

Year 2 Summer 2 The Jewish Faith

Week:	Learning Objective:	Lesson content:	Assessment:
<p>Week 1 Q1. Why are these words special? Sacred books.</p>	<p>LO : Suggest meanings for some stories which have a special significance.</p>	<p>Begin to recognise some stories from the Torah eg - Creation (Genesis 1-2) - Noah's Ark (Genesis 6-8) - Moses in the Bulrushes (Exodus 2)</p> <p>Ask questions about why these stories are special and what they might mean.</p> <p>Watch a video or hear stories from the Torah, act them out and talk about what the message of these might be for Jews.</p> <p>Draw a picture of the story. Retell the stories using 'Godly Play'.</p>	<p>I can retell you a story from the Torah and what it might mean.</p>
<p>Week 2 Q2. Why are some places special? Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages.</p>	<p>LO: Show awareness that Jerusalem is a special place for Jews.</p>	<p>Look at a children's atlas and find Jerusalem - Look at pictures of parts of the city eg - The Western Wall (Wailing Wall) - The Temple Mount.</p> <p>Hear stories about Jerusalem from the Jewish scriptures, eg the story of King David and the Ark of the Covenant (2 Samuel 6).</p>	<p>I can tell you that Jerusalem is a special place for Jews.</p>
<p>Week 3 Q3. How can faith contribute to community cohesion? Beliefs, ethics, family traditions and faith in the community.</p>	<p>LO: Show awareness that Jewish people have some religious rules which help them to know how to behave.</p>	<p>Watch a video about Moses; - Read a children's version of the Ten Commandments and draw pictures with simple sentences about what they mean, creating a mural for the classroom wall - Talk about and taste some favourite foods and some unpopular foods, moving on to look at some examples of what Jews can and cannot eat - Set up a Jewish home or kitchen corner.</p>	<p>I am beginning to recognise that Jews believe God has given them some rules to follow eg - The Ten Commandments - Kashrut (kosher) Food laws.</p>

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<p>Week 4</p> <p>Q4. Why are sometimes special?</p> <p>Festivals and families.</p>	<p>LO: Begin to recognise that sometimes are special for Jews.</p>	<p>Find out about Tu B'Shevat and how Jews collect money in England - Look at the school environment and talk about the importance of trees and 'roots' - Where would pupils like to plant a tree in order to have a bit of themselves there? - Who do they feel most connected to? - What would they like to say 'thank you' for in the natural world? - This work could form a display.</p> <p>Recognise that at Tu B'Shevat Jews celebrate the gifts of the natural world and also being connected to others and our inner selves.</p> <p>Jewish school children plant trees as symbols of this. Some Jews raise money to plant trees in Israel so that they can feel they have roots there and are part of the land of Israel.</p>	<p>I understand that at Tu B'Shevat Jews celebrate the gifts of the natural world and also being connected to others and our inner selves.</p>
<p>Week 5</p> <p>Q5. What can be learned from the lives of significant people of faith?</p> <p>Role models.</p>	<p>LO: Understand that some stories are largely passed down orally.</p>	<p>Watch a video or hear some Jewish stories which Jewish children might enjoy hearing at home - Talk about what these stories mean for people today.</p> <p>Recognise some Jewish stories which might be handed down within families eg - Joseph (Genesis 37 – 50), - Daniel in the lions' den (Daniel 6) - Queen Esther (book of Esther).</p>	<p>I understand that stories are passed on by telling others and sharing stories with family and friends.</p>
<p>Week 6</p> <p>Q6. How do I and others feel about life and the universe around us?</p> <p>Ultimate questions.</p>	<p>L.O: Respond sensitively to difficult or puzzling questions relating to their own experiences and those of others.</p>	<p>Hear secular stories which deal with sensitive issues they might have experienced eg ♣ The Goodbye Boat by Mary Joslin ♣ Badger's Parting Gifts by Susan Varley (both deal with bereavement) ♣ Talk about the questions they</p>	<p>I can respond to some difficult and puzzling questions.</p>

		<p>may have and think about the positive messages these stories have even though the questions are still difficult to answer. Ask questions about experiences of their own which are difficult or puzzling eg the death of a pet.</p>	
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