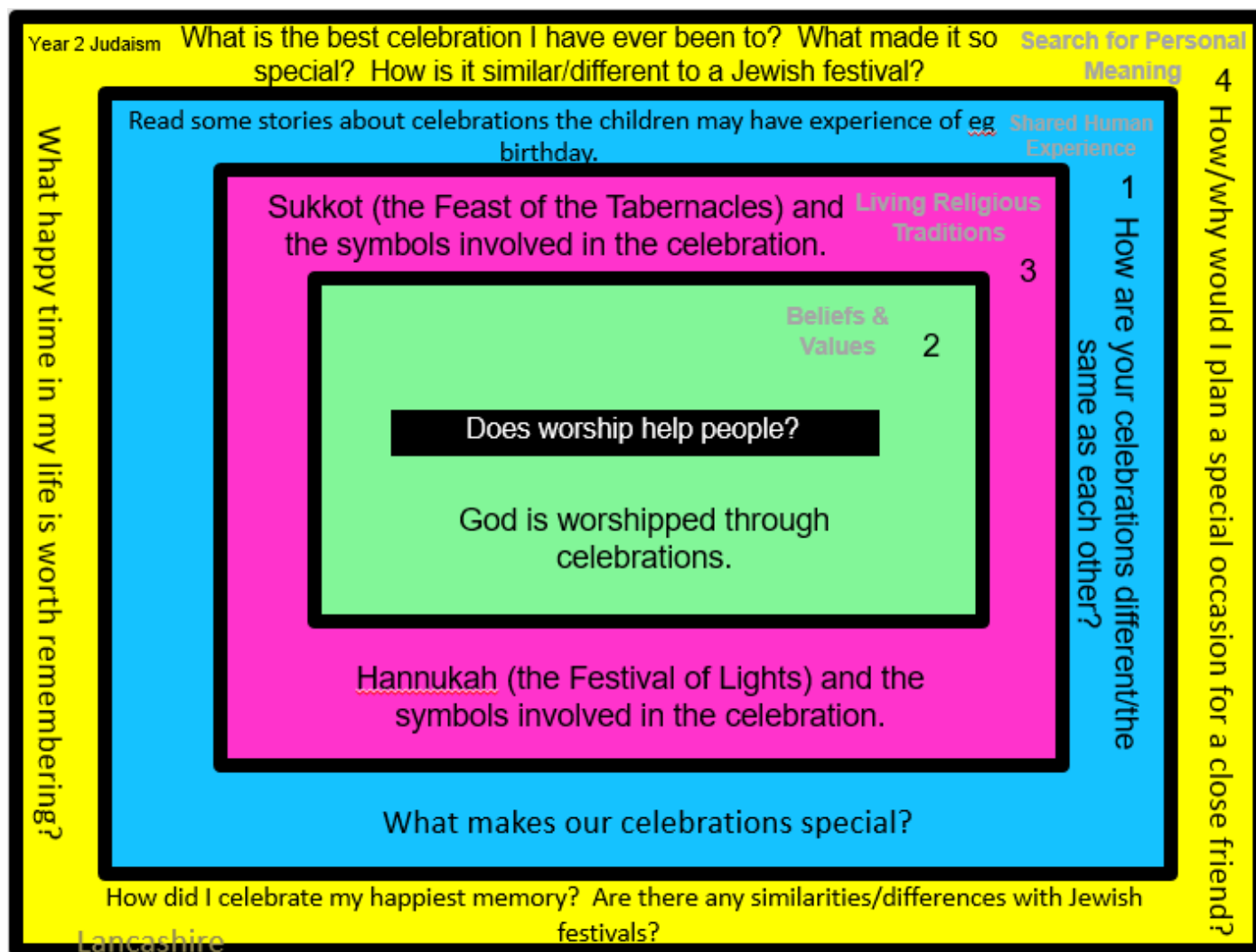


**Year 2 Judaism**

**Year 2 Key Question** (to be used all year): How do we respond to the things that really matter?

**Focus Question** (for this investigation): What aspects of life really matter?



**Focus Question: What aspects of life really matter?**

This unit enables pupils to examine how special times are identified and why they are significant. The focus is on God, Torah, The People and the Land. Opportunities are provided to explore the practices and beliefs associated with a specific festival and to make links to significant times in pupils lives.

Field of Enquiry and Order of Delivery	Possible Teaching Ideas
<p><b>Shared Human Experience</b></p> <p>1</p>	<ul style="list-style-type: none"> <li>• Compare special times or celebrations to normal times. What is different (people, place, food, decoration)?</li> <li>• Read stories that involve special occasions.</li> <li>• Match the objects with the celebration, e.g. birthday cake and birthday, Christmas tree and Christmas.</li> <li>• Investigate the different ways children in class celebrate.</li> </ul>
<p><b>Beliefs and Values</b></p> <p>2</p>	<ul style="list-style-type: none"> <li>• Jews worship God through celebrations.</li> <li>• Having sacred or special time is an important part of worship.</li> <li>• Read the Hanukkah story, e.g. <a href="http://www.activityvillage.co.uk/hanukkah">http://www.activityvillage.co.uk/hanukkah</a>, <a href="http://www.youtube.co.uk">www.youtube.co.uk</a>, 'the Story of Hanukkah' by David A Adler.</li> <li>• Tell the story using props in a bag. Pull them out in order and retell the story.</li> <li>• The story of Sukkot, e.g. 'Sammy Spider's First Sukkot' by Sylvia A Rouss,</li> </ul>

<p><b>Living Religious Traditions</b></p> <p>3</p>	<ul style="list-style-type: none"> <li>• Interview or email a Jew about Hanukkah or Sukkot and the importance of the celebrations to their faith (<a href="http://pof.reonline.org.uk/wordpress/?page_id=23">http://pof.reonline.org.uk/wordpress/?page_id=23</a> )</li> <li>• Look at images or watch a clip of a Jewish family celebrating Hanukkah, e.g. <a href="http://www.bbc.co.uk/education/clips/zpqjimb">http://www.bbc.co.uk/education/clips/zpqjimb</a>, or try a you tube search.</li> <li>• Look at images or watch a clip of a Jewish family celebrating Sukkot, e.g. <a href="https://www.youtube.com/watch?v=-H7xVW86kqs">https://www.youtube.com/watch?v=-H7xVW86kqs</a></li> <li>• Investigate images of Sukkah or watch sukkahs being built (do an online search or <a href="http://www.tabletmag.com/scroll/186184/the-five-best-sukkah-time-lapse-videos">http://www.tabletmag.com/scroll/186184/the-five-best-sukkah-time-lapse-videos</a> ). Discuss materials used. Make a class sukkah and share food in it.</li> <li>• Draw a Sukkah design and explain to a friend what happens in it and why.</li> <li>• Sequence the festivals.</li> <li>• Choose a festival and design a poster for a younger child explaining the main features.</li> </ul>
<p><b>Search for Personal Meaning</b></p> <p>4</p>	<ul style="list-style-type: none"> <li>• Is there anything in the children's lives they would want to remember? How do they want it remembered?</li> <li>• Design a celebration including food and decorations.</li> <li>• Draw attention to similarities between the children's celebrations and the Jewish ones the class have learned about.</li> </ul>

<b>Year 2 Key Learning</b>	
Children will:	<ul style="list-style-type: none"> <li>• <b>Retell and suggest meanings</b> for religious stories, actions and symbols. (B&amp;V LRT)</li> <li>• Use religious words and phrases and consistently <b>identify</b> some features of religious traditions. (B&amp;V LRT)</li> <li>• Begin to <b>identify and describe</b> how religion is expressed in different ways. (B&amp;V LRT)</li> <li>• <b>Talk about</b> what is of value and concern to themselves and to others. (SPM)</li> <li>• <b>Talk about</b> what they find interesting or puzzling. (B&amp;V LRT)</li> <li>• To <b>ask important questions</b> about religions and belief. (SHE).</li> </ul>