**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 Jerusalem  Babylonian 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 Moon  2. The holiest month  3. Masuma’s Ramadan  4. Fasting, faithing and community  5. Zerrin’s Ramadan  6. Eid ul-Fitr |  | 1. The crescent Moon  2. The holiest month  3. Masuma’s Ramadan  4. Fasting, faithing and community  5. Zerrin’s Ramadan  6. Eid ul-Fitr |  | 1. The crescent Moon  2. The holiest month  3. Masuma’s Ramadan  4. Fasting, faithing and community  5. Zerrin’s Ramadan  6. 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.** |