

Topic Title: Other Faiths - Judaism

Early Years Foundation Stage Spring 1



Enquiry Question:
What happens in a synagogue?

Disciplinary Focus:
Human/Social Sciences

Background for Teachers:

R.E. Online:

<https://www.reonline.org.uk/knowledge/jewish-worldview-traditions/>
<https://www.reonline.org.uk/knowledge/jewish-worldview-traditions/the-synagogue/>

National Association of Teachers of Religious Education (NATRE):

<https://www.natre.org.uk/resources/termly-mailing/bqic-primary-big-questions-big-answers/investigating-worship/what-happens-during-worship-at-a-church-and-a-synagogue/>

The Jewish Museum:

<https://jewishmuseum.org.uk/schools/in-the-classroom/>

Previously On ... (Links to Prior Learning):

Hide the different world religion symbols around the classroom and challenge the children to find all six – which of them do they recognise? Make links to the cross as the symbol for Christianity, the introduce the star as the symbol for Judaism.

Big Questions:

Where do you go to learn or meet friends and family?

Where is your special place? Why do you like it?

Why might someone go to a synagogue?

Where would a Christian go to pray?

Who are Jews praying to?

How might Jews feel inside the synagogue?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to find out about special places including the special place for Jews.	<p>Introduction – Over the next few weeks we are going to be learning all about another religion. This is because people all around the world believe in different things some may believe in one God. Some might believe in many Gods or no Gods at all. They might have special books, special buildings, special foods and special stories. So far this year you have learnt about Christianity but the religion we're going to be finding out about for the next few weeks is called Judaism. I wonder has anyone heard of this religion before? Record any prior learning.</p> <p>Starter – Show slide of world religion symbols. Can you count how many different symbols/ pictures there are? 6 Can you point to the star? This is the symbol for Judaism our new topic. Do you recognise any others? Cross for Christianity.</p> <p>Input: Show key question. What happens in a synagogue? Can you say that word back to me, whisper it, say it in a funny voice, tell it to your partner? But what does this word mean? We will be finding out! Let's try with some easier questions I think everyone can answer. Can you think of as many things that happen in these places?</p> <ul style="list-style-type: none"> • What happens in a supermarket? • What happens in a classroom? • What happens in a theme park? <p>Share some possible ideas. They are all talking about what happens or what you do in a certain place. If we look at our question again – well a synagogue is a place, a special place that Jewish people visit. I am going to show you some pictures of synagogues. Do you have a special place? Somewhere that makes you feel happy? Can you guess what these special places are from the clues? Share your own special place.</p>	<p>Task: Can you draw a picture, take a photo or make a model of your special place? Talk to a grown up about why you like this place and what makes it special.</p>	<p>Plenary: Can you remember what special place a Christian might visit? This is the one in Feering/ Halstead? What is it? Link back to synagogue we are going to be finding out what makes this a special building for Jews and what happens inside.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 2	LO: to learn who visits a synagogue.	<p>Starter: Show photos of a synagogue from last week. Can anyone remember what this special place is called? It starts with a s. Well done if you remembered it was the synagogue. Can you say this word 10 times as quickly as you can! Last time we were talking about special places and the synagogue is a special place for Jews, people who follow Judaism. Today I'm going to tell you a few facts about Jews and what they go to the synagogue to do. Could ask children to air draw/ write/ chalk a 's' for synagogue. Can you make an 's' out of play dough/ cereal/ stones/Lego? Can you go on a s hunt around your classroom? How many can you find?</p> <p>Or if you are feeling like a challenge, ask an adult to help you write all the letters to make the word synagogue.</p> <p>Input: The people who visit a synagogue are called Jews. Share very simple facts about Jews. Share these 5 facts and discuss briefly.</p>	<p>Task: Where's the star of David? I am going to show you lots of pictures. Can you find as many stars of David as you can? Count them! How many can you see?</p> <p>You will see lots of these symbols at a synagogue.</p> <p>Your second activity is to decorate your own star of David. There are lots of star templates for you to use. It is made up of two triangles one facing the right way and other upside down. Once you have your Star of David you can colour it in, paint it, collage, draw a pattern or pictures inside it and imagine it will go on display inside a synagogue to show people this is the special place where Jews come.</p>	<p>Plenary: What have you discovered about Judaism today?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 3	LO: to learn the three main uses of a synagogue.	<p>Starter: Who can remember the name of the building we have been finding out about? A special place where Jews go. Today we are going to think about our topic question. What happens in a synagogue – so when a Jew steps inside what do they see and do? Quickly recap 5 facts from last lesson.</p> <p>Input: Look at the pictures inside a synagogue. What can you see? How do you feel? How could you describe what the synagogue looks like? Give some prompts and then ask them to pause and share their own ideas. Might all look a bit different on the outside and the inside but what happens inside them is the same all around the world. Who are Jews praying to? How might Jews feel inside the synagogue?</p> <p>Look at the 3 uses of a synagogue and come up with some actions: gather, pray and learn.</p>	<p>Task: Can you pretend you are going on a journey to the synagogue. When you get there can you act out meeting people, praying and learning? Take photos of the children acting out their trip around the synagogue.</p> <p>Create a poster about what happens in a synagogue (split page in to three to help them remember the 3 uses). Provide picture prompts.</p>	<p>Plenary: What happens in a synagogue? Can you remember the 3 special things that happen? What were the actions?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 4	LO: to explore the ceremonies that happen in a synagogue.	<p>Starter: Last week we thought about the 3 different ways a synagogue is used by Jews. Can you remember those 3 actions (look at picture prompts)? Today is our final lesson learning all about the synagogue and we're going to look some examples of what might happen in a synagogue.</p> <p>Input: As well as going to the synagogue for these reasons there might be other times that Jews visit for special days.</p> <ul style="list-style-type: none"> • Go there for celebrations like weddings • School classes (mention Hebrew and Torah). The Torah is an important book for Jewish people, what book is special to you? Why? Can you find a special book? Spend time looking at it, you could read it with a grown up. • Celebrate special festivals like New Year (Rosh Hashanah) 	<p>Task: I'd like you to try and draw a synagogue. You could add on windows, doors, a Star of David. What about inside? What ceremony might be happening inside?</p>	<p>Plenary: What happens in a synagogue? Can you answer this question now? What have you learnt about Judaism? Can a grown up write your ideas down and share them?</p>

Celebration of knowledge and skills gained (opportunities for assessment):

- Children to create a model of a synagogue using junk modelling. Work collaboratively to make a list of all the features that it will need, inside and outside, and discuss ideas about what might be happening linked to uses and ceremonies. Children to write labels.

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 5	LO: to show what we now know about what happens in a synagogue.	<p>Starter: 'Popcorn Share' of ideas about what happens in a synagogue – children to bounce up and down on the spot if they have an idea, share their idea, then bounce over to another child to share their idea – how many ideas can we share altogether? How long can we keep the popcorn bounce going?</p> <p>Input: Explain to the children that today, their challenge is to construct a synagogue to show everything that they have learnt about what happens in a synagogue. Discuss what the children could use to construct their synagogue (Lego, junk modelling etc.), what different features they will need to include on the outside and the inside and what they could show the people inside the synagogue doing.</p>	<p>Task: Children to construct their own synagogue to show everything that they have learnt about what happens in a synagogue. Further challenge to write labels for different features.</p>	<p>Plenary: Choose children to share the synagogues that they have constructed – what features are the other children able to identify?</p>

	Skills and Knowledge Add in skills-based from Ruth ...
Some children will:	<ul style="list-style-type: none"> Talk about the name of God as being special. Recognise that there are special places where people go to worship.
Most children will:	<ul style="list-style-type: none"> Talk about the fact that Jewish people believe in God. Recognise that there are special places where people go to worship and talk about what people do there.
Some children will progress further and will:	<ul style="list-style-type: none"> Talk about ways in which objects, symbols and actions used in the synagogue show what people believe.