



Learning intentions	Key words	Main teaching	Pupil activities and group differentiation	Assessment Focus	Resources
<p>Recognise key features of worship in Judaism.</p>	<p>Jewish Judaism Jews Shabbat Worship</p>	<p>Explain that over the course of the module we will be studying Judaism. What do you already know about Judaism? Children to think, pair, share their ideas. Go through the introduction on the slides explaining some of the main facts about Judaism.</p> <ul style="list-style-type: none"> <li>• What is worship? Give the children a few minutes to discuss their ideas then create a mindmap on the slides.</li> <li>• Show children the pictures of Jewish worship on the slides. What do you think is happening in each of these pictures and why?</li> <li>• Go through the information on the slides explaining where Jews worship, what the 'siddur' (Jewish prayer book) and 'Torah' are, and what happens during the weekly keeping of 'Shabbat'.</li> </ul> <p>Plenary - How is Jewish worship similar or different to worship in other world religions? Invite children to share their ideas based on what they have found out during the lesson.</p>	<p>LA - Read the Information Sheet as a group and complete the labels for the picture on worksheet 1A.</p> <p>Core - Children to read the Information Sheet and answer the questions about Shabbat on worksheet 1B.</p> <p>MA - Children to imagine they are a Jewish child. Write a letter to a non-Jewish friend explaining what happens during Shabbat on worksheet 1C using the Information Sheet to help.</p>	<p>Assessment Questions Can children identify some of the key aspects of worship in Judaism? • Can children use appropriate vocabulary when discussing aspects of Jewish worship? • Can children discuss similarities and differences between Jewish worship and worship in other religions?</p>	<p>Slides Worksheet 1A/1B/1C Information Sheet</p>



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<p>To understand the significance of prayer in Judaism</p>		<p>Teaching Input</p> <ul style="list-style-type: none"> <li>Explain that for Jews, as for many other religions, prayer is a central part of worship. Jewish people pray three times per day. How many different reasons can you think of why Jews would pray (e.g. to praise God, ask for forgiveness, confession, to request something)? Children to think, pair, share their ideas then list on the slides.</li> <li>Go through the information on the slides explaining some of the ways in which Jews pray. Make sure children understand that there are differences between sects of Jews and that this is reflected in the way they might pray. For example, orthodox Jewish men will wear the 'tefillin' during morning prayers whereas a reformed Jew may not.</li> </ul> <p>Plenary</p> <p>Create a calm and quiet atmosphere in the classroom and ask children to contemplate on how they like to communicate with God. Do you have prayers that you say everyday? Do you pray when you are upset or angry? Do you pray when you are thankful? Give children some time to meditate on this. Invite children to share their responses if they feel comfortable to do so.</p>	<p>Lower ability: Give children the examples of Jewish prayers on worksheet 2A. In a small group, children to discuss what kind of prayer they think it is and what it means.</p> <p>Middle ability: On worksheet 2B, children to annotate each of the prayers explaining what they mean, what purpose they serve and when they might be prayed.</p> <p>Higher ability: On worksheet 2C, children to read the 'Shema' carefully and then try to put it into words that a smaller child would understand.</p>	<p><b>AT1 ii) celebration and ritual</b> <b>L1 - Recognise some religious signs and symbols and use some religious words and phrases</b> <b>L2 - Use religious words and phrases to describe some religious actions and symbols</b> <b>L3 - Describe some ways in which religion is lived out by believers</b></p> <ul style="list-style-type: none"> <li>Can children explain that for many people prayer is a powerful and meaningful experience?</li> <li>Do children know that there are different types and ways of praying?</li> <li>Can children interpret Jewish prayers and suggest their meaning?</li> </ul> <p><b>AT1 iii) social and moral practices and way of life</b> <b>L2 - Describe some ways in which religion is lived out by believers</b></p>	<p>Slides Worksheet 2A/2B/2C</p>
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<p>To find out the meaning of Jewish rituals in relation to joining the Jewish community.</p>	<p>Community Initiation Bar Mitzvah Bat Mitzvah</p>	<ul style="list-style-type: none"> <li>• What does it mean to belong to a community? What different communities do you belong to? Children to think, pair, share their ideas.</li> <li>• Explain that Jews have different ways of initiating people into their community. Go through the slides looking at how babies are initiated and then go on to explain what a Bar Mitzvah and Bat Mitzvah are and what is expected of a boy or a girl undergoing the ritual.</li> <li>• Can you see any similarities between these initiations and those of other religions? Can you see any differences? Invite children to share their ideas.</li> </ul> <p>Plenary - What responsibilities do you think a boy or girl who has celebrated their Bar or Bat Mitzvah will have now that they are adult members of the Jewish community? What do you think the benefits of belonging to a community are? Invite children to share their ideas.</p>	<p>LA - Children to design a poster showing what happens at a Bar and Bat Mitzvah on worksheet 3A.</p> <p>Core - Children to create their own poster on a sheet of plain paper to show what happens at a Bar or Bat Mitzvah.</p> <p>MA - On worksheet 3B, children to create an invitation to a Bar or Bat Mitzvah to for a non-Jewish friend, explaining what will happen and what they can expect from the celebrations.</p> <p>DG with LA children to add sentences</p>	<p>Can children identify and talk about their role in communities?</p> <ul style="list-style-type: none"> <li>• Do children know some of the rituals relating to becoming a member of the Jewish community?</li> <li>• Do children know that living in a community gives both responsibility and support?</li> </ul>	<p>Slides Worksheet 3A/3B</p>



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