

Unit title KS2 Holy Books the Torah

Key focus areas of enquiry :

C Forms of expressing meaning

D Identity diversity and belonging


Why is the Torah sacred to Jews

What covenant did God make with Abraham?

What happens at Shavuot?


What does promise mean to me?

Background Story/information. Abraham is a fascinating figure: a pioneer of faith for Judaism, Christianity and Islam. Seen in the scriptures as a forerunner of Israel. Abraham received the promise of land, descendants and "blessing for all the nations because of his risk taking faith: a universal father of faith. Shavuot celebrates the giving of the Torah to Moses on Mount Sinai. Exodus 19-20 describes how the people of Israel gathered at the foot of Mount Sinai while Moses went up the mountain to receive the ten commandments from God. For the next forty days and nights Moses learnt the rest of the Torah in order to teach it to the Israelites. Shavuot was one of the annual pilgrim festivals to Jerusalem when all Jews would try to go to the Temple. To offer the first fruits of the harvest. The home and synagogue are decorated with flowers and greenery reminding the people of the flowers and greenery that bloomed over Mount Sinai at that time of the year. The Book of Ruth is read in the synagogue on the day of Shavuot

Cross curricular links -literacy, dance, geography, SMSC 		<u>Key vocabulary</u> Abraham. Sinai, Torah. Shavuot promise , trust , faith, Covenant, faithfulness, obedience, sacrifice	
<u>Skills</u> investigation, interpretation, communication, analysis and evaluation		<u>Attitudes</u> Empathy Respect	
<u>Key questions</u> Why is Abraham a key figure for Jews? Why is the Torah sacred to Jews? What happens at Simchat Torah? What happens at Shavuot?			
Learning Objectives Learn about the importance of the Torah and its importance to Jews.	Possible Teaching/Learning Activities Use DVD /internet /pictures /artefacts to remind children of key aspects about the Torah. [Background information.....The Torah scrolls correspond to the first 5 books of the old Testament. People of the Jewish faith believe these to reveal the word of God and The Torah scrolls are sacred texts for the Jewish people. Torah means law, teaching or instruction and	Learning Outcomes I can begin to understand the impact of the Torah on the lives of Jews.	Resources [refer to units of work y2 and 3 for background information on Torah scrolls , the Ark, use in the home and synagogue] www.torah tots.com poster pack


Identify why religious words e.g. 'reverence', 'sacred', holy might be used of the Torah	comprises Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. It contains God's message to the people of Israel, providing laws, rules on which they should base their lives .The Torah is recited and read in Jewish homes at Shabbat and other festivals. The Torah is treated with great reverence. In the synagogue it is kept in the Ark and is a focal point for Jewish worship.		Articles of Faith
Learn what happens at Simchat Torah	<p>ACTIVITY</p> <p>Hear about Simchat Torah an annual joyous occasion where there is dancing, singing, parading of Torah scrolls seven times around the synagogue. (See Words of Wisdom)</p> <p>In two's create a mind map to show all you remember about the Torah, Plenary collate into whole class chart or poster or overhead/screen.☺</p>	I can describe what happens at Simchat Torah	Words of Wisdom- Developing Primary RE , page 13] Re Today www.retoday.org.uk
know the story of Abraham and the Covenant with the Jews	<p><u>Lesson2 Covenant with Abraham</u></p> <p>Abraham was an old man living in Mesopotamia with his wife Sarah. They had no children God told Abraham to move all his family, livestock and possessions to Canaan.</p>	I can remember that the Torah scrolls are the sacred writings that guide the people of the Jewish Faith, and some of the teaching in the Torah.	Exodus 19-20 32-34 ' My Jewish Faith' [pub.Evans]

<p>To reflect on the concepts of 'trust' and 'promise'</p>	<p>Despite the distance and uncertainty Abraham did as God commanded. Not all the family remained convinced. Lot argued with Abraham and did not continue. After a long and eventful journey Abraham and his family arrived in Canaan where God made a promise to Abraham that the land would be his, that Abraham would have many descendents and that God would be with him and his descendents. [COVENANT] Despite her great age Sarah gave birth to Isaac.</p> <p style="text-align: center;"><u>ACTIVITIES</u></p> <p>Discuss [whole group or talking partners] notion of promises and trust. How hard is it to trust? Who could you trust absolutely? What might Abraham and Sarah have thought about God's commands and his promises?☺ 🌱</p> <p>On a simple map of the Holy Land draw in the route, annotate and illustrate.</p> <p><u>Dance activity.</u> Use the idea of Follow the Leader to create a partner/trust <u>dance</u>-[A] leads [B] follows, reverse repeat. Now do this where the follower has to close eyes and hold hand of leader. Explore other ideas of leading and following in</p>	<p>I can make links with the ideas of others about who we might always be able to trust.</p> <p>I can talk about what it feels like to lead</p>	<p>Children's bibles: Kingfisher pages17, 18 D.k. Pgs32,33 Genesis Chapter 17</p> <p>Music for Dance: ' The Mission'</p>
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<p>I can make a link between this story and the Jewish understanding that : God promised to be with Abraham and his</p>	<p>large group, varying speed, direction and level </p> <p><u>LESSON 3</u></p> <p><u>Abraham and Isaac</u></p> <p>God tests Abraham. He tells him that he must sacrifice his son, Isaac. Abraham is ready to obey but at the last moment is stopped by an angel. A Ram is sacrificed in Isaac's place.</p> <p>God reconfirms his covenant with the Jews. [Refer to resources for more detail of story]</p> <p><u>ACTIVITY</u></p> <p>Freeze frame parts of the story and use thought bubbles. Discuss reasons, causes for the views of the main characters. What was the most important thing Abraham learned from this incident? What promise did God make to Abraham?😊</p> <p><u>Optional LESSON 5 JACOB AND ESAU</u></p> <p>Isaac and wife Rebecca had twin sons, Jacob and Esau</p> <p>They were very different. Esau was first born, very hairy, loved hunting and the outdoor life. Jacob was very smooth skinned, preferred to stay at home.</p>	<p>/follow/trust.</p> <p>I can recognise that this story presents questions that are difficult to answer and cause people to wonder.</p>	<p>Faith Stories- Developing Primary RE page 24 RE Today publication</p> <p>Kingfisher Bible Pgs 21 DK 42, 43 Genesis 22</p> <p>. Large sheets of paper, felt tips</p>
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<p>descendents because of Abraham's faith and obedience.</p> <p>Know the story of Jacob and Esau</p> <p>reflect on my own and others experiences of sibling rivalry and my own attitudes and behaviour towards my siblings</p>	<p>One day Esau returned home from hunting exhausted and starving. He begged Jacob for some of the stew that he was making Jacob agreed, but only on the condition that Esau gave up his rights as first born son. In order that this could be official it was necessary to receive Isaac's blessing. Isaac was almost blind and Jacob tricked him by pretending to be Esau. When this all came to light a great family argument ensued and Jacob had to go away. It was many years before the family was reconciled. Despite this awful beginning Jacob went on to be a great Father of the Nation]</p> <p><u>ACTIVITIES</u></p> <p>Make a comic strip version of the story</p> <p>Reflect on things that cause family arguments, particularly between siblings 🌟</p> <p>Create a Dance/Drama around the story [feelings... / ANGER, JEALOUSY, WHAT ELSE?]</p> <p>Write a short explanation of how this story helps us understand what Jews believe about God😊</p> <p><u>Lesson 5 The Story of Ruth</u></p>	<p>I can describe what happened in the story and the Jewish belief that God forgave and used Jacob even though he had wronged his brother.</p> <p>I can express my emotions when considering matters of right and wrong</p>	<p>Small pieces of card</p>
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<p>Know the story of Ruth</p>	<p>Tell story of Ruth, Naomi and Boaz. See resources. This is a story of love and faithfulness. It links with themes of Harvest and is another favourite story within the Jewish faith.</p> <p><u>ACTIVITIES</u></p> <p>Make a pastel or crayon or water colour pencil picture of their favourite part or a turning point in the story</p> <p>Divide A5 Paper into two columns. On one side write Naomi, other side Ruth, draw and write about the feelings of each character at key points in the story or create a feelings graph for Ruth and Naomi at key points in the story. ☺</p> <p>Talk to the children about what it is like to be homesick. What sort of person does Ruth seem to be to you? ☺</p>	<p>I can identify a part of the story of Ruth that seems significant to me</p> <p>I can empathise with some of the feelings implicit in the story.</p>	<p>Bible... book of Ruth DK 106-109 Kingfisher pg 59</p> <p>'The summer... or Ruth and Boaz" Poussin</p> <p>'The Gleaners' JF Millet Google / National Gallery etc www.nationalgallery.org.uk</p>
<p>Know what happens at a celebration of Shavuot</p>	<p><u>SHAVUOT[Lesson 6]</u></p> <p>A harvest celebration as well as a commemoration of the time God gave the Jewish people the 10 commandments.</p> <p>During the ceremony the story is retold of the people sleeping whilst Moses went up the mountain</p> <p>Many Jews stay up all night on the Eve of Shavuot</p> <p>Homes and synagogues are decorated with leaves</p>	<p>I can identify some of the ways Shavuot is celebrated</p>	

<p>Reflect on the concept of promise.</p>	<p>and flowers [Tradition has it that Mt Sinai blossomed to welcome the Torah] Celebratory meals which include foods made from eggs and dairy produce[In the Bible it speaks of a land flowing with milk and honey] The story of Ruth and other extracts from the Torah are read.</p> <p style="text-align: center;"><u>ACTIVITIES</u></p> <p>Make a display of dairy foods and honey children could bring some to share or prepare some at school - the children could have a tasting session. These are traditional foods eaten at Shavuot because the land promised to them was to be a land flowing with milk and honey. Psalm 119,103 describe Gods promises as sweeter than honey In small groups or partners discuss promises in their own lives. What is important about a promise? How many sweeter than honey promises have you received?☺ How many examples can you think of write and draw about them- display round room. share in plenary  Each child writes his/her own secret promise on a "honey pot".</p>	<p>I can identify some promises that have been important to me.</p>	<p>Words of Wisdom , page 13</p> <p>www.akhlah.com/holidays/Shavuot http://www.reonline.org.uk/ks2/topiclist.php</p>
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<p>Assessment- Children can describe why the Torah and some of its stories are important in Jewish life and how the Torah is shown respect. Children can describe what influences them.</p>			