

Judaism strand

Foundation Stage	KS1	Lower KS2	Upper KS2
Unit F5- Which places are special and why? Unit F6- Which stories are special and why?	Unit 1.7 Who is Jewish and how do they live? (God/Torah/the People) Double unit.	Unit L2.10 How do festivals and family life show what matters to Jewish people? (God/Torah/the People)	Unit U2.9 Why is the Torah so important to Jewish people/ (God/Torah)
<p>Learning outcomes: Plan learning experiences that enable children to ... Talk about somewhere that is special to themselves, saying why. Recognise that some religious people have places that are special to them. Talk about the things that are special and valued in a place of worship. Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a place of worship. Express a personal response to the natural world. Talk about some religious stories Recognise some religious words e.g. about God Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. the Bible. Torah. Talk about some of the things these stories teach believers (e.g. story of Zacchaeus, the ten lepers, the Chanukah story).</p> <p><i>Colour key:</i> Making sense Understanding impact Making connections</p>	<p>Learning outcomes Make sense of belief: Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like?</p> <p>Understand the impact: Give example of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). Make links between Jewish ideas of God found in stories and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</p> <p>Make connections: Talk about what they think is good about reflecting, thanking, praising, and remembering for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>Learning outcomes Make sense of belief: Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story for Jews today. Understand the impact: Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Describe how Jews show their beliefs through worship both at home and in wider communities.</p> <p>Make connections: Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven and justice in the world today, including pupils' own lives, giving good reasons.</p>	<p>Learning outcomes Make sense of belief: Identify and explain Jewish beliefs about God. Give examples of some texts that say what God is like and explain how Jewish people interpret them.</p> <p>Understand the impact: Make clear connections between Jewish beliefs about the Torah and how they use and treat it. Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws). Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).</p> <p>Make connections: Make connections between Jewish beliefs studied and explain how they are important to Jewish people today. Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</p>

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Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
<p>Special, religion, religious, worship, belief, believers, God.</p>	<p>Special, religion, religious, worship, belief, believers, God. Jew, Jewish, Judaism, shema, mezuzah, candlestick, menorah, challah, kosher, Star of David, chanukiah, kippah, G-d, Shabbat, people of Israel, God's chosen/favoured people, scroll, day of delight, blessing, Torah, Tenakh, Sukkot, sukkah, Chanukah, reflection, praise, thanksgiving, remembrance, celebration.</p>	<p>Special, religion, religious, worship, belief, believers, God. Jew, Jewish, Judaism, shema, mezuzah, candlestick, menorah, challah, kosher, Star of David, chanukiah, kippah, G-d, Shabbat, people of Israel, God's chosen/favoured people, scroll, day of delight, blessing, Torah, Tenakh, festival, Sukkot, sukkah, Chanukah, reflection, praise, thanksgiving, remembrance, celebration. Rosh Hashanah, new year, shofar, tashlich, Yom Kippur, Day of atonement, fasting, forgiveness, repentance, deliverance, salvation, solemn, joyful , resolution, Pesach, Passover, exodus, escape, seder, freedom, faithfulness, slavery, Promised Land, commandment, Talmud, Siddur, gratitude, ritual.</p>	<p>Special, religion, religious, worship, belief, believers, God. Jew, Jewish, Judaism, shema, mezuzah, candlestick, menorah, challah, kosher, Star of David, chanukiah, kippah, G-d, Shabbat, people of Israel, God's chosen/favoured people, scroll, day of delight, blessing, Torah, Tenakh, festival, Sukkot, sukkah, Chanukah, reflection, praise, thanksgiving, remembrance, celebration. Rosh Hashanah, new year, shofar, tashlich, Yom Kippur, Day of atonement, fasting, forgiveness, repentance, deliverance, salvation, solemn, joyful , resolution, Pesach, Passover, exodus, escape, seder, freedom, faithfulness, slavery, Promised Land, commandment, Talmud, Siddur, gratitude, ritual. Sefer Torah, diversity, Jewish community, Orthodox Jews, Progressive Jews, synagogue, Torah, Nevi'im, Ketuvim, mitzvot food laws, kosher.</p>