

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

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

SUBJECT: R.E.

YEAR: B

TERM: Spring 1

YEAR GROUPS: 3/4

KEY QUESTION: How do festivals and family life show what matters to Jewish people?

PREVIOUS KNOWLEDGE We would expect most children to already know (from Unit 1.7):

- the words of the Shema as a Jewish prayer
- some stories used in Jewish celebrations (e.g. Chanukah)
- examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- about links between Jewish ideas of God found in the stories and how people live
- how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

End of Unit Objectives

Some children will not yet have met what is expected and show they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and show that they are exceeding because they can:
• with support, sort celebrations into those which are sacred and secular, explaining why. KQ1 • correctly label the features of a Shabbat meal. KQ2 • with support, research the symbolism of foods eaten at Rosh Hashanah (honey, pomegranates, challah bread, apples). KQ3 • identify how Jonah felt at different times in the story and explain what was good about the outcome. KQ4 • think about foods which are meaningful for them and explain why. KQ5 • suggest why following commandments or giving thanks are important for Jewish people. KQ6	• identify features which are common to and different between sacred and secular celebrations: celebrated by everyone, exchanging gifts, special food. KQ1 • talk about the features of Shabbat, recognising the importance 'rest' as a commandment – and for well-being. KQ2 • link foods eaten at Rosh Hashanah with understanding what is meaningful about the festival for Jewish people: repentance/new start. KQ3 • make links between the story of Jonah and how Jewish people may respond in the festival of Yom Kippur. KQ4 • explain what many Jewish people do at Pesach which also show their beliefs. KQ5 • suggest reasons why following commandments and/or giving thanks are important for Jewish people. KQ6	• also describe what it is which makes celebrations worth celebrating. KQ1 • also give an answer to dilemmas about working on the sabbath day: Voices from Jewish Worldview Traditions - RE:ONLINE (reonline.org.uk). KQ2. • reflect on their own responses to what is meaningful in their lives. KQ3 • also suggest whether it is good for (Jewish) people to look to the past and forward to the new year. KQ4 • use words like slavery and freedom with understanding about Jewish belief. KQ5 • articulate developed reasons why following commandments <i>and</i> giving thanks have value in today's world. KQ6

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Using appropriate language with understanding, making links in their writing to show this.
- Asking questions which help to further their understanding.
- Using new knowledge to link with their own personal response to festivals and family life.

SMSC OPPORTUNITIES –

How are we developing children personally?

- What does it feel like to forgive – and be forgiven?
- What foods are special in your family and why?
- Do all Jewish people agree about what is eaten at special events?
- Have some sacred events become secular over time?
- Is it right to keep people as slaves? Does it happen now?

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- Opportunities to taste various foods / bake challah bread
- Watching short films which help show Shabbat meal

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:

- Using computers to practise research skills
- Linking value of forgiveness in a Jewish context
- Developing sentence structures

LEARNING BEHAVIOURS Children will be expected to:

Tries new things	use new words with understanding as the topic progresses.
Works hard	be committed to trying their best.
Concentrates	work consistently to achieve tasks, asking questions to help complete work.
Self-motivates	be ready to think in different ways.
Imagines	give developed reasons using the knowledge learnt.
Improves	be thoughtful about how to make improvements to their work.
Understands others	show respect in their discussions about Jewish ways of living.
Doesn't give up	know where to get help with increased independence.