

Medium term plan: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

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| SACRE Objectives | | Previous Vocabulary | New vocabulary |
| A4 - Discuss people who are special to us or who we admire. B4 - Recall the Easter story and recognise some of the associated symbols. C4 - Understand that Jesus is special to Christians and explain reasons for this. | | Palm Sunday - The Sunday before Easter: Jesus' entry into Jerusalem. The Last Supper - The Passover meal that Jesus shared with his 12 disciples, commemorated on the Thursday before Easter. Cross - The shape of wood that Jesus was nailed to when he was crucified on Good Friday. Tomb - The cave where Jesus was laid after his crucifixion | Palm Sunday - The Sunday before Easter: it commemorates Jesus' triumphal entry into Jerusalem. Palm cross - A cross made out of a palm, given to Christians who go to church on Palm Sunday. |
| Social, Moral & cultural opportunities | | Religion | |
| Spiritual Moral | Christianity | | |
| British Values | | Previous Learning End Point Assessment statements: | |
| Tolerance Mutual Respect Individual liberty | I know that people have different beliefs that affect their lives. I know that there is a link between stories and festivals: The nativity story, The Easter story, | | End Point Assessment Statements: |
| | | <ul style="list-style-type: none"> I can retell what happened on Palm Sunday and what some of the symbols in the Easter story mean I can discuss how I would treat a special person and why I can recognise that Jesus must be special to Christians to be welcomed in this way | |

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
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| Learning Question | How would I feel if I met someone special? | How do we know that Jesus was a special person? | Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | Who is worthy of such a welcome? |
| Concept | Personal resonance | Knowledge and understanding | Knowledge and understanding | Evaluation/critical thinking in relation to the enquiry question |
| Conceptual Knowledge | I can discuss how I would treat a special person and why | I can recognise that Jesus must be special to Christians to be welcomed in this way | I can retell what happened on Palm Sunday and what some of the symbols in the Easter story mean | I can discuss how I would treat a special person and why |
| Lesson Type | Engagement | Investigation | Investigation | Evaluation/ expression |
| Review/ Revisit | Recall what they already know about the Easter story. | Flashback to EYFS- What is Holi? Festival of colours to celebrate Spring (happens around now (March)) | Revisit what happened on Palm Sunday. | Definition of what a celebrity or special person means to us. |
| Read | Key vocabulary from previous learning around Easter- discuss definitions. | Easter story from the Children's Bible up to Palm Sunday | <u>John 12:13</u> ¹³ They took palm branches and went out to meet him, shouting, "Hosanna!" "Blessed is he who comes in the name of the Lord!" "Blessed is the king of Israel!" | Read a section of Sing Hosanna (a hymn sung on Palm Sunday): Give me joy in my heart, keep me praising, Give me joy in my heart, I pray, Give me joy in my heart, keep me praising, Keep me praising 'til the break of day. <i>Sing hosanna, sing hosanna, Sing hosanna to the King of kings! Sing hosanna, sing hosanna, Sing hosanna to the King</i> The song is about Jesus arriving- what does it tell you about how he made people feel? |
| Teach | Discuss the definition of the words 'celebrity' and 'special person'. Show pictures of well known celebrities and people eg another teacher and discuss whether they are special people/ celebrities and why. Look at the Queen and discuss if she is a special person. | When special people come to visit it draws crowds of people who behave in certain ways. Discuss- when Jesus arrived how was he welcomed? Why did he ride on a donkey? Explain that people welcomed him because they had heard about the amazing things he had done and thought he was coming to save them from their problems. | What do you think this reading means? People welcomed Jesus because he was special, they wanted to be near him. They had heard of the good things he had done and were hoping he would help them. | Read the rest of the Easter story including the death and resurrection of Jesus (Children's Bible). Discuss the resurrection. Does this show that he was a special person? |
| Practice | Watch video clips of the Queen on formal and informal visits. Discuss how she is welcomed. Why are people welcoming her in this way? How is it making people feel to see her? https://www.youtube.com/watch?v=FhbyvDITi5k https://www.youtube.com/watch?v=KvuJLWdaCc0 | Watch video clip of modern day crowds walking the same route to show Jerusalem is a real place and people still wave palm trees to celebrate Jesus' arrival https://www.youtube.com/watch?v=5UnfMWdCMkE | Look at a picture of Jesus arriving on the donkey. Discuss- did he look like a king? Do you think he wanted to be welcomed this way? | Recall how we discussed special people/ celebrities you would like to welcome into school. These are people we admire/ respect. Mis-pair-share: choose one special person you would like to welcome and why they deserve a welcome like Jesus had. |
| Apply | Write a short list of celebrities or special people that you would like to welcome in to school and why | Make palm leaves (Discovery RE has a template) and write words on them for how they would welcome Jesus if they were Christians and Jesus came to school. | Sequence the main events using story sequencing cards. | Photo frame template: draw a picture of this person you admire/ respect and why you have chosen them. |
| Reflect | Reflect on if a special person needs to be a celebrity and what makes someone special- we also have special people at home that aren't famous. | Act out Jesus' arrival on Palm Sunday with their palm leaves. | Reflect on if Jesus arrived in school today, what would you do to welcome him. | Reflect on why Christians welcomed Jesus like a celebrity. Why do Christians think Jesus is a special person? |

Medium term plan: What gifts might Christians in my town have given Jesus if he had been born here instead of Bethlehem?

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| SACRE Objectives | | Previous Vocabulary | New vocabulary |
| A2 - Reflect and discuss own experience with receiving gifts. B2 - Recall the Christmas story. C2 - Understand that Jesus is special to Christians and evaluate the type of gift that might be given to Him. | | | Mary - The Mother of Jesus, also referred to as Mother of God Joseph - Mary's husband, Jesus' earthly father. Frankincense - An aromatic resin used in incense and perfumes. Myrrh - An anointing oil. |
| Social, Moral & cultural opportunities | | Religion | |
| Spiritual Moral | | Christianity | |
| British Values | | Previous Learning End Point Assessment statements: | |
| Tolerance Mutual Respect Individual liberty | | I know that people have different beliefs that affect their lives. I recognise and describe special events for families and friends | |
| End Point Assessment Statements: | | | |
| <ul style="list-style-type: none"> I can retell the Christmas story, remembering what gifts were given to Jesus I can talk about a gift that is special to me I can think of a gift Christians might choose for Jesus and start to explain why He is special to them | | | |

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
|-----------------------------|---|---|--|--|
| Learning Question | Can I talk about a gift special to me? | Can I retell the Christmas story, remembering what gifts were given to Jesus? | What would be a good gift for Jesus? | Was Jesus a good gift for Christians? |
| Concept | Personal resonance | Knowledge and understanding | Knowledge and understanding | Evaluation/critical thinking in relation to the enquiry question |
| Conceptual Knowledge | I can talk about a gift that is special to me | I can retell the Christmas story, remembering what gifts were given to Jesus | I can think of a gift Christians might choose for Jesus and start to explain why He is special to them | I can think of a gift Christians might choose for Jesus and start to explain why He is special to them |
| Lesson Type | Engagement | Investigation | Investigation | Evaluation/ expression |
| Review/ Revisit | Flashback to EYFS- what do we remember about the Christmas story, naming key people and events. | Re-read the Greatest gift of all poem and discuss the definition of a gift. Does a gift have to be an object? | Recap the definition of a gift and what the word 'symbolise' means | Recap key vocabulary used so far during the unit by using a quick quiz |
| Read | The poem 'The Greatest gift of all' by Jennie Munson | Read the Christmas story from the children's Bible. | Retell the Christmas story from the Bible. | Read the Bible Matthew 2:11 "They came into the house and saw the young child with Mary, his mother, and they fell down and worshiped him. Opening their treasures, they offered to him gifts: gold, frankincense, and myrrh" |
| Teach | Have a discussion about what the poem means and how Christians believe God sent a gift to us- Jesus. Discuss what is the definition of a gift. Pretend that you have been given a gift, open it and say why it is good gift for you, and how you feel about receiving it. Would we give everyone the same gift? | Share a bag of gifts for a baby, including if possible the gifts of frankincense, gold and myrrh (or something to represent these). Discuss whether they think these are good gifts for a baby and why they were given in the story- They symbolise three aspects of Christ's future life: gold representing kingship and the son of God, frankincense (worship) and myrrh (death and mourning). Discuss what the word symbolise means. | Recap the gifts that were given to Jesus and the show the children an empty gift wrapped box. Class discussion of if Jesus was born today, what would make a good gift for him. Look at some examples on the board and what they might symbolise. E.g a phone so he could share his stories, a baby coat so he wouldn't be cold etc | Discuss the above quote. What does it mean fell down and worshipped? Do you think the kings had different gifts they could have given? Discuss how the Wise men knew that Jesus was a special baby and that God had sent him as a gift to the world. |
| Practice | Pairs or small group activity sorting gifts to the correct owners. Groups to give feedback on their reasoning. E.g they have matched the wool with the elderly lady as they think she might like knitting. | Label the three gifts and write why they were important gifts for Jesus, what did each gift symbolise. | Inside/ outside circle- what gift would you give to Jesus today and why. | In pairs discuss why they think Christians believe that Jesus is a special gift from God. Take responses and then discuss that Christians believe God sent Jesus to save people by later dying and taking the punishment for things we have done wrong. |
| Apply | Mix pair share: Share a gift that you have received and why it was special to you. | Act out the Christmas story where the kings arrived and gave their gifts. | Inside a picture of a present, draw the gift you would give to Jesus and what it symbolises. | If God sent Jesus to be born today what do you think he might help save or make better in the world? Record in a thought bubble for books. |
| Reflect | Write a gift tag with the sentence started: This gift is special to me because.... About a gift they have received. | Reflect on whether or not these were good gifts for the baby Jesus. | Mix pair share to share their ideas with others. | Reflect on the meaning of gifts at Christmas- we get presents at Christmas to remember God sending Jesus as a gift to us. |

Medium term plan: Is it possible to be kind to everyone all of the time?

| SACRE Objectives | | Previous Vocabulary | New vocabulary |
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| A1 – Understand the complexities associated with being kind. B1 – Recall when Jesus showed kindness or shared the importance of being kind. C1 – Explain if I think Christians should be kind and why. | | | Samaritan - One belonging to a race who did not normally associate with Jews. Parable - Story with a moral or meaning about everyday life. |
| Social, Moral & cultural opportunities | Religion | | |
| Spiritual Moral | Christianity | | |
| British Values | Previous Learning End Point Assessment statements: | End Point Assessment Statements: | |
| Tolerance Mutual Respect Individual liberty | | I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say when and why it is easy or difficult to be kind I can tell you some ways Christians try to follow Jesus' example of being kind. I can explain why I think Christians should be kind | |

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
|----------------------|--|--|--|---|
| Learning Question | Is it easy to be kind? | Can I retell a story Jesus told about being kind? | Can I explain why I think Christians should be kind? | Can I tell you ways Christians follow Jesus' example of being kind? |
| Concept | Personal resonance | Knowledge and understanding | Knowledge and understanding | Evaluation/critical thinking in relation to the enquiry question |
| Conceptual Knowledge | I can say when and why it is easy or difficult to be kind | I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. | I can explain why I think Christians should be kind | I can tell you some ways Christians try to follow Jesus' example of being kind. |
| Lesson Type | Engagement | Investigation | Investigation | Evaluation/ expression |
| Review/ Revisit | Recap school rules- is there a rule about being kind? | Flashback to EYFS Bible story of Jesus showing kindness- Jesus healing blind Bartimaeus (Mark 10: 46-52) | | Recap the two stories we have covered showing Jesus being kind. |
| Read | Be Kind by Pat Zietlow Miller https://www.youtube.com/watch?v=kAo4-2UzgPo | Read the Quote "Love your neighbour as yourself" and discuss what we think this means. | Key words from the unit so far- check understanding of definitions | Read a poem about kindness. |
| Teach | Class discussion about what the word kind means. What does it mean to be kind? Who should you be kind to? Who is it easy to be kind to? | Share the kind man story (The Good Samaritan Luke 10:25-37) | The Bible tells a number of stories that demonstrate Jesus' kindness. These stories tell us about how Christians believe we should treat others. | Jesus tells Christians to be kind to everyone. How do they achieve this? Look at different ways Christians offer help, Salvation Army, Christian Aid, Food banks etc https://globalexplorers.org.uk/about |
| Practice | Circle time using a puppet that has pushed someone over. Then tell them the rest of the scenario- someone else had pushed first. Who was right? How did they feel? etc | Sequence the story and then decide which part of the story is most important and why? Discuss if it is easy to be kind to an enemy/ someone you don't like? | Watch/ listen to the story of Jesus healing the paralysed man (Mark 2: 1-12) https://www.bbc.co.uk/bitesize/clips/zjn634j Discuss who showed kindness in the story and why Jesus was kind to someone he didn't know | Kindness class jar: Think of one way that you are going to try and be kind to everyone- what could you do to be a better friend? |
| Apply | Draw and write about an occasion when you were kind to someone. | Sort statements into those that show ways to be kind and show love to others, and those that do not. | Act out the story of the Paralysed Man in groups | Write this down and add to a class kindness jar. Read these out in the mornings |
| Reflect | Is it always easy to be kind? | Why did Jesus tell the Good Samaritan story? | Choose one of the two stories we have listened to. Draw a picture of the part of the story you think shows kindness and describe your picture. Why do you think Christians should be kind? | Evaluation: Answer the questions in books: Is it possible to be kind to everyone all of the time? Or is this something we need to work on? |

Medium term plan: How special is the relationship Jews have with God?

| SACRE Objectives | | Previous Vocabulary | New vocabulary |
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| A5 – Understand what an agreement is and why it should be kept B5 – Give reasons why Abraham and Moses are important to Jews C5 – Consider some of the ways that Jews express their special relationship with God | | Passover/Pesach- Festival commemorating the Exodus from Egypt. Seder- Home-based ceremonial meal during Pesach. Charoset - Sweet, dark-coloured paste made of apple, cinnamon, nuts etc. Maror - Horseradish root: bitter herbs symbolize the harsh suffering and bitter times endured when Jews were slaves in Egypt. Karpas - Green vegetables or herbs which are dipped in salt water, representing the tears cried as slaves. Exodus - The departure of the Israelites from Egypt under the leadership of Moses. Moses - A prophet who became a religious leader | Covenant - Agreement or promise between God and Abraham, and God and the Jews. Abraham - Regarded as the first Patriarch of the Jewish people. Isaac - Abraham’s son. Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai. Mezuzah-Small container placed on the doorposts of Jewish homes containing the Shema on a scroll of parchment. Shema - Jewish prayer affirming belief in one God. |
| Social, Moral & cultural opportunities | Religion | | |
| Spiritual Moral | Judaism | | |
| British Values | Previous Learning End Point Assessment statements: | End Point Assessment Statements: | |
| Tolerance Mutual Respect Individual liberty Rule of Law | I understand the special relationship between Jews and God and the promises they make to each other. I can explain why I do as some people ask but not others I can explain the significance of one thing that Jews do and how it shows their special relationship with God | <ul style="list-style-type: none"> I can retell story about Abraham or Moses and explain why they are important to Jews today I can explain why agreements are important and should be kept I can explain the significance of one thing that Jews do and how it shows their special relationship with God | |

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
|-----------------------------|---|--|--|---|
| Learning Question | Why are agreements important? | Can you retell a story about Abraham or Moses? | Can I explain one thing that Jews do to show their special relationship with God? | How special is the relationship Jews have with God? |
| Concept | Personal resonance | Knowledge and understanding | Knowledge and understanding | Evaluation/critical thinking in relation to the enquiry question |
| Conceptual Knowledge | I can explain why agreements are important and should be kept | I can retell story about Abraham or Moses and explain why they are important to Jews today | I can explain the significance of one thing that Jews do and how it shows their special relationship with God | I can explain the significance of one thing that Jews do and how it shows their special relationship with God |
| Lesson Type | Engagement | Investigation | Investigation | Evaluation/ expression |
| Review/ Revisit | Revisit what we have already learnt about Jews and their relationship with God (story of Exodus and listening to/ respecting God) | Flashback to Y1/2 Recap a Bible story showing kindness- The Good Samaritan. | Recall the times that Jews believe God made a promise and kept it- Exodus, Covenant and Abraham, birth of Isaac. | Key vocab quiz- Abraham, Isaac, ten commandments, mezuzah, shema, covenant |
| Read | Key vocab featured below | The story of Abraham Book of Genesis 17: 1-7 | The 10 commandments (child friendly version) | Read the poem ‘My School Promise’ and relate to the agreement/ promises we made as a class at the start of the unit. |
| Teach | What does ‘agreement’ mean? Relate it to a promise. Jews also call this ‘the covenant’. Look at examples of the different types of agreement they might have made before- New years resolution, agreeing to do chores for pocket money, telling a friend you will help them with something. Discuss how you seal an agreement- shake hands, promise, sign something. Agreements need to be based on trust- you have to trust that they person you have made the agreement with will keep it. | Jews believe there is one God who created the world and with whom every Jew can have their own relationship with. Jewish history begins with the Covenant (promise/agreement) between God and Abraham. He was the first Jew. Read and discuss the covenant story of Abraham Abraham. God made a special promise that He would look after Abraham and all his descendants and to confirm his agreement, gave him a wife and a son even though he was 99. Watch the clip https://www.youtube.com/watch?v=EV9nxGR3km4 (Birth of Isaac Genesis 21: 1-8) | The 10 commandments are the rules that God asks Jewish people to follow. They promise God that they will follow these. Show visuals/ video of a Jewish home and a mezuzah found on doorsteps in Jewish homes. Inside it contains a scroll (rolled up paper) with Hebrew writing and is called the Shema. The Shema is the agreement from Jewish people to God that they will keep his rules. | Consider the question How special is the relationship Jews have with God. Recap the times God has helped/ made a promise to Jewish people. Story of Exodus Covenant story of Abraham Birth of Isaac Reinforce the idea that Jews believe all of these stories show God promising to help and love them. |
| Practice | Talk partners: share examples of agreements they have made. | Discuss what promises were being made in these stories. Relate back to when God kept his promise in the story of Exodus and set the Jews free from slavery. | https://www.bbc.co.uk/programmes/p02mx8pg Watch and discuss the clip | Sorting/ matching game- pictures of times it has been shown that Jews have a special relationship with God and match to the statements eg the story of Exodus and a picture of blood on doors, the mezuzah and a picture of this by a door etc |

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| Apply | <p>Make a class agreement/contract. In groups, write on post it notes things that you could agree on following in school eg always walking around school even when a teacher isn't watching.</p> | <p>Draw a picture and write about a time that God made a promise/ agreement and kept it.</p> | <p>Create a poster of the 10 commandments</p> | <p>Make a mezuzah out of a toilet roll and write a promise/ agreement you want to keep for your relationship with someone special to them.</p> |
| Reflect | <p>Share ideas and create a class agreement on large paper.</p> | <p>Do these stories show is that God and Jewish people have a special relationship? Do they trust God?</p> | <p>Reflect on how similar the 10 commandments are to how we live our lives</p> | <p>Mix pair share- share your promises</p> |

Medium term plan: How important is it for Jewish people to do what God asks them to do?

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| SACRE Objectives | | Previous Vocabulary | New vocabulary | |
| A3 – Reflect on why we do as some people ask but not others B3- Describe what happens at the Passover meal B3- Reflect on the different traditions associated with the Passover | | Moses- A prophet who became a religious leader. | Passover/Pesach- Festival commemorating the Exodus from Egypt. Seder- Home-based ceremonial meal during Pesach. Hagadah- Book used at Pesach. Charoset - Sweet, dark-coloured paste made of apple, cinnamon, nuts etc. Zeroah - Roasted bone to remind Jews of the Pesach offering that was offered in the Temple in Jerusalem. Maror - Horseradish root: bitter herbs symbolize the harsh suffering and bitter times endured when Jews were slaves in Egypt. | Beitzah - Hard-boiled egg. Matzah- Flat cracker-like bread. Karpas - Green vegetables or herbs which are dipped in salt water, representing the tears cried as slaves. Chazaret - Romaine lettuce: eaten with the Maror. Exodus - The departure of the Israelites from Egypt under the leadership of Moses. Moses - A prophet who became a religious leader Kashrut- Laws relating to keeping a kosher home and lifestyle. Kosher - Fit and proper. Also refers to foods allowed by Jewish law |
| Social, Moral & cultural opportunities | | | | |
| Spiritual Moral | | Judaism | | |
| British Values | | Previous Learning End Point Assessment statements: | End Point Assessment Statements: | |
| Tolerance Mutual Respect Individual liberty Rule of Law | | I know that people have different beliefs that affect their lives. | I understand the special relationship between Jews and God and the promises they make to each other. I can explain why I do as some people ask but not others I can explain the significance of one thing that Jews do and how it shows their special relationship with God I can talk about the Seder meal and explain why they choose to do this | |

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
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| Learning Question | Why do I do as some people ask and no others? | What is the special relationship between Jews and God and the promises they make to each other? | What is the Seder meal and why do Jews choose to do this? | Can I explain the significance of something Jews do and how it shows their special relationship with God? |
| Concept | Personal resonance | Knowledge and understanding | Knowledge and understanding | Evaluation/critical thinking in relation to the enquiry question |
| Conceptual Knowledge | I can explain why I do as some people ask but not others | I understand the special relationship between Jews and God and the promises they make to each other. | I can talk about the Seder meal and explain why they choose to do this | I can explain the significance of one thing that Jews do and how it shows their special relationship with God |
| Lesson Type | Engagement | Investigation | Investigation | Evaluation/ expression |
| Review/ Revisit | Review knowledge of who Moses is. | Flashback to EYFS what is Holi? The Hindu festival of colours celebrated in spring (March) | Recall the story of the Exodus | Recap the story of Exodus below |
| Read | Key vocabulary to be used during the unit. | Exodus 3:11 Moses said Who am I, that I should go unto Pharaoh, and that I should bring forth the children of Israel out of Egypt? Does Moses think people will respect him? | Key vocabulary from the unit- Quiz | Read the story of Moses from the childrens Bible |
| Teach | Talk partners: what does the word respect mean? Share an example of when you have shown respect. Share the definition of respect. | Teach the story of Exodus https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382 Make sure the children know that it was God who allowed the Israelites to be free from slavery. God asked them to remember this night forever and gave them certain instructions to follow eg paint their doors with lambs blood | Passover is one of the most important Jewish festivals and celebrates the exodus. It is called Passover as the plague 'passed over' the doors painted with blood as God asked. Passover and the Sedar meal are one way that Jews remember their special relationship with God. They respect him and do as He asked and celebrate Passover to remember the Exodus. Show an image of and teach the symbolism of the 7 items on the sedar plate https://www.bbc.co.uk/bitesize/clips/zvmxfg8 | Quiz covering the following knowledge: The sedar plate What Passover means What God wanted Moses to do help save Jews from slavery What God asked the Israelites to do (daub doors with blood) What amazing thing did Moses do to save the Israelites (parting the water) |
| Practice | Timer 2 minutes: write a list of as many people you can think of that you respect. | Sequence the story of Exodus | Label the sedar plate | Reflect back to the first lesson and the list of people you respect. Plan a special meal (Write a menu) for someone you love and respect and say why you have chosen these foods. |
| Apply | Key questions to discuss in small groups: Who do you respect in school? When people ask you to do something, do you always do it? Why do you do as some people ask but not others? | Share/ retell the story in pairs to each other | Explore/ try some of the foods from the Sedar plate: Parsley dipped in salt water Horseradish Charoset? | Inside outside circles: share your menus and why you have chosen the foods |
| Reflect | Who do you listen to and do as they ask? Draw a person in the frame. | Talk partners how do we know that the Israelites respected Moses? Why was it important they did what he asked that night? | Write the answer to the question: What do the ways the Jews celebrate Passover tell us about how important it is for them to do as God asks? | Whiteboards out of 10 rate how important it is for Jewish people to do what God asks them to do. Choose chn to share their answers. |

Medium term plan: Are Rosh Hashanah and Yom Kippur important to Jewish children?

| SACRE Objectives | | Previous Vocabulary | New vocabulary |
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| A6 - Reflect on the feelings associated with apologising. B6 - Describe what Rosh Hashanah and Yom Kippur are about. C6 - Reflect on what might be important to Jewish children at Rosh Hashanah or Ym Kippur. | | Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai. Shema - Jewish prayer affirming belief in one God. Passover/Pesach- Festival commemorating the Exodus from Egypt. Moses - A prophet who became a religious leader Kashrut- Laws relating to keeping a kosher home and lifestyle. | Rosh Hashanah - 'beginning of the year'; Jewish New Year; Feast of Trumpets. Yom Kippur - Day of Atonement. The holiest day of the year. Day to ask forgiveness and reflect. Shofar - Ancient musical horn made of ram's horn (or other Kosher animal). |
| Social, Moral & cultural opportunities | | Religion | |
| Spiritual Moral | | Judaism | |
| British Values | | Previous Learning End Point Assessment statements: | |
| Tolerance Mutual Respect Individual liberty | | I can explain some of the things that Jews do to celebrate Shabbat I understand the special relationship between Jews and God and the promises they make to each other. | |
| | | End Point Assessment Statements: | |
| | | I can explain an important part of Yom Kippur or Rosh Hashanah I can explain how it feels to say sorry and what I have said sorry for I can make a connection between being Jewish and decisions about behaviour | |