Text

Description automatically generated with medium confidence

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| **Year group: 1 Term: Autumn Date: Class:** | | |
| **Why is learning to do good deeds so important to Jewish people?** | | |
| **Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:** | | |
| **Working towards:** | **Expected:** | **Greater depth:** |
| Pupils remember with prompting some good deeds Jewish people perform for others and the world but are unable to comment in their importance. | Pupils know that some people – like Zoe – are Jewish. They can talk about something that might be a ‘mitzvah’ or ‘good deed’ for a Jewish person – like helping others or collecting money. Pupils remember something about the story of Ruth and are beginning to identify the mitzvot within the story. They can talk about being welcomed into the synagogue as also a good deed. They can give an example of how a Jewish people might care for their world.  **Ultimately, pupils understand the key idea from this unit:**  Jewish people believe God’s mitzvot are ways to help mend the world and make it better. | These pupils are able to give examples of mitzvot and give reasons as to why a Jewish person considers them important, linking them to a belief in God. |
| **Names**  **<when assessed, list names of children in class here>** | **Names**  **<when assessed, list names of children in class here>** | **Names**  **<when assessed, list names of children in class here>** |
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