

Year 5 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 : Understand the care and effect in making something special.</p>	<p>Look at some pictures of Torah scrolls and hear about how they are treated in a special way eg - How is it dressed? - Where is it kept? - How is it handled? - Use of special materials. Describe the process of designing a special object. Make a Torah scroll.</p>	<p>I can describe how the Jewish faith show respect to the Torah and how it is handled.</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: Recognise that some people have special roles.</p>	<p>Interview a Rabbi about the study and prayer which happen in his or her synagogue. Or watch a BBC bitesize clip about a day in the life of a Rabbi. Make links between some different elements of worship e.g. study and prayer, and the role of the Rabbi.</p>	<p>I can describe the role of a rabbi.</p>
<p>Week 3 Q3. How can faith contribute to community cohesion? Beliefs, ethics, family traditions and faith in the community.</p>	<p>LO: Suggest some of their own beliefs and values and describe how this might affect how they live.</p>	<p>Read and talk about the Shema (Deuteronomy 6) and make their own mezuzah or tefillin - Write a 'shema' of their own, describing people, places and beliefs which are important to them - Draw up a menu for a dinner party with Jewish guests. Learn about some core Jewish beliefs - God - The Torah - The people of Israel - The land of Israel - Kashrut (Kosher) food laws. Think about some beliefs of their own eg what is valuable or important and how this is expressed.</p>	<p>I can describe my own beliefs and values and say how this might impact on my life.</p>

<p>Week 4 Q4. Why are some times special? Festivals and families.</p>	<p>LO: Describe why the Purim celebration is special to the Jewish faith.</p>	<p>Watch a video or hear the story behind Purim - Role play or creative writing to draw out the significance of the festival for Jews - Find out how Jews celebrate these festivals and make some of the artefacts connected with them for display - Talk about the themes and feelings behind the festivals and when they might have experienced something similar. Describe any similarities and differences between celebrations that the children take part in.</p>	<p>I can describe the Jewish celebration of Purim and the story behind it.</p>
<p>Week 5 Q5. What can be learned from the lives of significant people of faith? Role models.</p>	<p>LO: Make links between the concept of 'covenant' and agreements and relationships of their own.</p>	<p>Recap last year's learning about the story of Abraham. Explore the idea of a family tree. Link Abraham with Isaac, Jacob, Joseph, the 12 tribes of Israel and Moses, on a timeline. Describe the life of Abraham, and his legacy. Make links with agreements and promises that the class make.</p>	<p>I can describe what covenant means.</p>
<p>Week 6 Q6. How do I and others feel about life and the universe around us? Ultimate questions.</p>	<p>L.O: Relate lessons from sacred stories with modern contexts.</p>	<p>Using the Internet collect stories from different communities in and around Israel/ Palestine - Read experiences of the Shoah, particularly those by children. Look at the tensions in the modern state of Israel with Palestine and her neighbours, relating this to the stories of Joshua. - The Shoah and its commemoration on Yom Hashoah (Holocaust Memorial Day) relating the context with Esther (Book of Esther), the fiery Furnace: (Daniel 3) and the historical contexts in the 20th century CE.</p>	<p>I can state how the Shoah is commemorated.</p>