partners. Half the class under the wipeboard so they can't see it. Their partners sit opposite and can see the board. Work with a partner to describe a picture on the board which they can't see. They try to draw what you describe. Then swap. Use some still scenes from Prince of Egypt which depict part of the story below.– Moses in the basket etc.</p> <p>Who has a big sister? Big sisters are the stars of today's lesson. What</p> | Godly Play resources to retell the story of Moses and the Bullrushes. |

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| | | | <p>sort of thing does your big sister do to help you or your family. What can you learn from your big sister? Today's big sister saved her little brother's life when he was a baby. Her name and her baby brother's name both began with an 'M' can you name either of them?</p> <p><i>Lay out the brown or green felt and the blue felt for the river. Many years ago the Hebrew people went to live in Egypt. The Egyptians made them into slaves. They were very unhappy. It became even worse. The King gave a terrible order, "All the Hebrew baby boys are to be killed as soon as they are born!" The Hebrew people prayed to God for help. Add Moses' mother. Then add the baby Moses. At this time a Hebrew woman gave birth to a baby boy. She was scared that the boy would be killed, so she hid him for three months. Put the baby in the basket and cover with a small cloth. Add Miriam. Put the basket on the blue felt as you say: With the help of her daughter, Miriam, the woman made a basket that could float in the water. They put the baby in the basket and put it into the river Nile. Add the princess and attendant further down the river. Move the basket down the river towards the princess. Move Miriam along near the basket as you say: Miriam hid in the tall grass as she carefully watched the basket. Move basket over to the princess. The princess who often swam in the river Nile saw the basket. She told a servant to bring it to her. Imagine her surprise when she saw a little baby boy! Uncover the basket to reveal the baby. Move Miriam so that she is facing the princess. Miriam came forward and said to the princess, "Shall I go and find a nurse among the Hebrew women to take care of the baby for you?" "Yes" said the princess. Move Miriam to her mother and then move both figures towards the princess. Miriam went quickly and brought her mother to look after the</i></p> | |
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| | | | <p>baby for the princess. The princess called the baby boy Moses. <i>Hold your hand over Moses in the action of blessing.</i> Moses was blessed by God. He grew up to be one of the most important leaders of the Hebrew people.</p> <p>(Godly play script from Diocese of Sydney on the internet)</p> <p>Ask the children to retell the story in groups using playmobile and paperprops. Come back together and have an 'I wonder' time. Start off the children with;</p> <p>I wonder why Moses didn't fall out of the basket?</p> <p>I wonder what happened when Moses and Miriam met as adults as Moses became like a Prince but Miriam was still a slave?</p> <p>I wonder who it was who saved Moses?</p> <p>What other 'I wonder' questions do you have. Remember sometimes when we wonder, others can help us to find an answer, but at other times we are still left wondering.</p> <p>How did Miriam show courage and truthfulness in this story? What does this part of the Moses story teach Jews about God?</p> | |
| 5 | <p>Teaching</p> <p>Golden Rule</p> <p>Commandments</p> | <p>What rules are important for Jews?</p> | <p>Torah means 'teaching'. Discuss how people find out about God. Explain the link between the Bible and the Torah. Using copies of the Bible find the first five books, and locate and re-read a familiar story. Can they find the story of Miriam and Moses and the one we have just covered about Joseph?</p> <p>Ask how the children know how to behave and treat other people - at</p> | <p>Child's Torah if available</p> <p>Replica Torah</p> |

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| | | | <p>home, and at school. Golden Rule. Explain that the Torah teaches about these things too, and that it has rules or laws for living which guide the lives of Jewish people. Find some accessible examples, such as 'the Ten Commandments' (Exodus 20: 3-17) or Leviticus 19: 32 'show respect for old people and honour them' or Leviticus 19: 18 - 'love your neighbour as you love yourself'. Discuss what these might mean in practice. Can the children think of other rules for living? For home? For school? Why do we have rules. Look at some photos of the Ten Commandments as displayed in synagogues.</p> <p>http://www.youtube.com/watch?v=5Td_l2rKg-Q or another animated clip which shows the commandments on stone with Moses.</p> <p>Make sure children do not just think there are ten commandments for Jews, there are 613 Mitzvot (commandments).</p> | |
| 6 | Creation | What do Jews believe about a creator God? | <p>What do you think Jews believe about Creation? Remind them about work on Creation from Year 1. (If that unit has not been taught then use this session to give an overview of that unit.)</p> <p>https://www.chabad.org/library/article_cdo/aid/246605/jewish/Creation-of-the-World.htm retells the story of Creation from a Jewish perspective and also gives opportunity to discuss the writing of G_d. Put the class into teams to represent the days and the create a group sculpture to represent that day. These could then be put together in a class dance by transferring with movements from group to group. This activity could also be done using playdough or by different groups creating a piece of music for each day. You could also explore Adam being made from mud and Eve being created from one of his ribs.</p> <p>How does a belief in a Creator God help Jews to have a personal relationship with God today. Discuss with the children how if they made something special that they would want to continue to look after it.</p> | <p>Resources depend on the chosen activity. Could include instruments, recorded music, playdough.</p> |

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| | | | <p>What do you think is a really special part of the world which we know?</p> <p>Revisit previous lessons to remind the children what we have found out about Jewish beliefs about God.</p> | |
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HOW DO JEWS SHOW FAITH THROUGH PRACTICES AND CELEBRATIONS?

RE Skills to develop

I can ask and respond to questions about what communities do, and why.

I can identify what difference belonging to a community might make.

I notice and respond sensitively to some similarities between different religions and worldviews.

Learning Check in

Emerging: I can tell you how the artefacts we have used in this unit are used by Jews in their weekly lives and for special celebrations.

Expected: I can tell you how a Jewish family may mark Shabbat and explain some Jewish festivals.

Exceeding: I can confidently explain the symbolism and relevance associated with the practices and celebrations of Shabbat, Purim, Hanukkah.

| Week | Key Concepts | Our Enquiry Question | Lesson Content | Resources |
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| 1 | Shabbat | How do Jews remember Shabbat? | Explain to the children that they are going to do an enquiry. Give each group an object to do with Shabbat. In their groups they have to think about what their object is and how it might be used. Each group can ask me two questions about their object to try to get some more information. Try to make it a deep thinking question. Then put all the objects back in a chatterbox and bring the children around the table. Lay out a Shabbat table in front of them starting with a white table cloth and ending with the Challah (sweet bread) as this always raises the excitement levels. (Request your local bakery to make you a version of | Sammy Spider Shabbat Shabbat artefacts Kiddush Challah Kippah |

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| | | | <p>it if you don't have any parents who can offer.) As laying everything out ask them about entering a bubble with you, what objects would they need to leave behind so they can concentrate on what is happening. Explain how some Jews observe the Sabbath with rules to follow about what they can and can't do during this time. Light the candles, how does this make them feel?</p> <p>Talk to each group about their object as you put it out and then they present their object to the class.</p> <p>Read the Sammy Spider Shabbat book. Which of the objects are in the story?</p> <p>Circle time on what is your special day in the week? What makes it special for you and what do you do on your special day? Who is part of your special day? (<i>Opportunity for spiritual development.</i>) Draw symbols to represent what you do each day of the week and ask a partner to guess what you do from the symbols which you create.</p> | <p>Candles and candlesticks Havdalah</p> |
| 2 | | <p>What is the symbolism of the Shabbat meal?</p> | <p>In this session we want to learn about Shabbat from believers which could be done in a variety of ways.</p> <p>Watch some children talking about what they like about Shabbat on Shalom Sesame Street on You Tube or My Life My Religion on BBC class clips. What do you think you would like about Shabbat? What questions would they ask the children in the clip?</p> <p>Interview a Jew about how they mark Shabbat? This could be done by looking at some of the questions on RE Online Email a Believer, a Skype or twitter interview live with the class or a class visitor.</p> <p>The important part of this lesson is that the children experience the</p> | <p>Film clips ready to project</p> <p>Live link via Skype Twitter etc</p> <p>Access to REOnline</p> <p>Visitor</p> |

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| | | | important of Shabbat from a Jew. Children to write a diary entry about visiting a Jewish home over Shabbat, what did they observe and why was this important? | Format required for writing activity |
| 3 | God is One Mezuzah Shema Heart and Soul | What does “God is One” mean? | Have a Mezuzah case in a bag. Describe to the children what you can feel and ask them to draw what they think it is from my description on their wipeboards. After the children have had a chance to explain what they think it is then take it out of the bag. Children can ask me questions about the object to find out what it is. Why do you think Mezuzahs are fastened to door posts? Where would you keep a special object to remind you about God? (<i>Guided journey technique.</i>) Have a look at Shalom Sesame on You Tube for the episode about the Mezuzah being made. Children to read the words of the Shema which one of two parts of the Mezuzah. The Shema says that “The Lord is our God, the Lord is one”, what do you think this means? Have a simplified version of the text split into sentences. Look at these special words in a group. What do you think they mean? What words would you like to think about each day, perhaps like a motto? Draw a symbol to help you remember what each line means, can you think of an action to go with the symbol. Combine your actions as a group. | Mezuzah Cases Shema printed off |
| 4 | Honesty Purim Bravery Purim | How did Esther show honesty and bravery? How is this remembered at Purim? | Find or make some noisemakers. Discuss what honesty and bravery mean, when have the children seen others show honesty or bravery. Possible link to work on character traits. Hear the story of Esther from a book if possible to emphasise storytelling and how this can be passed down from generation to generation. Talk about Esther’s bravery in saving her people from persecution, and the conflict between good and evil encapsulated in the story. Discover how Jews celebrate this story annually with parties and storytelling – including drowning out the name of the villain, Haman, and cheering for Mordecai when the story is read in the synagogue. Read the story again – and use those noisemakers. Have children dress up (print off Purim masks from a Google Image | Noisemakers Masks Story of Esther |

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| | | | <p>search) as the main characters to act out the story as you read it. Watch Shalom Sesame shows how Purim is celebrated at home, in the city and in the synagogue in Israel, or Cbeebies “Let’s celebrate” Purim.</p> <p>What part of Purim do you think you would enjoy? What would you like to dress up as? Children to act out the story of Purim in groups using some masks.</p> | |
| 5 | <p>Light</p> <p>Darkness</p> <p>Hanukkah</p> | <p>How do Jewish families and their communities celebrate Hanukkah? (Chanukah)</p> | <p>Darken the room and ask pupils to close their eyes. Light a candle in a non-central point of the room. Ask the children to reopen their eyes;</p> <ul style="list-style-type: none"> • How did you feel when you were in the dark? • Why did you look at the light over there, instead of at me? • What did you feel like when you saw the light? • What difference did the light make to the darkness? <p><i>(Opportunity for spiritual development.)</i></p> <p>Use a Hanukiah to introduce the story of Hanukkah. Tell the story in two halves, asking the children to predict the outcome. Explain the difference between a Menorah and a Hanukiah. Relate the discussion back to how they felt in the dark room. <i>What do you think the burning oil lamp in the temple represents?</i></p> <p>Watch Shalom Sesame Hanukkah from You Tube.</p> <p>Choice of activities. Children to decorate and complete candle collages. ‘Candles make me feel...’ If possible one group to make potato latkes to share with the class. Find an interactive dreidel game on the web. Children could write a comic strip to show the story of Hanukah.</p> | <p>Candles</p> <p>Menorahs and Hanukkiahs</p> <p>Matches</p> <p>Art resources to make Hanukiah collages</p> |

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| 6 | Patriarchs and matriarchs | Who are the Jewish Matriarchs and Patriarchs? | <p>If possible arrange some volunteers to act out the different Matriarchs and set up three storytelling areas for the class to visit. Could be gazebos set up in the hall or just three corners of the classroom with rugs and cushions.</p> <p>Who teaches you about how to be safe, how to grow up, how to make good choices, what you know about God? For many this may be your parents but others may help out as well. Today you are going to do some research about a group of people who are called the Patriarchs and Matriarchs of Judaism. They were husbands and wives who were important to the start of Judaism. You are going to find out about one of the couples (Jacob had more than one wife) and then we will share our information with the class. The three groups are;</p> <p>Abraham and Sarah</p> <p>Isaac and Rebekah</p> <p>Jacob and Leah and Rachel.</p> <p>This works as a three way carousel around the class providing you have an adult with each group. An adult role playing one of the patriarchs would be ideal and they can tell their story then be hot seated. Your local place of worship might be able to help. If not use some of the stories from the storyteller Bible and have some older children read them to groups.</p> <p>When children have met all characters then come back together to discuss why these stories are important to Jews today.</p> | <p>Available adults who may be able to dress in role.</p> <p>Props for the visit areas.</p> |
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