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| Metacognitive strategies  The learning sequence in the next two columns is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Foundation Tasks (offline and online)  Image result for reading cartoon |
| Main learning objective: To learn about beliefs, practices and objects significant to the Jewish religion. |
|  | **Monday/Tuesday:** How and why do Jewish people keep Shabbat? **See PPT**  In the Creation story, on the 7th day God rests – he blesses this day and makes it holy. This is the reason why Jewish people observe Shabbat (one holy day of rest) each week.  Many Jewish people prepare for the arrival of Shabbat carefully –So houses will be cleaned, beautiful table cloths, cutlery and crockery used on the dinner table, best clothes worn etc.  Watch a video showing a family preparing for Shabbat e.g. <http://www.bbc.co.uk/programmes/p0114f7y> (parts 1 and 2)  Watch a video about the Jewish Way of Life - keeping Shabbat.  <https://www.bbc.co.uk/bitesize/clips/z3hyr82>  <https://www.bbc.co.uk/bitesize/clips/zs2hyrd>  <https://www.bbc.co.uk/programmes/p02mx9mx>  How do Jewish people remember the story of the Exodus? Why is Pesach important for Jews?  You are going to learn a story from the Torah and think about how many Jewish people today remember it regularly. You will also find out how the seder plate helps Jewish people to remember the story.  **Story of the Exodus**  Watch a video clip of the story of the Exodus. <https://www.youtube.com/watch?v=cL7B_W8Pld4>  What would slavery would have been like? (e.g. not being free to choose what to do with your own time, not being able to worship God in the way that you chose) think about how vulnerable the slaves were. Consider how pharaoh and the Egyptians might have been vulnerable too.   * Think about why Moses should continue to follow God’s will and try to get the slaves released,   – Think about why Moses should give up and leave the Children of Israel as slaves.  – Think about why Pharaoh should keep the Children of Israel as slaves,  – Think about why Pharaoh should let them go.  What leadership skills did Moses show and why he was such a special leader for the Children of Israel. Would you have followed him if you had been a slave at the time?  How is the Exodus remembered at Pesach?  Jewish people remember the story of the Exodus every year, through celebrating the festival of Pesach.  A Symbolic Meal - the six foods of the seder meal all have a significance– see the PPT – you do not need to do the activity on the PPT.  **Task - Devise a symbolic meal to celebrate the end of lockdown. What three symbolic foods would they put on a plate for this symbolic meal? What would each one represent?**  **Wednesday:**  Complete the ‘Important Jewish Objects and Symbols’ sheet. Use the link (there is a lot of information, scroll to find what you need) and the vocabulary at the bottom of the sheet to help you.  **Thursday:**  **PSHE:**  Have a look at the Votes for school’s PowerPoint and then Log on after and have your say! <https://voice.votesforschools.com/college/login/pupil>  **PE**:  You may want to set up your own circuit like in last week’s PE lesson. Alternatively, you may want to have a go at something calmer such as a Cosmic Yoga for Kids (via YouTube).  **Friday:**  **French**  Look at the PPTs in the folder. See if you can read the story without looking at the translation (use the translation afterwards to check).  Look at the song ‘Tu Est Comment’ and sing along with the sound file. Try to remember the meaning of the lyrics!  **Music**  Log onto Charanga and click on Stop! Complete step 2  **Science**  What is a habitat?  Discuss various habitats – link to continents and various animals. Forests/ Wooded areas/ Ponds/ Deserts/ Freezing temperatures/ Rainforest  CGP Guide – Habitats – science cupboard  Look at photos of different animals and discuss what habitat they would live in. |
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