

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

School Code	B
Practitioner Code	B5
Curriculum Area(s)	RME
Level	Level One
Stage(s)	Primary 3
Specific subject (if applicable)	

Experiences and Outcomes:

Through exploring stories from world religions, I can describe some of their key beliefs.

RME 1-04a

I am developing an awareness of the ways in which Christians and followers of other world religions celebrate different times of year and can relate these to my own life and community.

RME 1-03b

RME 1-06b

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and / or useful for others.

Organising & Using Information

LIT 1-26a

Learning Intentions:

To explore stories from a religious festival.

To describe key beliefs from a religion.

To develop an awareness of religious traditions.

To create a text using relevant information

Success Criteria:

I can name key characters from the Chanukah story.

I can retell the story of Chanukah in the correct order.

I can talk about why Chanukah is celebrated.

I can identify if a chanukiah (candlestick) is kosher or not kosher, for use.

I can identify key traditions that are associated with Chanukah.

I can create a text with a logical structure

I can create a text identifying Chanukah traditions

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Relevance And Depth

This child is of the Jewish faith and attends a Jewish school. Each year the children learn about the story of Chanukah and the traditions of Chanukah, building on knowledge and own experiences, according to age group and ability. I begin the series of lessons with finding out what the children know already. This will be knowledge that is from what has previously been taught in school and on what is practised at home. I then moved onto the Chanukah story which explains the reason why Chanukah is celebrated. Finally I focus on the key traditions of Chanukah that Jewish people experience and practise. Each lesson builds on their previous knowledge and continuously links to relevance in their own life.

Lesson 1

Children to complete what they already know about Chanukah.

Words on board - Who? Why? When? What? How?

Children to record what they know in their jotters. (See evidence sheet 1)

All children's ideas written up on class flipchart. (See evidence sheet 2)

Lesson 2

Introduce the children to the characters in the Chanukah story.

Read the story using PowerPoint for visual. (See PowerPoint)

Ask key questions asked about the story. (Dialogue 1)

Children to plan out the order of their retell.

Complete writing their sequenced Chanukah Story. (Use word mat for key/tricky words see word mat) (See evidence sheet 3)

Lesson 3

Retelling of Chanukah story using puppets (See dialogue 2)

Lesson 4

Traditions of Chanukah – The Chanukiah/Candlestick

Activity to identify if a Chanukiah is kosher or not. Showing pictures of chanukiahs, the children are to identify which can be used or not and why. (Evidence sheet 4)

Using this knowledge the children are to draw a kosher chanukiah of any design

Children to use this design to trace on acetate and create a stained glass window. (See dialogue 3, evidence sheet 5 and stained glass window and peer assessment of work produced)

Lesson 5

Create a bank of ideas with the class about Chanukah traditions, e.g. food eaten, games played, candles lit etc.

Children to write an Acrostic poem that includes Chanukah traditions. (See evidence sheet 6)

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Learner Evidence

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Make – Drawing chanukiah and finished Stained glass windows – ensure it is a kosher chanukiah. (Evidence sheet 5, dialogue 3 and peer assessment)

Say – Retelling of the Chanukah story to younger children, correctly. (Dialogue 2)

Write 1 – The correctly sequenced Chanukah story. (Dialogue 1 and Evidence sheet 3)

Write 2 - Acrostic poem which includes evidence of Chanukah traditions (Evidence sheet 6)

Do – Complete 'What I Know' activity. (Evidence sheet 1 and Evidence sheet 2)

Do - Identifying kosher chanukiahs (Evidence sheet 4)

Did the learner successfully attain the outcomes? Yes

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Evidence Sheet 1 – Teacher written feedback - Well done, you know many facts about Chanukah, we will find out how many days Chanukah lasts for.

Evidence Sheet 2 – Oral feedback given whilst children were offering suggestions for the board.

Evidence Sheet 3 - Oral feedback from Primary 2 child. "Thank you that was a great story. I loved seeing the puppets."

Evidence Sheet 4 – Teacher written feedback - Well done you have spotted the kosher chanukiahs. You have thought about the correct features.

Evidence Sheet 5 – Peer Assessment. Two stars and a wish. * It has 9 candles * It is kosher, wish – The decorations could be neater.

Evidence Sheet 6 – Teacher written feedback. Two stars and a wish. *You have included many Chanukah traditions in your poem. * You have structured your poem correctly, wish Remember to check key word spellings.

Pupil Voice:

What have you learned?

I have learned that Chanukah has 8 days as I thought it had 7 days. I now know the whole story of Chanukah and the names of the important people like Antiochus and Judah Maccabee. I also know what a kosher Chanukiah looks like.

How did you learn?

I listened carefully to stories, had fun lessons with writing stories and poems, drawing and artwork. I said what I thought about my friend's artwork.

What skills have you developed?

With my writing I had to think about the order of the story correctly and write new difficult spelling words. I found it tricky to write my ideas into a poem and I got a bit stuck at

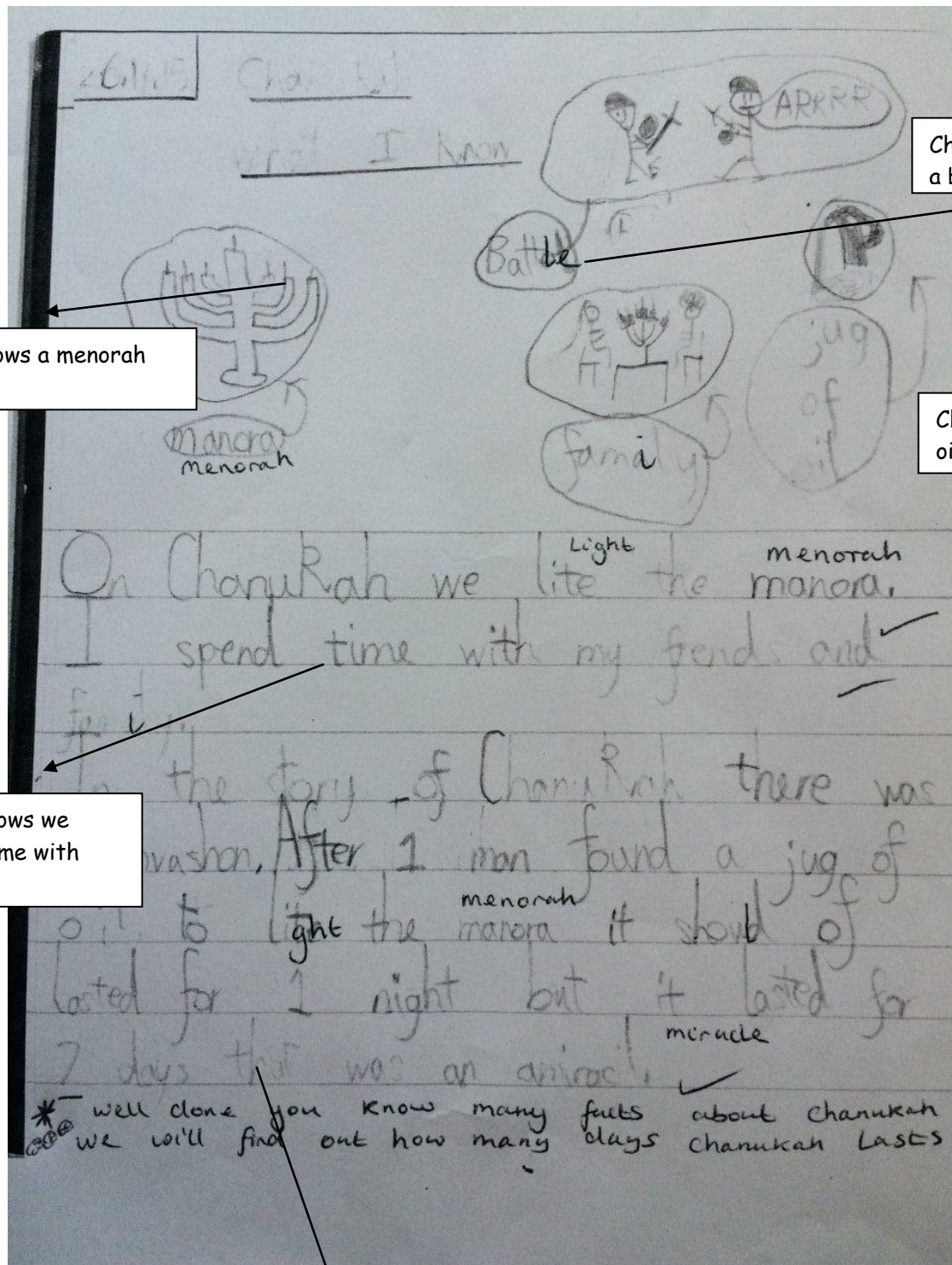
times. But I had a think and I finished the poem. I am already good at art but sometimes it was tricky cutting tissue paper because it kept ripping.

Practitioner Moderation Template

Learner Evidence

Learner Evidence

Evidence Sheet 1 - What I already know about Chanukah

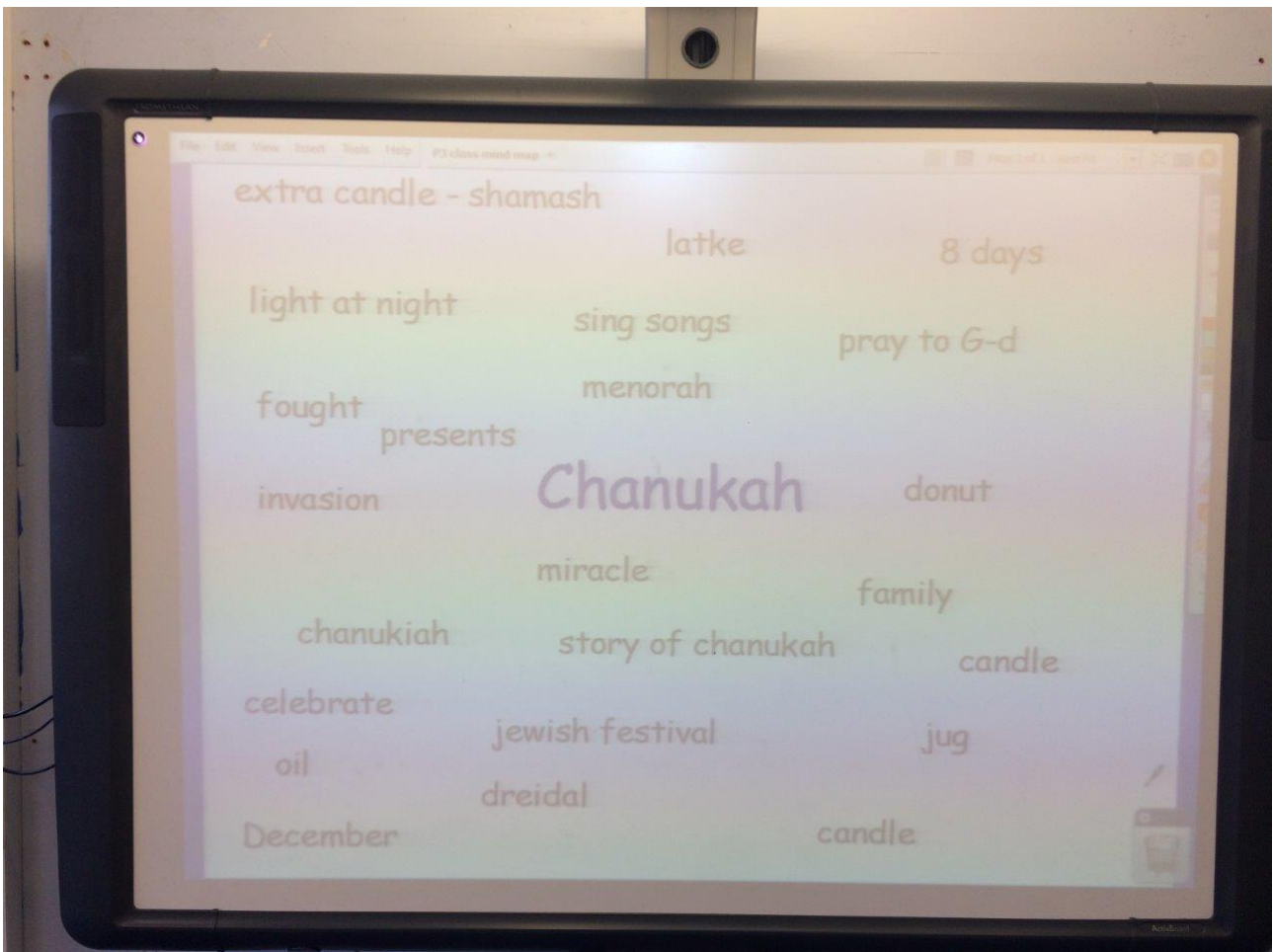


Child thought Chanukah lasts for 7 days. This is addressed in the next lesson.

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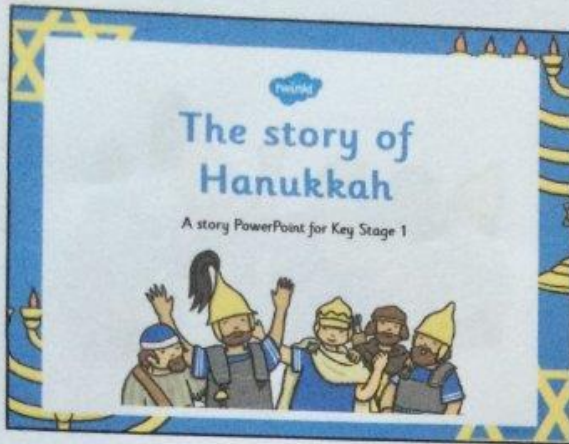
Learner Evidence

Evidence Sheet 2 - Bank of previous knowledge - whole class.



This image shows the responses from the whole class. As a whole they already know many facts but it also shows that there are many areas of knowledge that the children need developed.

Powerpoint of Chanukah Story




The story of Hanukkah
A story PowerPoint for Key Stage 1

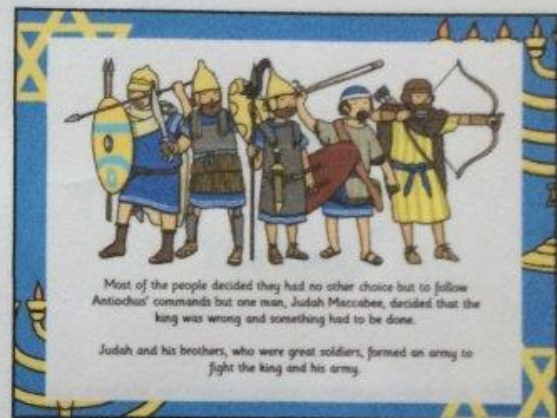

King Antiochus decided to fight the people of Israel. His army won and he told everyone that now that he was in charge, only his gods could be worshipped.

He told the Jewish people of Israel that they must give up their own beliefs and follow his; if they didn't they would be punished harshly.

Another of his orders was to destroy the Jewish temples, including the beautiful one in Jerusalem.




A long time ago in a country called Israel, there stood a beautiful temple in the city of Jerusalem.




Most of the people decided they had no other choice but to follow Antiochus' commands but one man, Judah Maccabee, decided that the king was wrong and something had to be done.

Judah and his brothers, who were great soldiers, formed an army to fight the king and his army.

In Jerusalem lived an evil king called Antiochus, the King of Syria. He didn't like people who had different beliefs to his own.

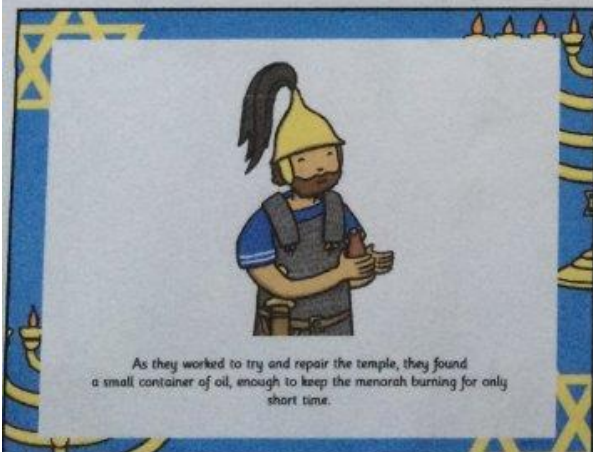
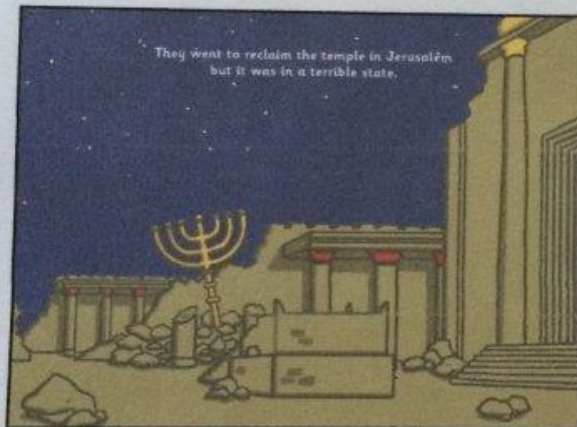
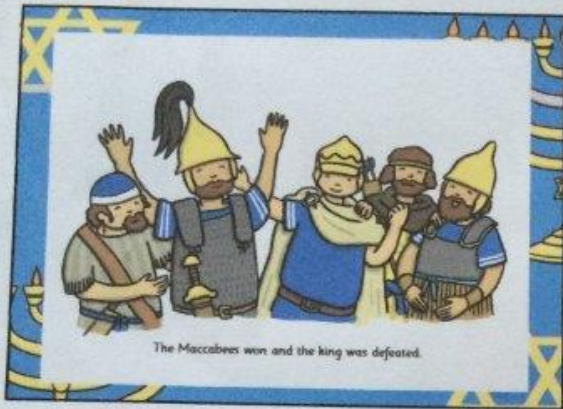


Judah's army, known as the Maccabees, were much smaller than the king's army, but the brothers fought with all their might because they were fighting for what they believed in.



[Practitioner Moderation Template](#)

[Learner Evidence](#)



These slides show the powerpoint that was used. Please note a different spelling of the word Chanukah. The children are made aware of this.

[Practitioner Moderation Template](#)

[Learner Evidence](#)

Dialogue 1 - Understanding of the story of Chanukah

Teacher: Who was the king of the Syrian Greeks?

Child: King Antiochus.

Teacher: What was he like as a person?

Child: He was bad because he believed in Greek Gods and Jews believed in Hashem. (Their God)

Teacher: What did he do that was so bad?

Child: He attacked anyone who didn't believe in what he believed.

Teacher: How did the Jewish people feel about this?

Child: Upset, scared and angry.

Teacher: What did he do to the Jewish people?

Child: Antiochus and his soldiers destroyed the temple in Jerusalem and stole the Menorah. (Golden candlestick that was lit in the temple)

Teacher: What happened next?

Child: They made a small army to fight against their huge army and they went to battle.

Teacher: What was the small army called?

Child: The Maccabees.

Teacher: Can you name any of the Maccabees?

Child: Judah but I don't know his brother's names.

Teacher: What happened in the battle?

Child: There was a miracle. The small Jewish army beat the big Syrian Greek army.

Teacher: How did they manage to win against such a huge army?

Child: Because they believed in their God.

Teacher: Is that the end of the Chanukah story?

Child: No, they went back to the temple and found a new menorah and had to light it, but there was only a small jug of oil that would only last for one day, but it lasted for eight days. It was another miracle.

Teacher: So what does this have to do with the festival of Chanukah?

Child: We light the Menorah/Chanukiah to remember the oil miracle. We light it for the same amount of time as the miracle.

Teacher: How long is that for?

Child: Eight days, Chanukah lasts for 8 days long.


The child has shown a great understanding of the Chanukah story. The child understands the sequence of events, can identify key characters and can explain the relevance of the story.

[Practitioner](#)


Setting of Chanukah story

Evidence Sheet 3 - Sequenced Chanukah Story


1) A long time ago in Jerusalem there stood a beautiful temple.




2) Once a man called Antiochus lived. He was so evil, though the people of Jerusalem weren't near to their army but he did it for when they went to battle anyway.



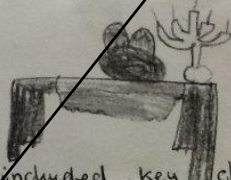
3) Judah Maccabee gathered an army but only a small one for battle anyway.



4) Soon it was time for battle he had some people which were ready for the battle. The Maccabees won!!!



5) They returned to the temple but it was in a terrible state. They had to light the menorah. 1 person found a jug of oil it should have lasted for 1 day but it lasted for 8 days. 2 miracles.



6) We celebrate Chanukah to remember the 2 miracles.

What a well written Chanukah story. 😊

* You have included key characters.
* You have sequenced correctly.
* Use the word mat to help with key words.

Key Characters from Chanukah Story.

The reasons why Chanukah is celebrated.

Success Criteria

- I can name key characters from the Chanukah story.
- I can retell the story of Chanukah in the correct order.
- I can talk about why Chanukah is celebrated.

Word mat

Hanukkah Word Mat

Israel

brothers

miracle

Hanukkah

temple

Judah Maccabee

menorah

King Antiochus

Maccabees


oil

soldiers

army

Jerusalem

light



twinkl www.twinkl.co.uk

The children used this word mat to help the children with the spellings of new keywords, including names of people and places.

Dialogue 2 - The story of Chanukah retold to a younger child, using finger puppets.

A long time ago in Israel there was an evil King called Antiochus and he was the Syrian Greek King and he destroyed the Jewish Temple because he wanted all the Jewish people to follow the Greeks, so he went to destroy the temple and put a pig inside it because it's not kosher. He stole the Menorah and then the Jewish people got fed up so they went for battle. The Greeks had loads of people like 1000 and they had big elephants to ride on and they had loads of people to fight with. They fought the Maccabees and they were only a small army and they only had about 100 people and the Maccabees won and that was the first miracle. When they went back to the temple it was destroyed and then they had to fix it and they found the menorah so they had to light it. And they found a jug of oil which should have lasted for one day but it lasted for 8 days and that was another miracle. They decided to have a special celebration and they called it Chanukah. Chanukah lasts for 8 days just like the oil. The end.

The child shows that she has developed a great knowledge of the Chanukah story and the names of the key characters. The child can retell the story in good detail in the correct order. The child has also included many new key words.



Oral feedback from Primary 2 child.

"Thank you that was a great story. I loved seeing the puppets."

Dialogue 3 - Understanding the traditions of lighting the Chanukiah (candlestick) and what makes a Chanukiah kosher (fit for use)

Teacher: What makes a Chanukiah kosher?

Child: It must have 8 branches for the 8 nights of Chanukah.

Teacher: There are only 8 branches on the Chanukiah?

Child: Actually there are nine as there is the extra candle to light the others.

Teacher: What is this called?

Child: The Shamash

Teacher: Does there need to be anything special about the branches?

Child: They all need to be at the same height apart from the Shamash which can be higher or lower.

Teacher: How do we light the Chanukiah?

Child: We say the special blessings and then light them.

Teacher: Do we light all of the candles every night?

Child: No, we light one on night one, two on night two, three on night three, all the way up to night eight when we light them all.

Teacher: which order do we light them in?

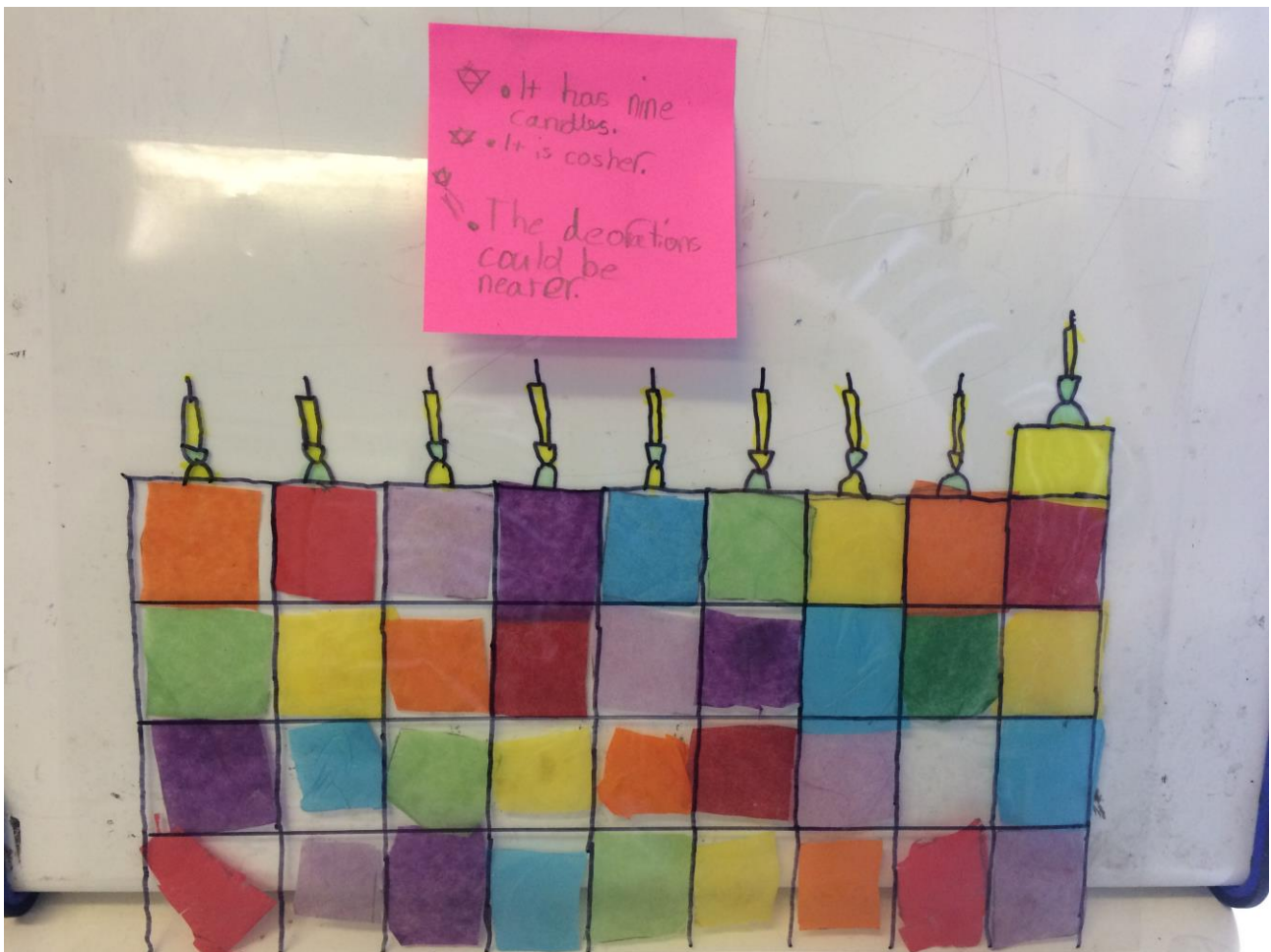
Child: We light the newest one first then go along the line.

Success criteria

I can identify key traditions that are associated with Chanukah.

The child can identify the features of a chanukiah and how to light it correctly.

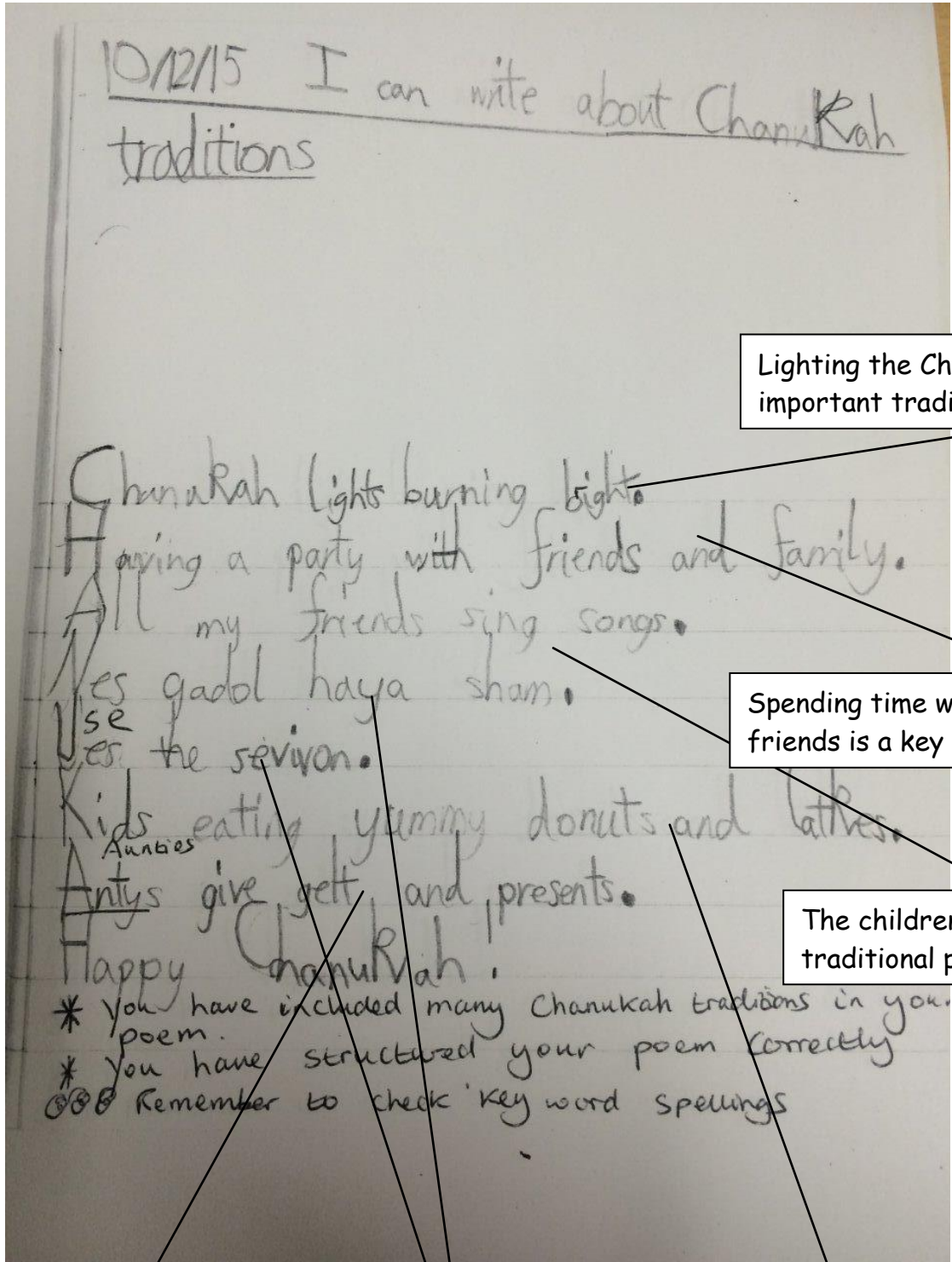
Evidence Sheet 5 - Stained Glass window and peer Assessment



This stained glass window is further evidence that the child understands what makes a kosher Chanukiah. She has drawn a kosher Chanukiah.

Evidence Sheet 6 - Acrostic Poem including Chanukah Traditions

Success criteria
I can identify key traditions that are associated with Chanukah.



Lighting the Chanukah is an important tradition.

Spending time with family and friends is a key tradition.

The children learn many traditional prayer songs.

The child has identified the tradition in giving presents and money (Gelt) at Chanukah.

It is traditional to play a game called sevivon or dreidel. The child has identified Hebrew words associated with the game.

The child has identified traditional oily foods that are eaten, in order to remember the miracle of the oil in the temple.

