

# PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

**SUBJECT: R.E.**

**YEAR: A**

**TERM: Summer 1**

**YEAR GROUPS: 1/2**

**KEY QUESTION: Who is Jewish and how do they live?**

**PREVIOUS KNOWLEDGE** We would expect most children to already be able to:

- Know there are many types of religious celebrations and festivals.
- Know there are religious stories with important meanings.

## End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- Talk about my special object, discuss its importance /why it is special to me and how it should be treated. I can ask questions to find out more about Jewish objects and can say some words of the Shema. **KQ1**
- Discuss pictures of Shabbat to show my knowledge. **KQ2**
- Think of when I have seen someone being brave. How do we know they were being brave? Think of what helps people to be brave.
- Simply re-tell the story of David and Goliath through drama. **KQ3**
- Listen to a Jewish family telling us about Chanukah and say one thing which Jews do during this celebration. **KQ4**
- Think about how celebrations make me feel. To make links between my celebrations and the Jewish celebrations we have learnt about such as Shabbat and Chanukah. **KQ5**

*Most children will show that they have reached the **expected** level because they can:*

- Match questions to Jewish objects, know the Shema and think of what significant belief I could express. **KQ1**
- Label some pictures of Shabbat to show my understanding. I can give more detailed explanations (what *and* why) in my labels. **KQ2**
- Discuss who or what helped David be brave. Think about what might Jewish people think about God from this story. **KQ3**
- Say 3 things Jews do to celebrate Chanukah and explain and give detail about each one. I can explain how lighting the Chanukiah might remind Jewish people about God. **KQ4**
- Understand how and why celebrations can make people feel closer to God. **KQ5**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Write my own questions about Jewish objects, understand the meaning of the Shema and express my own belief. **KQ1**
- Answer questions after reading a Jewish child's diary about Shabbat and suggest what emotions she might feel before, during and after. I can add additional ideas from my own research. **KQ2**
- Give one way this story teaches Jewish people about praising, thanking or remembering. **KQ3**
- Reflect upon this story and think of one thing that Jewish people are saying thank you for, praising or remembering. **KQ4**
- Say a reason why remembering, praising, blessing or saying thank you is important or not for me. **KQ5**

## ASSESSMENT OPPORTUNITIES – What are children aiming for?

*Children will be able to demonstrate their learning through:*

- Verbal responses during discussion in lessons and further questioning to extend their understanding.
- Participate in activities based upon Jewish beliefs and celebrations.
- Offer responses in their written activities.

## ENRICHMENT OPPORTUNITIES –

**What can we give children along the journey to help them remember more?**

*We will endeavour to include:*

- Visit a Synagogue
- Eat and make foods which are eaten at Jewish celebrations
- Play Jewish games (such as the Dreidel)

## CROSS-CURRICULAR LINKS –

**What links can we make to help children make sense of what we want them to know and be able to do?**

*This itinerary fits with our other learning through:*

- Design – Making a Dreidel
- PSHCE – Discussing why something is special to me and others and how I should treat it, bravery, belief, celebrations
- English / Drama – Acting out story of David and Goliath

## LEARNING BEHAVIOURS *Children will be expected to:*

|                           |                                                                                                                  |
|---------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Tries new things</b>   | Find out about different Jewish celebrations and be involved with activities around these.                       |
| <b>Works hard</b>         | Be involved in all the activities, recording their ideas appropriately.                                          |
| <b>Concentrates</b>       | To listen attentively - asking questions and providing appropriate answers.                                      |
| <b>Self-motivates</b>     | To work in a group to share knowledge and use each other's strengths to help one another.                        |
| <b>Imagines</b>           | Imagine how different people may have felt in the stories taught.                                                |
| <b>Improves</b>           | Can suggest what they could do to improve from the behaviours and lives of Jewish people they have learnt about. |
| <b>Understands others</b> | Understand that we are all unique and may have different ideas and beliefs.                                      |
| <b>Doesn't give up</b>    | Investigates questions that promote deeper level thinking and may seem tricky as they have no definite answer.   |