**Newquay Junior Academy – Summer 2 Sequence – Religious Education.**

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| Logo  Description automatically generated |  | **YEAR 3****Prior knowledge...** This half term of RE will draw on the children’s understanding from the last Judaism two units.  |  | **YEAR 4****Prior knowledge...** This half term of RE will draw on the children’s understanding from the last Judaism two units.  |  | **YEAR 5****Prior knowledge...** This half term of RE will draw on the children’s understanding from the last Judaism two units.  |  | **YEAR 6****Prior knowledge...** This half term of RE will draw on the children’s understanding from the last Judaism two units.  |
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| **INTENT** |  | Judaism 3 - Samuel, Saul, David and the Kingdom **Key Question:** How do Jews today show the importance of the Jewish Temple and the kingdom of Israel? |  | **Islam 1 – Ramadan****Key Question: What does Ramadan mean to Muslims today?** |  | **Islam 1 – Ramadan****Key Question: What does Ramadan mean to Muslims today?** |  | **Islam 1 – Ramadan****Key Question: What does Ramadan mean to Muslims today?** |
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| **VOCABULARY / STICKY KNOWLEDGE** |  | Stories inc. David and Goliath and King David.Solomon and the building of the Temple in JerusalemBabylonian stories: captivity and destruction of the Temple; e.g. Daniel in the lions’ den, King Nebuchadnezzar, Jews return to Promised Land (link to Persian king Cyrus from Y3 History)Note on Judaism units:Stories are framed through questions about Judaism, keeping a sense of it as the Hebrew Bible rather than a Christian (“Old Testament”) lens.Summer 1 and 2 introduce practices, customs and rituals of Jewish people, linking practices and beliefs back to the stories (e.g. while studying Passover “this food represents bitterness of tears…” ) |  | **Muhammad’s teachings about Sawm and Ramadan****Ramadam and the Muslim calendar** **The meaning and experience of Ramadan to two Muslims living in Britain today – from Turkish and Bangladeshi traditions** **The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions** |  | **Muhammad’s teachings about Sawm and Ramadan****Ramadam and the Muslim calendar** **The meaning and experience of Ramadan to two Muslims living in Britain today – from Turkish and Bangladeshi traditions** **The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions** |  | **Muhammad’s teachings about Sawm and Ramadan****Ramadam and the Muslim calendar** **The meaning and experience of Ramadan to two Muslims living in Britain today – from Turkish and Bangladeshi traditions** **The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions** |
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| **SEQUENCE OF LESSONS** |  | 1. The scouts, the serpent and the wilderness.2. The law, the walls, the judges and a king.3. Two kings: Saul and David.4. King Solomon builds the Temple in Jerusalem.5. Captives in Babylon.6. How do Jews worship without the Temple? |  | 1. The crescent Moon2. The holiest month3. Masuma’s Ramadan4. Fasting, faithing and community5. Zerrin’s Ramadan6. Eid ul-Fitr |  | 1. The crescent Moon2. The holiest month3. Masuma’s Ramadan4. Fasting, faithing and community5. Zerrin’s Ramadan6. Eid ul-Fitr |  | 1. The crescent Moon2. The holiest month3. Masuma’s Ramadan4. Fasting, faithing and community5. Zerrin’s Ramadan6. Eid ul-Fitr |
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| **OUTCOME / COMPOSITE** |  | Invite parents in to share work with parents.  |  | **Explain what Ramadan means to Muslims today.****Create a poster about what Ramadan means to Muslims today.** |  | **Explain what Ramadan means to Muslims today.****Create a quiz about what Ramadan means to Muslims today.** |  | **Explain what Ramadan means to Muslims today.****Create a leaflet about what Ramadan means to Muslims today.** |