

Final Outcome: To produce an informative poster detailing the Jewish symbols and the meaning behind each of them.

**Component 6:**

**What we will know after this sequence:**

How many branches there are on the Menorah and what these represent.  
Why Jewish people touch the Mezuzah every time they pass it.  
The different items worn by Jewish people e.g. Kippah and Tefillin.  
What the Star of David represents and where this might be displayed.

**Vocabulary:**

Magen David (Star of David), Menorah, Mezuzah, Shofar, Tallit, Tefillin, Tzitzit, Yad, Hamsa, Kippah

**How will this feed into my next learning:**

Pupils will use their knowledge of Jewish symbols to create a poster detailing the meanings behind each of them.

**SEN:**

Pre-teach key vocabulary.



**Component 4:**

**What we will know after this sequence:**

What Passover celebrates and how to play a game that is often played at Passover.  
How a Jewish family prepares for Shabbat.  
Understand the significance of each element of the Seder Plate.

**Vocabulary:**

Shabbat/Sabbath, Passover, Rosh Hashanah, Yom Kippur, Hanukkah, Bar Mitzvah, Bat Mitzvah, shofar, fast.

**How will this feed into my next learning:**

The children will move on to studying the holy book of Judaism.

**SEN:**

Match the festival to the correct description.

**Component 5:**

**What we will know after this sequence:**

That the Torah is the Jewish Holy Book and that it is stored inside the Ark of the Covenant.  
That no-one is allowed to touch the Torah and therefore a Yad is used to read it.  
That a Rabbi reads from the Torah.

**Vocabulary:**

Rabbi, Torah, God, religion, TaNaCH, Yad, Nevi'im, Ketuvim.

**How will this feed into my next learning:**

Pupils will then study the names and meanings of different Jewish symbols.

**SEN:**

Word banks with images to show visuals of key vocabulary.

**Component 3:**

**What we will know after this sequence:**

That a synagogue is where Jews worship God.  
Which special places are important to

Jews and why e.g.

synagogues, Jerusalem.

How to identify objects found within a

synagogue and what they are used for.

The importance of Jerusalem to Jewish

people.

**Vocabulary:**

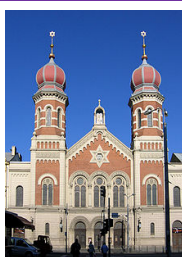
pilgrimage, Jerusalem, Western Wall, temple, Tallit, Bimah, Rabbi, Ark, Torah, scrolls, Hebrew, Yad, Bar Mitzvah, Bat Mitzvah, synagogue.

**How will this feed into my next learning:**

Pupils will study the festivals held by Jewish people and their significance.

**SEN:**

Children have been pre-taught the objects found in a synagogue and see if they can recall the information.



**Component 2:**

**What we will know after this sequence:**

That Jews believe that there is only one God who loves us all.  
The ten commandments that explain the rules Jews believe we should all live by.  
That Moses received the ten commandments from God.

**Vocabulary:**

Judaism, faith, covenant, Torah, commandments, God, Jewish, Jew, religion, Moses, Mount Sinai.

**How will this feed into my next learning:**

Pupils will study the places that are special within Judaism e.g. synagogues.

**SEN:**

Children may complete cut and stick activities instead of writing the commandments out e.g. match the commandment with the description.



**Component 1:**

**We should know:**

That there are various religions that people may believe in.  
That Judaism is a religion.

**What we will know after this sequence:**

How Abraham founded Judaism.

Locate Israel on a map and understand that this was where Judaism was founded.

How to re-enact the covenant being made between Abraham and God.

**Vocabulary:**

Judaism, faith, founded, covenant, Israel, Abraham, God, Jewish, Jew, religion.

**How will this feed into my next learning:**

Children will then study the main beliefs held by Jews.

**SEN:**

If these children are not confident enough to perform, they may wish to draw a comic strip to show the Story of Abraham.

