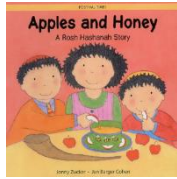

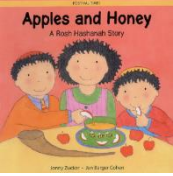




Theme Overview	Unit Outcomes
In this unit of Religious Education, children will develop their understanding of the religion of Judaism with a special focus on the celebration of the holy days of Rosh Hashanah and Yom Kippur. Within this they will explore the theme of forgiveness and how this is significant, not only in these celebrations but also as an aspect of the wider world.	We are learning to empathise with Jewish children by understanding what the holy days of Rosh Hashanah and Yom Kippur mean to them.

Skills Focus	
Main Skills Focus: <ul style="list-style-type: none"> Explore key questions through enquiry based learning into Christianity whilst also drawing from at least one of Hinduism, Islam or Judaism, as well as non-religious world views as appropriate. Teachers should take the children's own background, experiences and questions into consideration. Learn about different beliefs about God and the world around them. Encounter and respond to a range of stories, artefacts and other religious materials. Learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. 	Key Religion
	Judaism
	Key Question
	Are Rosh Hashanah and Yom Kippur important to Jewish children?
Sequence of Learning	
Lesson 1 LI: To understand what it mean to forgive. Recall learning from previous unit. Read a story about someone needing to say sorry. (6) Punk The Skunk Learns To Say Sorry - YouTube Children reflect on a time they have needed to say sorry and when someone has had to say sorry to them. As a class develop a definition of forgiveness. Children draw/write one thing they would like to achieve in year 2 on one side of a 'flag'. Use these for a	Lesson 2 LI: To understand what Rosh Hassanah is and how Jewish people celebrate it. Recall previous RE learning. Recall the key question for this unit. The children to recall what they can remember about the story 'Apples and Honey' read in the previous lesson. Read 'Apples and Honey - A Rosh Hashanah story' by Jonny Zucker. <div style="text-align: center;">  </div> Explain what Rosh Hassanah is.
Lesson 3 LI: To understand the 'Days of repentance'. Recall previous RE learning (include a recap of who Moses was). Recall the key question for this unit and what they have learnt so far. Read 'Talía and the very Yum Kippur' by Linda Elovitz Marshall. <div style="text-align: center;">  </div> Explain what 'The Days of Repentance / Days of Awe' mean.	

<ul style="list-style-type: none"> • Begin to understand the importance and value of religion and belief, especially for other children and their families. • Ask relevant questions and develop a sense of wonder about the world using their imaginations. • Talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. 	<p>class display. They will be using them through the unit of work. Introduce the key question for the unit. Read 'Apples and Honey - A Rosh Hashanah story' by Jonny Zucker.</p> 	<p>Explore how families celebrate Rosh Hashanah at home and discuss the significance of the Challah, pomegranate and the apples dipped in honey. Children can taste some apples dipped in honey. Refer back to their flags and about what they would like to achieve in year and explain this is the time where Jewish people make plans for the year ahead and ask for God's help.</p>	<p>Discuss what Jewish people do during this time. Remind the children of the story of Moses and the Ten Commandments and reflect on what the people needed forgiveness for. Have a class discussion about what the children think they and others may need to say sorry for and why. Role play some scenarios where the children need to ask for forgiveness.</p>
<p>RE at Bland's Infant School:</p> <ul style="list-style-type: none"> • It is vital for all our children to learn from and about religion, so that they can understand the world around them. • RE promotes respect and open-mindedness towards others with different faiths and beliefs and encourages children to develop their sense of identity and belonging through self-awareness and reflection. • We encourage children to ask questions to promote enquiry-based learning. 	<p>Lesson 4 LI: To understand what the holy day Yom Kippur is.</p> <p>Recall previous RE learning. Recall the key question for this unit and what they have learnt so far. Discuss what fasting is and reflect of the Muslim children in the school who celebrated Ramadan, some of whom fasted. Explain that Yom Kipper is the holiest day of the Jewish calendar and why. Children to explore what happens during Yom Kippur.</p>	<p>Lesson 5 LI: To explore how people can change and the steps they take to achieve it.</p> <p>Recall previous RE learning. Recall the key question for this unit and what they have learnt so far. Explain that Jewish people believe in change and bettering themselves with God's help one step at a time. Tell the children the story of Rabbi Salanter and the shoemaker. Refer back to the flags the children made; what steps can they take to help them achieve their goal. Children to refer back to their goals for year 2 and discuss the steps they will take to achieve them.</p>	<p>Lesson 6 LI: To explain how Rosh Hashanah and Yom Kippur are important to Jewish children.</p> <p>Recall previous RE learning. Recall the key question for this unit. Recap what Rosh Hashanah and Yom Kippur are and how Jewish people remember/celebrate these days. Look at some pictures links to these two holy days. Children to discuss what they think each one is and the significance. Children to reflect on the key question and consolidate their learning by ranking the pictures in order of how important they are to a Jewish child and explain why.</p>

Write these steps on the back of their flags.

Glossary:

Blintze: a thin rolled pancake filled with cheese or fruit and then fried or baked.

Kugel: a sweet, egg noodle casserole. The noodles are boiled and then baked with some sugar, eggs, sour cream and cottage cheese.

Rosh Hashanah: the Jewish New Year which one of Judaism's holiest days (meaning 'head of the year' or first of the year'). It begins on the 1st day of Tishrei.

Rabbi: a Hebrew word meaning 'my teacher' and the name given to a Jewish spiritual leader/priest.

Synagogue: the building where a Jewish assembly or congregation meets for religious worship and instruction.

Tishrei: the seventh month of the Hebrew calendar which falls during the months of September or October.

Torah: The Torah is the compilation of the first five books of the Hebrew Bible, namely the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy.

Shofar: a ram's-horn trumpet originally used by Jews as an ancient battle signal and now used in Jewish religious ceremonies.

Yom Kippur: means day of atonement and is the holiest day on the Jewish year. This is a time of reflection and forgiveness. It is celebrated 10 days after Rosh Hashanah.