

## KS1 JUDAISM PLANNING

**Class:**

**Term:**

**Subject:** RE

**Unit:** Judaism

<p>Differentiation and support (Detailed differentiation in weekly plans.)</p> <p>SEN: Provide with writing frames. Given the information that the need. Support from more able partners in mixed ability work. Additional adult support.</p> <p>GT: Work in books. Provide extension activities to apply their own knowledge and to research information independently. Encourage independence. Support less able peers in mixed ability work</p>	<p>English: speaking to and listening to each other, extracting information from books, texts and videos, new vocabulary, sequencing events, crosswords</p> <p>Maths: sorting items, solar and lunar calendar, Venn diagrams</p> <p>ICT: learning from online activities</p> <p>Geography: global distribution of Jews, location of Jerusalem and Israel</p> <p>History: dates</p> <p>Science: alternative scientific explanations for events e.g. Creation, solar and lunar calendar</p> <p>PSHCE: other people's religions, celebrations and festivals, taking turns</p>
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### **Unit overview**

Lesson 1: Introduction to Judaism

Lesson 2: The Early History of Judaism

Lesson 3: Moses

Lesson 4: The Ten Commandments

Lesson 5: The Torah

Lesson 6: The Sabbath

Lesson 7: Passover

Lesson 8: Other Jewish festivals (need to order spinners in

Lesson 9: Bar Mitzvah and Bat Mitzvah

Lesson 10: Rules of Judaism

Lesson 11: Synagogues and Prayer

Lesson 12: Jerusalem and the Western Wall

You can access the complete [Judaism KS1](http://www.saveteacherssundays.com/re/year-1/712/) planning, and all of the resources needed to teach each lesson, at:

<http://www.saveteacherssundays.com/re/year-1/712/>

W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	<p>To know the main aspects of Judaism</p> <p>(40 mins)</p>	<p>Intro:</p> <p>Explain that this term we will be learning about Judaism</p> <p>Ask the children to think, pair, share what they already know about Judaism and what it means to be a Jew</p> <p>Ask the children if any of them are Jewish, and if they are, to share some of the things that they do as a Jew e.g. pray, go to a synagogue etc</p> <p>Go through PowerPoint that answers the following questions about Christianity:</p> <ul style="list-style-type: none"> <li>• What is Judaism?</li> <li>• When did Judaism begin?</li> <li>• How did Judaism begin?</li> <li>• Other important Jewish historical figures</li> <li>• What do Jews believe?</li> <li>• Do Jews have a holy book?</li> <li>• What language do Jews use?</li> <li>• What festivals do Jews celebrate?</li> <li>• Where do Jews live?</li> <li>• How many Jews are there?</li> <li>• Are there different types of Jews?</li> <li>• Where do Jews go to pray?</li> <li>• What clothes do Jews wear?</li> <li>• Who are Jewish religious leaders?</li> <li>• What special symbols and objects do Jews use?</li> <li>• Which places are special for Jews?</li> </ul> <p>Ask the children to think, pair, share as much as they can remember from the PowerPoint</p> <p>Explain the independent work</p> <p>Main:</p> <p>Children to sort religious artefacts, places, leaders etc as being Jewish or non-Jewish</p> <p>Lower ability / slower working children to work on the worksheet; higher ability / faster working children to work in their books</p> <p>Extension: children to research in books and / or online to find out more about Judaism and write some sentences about what they find out (can use <a href="http://www.primaryhomeworkhelp.co.uk/religion/jewish.htm">http://www.primaryhomeworkhelp.co.uk/religion/jewish.htm</a> if researching online)</p> <p>Plenary:</p> <p>Children to compare their work with a partner and discuss any differences</p> <p>Ask children who got on to the extension to share any additional information that they found out</p> <p>Revise the key aspects of Judaism</p>	<p>PowerPoint</p> <p>Worksheets</p> <p>Scissors</p> <p>Glue</p> <p>Books on Judaism and PCS / laptops / tablets (for extension)</p>	<p>MUST: correctly sort <i>some</i> of the items as being part of Judaism or not</p> <p>SHOULD: correctly sort <i>all</i> of the items as being part of Judaism or not</p> <p>COULD: independently research and record some additional information about Judaism</p>

2	<p>To know what Judaism is</p> <p>To know the early history of Judaism that Jews believe in</p> <p>(40 mins)</p>	<p>Intro:</p> <p>Ask the children to think, pair, share some of the things that they learnt about Judaism in the previous lesson</p> <p>Explain that some events that happened a long time ago are very important to Jewish people, and that we will be learning what these events are</p> <p>Go through PowerPoint that explains the early history of Judaism, including:</p> <ul style="list-style-type: none"> <li>• God speaking to Abram</li> <li>• Abram going to search for the 'promised land'</li> <li>• Abram finding the promised land (Canaan) and being renamed Abraham</li> <li>• God making a covenant with Abraham</li> <li>• Abraham's grandson being renamed Israel</li> <li>• The 'children of Israel' being invite to live in Egypt</li> <li>• The 'children of Israel' being enslaved in Egypt</li> <li>• Moses leading the 'children of Israel' to freedom</li> <li>• The 'children of Israel' wandering in the desert for 40 years, and receiving the Torah and the Ten Commandments</li> <li>• The 'children of Israel' returning to Canaan</li> </ul> <p>Main:</p> <p>Children given a number of images with text, like the one below, in a jumbled up order</p> <div data-bbox="409 787 592 971" data-label="Image"> </div> <p>The children need to sort the images to be in the correct chronological order for the early historical events of Judaism</p> <p>Extension: children to answer some questions requiring higher-level thinking skills, based around the events from the early history of Judaism</p> <p>Plenary:</p> <p>Children to compare their work with a partner and discuss any differences</p> <p>Ask the children to think, pair, share which part of the story was their favourite part and why, emphasising that they should give a reason for their answer</p> <p>Discuss the questions from the extension with the children</p> <p>Explain that because these events happened so long ago, they were not written down straight after they happened, but hundreds of years later</p> <p>Ask the children what problems this might cause (the accounts being changed deliberately or accidentally by people over time)</p> <p>Ask the children to think, pair, share which parts of the story could be true and which parts they think are less likely to be true</p>	<p>Slides 2 to 7 printed out, 6 slides per page</p> <p>Worksheets</p> <p>Scissors</p> <p>Glue</p>	<p>MUST: know <i>some</i> of the events from early Jewish history</p> <p>SHOULD: know <i>all</i> of the events from early Jewish history</p> <p>COULD: consider the motivations and emotions of some of the people from early Jewish history and empathise with them</p>
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3	<p>To know the story of Moses</p> <p>(50 mins)</p>	<p><b>Before the lesson, ask older children to help setup PCs / laptops</b></p> <p>Intro:  Ask the children to think, pair, share some of the things that they learnt about the early History of Judaism in the previous lesson  Explain that we will be learning more about Moses today  Watch some of the story of Moses video at <a href="http://quietube7.com/v.php/http://www.youtube.com/watch?v=65KgsHvFKd4">http://quietube7.com/v.php/http://www.youtube.com/watch?v=65KgsHvFKd4</a> (if the link does not work, Google 'The Story of Moses - Beginners Bible')  Explain the independent work  Model how to do the following:</p> <ul style="list-style-type: none"> <li>• pause and play the video</li> <li>• skip ads</li> <li>• move the video to play / pause at a certain point</li> <li>• take a screenshot</li> <li>• paste a screenshot (Ctrl + V)</li> <li>• crop an image / screenshot – emphasise that you need to have the image selected / click on the image before you can get the option to crop it</li> <li>• re-size and move a screenshot</li> <li>• type in a text box</li> <li>• use the shift key to get a capital letter</li> <li>• type a full stop and an exclamation mark</li> <li>• save their work (Ctrl + S)</li> </ul> <p>Emphasise that the image does not need to be 100% perfectly cropped  For higher ability, emphasise that they need to choose the best images to represent all of the story e.g. not have 9 images from the first third of the story</p> <p>Main:  Children to watch a video of the story of Moses  Children to then take screenshots of the parable and use them to make a storyboard of it  Lower ability children given the key parts of the story in text and they need to choose a screenshot to go with the text; higher ability to decide which parts of the story to screenshot and to write text to go with them  Remind the children throughout to keep saving their work  Extension: children to answer some questions about the story (their favourite and their least favourite parts and if they think that God was right to drown the Egyptians)</p> <p>Plenary:  Children to print their stories  Ask the children to think, pair, share answers to the extension questions  Explain that Moses is also seen as a prophet by Christians and by Muslims</p>	<p>Video open and ready to play</p> <p>PCs / Laptops</p> <p>Change the Print Screen button on the slide with the names to be the same as the one on the keyboards that the children will use</p> <p><b>Before the lesson,</b> have some older children help to have:</p> <ul style="list-style-type: none"> <li>• the PCs / laptops turned on</li> <li>• the worksheet file open and saved in each child's folder, with the unnecessary slides deleted</li> <li>• the video open, with any ads closed and ready to play from 1 min 22 secs</li> <li>• have headphones plugged in and volume turned up</li> </ul>	<p>MUST: take screenshots of the story and paste them</p> <p>SHOULD: as above, but paste a suitable screenshot to go with the text</p> <p>COULD: as above, but decide for themselves what are the key moments in the story and write their own text</p>
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