

Exploring Why

Menorah



Activity Resources
for learners and teachers

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**Activity Resources
for learners and teachers**

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ABOUT THE *EXPLORING WHY* SERIES

What is the series about?

Aled and Siân love exploring the places where they live and the places they go to visit. They enjoy playing 'I Spy' to help them get to know these places better. In the *Exploring Why* series Aled and Siân are curious to find out why some of the things around them are important to their Christian, Jewish and Muslim friends. Together they explore bread, light, veil, cross, menorah and water, and then they participate in a Festival of Faiths where they remember and celebrate all these symbols of faith.

The series takes seriously the social significance of religion and the spaces provided in education to question, to explore and to shape young people's growing understanding of their relationships with themselves, with others, and with the natural world. The series has been built on extensive research in the area of religions, young people and education, as well as on engagement with educational practice at regional and national levels. These foundations place the series in a unique position among the many educational resources currently available.

The resources in the series are intentionally non-prescriptive and flexible. This recognises the nature of learning inside and outside the classroom today for the under 7s, and also the importance of stimulating and supporting teachers' creativity and individuality in shaping their learning spaces.

The series has been sponsored by the Welsh Government and devised to support religious education in the Foundation Phase by an active learning through play approach. It explicitly draws on and relates to the *Framework for Children's Learning for 3 to 7-year-olds in Wales*, the *National Exemplar Framework for Religious Education for 3 to 19-year-olds in Wales*, and the *Literacy and Numeracy Framework* in Wales. Although the activity resources are located in this particular context, the research and pedagogical approaches that underpin them may be related easily to other contexts and to changing school curricula.

Who is the series for?

The storybooks and activity resources in the series are designed for 5- to 7-year-olds, but the variety of storybook formats and activities makes the series relevant for younger and older learners as well.

The series is primarily designed for teachers and learners in schools; however, those within other formal and informal learning contexts, including the home, may also find the series interesting and relevant.

What resources are available?

There are seven storybook titles in the *Exploring Why* series, which investigate some of the important things that Aled and Siân find in their exploration of the world around them. These important things are explored initially in the local secular environment before being explored through the eyes of young people

from within a particular religious tradition. The seven storybook titles and religious traditions are:

- Cross (Christian)
- Bread (Christian)
- Veil (Muslim)
- Water (Muslim)
- Menorah (Jewish)
- Light (Jewish)
- Symbols of Faith (brings together the three religious traditions in a celebration of faiths)

Each storybook title is available in four different formats, which can be used flexibly according to individual contexts. The four storybook formats comprise:

- short-text version (short, simple text with pictures)
- long-text version (longer, more complex text with pictures)
- key question version (key questions and pictures)
- pictures version (pictures only without text)

All the formats are available as .pdf downloads, which can be used on whiteboards and a range of electronic devices used regularly by schools, young people and their families today.

The short-text version of each title is also available as a B5 paperback book for school and class libraries, as well as for classroom use.

To support the storybooks, each storybook has its own pack of *Activity Resources for learners and teachers* in downloadable .pdf format. These Activity Resources follow the same structure as the storybooks. Therefore, for each double page of the storybook, there is:

- a page of ideas for activities for each of the seven areas of learning within the Foundation Phase;
- an activity sheet/s for learners to support one of these activity ideas;
- links 'going deeper into aspects of religious education'.

In total, for each storybook title there are 140 ideas for activities and 10 activity sheets for learners.

Accessing the *Exploring Why* series resources

All these resources are available as free downloads at

hwb.wales.gov.uk/Resources and st-marys-centre.org.uk

The short-text version of each storybook title is also available for purchase as a B5 paperback book for school and class libraries, as well as for classroom use.

We hope that you enjoy reading the stories and exploring the resources creatively in your own learning contexts.

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Page 4



Page 5

Knowledge and understanding of the world

- Rebecca is a well-known name in Hebrew scriptures – find out more about that name
- Find out about the different metals used to make Hanukkah menorahs – think about which is best and why

Language, literacy and communication skills

- Tell a story about visiting Rebecca's café
- Share some of your favourite photographs and tell their stories

Welsh language development

- menorah (menora)
- mantelpiece (silff ben tân)

Physical development

- Role play serving drinks and food in Rebecca's café
- Mime walking down the street and looking through the shop windows

Creative development

- Make photos and cards for the mantelpiece
- Set out Rebecca's café in the classroom and improvise a piece of music based on the sounds of a café

Personal and social development, well being and cultural diversity

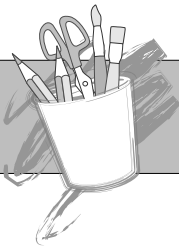
- Learn about your name and where it comes from
- Think about why people are given names and why names are important

Mathematical development

- Make a menu and price list for Rebecca's café (**Activity 1**)
- Write out bills for the customers and manage the change

Going deeper into
aspects of religious
education





Rebecca's Café

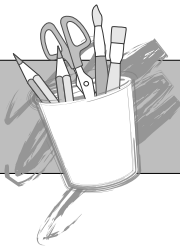
Menu

Drinks

Lunch

Afternoon tea





Rebecca's Café

Bill

Table no.

Number of people

Orders

Total





Page 6



Page 7

Knowledge and understanding of the world

- Find out about different kinds of necklace and explore what they might mean to those who wear them
- Sort different kinds of jewellery into categories, including examples of religious jewellery (**Activity 2**)

Language, literacy and communication skills

- Talk about the things that you see in the playground
- Develop a conversation between Aled and Siân and the woman with the necklace

Welsh language development

- playground (cae chwarae)
- necklace (cadwyn)

Physical development

- Play on swings, slides, and climbing frames
- Practise walking a toy dog

Creative development

- Make a mural of the playground
- Find pictures of dogs and add them to the mural

Personal and social development, well being and cultural diversity

- Learn about issues of health and safety in the playground, including those relating to dogs
- Explore why people have dogs and other domesticated animals

Mathematical development

- Find out the class's favourite activities in the playground, and record and present the information in an accessible form
- Find out how often class members play in the park, and present the information in an accessible form

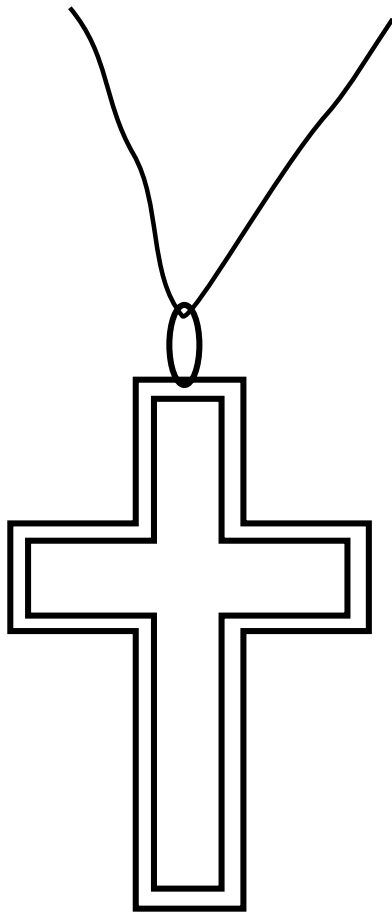
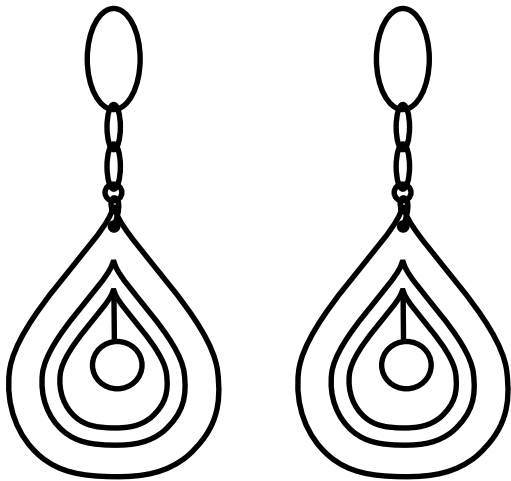
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A sorting game

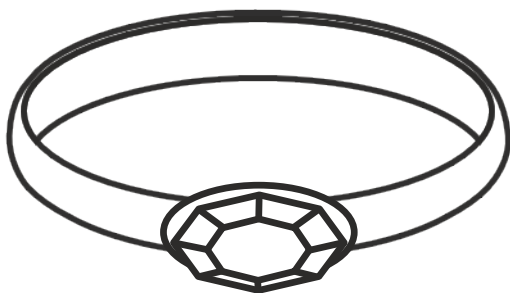
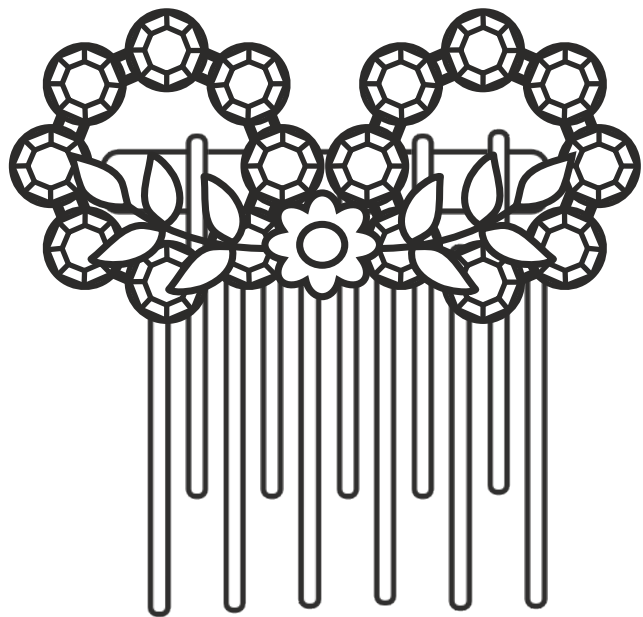
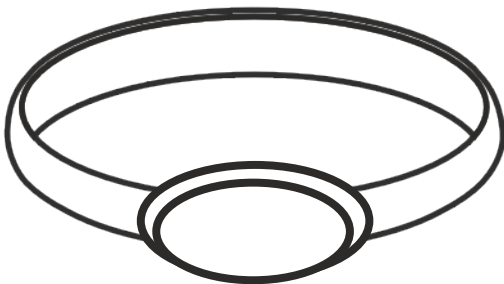
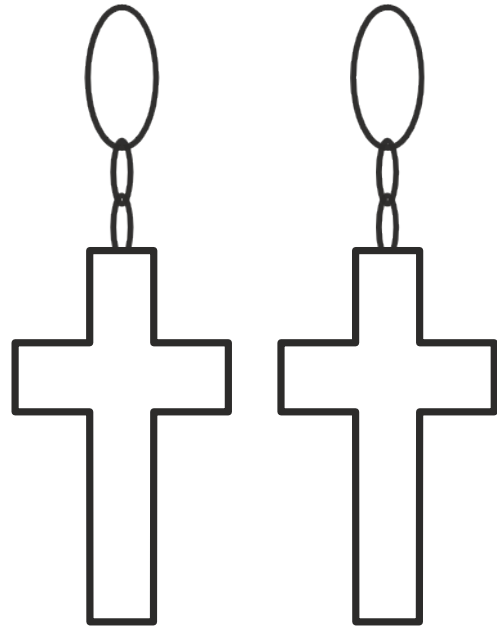
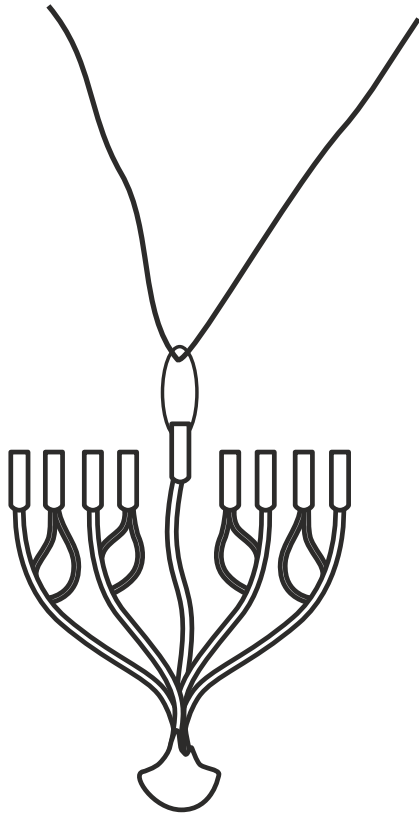
Cut out the jewellery and sort them into different groups.





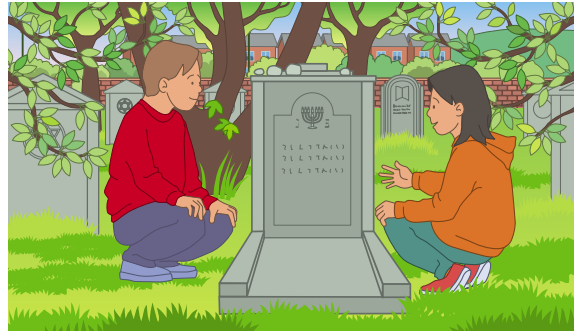
Activity 2

MENORAH





Page 8



Page 9

Knowledge and understanding of the world

- Find out about the Star of David
- Visit a local cemetery and compare it with the Jewish cemetery in the picture

Language, literacy and communication skills

- Learn some Hebrew words, like 'Shalom'
- Talk about your visit to the cemetery

Welsh language development

- cemetery (mynwent)
- Star of David (Seren Dafydd)

Physical development

- Pretend to drive a bus
- Walk around a local cemetery respectfully

Creative development

- Copy some Hebrew script (**Activity 3**)
- Design some headstones for a collage

Personal and social development, well being and cultural diversity

- Where is the nearest synagogue and why?
- Learn some Jewish names and where the names come from

Mathematical development

- Find out how many Jews live in Wales and England from the Census
- Find the oldest headstone in your local cemetery

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education





Activity 3

MENORAH

Write your name

Write your name using letters from the Hebrew alphabet.
Remember to miss out the vowels (a,e,i,o,u) because they are not shown in the Hebrew alphabet.

letter	name	sound
א	Aleph	Silent
ב	Bet	B/V
ג	Gimel	G
ד	Dalet	D
ה	He	H
ו	Vav	V
ז	Zayin	Z
ח	Chet	Ch
ט	Tet	T
י	Yod	Y
כ	Kaf	K
ך	Khaf	K
ל	Lamed	L
מ	Mem	M
ם	Mem	M
נ	Nun	N
ן	Nun	N
ס	Samech	S
ע	Ayin	Silent
פ	Peh	P
ף	Feh	F
צ	Tsadeh	Ts
ץ	Tsadeh	Ts
ק	Qof	Q
ר	Resh	R
ש	Shin	Sh
ת	Tav	T

My name in Hebrew letters is:



Page 10



Page 11

Knowledge and understanding of the world

- Discuss different ways of storing music such as CDs, records, downloads
- Experiment with making musical instruments to understand how musical sound is made (e.g. bottles and water, percussion instruments)

Language, literacy and communication skills

- Talk about the musical instruments you have played
- Write a poem exploring the images evoked by a selected piece of music by a Jewish composer (e.g. Felix Mendelssohn, Gustav Mahler, Philip Glass)

Welsh language development

- music (cerddoriaeth)
- choir (côr)

Physical development

- Listen to some music for Hanukkah and develop a dance
- Mime being part of an orchestra or being the conductor

Creative development

- Make percussion instruments and play them (**Activity 4**)
- Create a collage of musical instruments including different types (e.g. wind, brass, string, keyboard, percussion)

Personal and social development, well being and cultural diversity

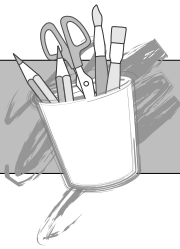
- Listen to different types of music and discuss which music is best for happy times and sad times
- Learn some songs for Hanukkah

Mathematical development

- Find out the favourite song in the class
- Estimate the length of a piece of music and then time it

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education

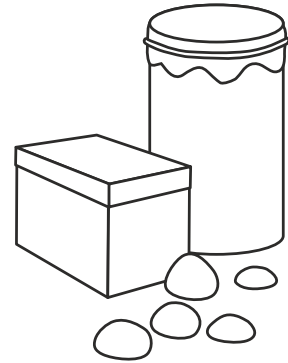




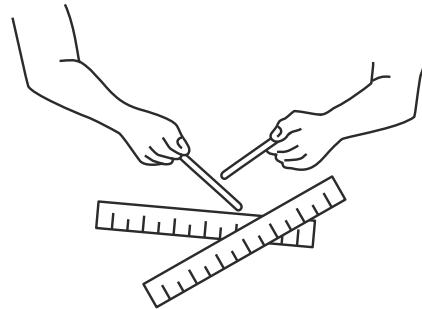
Make music

Make these percussion instruments and then play some music.

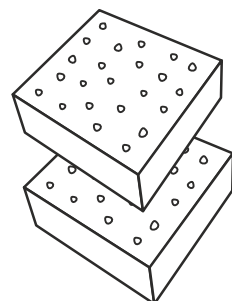
Choose a cardboard box with a tight fitting lid. Put a handful of rice inside it. Decorate the box. For a different sound you could put the rice inside a tin or a plastic container instead of a box. To put a lid on the tin use fabric or paper held in place with a rubber band.



Use two wooden rulers or two pencils to tap together in time to the music. You can change the sound by tapping plastic sticks together e.g. two long pieces of Lego.

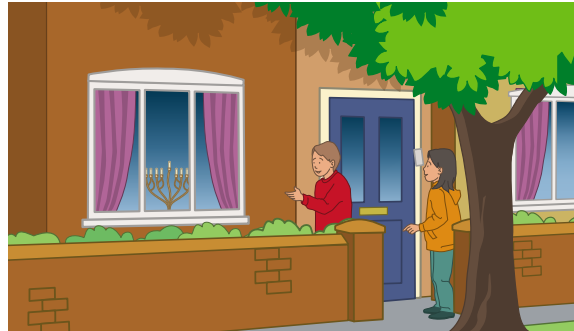


Glue coarse sandpaper onto two blocks of wood. Brush the blocks of wood against each other so that the sandpaper pieces rub together.





Page 12



Page 13

Knowledge and understanding of the world

- Find out about different styles of Hanukkah menorah
- Test what happens when you cover a tea light with a glass container
(Activity 5)

Language, literacy and communication skills

- Write a poem about a candle
- Imagine and describe what the world would be like without light

Welsh language development

- candle (cannwyll)
- window (ffenestr)

Physical development

- Dance the flickering flame of candles
- Mime carefully lighting a Hanukkah menorah

Creative development

- Make candles
- Make a Hanukkah menorah to place in the window

Personal and social development, well being and cultural diversity

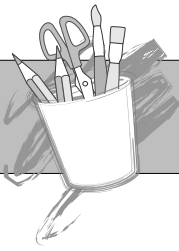
- Learn about the dangers of fire and how to use candles responsibly
- Learn about the importance of light for living things

Mathematical development

- How many candles are needed for 1 Hanukkah menorah, for 2 Hanukkah menorahs, for 5 Hanukkah menorahs, for 10 Hanukkah menorahs?
- Time and measure a burning candle, and make a candle clock

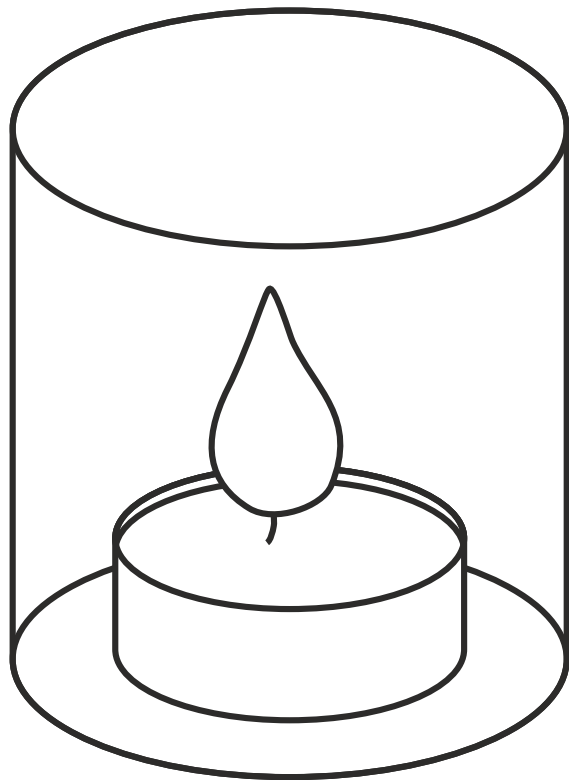
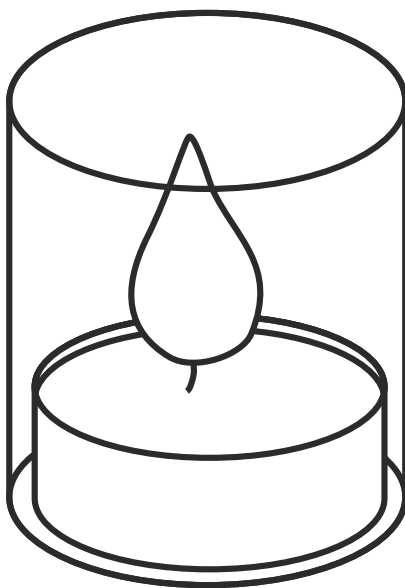
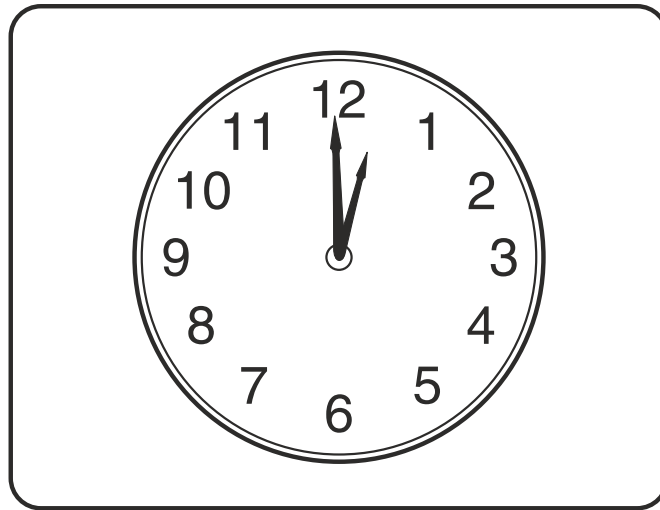
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An experiment

Place two different sized glass jars over two tea lights. Using a clock, watch and time what happens.





Page 14



Page 15

Knowledge and understanding of the world

- Look at different pictures of stained-glass windows for synagogues and the different ways of showing light
- How would you recognise a synagogue?

Language, literacy and communication skills

- Talk about your favourite stained-glass window
- Write a poem about your favourite stained-glass window

Welsh language development

- synagogue (synagog)
- stained-glass window (ffenestr liw)

Physical development

- Mime behaving properly as Nathan and Rachel take you around their synagogue
- Go and visit a synagogue

Creative development

- Make a stained-glass window for Hanukkah (**Activity 6**)
- Create a notice advertising a Hanukkah service at the synagogue

Personal and social development, well being and cultural diversity

- Explore how to dress appropriately for different settings and occasions
- Learn why Jewish people keep Saturday as their holy day

Mathematical development

- How many pieces of glass are in the stained-glass window?
- How far away is the nearest synagogue?

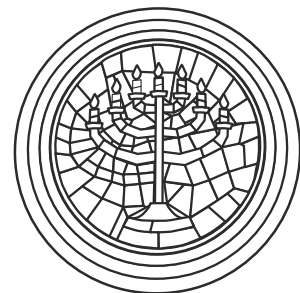
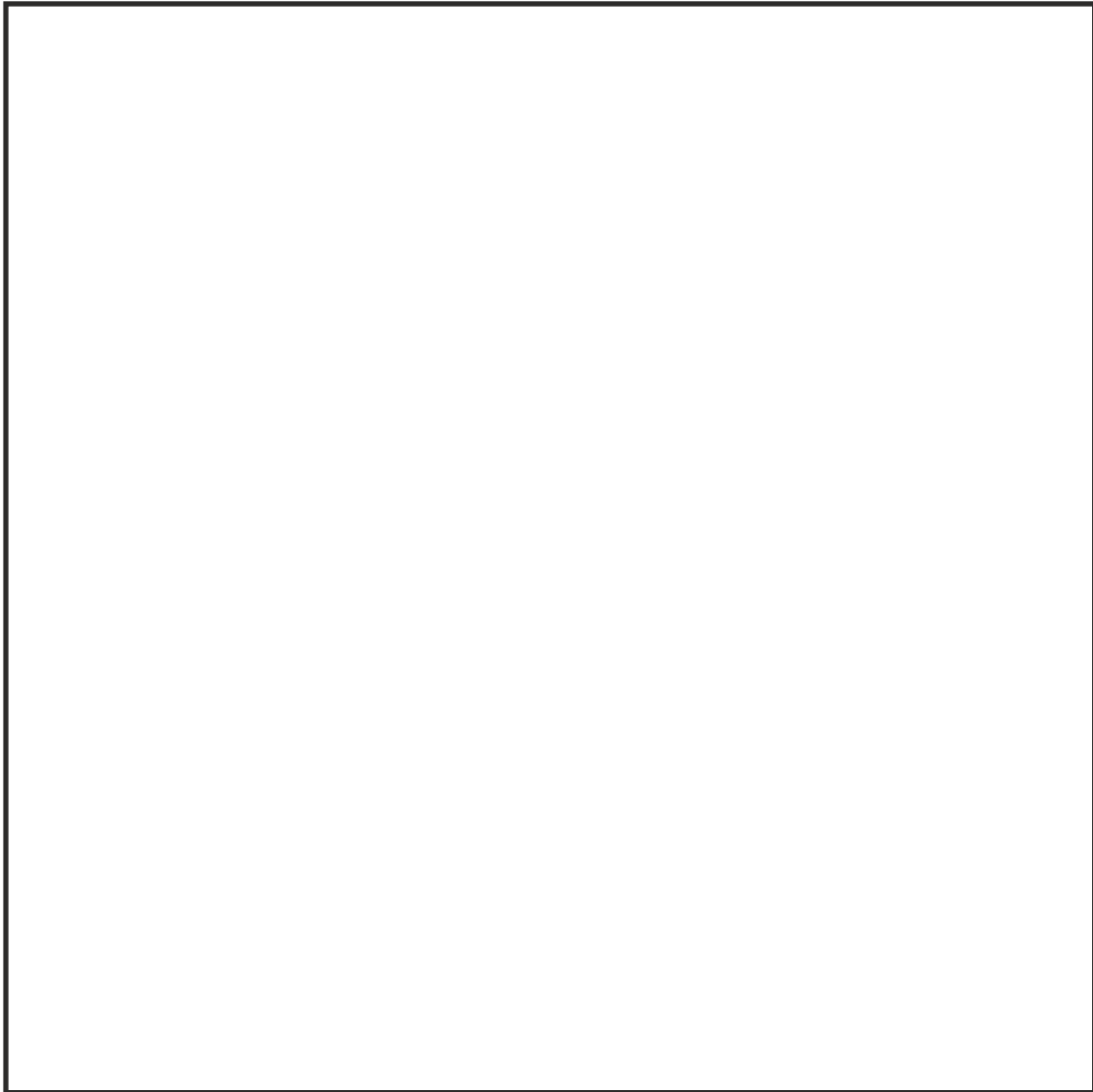
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Make a stained-glass window

- Draw your picture on white paper. Colour in every part.
- Lightly rub cooking oil over the picture.
- Tape your picture to the window. The oil makes it translucent (the light shines through).





Page 16



Page 17

Knowledge and understanding of the world

- Find out about different symbols used on Torah scroll covers (**Activity 7**)
- Find out about the lamp burning (ner tamid) before the ark

Language, literacy and communication skills

- Talk about what Aled and Siân can see in the synagogue
- Talk about how the Torah scrolls are kept safe and why

Welsh language development

- scroll (sgrôl)
- cloth (gorchudd)

Physical development

- Mime the reading of the scrolls on the reading desk
- Practise rolling up and unrolling a scroll for the reading of different sections

Creative development

- Make a scroll
- Make a decorated cover for the scroll

Personal and social development, well being and cultural diversity

- Learn about how the scrolls are used in Jewish worship
- Talk about treating Torah scrolls respectfully

Mathematical development

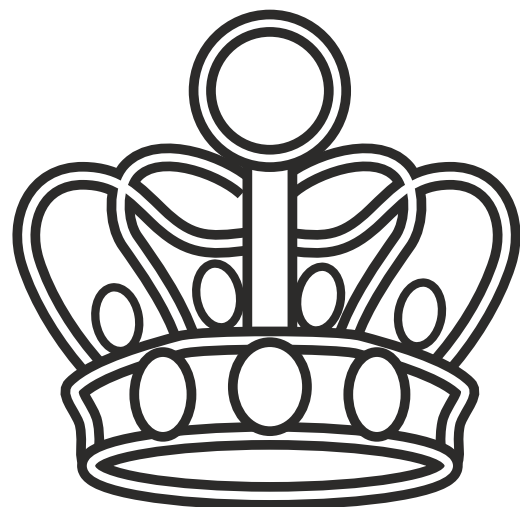
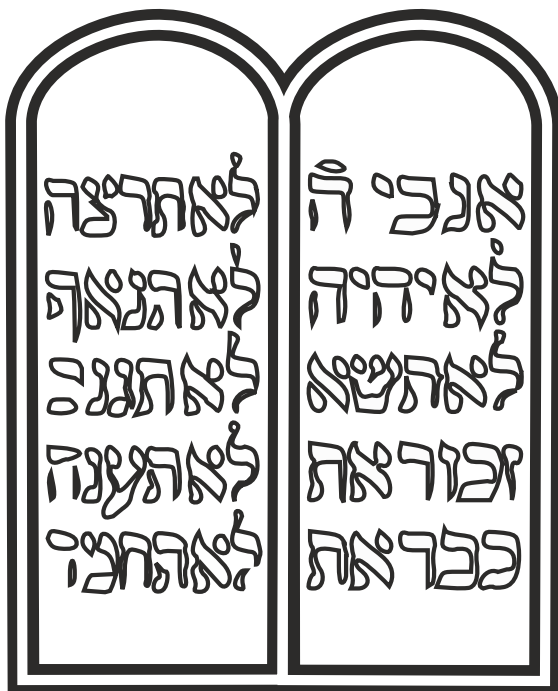
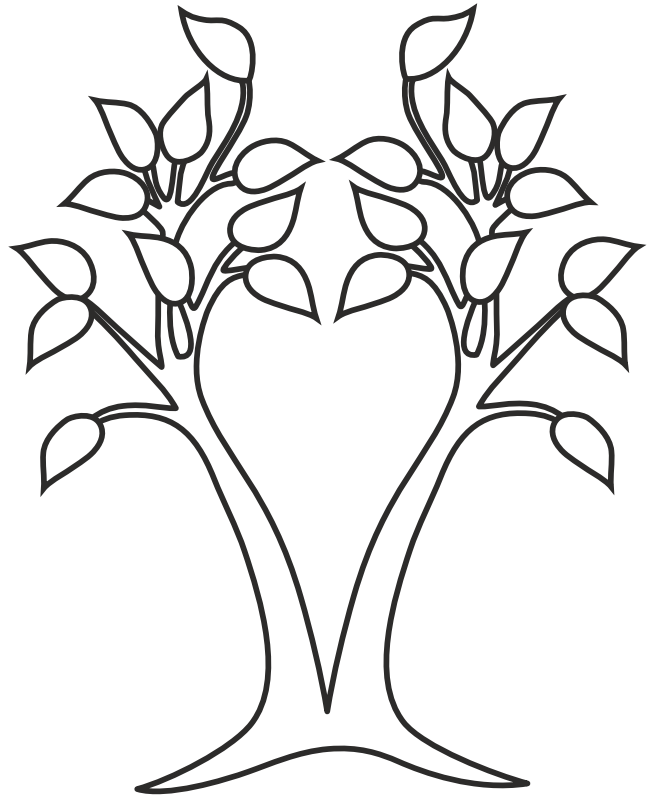
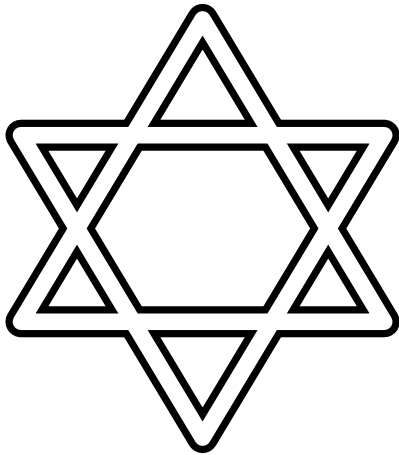
- How many books are there in the Torah scrolls?
- How long are the scrolls you have made?

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education





What do these Jewish symbols mean?





Page 18



Page 19

Knowledge and understanding of the world

- How many names of Greek gods can you find?
- Find Jerusalem on a map

Language, literacy and communication skills

- Read a story about the Greek god, Zeus
- Talk about why Jewish people did not want to worship Greek gods

Welsh language development

- Greek gods (duwiau Groegaid)dd)
- worship (addoli)

Physical development

- March like a soldier
- Role play the soldiers forcing people to worship Zeus

Creative development

- Make cardboard swords for the soldier
- Make a model of the Temple at Jerusalem

Personal and social development, well being and cultural diversity

- Talk about something that you think is 'unfair' (**Activity 8**)
- How do you feel when you think something is unfair?

Mathematical development

- How long ago did King Antiochus live?
- Estimate how many trees are in the picture on page 18

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education



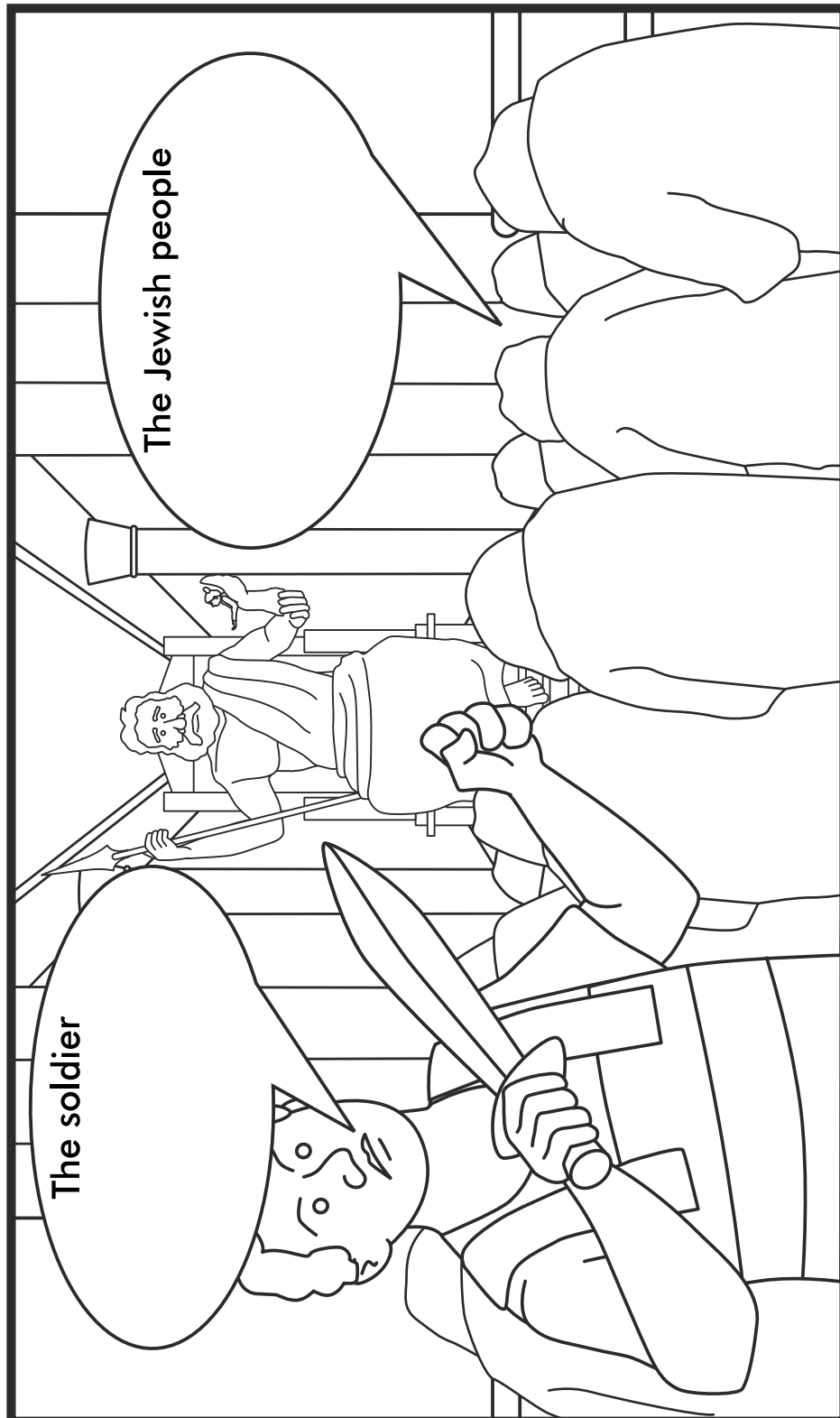


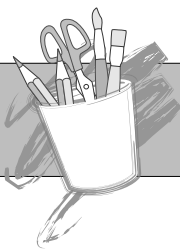
Activity 8

MENORAH

It's unfair!

Imagine what these people are feeling.



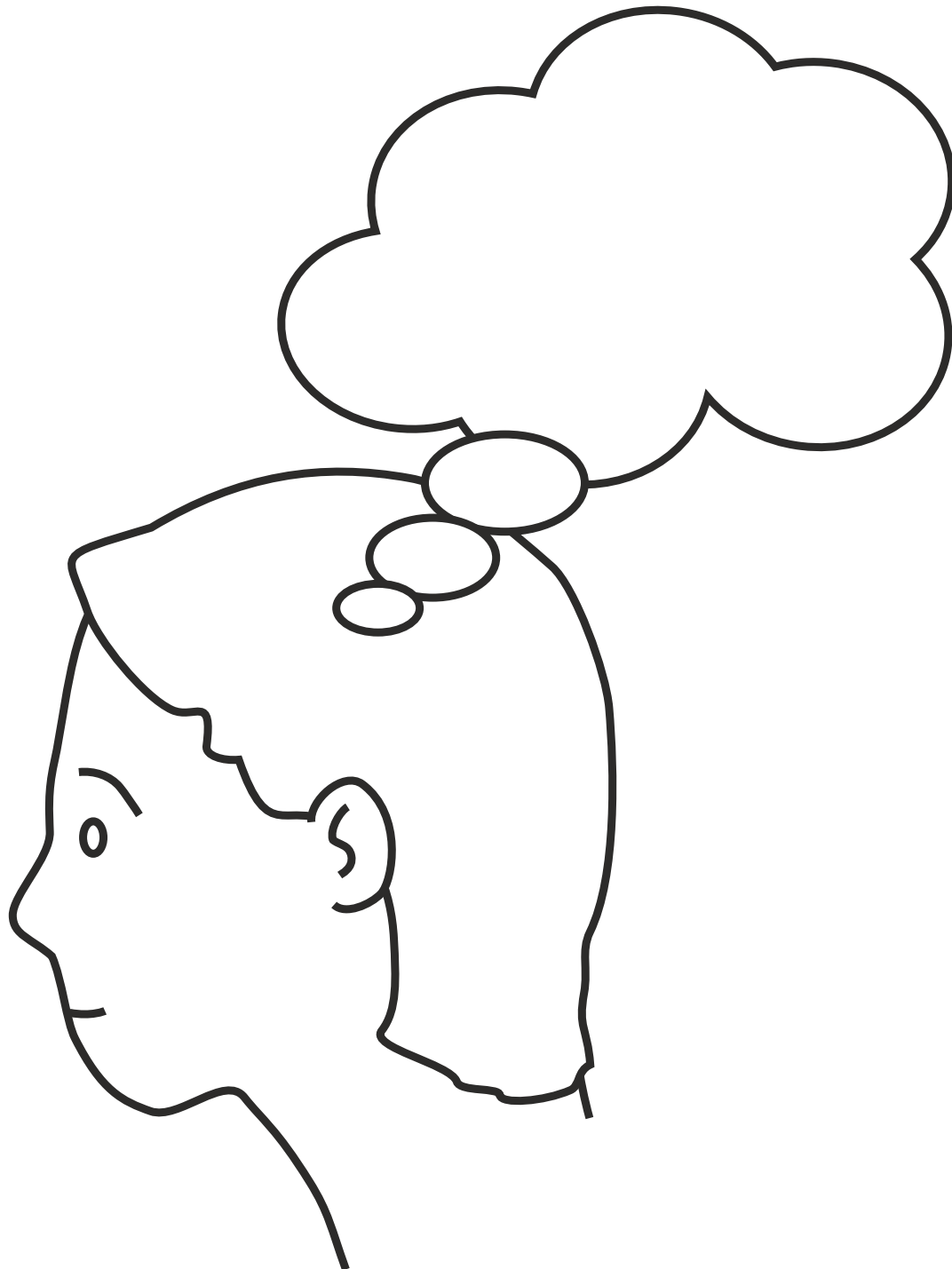


Activity 8

MENORAH

It's unfair!

I think this is unfair.



How does this make you feel?



Page 20



Page 21

Knowledge and understanding of the world

- Make a lamp fueled by olive oil
- Find out about olive oil

Language, literacy and communication skills

- Role play being a witness of the uprising and give a report about what you saw and heard
- Role play being a witness of the miracle in the Temple and give a report about what you saw and heard

Welsh language development

- army (byddin)
- oil (olew)

Physical development

- Using the number eight, perform a series of repeated movements linked to the story
- Develop a dance to tell the story

Creative development

- Choose some powerful words linked to the story
- Use percussion instruments (see Activity 4) to tell the story of the uprising

Personal and social development, well being and cultural diversity

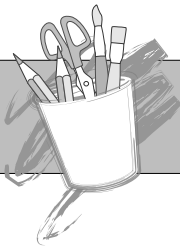
- Discuss what leads to fights in the school environment
- How might things be done differently to stop fights?

Mathematical development

- Practise doubling eight, halving eight, and quartering eight using pictures of Hanukkah menorahs (**Activity 9**)
- Time for how long a lamp burns fueled by olive oil

Going deeper into
aspects of religious
education





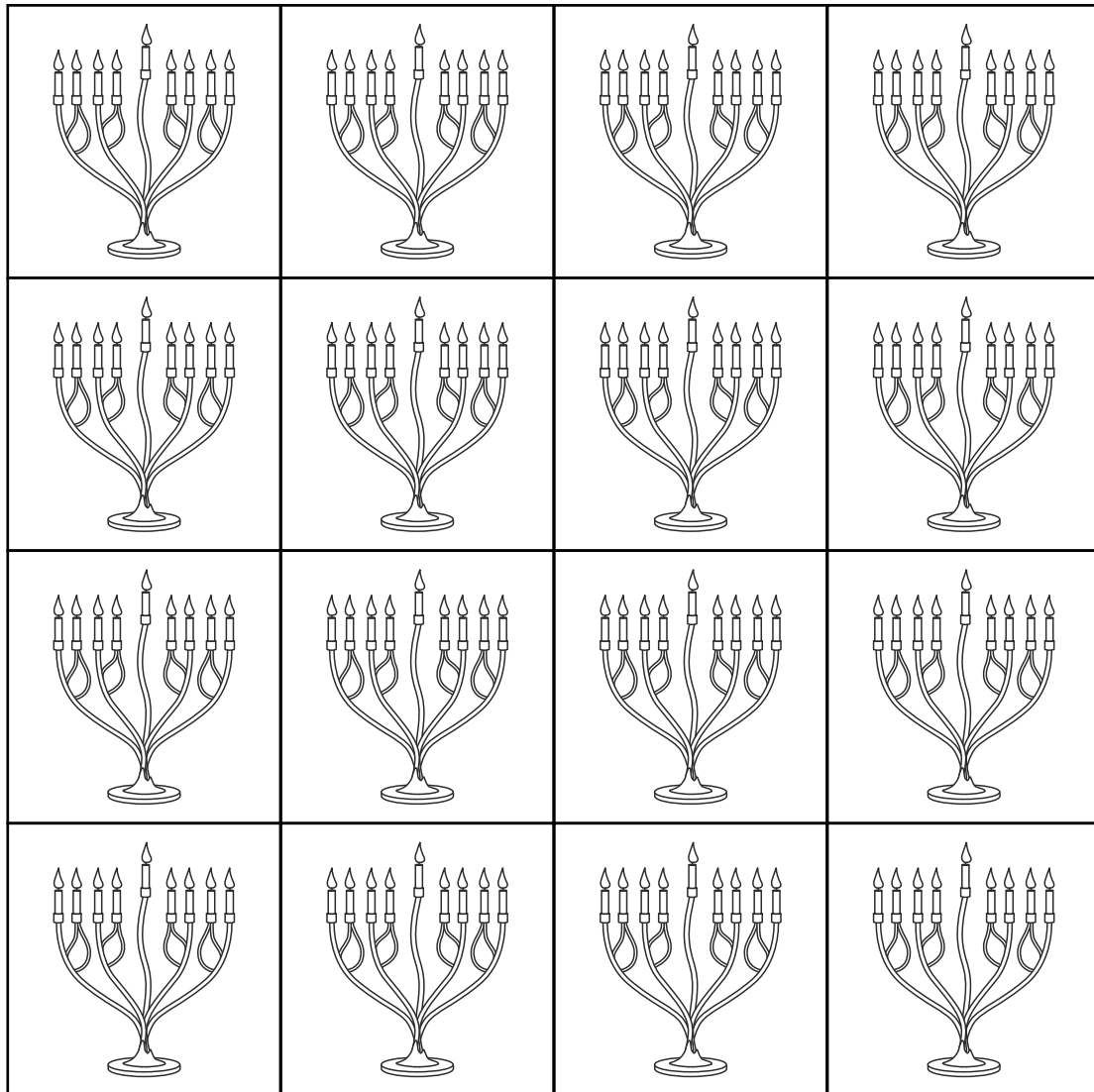
Activity 9

MENORAH

Counting in 8s

Cut out the Hanukkah menorahs.

- Count out 8 Hanukkah menorahs.
- If you **double** 8 Hanukkah menorahs, how many are there?
- What is **half** of 8 Hanukkah menorahs?
- What is a **quarter** of 8 Hanukkah menorahs?





Page 22



Page 23

Knowledge and understanding of the world

- Grow and care for an olive tree in the classroom
- Explore light and darkness

Language, literacy and communication skills

- Talk about what Nathan and Rachel remember as they light the candles
- Write a poem about the miracle in the Temple

Welsh language development

- miracle (gwyrth)
- temple (templ)

Physical development

- Light the eight candles from the servant candle, taking care for health and safety
- Watch the candles burning in silence

Creative development

- Make a greetings card for the Hanukkah celebration
- Sing a Hanukkah song

Personal and social development, well being and cultural diversity

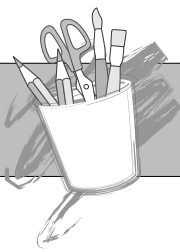
- Invite a Jewish person to talk about how they celebrate Hanukkah
- Talk about the use of light in their own celebrations

Mathematical development

- Find out when Hanukkah is next celebrated
- Count how many days before Hanukkah (**Activity 10**)

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Activity 10

MENORAH

When is Hanukkah?

Step 1 Mark today's date on the calendar.

Step 2 Mark the first day of Hanukkah on the calendar.

Step 3 How many days are there before the start of Hanukkah?

January

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

March

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

1	2	3	4	5	6	7
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15	16	17	18		20	21
22	23	24	25	26	27	28
29	30	31				



The National Exemplar Framework for Religious Education in Wales

Range: People, beliefs and questions (5-7 year olds)

Children should (through stories, activities and experiences) be given opportunities to:

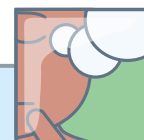
- gain **insight** into religion, religious people and religious aspects of life;
- explore how religion has **influenced** and **guided people's lives**, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world;
- pose **questions** about beliefs, values and actions that arise from exploration;
- investigate and express **meaning** (including religious meaning) through signs, symbols, artefacts and imagery;
- express **personal responses** to personal religious and moral questions;
- explore our **responsibility** and the responsibility of religion for living things and for the natural world.



Pages 4-5



Aspect of range	Explore how religion has <i>influenced</i> and <i>guided people's lives</i> , past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.
RE development	Explore how names in the Bible have influenced choices of names for people and places.
Areas of learning	<i>Personal and social development, well being and cultural diversity</i> <ul style="list-style-type: none">• Think about why people are given names and why names are important.





Aspect of range	Investigate and express <i>meaning</i> (including religious meaning) through signs, symbols, artefacts and imagery.
RE development	Explore why religious people place religious symbols like the Hanukkah menorah on display.
Areas of learning	<i>Creative development</i> <ul style="list-style-type: none">• Make photos and cards for the mantelpiece.

[Return](#)



Pages 6-7

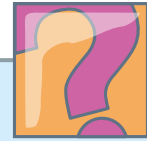
Aspect of range RE development Areas of learning	 <p>Express personal responses to personal religious and moral questions.</p> <p>Explore how you feel about people wearing religious symbols.</p> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none">Sort different kinds of jewellery into categories including examples of religious jewellery.
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Aspect of range RE development Areas of learning	 <p>Explore our responsibility and the responsibility of religion for living things and for the natural world.</p> <p>Explore how and why people care for dogs.</p> <p>Personal and social development, well being and cultural diversity</p> <ul style="list-style-type: none">Explore why people have dogs and other domesticated animals.
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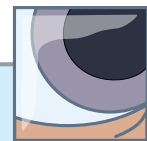
[Return](#)



Pages 8-9



Aspect of range	Pose questions about beliefs, values and actions that arise from exploration.
RE development	Explore why religious symbols are placed in cemeteries.
Areas of learning	Mathematical development <ul style="list-style-type: none">Find the oldest headstone in your local cemetery.





Aspect of range	Gain insight into religion, religious people and religious aspects of life.
RE development	Explore religious ideas about death.
Areas of learning	Physical development <ul style="list-style-type: none">Walk around a local cemetery respectfully.

[Return](#)



Pages 10-11


Aspect of range RE development Areas of learning	 <p>Express personal responses to personal religious and moral questions.</p> <p>Explore how you feel listening to Jewish music.</p> <p>Physical development</p> <ul style="list-style-type: none">• Listen to some music for Hanukkah and develop a dance.
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Aspect of range RE development Areas of learning	 <p>Explore how religion has influenced and <i>guided people's lives</i>, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.</p> <p>Explore how different religious occasions are reflected in different kinds of music.</p> <p>Language, literacy and communication skills</p> <ul style="list-style-type: none">• Write a poem exploring the images evoked by a selected piece of music by a Jewish composer.
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[Return](#)



Pages 12-13


Aspect of range RE development Areas of learning	 <p>Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.</p> <p>Explore why light is important in religious practices.</p> <p>Language, literacy and communication skills</p> <ul style="list-style-type: none">• Imagine and describe what the world would be like without light.
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Aspect of range RE development Areas of learning	 <p>Explore how religion has influenced and <i>guided people's lives</i>, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.</p> <p>Explore why Jews feel it is important to light the Hanukkah menorah in their window.</p> <p>Creative development</p> <ul style="list-style-type: none">• Make a Hanukkah menorah to place in the window.
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[Return](#)



Pages 14-15


Aspect of range RE development Areas of learning	 <p>Gain <i>insight</i> into religion, religious people and religious aspects of life.</p> <p>Explore how you would recognise a synagogue.</p> <p><i>Knowledge and understanding of the world</i></p> <ul style="list-style-type: none">• How would you recognise a synagogue?
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Aspect of range RE development Areas of learning	 <p>Express <i>personal responses</i> to personal religious and moral question</p> <p>Explore how you behave appropriately in a synagogue.</p> <p><i>Physical development</i></p> <ul style="list-style-type: none">• Mime behaving properly as Nathan and Rachel take you around their synagogue.
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Return



Pages 16-17

Aspect of range RE development Areas of learning	 <p>Pose questions about beliefs, values and actions that arise from exploration.</p> <p>Explore what Jews believe about the menorah.</p> <p><i>Language, literacy and communication skills</i></p> <ul style="list-style-type: none">• Talk about what Aled and Siân can see in the synagogue.
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Aspect of range RE development Areas of learning	 <p>Gain insight into religion, religious people and religious aspects of life.</p> <p>Explore why Jews treat the Torah scrolls respectfully.</p> <p><i>Personal and social development, well being and cultural diversity</i></p> <ul style="list-style-type: none">• Talk about treating Torah scrolls respectfully.
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[Return](#)



Pages 18-19


Aspect of range RE development Areas of learning	 <p>Explore our responsibility and the responsibility of religion for living things and for the natural world.</p> <p>Explore why religious people feel it important to treat people fairly.</p> <p>Personal and social development, well being and cultural diversity</p> <ul style="list-style-type: none">• Talk about something you think is 'unfair'.
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Aspect of range RE development Areas of learning	 <p>Pose questions about beliefs, values and actions that arise from exploration.</p> <p>Explore why religious people are persecuted.</p> <p>Physical development</p> <ul style="list-style-type: none">• Role play the soldiers forcing people to worship Zeus.
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[Return](#)



Pages 20-21


Aspect of range	 Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.
RE development	
Areas of learning	

Investigate and express **meaning** (including religious meaning) through signs, symbols, artefacts and imagery.

Explore how the Jews understood God keeping the menorah light burning in the Temple.

Mathematical development

- Time for how long a lamp burns fuelled by olive oil.

Aspect of range	 Explore our responsibility and the responsibility of religion for living things and for the natural world.
RE development	
Areas of learning	

Explore our **responsibility** and the responsibility of religion for living things and for the natural world.

Explore how religious people can bring peace rather than war.


Creative development


- Use percussion instruments to tell the story of the uprising (leading to peace).

[Return](#)



Pages 22-23

Aspect of range RE development Areas of learning	 <p>Gain insight into religion, religious people and religious aspects of life.</p> <p>Explore why Jews light a new candle for each of the eight nights of Hanukkah.</p> <p>Language, literacy and communication skills</p> <ul style="list-style-type: none">• Talk about what Nathan and Rachel remember as they light the candles.
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Aspect of range RE development Areas of learning	 <p>Pose questions about beliefs, values and actions that arise from exploration.</p> <p>Why do religious people re-tell stories from the past?</p> <p>Creative development</p> <ul style="list-style-type: none">• Sing a Hanukkah song.
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[Return](#)