

Unit Title What Festivals are important to Jews? Year 4	
Key Areas of Enquiry B-Practises and ways of life D-Questions of identity, diversity and belonging	
Background Story/ Information -. The Jewish people have a number of celebrations and festivals through out the year which help them to recall important and significant events in the past. These celebrations help Jewish people to understand the history of their people and reveal through stories important Jewish beliefs about God and about life and its purpose.	
Cross Curricular Links - literacy, art, drama, history	Key Vocabulary- celebration, festival ,story, symbol,
Skills- investigation, interpretation, communication, analysis and evaluation	Attitudes-self awareness, respect, appreciation and wonder
Key Questions - How does the celebration of festivals help Jewish people to remember their past and heir relationship with God? What celebrations are important or significant to me, what helps me to remember them? What influences me and /or has meaning for me?	

Learning Objectives	Possible Teaching/Learning Activities	Learning Outcomes	Resources
<p>Explore the key features of Jewish celebrations</p>	<p>Revisit some the festivals that the children have already learnt about e.g. Shabbat, Succot, Shavout, Purim, Hanukkah This could be done by introducing some key artefacts use in the celebrations e.g., Havdalah candle, Seder plate. etc.</p> <p>Children work in groups; each group is given artefacts, books, pictures connected with particular Jewish festivals. Each child uses pictures/words to create a group poster about their festival and then shows to the rest of the class. When completed the teacher should lead the children into an understanding of how each artefact and the festival associated with it is a symbol of a belief about God.</p> <p>Thought shower commonalities that festivals share e.g Story about God that needs to be remembered, eating special food, special clothes, cards/gifts etc. ☺</p>	<p>I can describe some key features of festivals, recognising similarities and differences</p>	<p>Artefacts- connected with particular festivals.</p> <p>Web sites such as RE online or Torah tots. http://www.torahtots.com/home.htm</p> <p>http://www.reonline.org.uk/ks2/index.php</p> <p>http://www.truetube.co.uk/ethics-and-religion/religious-traditions/hanukkah</p> <p>This is a film of a family celebrating Hanukkah</p>

<p>Learn about the festival of Rosh Hashanah</p> <p>Recognise that there might be some events in their own lives for which they would wish to apologise</p> <p>Reflect on experiences of forgiveness</p>	<p>Tell the children that they are going to learn about another Jewish festival- Rosh Hashanah which lasts for 10 days This time marks the beginning of the Jewish New Year and during this time Jews will look back over the past year and reflect on their lives during that time. They ask God to forgive them for their wrongdoing. It's a time for returning to God. During Rosh Hashanah special foods are eaten, notably apples/ sweet bread dipped in honey as a sign of asking God for a sweet and happy year. Jewish people try to think about how they might lead better lives in the future at this time e.g. they give money for good causes</p> <p>Sometimes Jewish people throw crumbs into the river or sea as a sign of repentance and throwing away wrongdoings.</p> <p>Children could use a symbolic action such as screwing or tearing pieces of paper on which they written secretly something for which they feel sorry or ashamed. And /or give children pieces of apple or challah bread to dip in honey. As they do this they might like to think quietly about something in their life they might want to change.</p> <p>😊</p>	<p>I can describe some key features of festivals, recognising similarities and differences</p> <p>Identify some key features of the festival of Rosh Hashanah</p> <p>Reflect on experiences of forgiveness</p> <p>I can explore my own values and commitments/ feelings on the theme of forgiveness</p>	<p>Artefacts- connected with particular festivals.</p> <p>Web sites such as RE online or Torah tots.</p> <p>Shofar</p>
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<p>Learn about the festival of Yom Kippur and why it is important to Jews</p> <p>Know the story of Jonah as an important story that explores the theme of forgiveness.</p> <p>Reflect on the feelings of Jonah at different points in the story</p>	<p>Read, tell or watch a DVD of the story of Jonah. Create a set of cards that children can use to sequence the events of the story, either as you tell or afterwards.☺</p> <p>Use the events to create a feelings graph that helps the children to engage with the feelings/reactions of Jonah at key points in the story e.g At the beginning of the story Jonah is reluctant to bring God's message to the Ninevites so at this point Jonah is feeling angry? Rebellious? etc ☺</p> <p>Or hot seat Jonah or another character from the story- and explore why Jonah was reluctant to bring the message of God's forgiveness to the people of Nineveh - was this because Jonah thought the Ninevites were unworthy, too wicked or was it that Jonah couldn't be bothered to give God's message? Children could produce some extended writing reflecting Jonah's dilemma☺</p>	<p>Identify some key features of the festival Yom Kippur</p> <p>I can identify some actions/thoughts /words for which I might wish to say sorry</p> <p>I can identify some things I might like to change in my own life</p> <p>I can make links between the story of Jonah and the Jewish belief in God's forgiveness for all.</p> <p>I can identify with Jonah's priorities/</p>	<p>The Jewish Way of Life- www.jwol.org.uk</p>

	<p>The story of Jonah is retold in the synagogue at the festival of Yom Kippur which is the culmination of Rosh Hashanah. At this ceremony the Shofar (ram's horn) is blown at the beginning of the service and at the end to mark solemn nature of the service. Listen to a recording or blow your own horn for the children to hear.</p> <p>Discuss the children's experiences of being forgiven by another person, at school and at home - what that felt like and what they had to do. Also explore their experiences of forgiving others, how that felt and what the other person needed to do to make that possible e.g. in the playground someone pushes you, what would you expect them to say/do to enable you to forgive them? Is it easier to be the one who needs to say "sorry" or to be the one who needs forgiveness? In pairs/groups create some scenarios where it is hard to forgive and roles play his situation.☺</p>	<p>commitments/feelings</p> <p>I can suggest why the festival of Yom Kippur might be important for Jews.</p>	
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<p>Know about the preparation for , celebration of and significance of Passover today</p>	<p>Passover. Is celebrated in memory of the Exodus from slavery in Egypt. Recap by watching the video Prince of Egypt. Form a conscience alley where Moses is faced with choices at key moments in his life. Children try to present Moses with arguments that will influence his choices Learn how Jews commemorate the freeing of the Israelites by Moses today - e.g. cleaning and preparation, ridding the house of yeast or leaven and the main event of the Seder meal where symbolic foods are shared and the story of the escape is retold. Activities See Special Times e.g. Paired talk about what it might be like to be a slave.☺ Use colour to explore "slave" and "free" Create music/ dance/mime to go with the events of the story. Ribbons of chosen colours could be used to depict the events in dance. Explore the meaning of the special foods. Create a Seder plate depicting these. Children relate heir own experiences of something that</p>	<p>I can describe how and why Jews celebrate Passover I can use the seder plate and the symbolic foods to help me reflect on my own experience I can show some understanding of the suffering of the Jewish people at a particular time in their history. I can suggest why it might be important to remember bad times as well as good.</p>	<p>Heavens Above, page 4 in Jewish Festivals by Saviour Pirotta- Hodder-0-7502-2593-9 'The Passover Story' by Anita Ganeri in Jewish Stories Special Times-Developing primary RE, page 23- page 32 www.jewfaq.org/holidaya.htm www.holidays.net/passover Video Animated World Faiths (Quest)</p>
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	<p>makes them sad/happy/sets them free/gives them hope to the future/ties me down etc - see page 28 in Special times☺</p> <p>Pose a 'What if?' question to be answered.</p> <p>What if Pharaoh had agreed to let the Jews go immediately? or</p> <p>What if Moses had refused to be the leader? or (for more able children)</p> <p>What if the Jews never celebrated Passover again?</p> <p>Children bring from home photographs, invitations, cards, certificates, objects, etc to create a display</p> <p>2D or 3D display to inform others about important celebrations/events in their own lives that evoke happy and maybe also sad memories for them. Title - Special Times in My Life. Children could write labels/captions to go with their display☺</p>		Seder Plate
Create a display about significant events/celebrations in their own lives to explain who I am and what matters to me.	Could be done as a powerpoint, drama, film or a homework task.	I can identify and make a representation of significant and valuable events in my own life	ICT

Assessment - Children can describe some key Jewish festivals and the stories, symbols and beliefs associated with these. They can identify how they are influenced by their own stories and celebrations