

Key Stage 2

Medium Term Planning

Year: 4		Term: Spring 1	
Theme: Passover		Religion: Judaism	
Key question for this enquiry: How important is it for Jewish people to do what God asks them to do?			
Learning Objectives: We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Belonging	
Teaching and Learning Activities			
<p>Step 1 Engagement (1 lesson) AT2 (p) Play the song from Oliver 'Food glorious food' Ask the children to write a list of their 10 favourite foods. Only give them 2 minutes to do this. Read them out around the class and notice differences in who likes what, but conclude that we all have favourite food. Now tell them that you are forbidding them to eat the top food on their list for the next month How does this make them feel? Stay with this until someone says "You have no right to forbid me to eat what I like" and discuss if anyone does have this right. Would they obey this from anyone? Why/why not? Children draw their favourite meal, maybe onto a paper plate, and share with group what they like about this. Make class list of the most special meals children can remember, and discuss what made them special, e.g. people/occasion.</p>			
<p>Step 4 Expression (1 lesson) AT2 (p) Children choose a right from the Universal Declaration of the Rights of the Child that they consider to be very important and explain how and why they would choose to try to respect it. What will happen if they don't? (They may understand that just as these "rules" (rights) are important to people because they respect human beings, so Jews choose to keep God's requests (rules) because they respect God.</p>		<p>BRIDGE: ? ↓</p>	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Recap on the learning of the Investigation lessons. Children rank order (maybe Diamond 9) cards with pictures/words relating to the things Jews do that God asks them to do, e.g. Passover/Seder/Kashrut. Children rank these in order of which they think would be most important to Jews in order to show God they are doing as He asks. They write their reasons next to the top and bottom pictures. How might a Jewish child respond if s/he was invited to a birthday party at McDonalds? Children fill in speech bubble with Jewish child's response and reasons for it.</p>		<p>Step 2 Investigation (3 lessons) AT1 Introduce the key question. Remind children of their responses when you told them they were forbidden to eat their favourite foods in the engagement lesson. Teach children that God asks Jews to keep to certain rules on what they eat/don't eat. Keeping these rules is their choice and if they choose to do this it is because they respect God and want to do as he asks. http://www.bbc.co.uk/learningzone/clips/kosher-foods/7467.html After teaching what the Kashrut rules are (www.jewfaq.org/kashrut) reinforce learning with a shopping bag quiz. Pull items from bag and children decide if a Jew could eat it or not. Design a Jewish child's party menu. How important is it to Jewish people to do what God asks them to do? What does keeping Kosher tell us? Teach about a special meal Jewish families have once a year at the Festival of Passover: the Seder meal. Retell the story of the Exodus from Egypt under Moses and make sure children know it was God who allowed the Israelites to be free from slavery. On the night they escaped, he asked them to remember this night forever. They do this with Passover and the Seder meal. Teach the symbolism of the items on the Seder plate and about the meal, etc. http://www.bbc.co.uk/learningzone/clips/the-four-questions-of-passover/5955.html . http://www.bbc.co.uk/learningzone/clips/shopping-for-pesach/6598.html . http://www.bbc.co.uk/learningzone/clips/the-passover-story/6599.html . What does the ways Jews celebrate Passover tell us about how important it is for them to do as God asks? Re-enact a Seder meal or at least let children make and taste some of the items on the Seder plate, e.g. the parsley and the charoset (pronounced haroset) maybe with Matzo crackers. A Jewish visitor could discuss how s/he respects the special relationship s/he has with God. Recap on the special relationship/covenant Jews have with God, started with Abraham (Autumn 1), and what other ways can children think of that Jews do as God asks: mezuzah/prayer shawls/sabbath laws, etc. All this can be found in Exodus and Leviticus (Old Testament/Torah).</p>	
<p>Evidence in Discovery RE Journals: Stick in rank order cards and write reasons in journal. Draw the Jewish child's response to the McDonald's question in a speech bubble.</p>			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open-mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
AT1 (B) Practices and ways of life and AT2 (E) Meaning, purpose and truth				
Level 1	I can use the right vocabulary for some things that are special to Jews. I can talk about what I find interesting about the Jewish food laws or the Seder Meal or another way Jews choose to do as God asks them.			
Level 2	I can tell you about some of the things Jews can and can't eat if they keep kosher. I can ask questions about aspects of the Seder Meal or Kashrut laws to find out why they are important.			
Level 3	I can describe some of the things Jews do to show respect for God. I can start to identify how it would feel to keep Kashrut.			
Level 4	I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so. I can give my opinion as to whether these ways are important to God.			
Level 5	I can give examples of how, because Jews believe they are in a special covenant with God, they try to show him their respect and gratitude by doing as he asks them to do. I can explain my opinion as to which ways may be more or less important for Jews to show their respect to God.			
Resources needed for this Enquiry:				
Song: 'Food Glorious Food' www.bbc.co.uk/learningzone/clips/7467.html : What is 'Kosher'? www.bbc.co.uk/learningzone/clips/5955.html : Four questions of Passover www.bbc.co.uk/learningzone/clips/6598.html : Shopping for Pesach www.bbc.co.uk/learningzone/clips/6599.html : The Passover story				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 4: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

Name:

Class:



I think this is most important to Jews because...

This picture shows...

This picture shows...

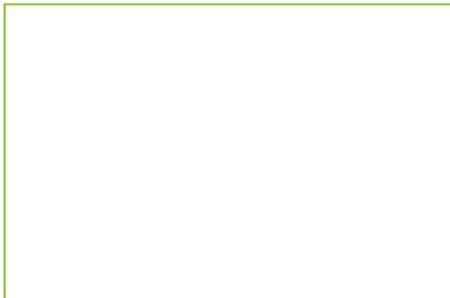


I think this is least important to Jews because...

Year 4: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

(Copy and cut out so each child has a set of these cards)



Year 4: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

How might David, a Jewish child, respond if he was invited to a birthday party at McDonald's? Write his response and reasons for it in the speech bubble.



Thank you for asking me...

What do you think about his response?

What do you find interesting about Jewish food laws?

What would you like to ask David about either Passover or Kashrut laws?

Year 4: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - I think reading Torah scroll is important so that Jews know about God.

AT2 - I think it must be horrible not being able to eat whatever you like but I like the charoset and it is interesting that it represents cement.

Level 2

AT1 - I think eating Kosher food is important because it is a Jewish rule. Jews cannot eat pork or shell-fish and they have to keep meat and dairy separate.

AT2 - I would like to ask what the egg on the Seder plate is for as I don't know why it is important and whether they actually eat it.

Level 3

AT1 - I think the Sabbath day is important because it is the most important day of the week for Jews. Not working is showing respect for God, because all the time is spent with the family or at the synagogue focusing on God and remembering their religion.

AT2 - I don't think I would like not being able to eat certain foods, but I suppose it would be a good feeling to think God was pleased with me.

Level 4

AT1 - I think Passover is important because it celebrates Jews' ancestors leaving slavery in Egypt led by Moses. The food on the Seder plate symbolises the escape; salt water represents the tears of slavery, gratitude for freedom. It is important to remember how hard it was for the people who were slaves.

AT2 - The Passover festival seems really important to Jews and I can understand that freedom is really precious, and Jews believe God gave their ancestors freedom from slavery.

Level 5

AT1 - I think the Mezuzah is important because it says that Jewish people should love God and keep His rules. This reminds them to respect God, wearing the prayer shawl, respecting the Sabbath and eating Kosher food, so having the Mezuzah in your house all the time reminds you to do what God asks you to do.

AT2 - I personally think putting your beliefs into action by making the world a better place is a good way to show God you respect what He asks you to do. I am not sure which of the ceremonies or rituals might be most important to Jews in showing they are doing what God asks them because, if He has asked them to do all these things, how are they supposed to know which are more important?