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| Year:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2                                                                                                                                                                            | Unit:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Judaism<br>What aspects of life really matter? |
| <b>What will I learn this year?</b> <ul style="list-style-type: none"> <li>• The story of Moses being given the Ten Commandments</li> <li>• Know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father</li> <li>• Ways in which the Ten Commandments might influence the life of a believer</li> <li>• How keeping the Sabbath day holy might influence a Jewish person</li> <li>• How the Sabbath is a way of making time for God and family</li> <li>• Know about the Jewish tradition of Friday night dinner</li> <li>• Why some people are particularly special to us</li> <li>• How and why it is important to make time for the people who really matter in our lives</li> <li>• Talk about the people who are special to them and identify the importance of these relationships in their lives</li> <li>• Give examples of why it is important to spend quality time with the people who matter</li> </ul> |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                |
| <b>Key Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                              | <b>What should I already know?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                |
| <p><b>Sabbath</b> - is a day set aside for rest and worship</p> <p><b>10 commandments</b> - are laws or rules handed down to Moses by God. These are rules which all Jewish people must abide by.</p> <p><b>Torah</b> – Jewish holy book.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <br><br> | <ul style="list-style-type: none"> <li>• Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)</li> <li>• Give an example of a core value or commitment (trusting that God will keep his promise)</li> <li>• Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival)</li> <li>• Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises)</li> <li>• Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot)</li> <li>• Notice that for many people, trust is an important part of human life</li> </ul> <p>Ask questions (about the importance of trust and who they can trust/rely on in their own lives)</p> |                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                              | <b>What will I learn next?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                              | <b>In Year 5</b> <ul style="list-style-type: none"> <li>• Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers</li> <li>• Explain the impact of Jewish beliefs and values – including reasons for diversity</li> <li>• Explain differing forms of expression within the context of Jewish worship.</li> <li>• Describe diversity of religious practices and lifestyle within t</li> <li>• Interpret the deeper meaning of symbolism – contained in stories, images and actions</li> <li>• Explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>• Consider the role of rules and guidance in uniting communities</li> <li>• Discuss and debate the sources of guidance available to them</li> <li>• Consider the value of differing sources of guidance</li> </ul>                                                                                                                         |                                                |