



# **Jewish Studies Curriculum**

## **- skills and knowledge**

# Whole school Jewish Studies overviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Early Years</b>	Aleph Bet Chaggei Tishrei- New beginnings (Jewish New Year and related festivals) The synagogue	Aleph Bet Tefillah Brachot (blessings) Chanukah –story of... Parasha	Aleph Bet Tefillah Tu B'Shevat – planting and growing Purim- story of Parasha	Aleph Bet Tefillah Pesach – foods Parasha	Aleph Bet Tefillah Yom Ha' Atzmaut –birthdays and celebrations Shavuot Shabbat Parasha	Aleph Bet Tefillah V'ahavta l'reiacha kamocho (loving others) Torah Parasha
<b>Year 1</b>	Hebrew reading Chaggei Tishrei- symbols The synagogue Parasha	Hebrew reading Chanukah – Characters Brachot – food and drink Parasha	Hebrew reading Tu B'Shevat – blessing of fruit Purim – Symbols Brachot – for the Torah Parasha	Hebrew reading Pesach – story Brachot – morning blessings Parasha	Hebrew reading Yom Ha' Atzmaut – Israel Shavuot – Symbols Brachot – blessings for special occasions Parasha	Hebrew reading Stories of the Holy Temples Unusual Brachot Parasha
<b>Year 2</b>	Hebrew reading Chaggei Tishrei- counting our deeds Brachot – food and drink The synagogue Parasha	Hebrew reading Chanukah – Miracle of the oil Brachot – food and drink Parasha	Hebrew reading Tu B'Shevat – Appreciation of trees Purim- Royal Palace Brachot – food and drink Parasha	Hebrew reading Pesach – The Seder table Brachot – morning blessings Parasha	Hebrew reading Yom Ha' Atzmaut – The Kotel Shavuot – Giving of the Torah Brachot – blessings for special occasions Parasha	Hebrew reading The three weeks Unusual Brachot Parasha
<b>Year 3</b>	Hebrew reading Chaggei Tishrei- New resolutions The synagogue Messilot Lashem – Morning Blessings Parasha	Hebrew reading Chanukah – The Jewish Victory Messilot Lashem – Morning Blessings Parasha	Hebrew reading Tu B'Shevat – The 7 fruits of Israel Purim- Customs and Mitzvot Messilot Lashem – Pessukei D'Zimra Parasha	Hebrew reading Pesach – Chametz and Matzah Messilot Lashem – Pesukei D'Zimra Parasha	Hebrew reading Yom Ha' Atzmaut – Map of Israel Shavuot – Customs Messilot Lashem – Pesukai D'Zimra Parasha	Hebrew reading Laws of the Nine Days Messilot Lashem – Brachot of Shema Parasha
<b>Year 4</b>	Hebrew reading Chaggei Tishrei- Avinu Malkeinu The synagogue Messilot Lashem – Shema Parasha	Hebrew reading Chanukah – Prayer and Faith Messilot Lashem – Shema Parasha	Hebrew reading Tu B'Shevat – Responsibility for Environment Purim- The 4 Mitzvot Messilot Lashem – Amidah Parasha	Hebrew reading Pesach – Exodus Messilot Lashem – Amidah Parasha	Hebrew reading Yom Ha' Atzmaut – Faces of Israel Shavuot Messilot Lashem – Amidah Parasha	Hebrew reading The Fast of Av and its customs  Messilot Lashem – Amidah Parasha
<b>Year 5</b>	Hebrew Reading Chumash: Avram goes to the land Chaggei Tishrei- Days of Prayer The synagogue Parasha	Hebrew Reading Chumash: Avram and Lot part company Chanukah –Publicising the Miracle Parasha	Hebrew Reading Chumash: Avram and Lot part company Tu B'Shevat – Rosh Hashanah for Trees Purim- The Hidden Miracle Parasha	Hebrew Reading Chumash: Avram and Lot part company Pesach – Freedom and Slavery Parasha	Hebrew Reading Chumash: Avraham welcomes 3 men Yom Ha' Atzmaut – Leadership and innovation Shavuot – The 10 Commandments Parasha	Hebrew Reading Chumash: Avraham welcomes 3 men  Life in Temple Times Parasha
<b>Year 6</b>	Hebrew Reading Chaggei Tishrei- Reflecting and returning Chumash: The birth of Isaac The synagogue Parasha	Hebrew Reading Chanukah – Being proud of who you are Chumash: : The birth of Isaac	Hebrew Reading Tu B'Shevat – Farming in Israel Purim- The Megillah Chumash: Choosing a wife for Isaac	Hebrew Reading Pesach – Transmission of Tradition Chumash: Choosing a wife for Isaac Parasha	Hebrew Reading Yom Ha' Atzmaut – Hope Chumash: The birth of Jacob & Esau Parasha	Hebrew Reading Shavuot – Transmitting the Torah Chumash: The birth of Jacob & Esau Parasha

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# Jewish Studies: key skills & Knowledge requirements (Key stage 1)

## Hebrew reading

- To be able to recognise the letters and vowels of the Alef-bet
- To be able to say the sounds of the letters and vowels of the Alef-bet
- To be able to start to blend letters and vowels together
- To be able to read familiar words written in Hebrew
- To be able to phonetically sound out simple words in Hebrew

## Chaggim

- To know the names of the major festivals throughout the year
- To know the purpose or story behind the major festivals.
- To be able to understand some of the values and traditions of the festival

## Brachot

- To know the brachot for food and drink
- To know the brachot for morning blessings
- To know the brachot for the Torah
- To know the brachot for shabbat

## Parasha

- To know the name of the parasha for the week
- To be able to summarise the story
- To understand the values from the parasha and how they relate to modern British values

# **Year One**

**The content of the Curriculum should not be used as a checklist. The content must be applied using a 'best fit' approach. Flexibility and discretion need to be applied when there are Chaggim and changes to the school timetable.**



## Topic 1 – Chaggei Tishrei- Year 1

<p><b>Synopsis: New beginnings</b></p>	<p><b>Key Vocabulary: Rosh Hashanah, Shofar, Yom Kippur, Sukkot, Teshuva, Simchat Torah, Forgiveness, Synagogue, Torah, Bracha, Arba Minim, Sukka, Lulav, Etrog, Haddasim, Aravot, Shehecheyanu.</b></p>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To know the letters Know the letters ת ס מ ב א of the aleph-bet</li> <li>• To know the Kamatz and chirik vowel sound</li> <li>• To blend 2 letters with the Kamatz vowel</li> <li>• To know the importance of Rosh Hashanah in Judaism</li> <li>• To know Rosh Hashanah is a New Year and a time to connect to G-d</li> <li>• To know that Yom Kippur is a day to ask for forgiveness.</li> <li>• To know that Sukkot is also called ‘The Festival of Rejoicing’ and that it is a harvest festival.</li> <li>• To know that on Simchat Torah we finish reading the Torah and start it again.</li> <li>• To know that the Synagogue is the Jewish place of worship</li> <li>• To know that the values of the Parashot are about making a fresh start.</li> </ul>	<p><b>Skills</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To be able to blend a letter and Kamatz vowel together</li> <li>• To be able to say the sounds of ת ס מ ב א letters of the aleph-bet</li> <li>• To recognise the blessing for the Shofar and at which point to say Amen</li> <li>• To recognise the blessing for the apple and at which point to say Amen</li> <li>• To be able to recite the blessing which is said when lighting the candles before Yom Kippur.</li> <li>• To understand that Yom Kippur is a serious day when Jewish adults fast.</li> <li>• To be able to recite the Bracha (Blessing) for sitting in a Succah and the Bracha (Blessing) ‘Shehecheyanu’.</li> <li>• To be able to recognise all Arba (4) Minim (Species) waved on Succot.</li> </ul>
<p><b>Possible activities you could use:</b> Aleph Champ reading programme Siddur for reading brachot and prayers during Shabbat and Havdalah Role-play and drama about the week’s Parashot Art &amp; Craft making fruit for the Sukkah, Examining Jewish artefacts like the shofar, and the dishes for apple and honey</p>	<p><b>Possible trips or performances:</b>  <b>Visit to a Synagogue</b> <b>Special assembly for the Days of Awe</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Create own programme of prayers and reflections for Yom Kippur</li> <li>• Design of own Sukkah</li> <li>• Quiz about the torah</li> </ul>	<p><b>Links to wider curriculum:</b></p> <ul style="list-style-type: none"> <li>• Maths- 3D shapes and Nets for the sukkah</li> <li>• PSHCE- rights and responsibilities</li> <li>• Science – life cycle of plants</li> </ul>



## Topic 2 – Chanukah Special characters - Year 1

<p><b>Synopsis:</b> <i>For the festival of Chanukah, each Year group will spend learning time preparing a presentation in the form of a song, dance or play, through which they will demonstrate their knowledge, skills and understanding of the festival of Chanukah. These songs and sketches will be chosen as a means of highlighting the learning objectives of each individual Year group and presented to parents, governors and invited guests</i></p>	<p><b>Key Vocabulary:</b> Ancient Greeks, Chanukah, Chanukiah, Menorah, Brachot, Ner, Sevivon, Dreidel, Doughnut, Latke, Parasha, Mezonot, Hagafen, Shehakol, Hamotzi, Haetz, Ha'adamah. Melech, Haolam</p>
<p><b>Knowledge</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• To know the letters Know the letters ת ס מ ב א of the aleph-bet</li> <li>• To know the Kamatz and chirik vowel sound</li> <li>• To blend 2 letters with the Kamatz vowel</li> <li>• To know that the Ancient Greeks would not allow the Jewish people to study the Torah or keeps its Mitzvot (Commandments).</li> <li>• To know that a Chanukiah is a candlestick with 9 branches.</li> <li>• To know that Brachot are said before lighting the Chanukiah.</li> <li>• To know that oil is an important part of Chanukah and related customs.</li> <li>• To know some of the brachot for different food and drink</li> <li>• To know that the values of the Parashot are about making good decisions</li> </ul>	<p><b>Skills</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• To be able to blend a letter and Kamatz vowel together</li> <li>• To be able to say the sounds of the next 10 letters of the aleph-bet</li> <li>• To understand why Jewish people play Dreidel/Sevivon on the festival of Chanukah.</li> <li>• To understand why Jewish people use a 9 branched candelabra called a Chanukiah on the festival of Chanukah.</li> <li>• To be able to read and say the words for Doughnut and Latke in Hebrew.</li> <li>• To understand why Jewish people have a custom to eat oily food on Chanukah.</li> <li>• To be able to play the game of Dreidel/Sevivon and identify the rules applying to each of the 4 letters.</li> <li>• To be able to sing some Chanukah songs</li> </ul>
<p><b>Possible activities you could use:</b>          Ji tap hebrew letters, aleph champ          Making their own dreidel or chanukiah          Acting out the story of Chanukah          Family Chanukah freeze frame          Traditional dance</p>	<p><b>Possible trips or performances:</b>   <b>Whole school Chanukah performance focus of traditional dance</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Interactive Chanukah quiz (Ji tap)</li> <li>• Matching to the correct brachot</li> <li>• Hebrew reading record</li> </ul>	<p><b>Links to wider curriculum:</b>  <b>Art/DT – prop making and costumes, making own chanukiah</b>  <b>Music – Chanukah songs</b>  <b>Science – light</b>  <b>English – retelling the Chanukah story</b>  <b>P.E. - Dance</b></p>



### Topic 3 – Purim- Year 1

<p><b>Synopsis: Exploring the values and customs of Tu B'Shevat and Purim. Understanding the importance of the Torah</b></p>	<p><b>Key Vocabulary:</b> Chag Ha'ılanot, Shivat Haminim, Rimon, Zayit, Purim, Esther, Mordechai, Haman, Vashti, Bigtan, Teresh, Zeres, Raashan, Masecha, Mishloach Manot, Birchot Hatorah, , Haetz, La'asok</p>
<p><b>Knowledge</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the letters א ב מ ס ת ח ו ד ה י נ ק ל ש פ</li> <li>• Know the vowels chirik, patach/kamat, cholam, tzere/segol</li> <li>• To know why Tu B'Shevat is called the New Year for trees.</li> <li>• To know the story of Purim and what makes Esther so special</li> <li>• To know the symbols associated with Purim.</li> <li>• To know some of the Brachot for the Torah</li> <li>• To know the blessing for fruit</li> <li>• To know that the values of the Parashot are about leading by example</li> </ul>	<p><b>Skills</b>  By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Recognise the whole word</li> <li>• Know how to blend letters and vowels together</li> <li>• Be able to write new letters</li> <li>• Writing sounds made from letters and vowels learnt</li> <li>• To understand the meanings of the Mishloach Manot being exchanged and the Megillah being read on Purim</li> <li>• To understand why Esther had such a key role to play in the Purim story.</li> <li>• To understand the importance of leading by example</li> </ul>
<p><b>Possible activities you could use:</b> <i>Matching pictures, Making 'food' trees, Art work with paints, role play with dressing up clothes. Literacy, circle time activities</i></p>	<p><b>Possible trips or performances</b></p> <ul style="list-style-type: none"> <li>• Purim shpiel</li> <li>• GIFT fruit basket collating for Care homes</li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Formative assessment</li> <li>• Adding to Topic webs</li> <li>• Role play</li> <li>• Marking</li> </ul>	<p><b>Links to wider curriculum</b></p> <ul style="list-style-type: none"> <li>• English – Writing script for Purim play</li> <li>• Comic strip of Megillat Esther story</li> <li>• Science – planting seeds (Water Cress) and life cycle of trees</li> <li>• Science – Exploring where different fruit grow/when are they in season/climates</li> </ul>



## Topic 4 – Pesach –Year 1

<p><b>Synopsis:</b> <i>For the festival of Pesach, each Year group will spend learning time preparing presentations for the school's Model Seder, through which they will demonstrate their knowledge, skills and understanding of the festival. The songs, explanations and presentations will be chosen as a means of highlighting the learning objectives of each individual Year group and will be presented to parents, governors and invited guests.</i></p>	<p><b>Key Vocabulary:</b> Torah, La'asok B'divrei Torah, Moshe, Aharon, Miriam, Pharaoh, Arba, Yayain, Afikomen, Makot, Yam Suf/Red Sea, Mitzrayim, Avadim, Dayeinu, Blood, Frogs, Lice, Matzah</p>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Know the letters א ב מ ס ת ח ו ד ה י נ ק ל ש פ</li> <li>• Know the vowels chirik, patach/kamatz, cholam, tzere/segol</li> <li>• To know the story and some of the symbols of Pesach</li> <li>• To know an increasing number of Brachot for the Torah</li> <li>• To know that the values of the Parashot and the importance of following rules.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit of work pupils should be able to:</li> <li>• blend one letter with Patach</li> <li>• To blend 2 letters with Patach</li> <li>• Understand the personalities of some of the main characters in the Pesach story; Moshe, Aharon, Miriam and Pharaoh</li> <li>• To identify the Afikomen and what we do with it.</li> <li>• To understand why the Afikoman is hidden.</li> <li>• To identify the 3 Matzot and 4 cups of wine on the Seder table</li> <li>• To understand the meaning of different Pesach symbols at the Seder.</li> </ul>
<p><b>Possible activities you could use:</b> <i>2email , forums, Book creator, singing/music sessions, rehearsal for Model Seder</i></p>	<p><b>Possible trips or performances</b></p> <ul style="list-style-type: none"> <li>• <b>Model Seder</b></li> <li>• <b>Tzivos Hashem Matza Bakery</b></li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Contribution to a forum or email through, text, voice or image</li> <li>• Outcome of books created</li> </ul>	<p><b>Links to wider curriculum:</b></p> <ul style="list-style-type: none"> <li>• <b>English – writing about Pesach episodes</b></li> <li>• <b>Music – Learning songs from Haggada in Music lessons</b></li> <li>• <b>Maths – exploring numbers for Sefirat Haomer</b></li> </ul>





## Topic 5 – Israel - Year 1

<p><b>Synopsis:</b> <i>A look at Israel, celebrating its birthday and why it is so important. Looking at the journey from Egypt to Israel stopping of at Mount Sinai for Shavuot.</i></p>	<p><b>Key Vocabulary:</b> Yom huledet, Ivrit, Shavuot, Yom Ha’atzmaut, Omer, Luchot, Torah, Chalavi, Bracha Shehakol, Shivat Haminim</p>
<p><b>Knowledge</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the letters ש ב ת ל ו ם כ פ ה ס ד ו ר י ן ח</li> <li>• Know the vowels patach/kamatz, cholam, chirik, shoorook/kooboot</li> <li>• To know how old the modern state of Israel is and that Hebrew is the main language in Israel.</li> <li>• To know the symbols for Yom Ha’atzma’ut, Lag B’Omer and Shavuot.</li> <li>• To know the Brachot for dairy foods.</li> <li>• To know some of the brachot for different harvest food (Shivat Haminim), including wheat and Barley</li> <li>• To know that the values of the Parashot this term are about following the rules.</li> </ul>	<p><b>Skills</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• To be able to blend a letter and Tzeireh vowel together</li> <li>• To be able to say the sounds of the final letters of the aleph-bet</li> <li>• To be able to explain the meanings of the different symbols for Israel</li> <li>• To explain the meaning of each of the commandments.</li> <li>• To be able to say some brachot for special occasions</li> <li>• To understand why rules are important</li> </ul>
<p><b>Possible activities you could use:</b>          JI tap Hebrew letters, aleph champ          Making a food tree for each season          Flower arrangements for hospital          Making your own 10 commandments          Learning the Hatikvah</p>	<p><b>Possible trips or performances:</b></p> <p><b>Jewish Museum</b>  <b>Virtual tour of Israel</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Ordering and explaining the 10 comandments</li> <li>• Mix and match the different brachot</li> <li>• Design a poster for Israel’s birthday including the symbols and colours</li> </ul>	<p><b>Links to wider curriculum:</b>  <b>Art/DT – cooking dairy foods</b>  <b>Maths – O’mer count</b>  <b>Science – plant lifecycle/ tree leaves indentification</b>  <b>English – Non fiction writing</b>  <b>PSHCE – Rights and responsibilities / being a good citizen</b></p>



## Topic 6 – The holy temple - Year 1

<p><b>Synopsis:</b> To find out about the holy temples and what made them special.</p>	<p><b>Key Vocabulary:</b></p>
<p><b>Knowledge</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the letters פ מ ם ר ך ך ן ח ן ש ל ן</li> <li>• Know the vowels patach/kamatz, cholam, chirik, shoorook/koobootz, tzere/segol and the sound of shva.</li> <li>• To know different places of worship and what makes them special</li> <li>• To know that there were two holy temples and that both were destroyed.</li> <li>• To know some of the unusual brachot</li> <li>• To know that the values of the Parashot are about encouraging us to be good citizens</li> </ul>	<p><b>Skills</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• To be able to blend a letter and Tzeireh vowel together</li> <li>• To be able to say the sounds of the final letters of the aleph-bet</li> <li>• To be able to say the correct brachot</li> <li>• To be able to show an understanding of how the temple was used</li> <li>• To be able to see what different places of worship have in common</li> </ul>
<p><b>Possible activities you could use:</b>          Ji tap hebrew letters, aleph champ          Making their model of a temple          Label the key parts of the temple</p>	<p><b>Possible trips or performances:</b>   <b>Virtual tour of the holy temple</b>  <b>Visit to a Synagogue (compare and contrast Temple and Synagogue)</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Interactive parashah quiz (Ji tap)</li> <li>• Hebrew reading record</li> </ul>	<p><b>Links to wider curriculum:</b>  <b>Art/DT – make model of the temple</b>  <b>Music –</b>  <b>Science – material and their properties</b>  <b>English – retelling the story of the temples</b></p>

# **Year Two**

**The content of the Curriculum should not be used as a checklist. The content must be applied using a 'best fit' approach. Flexibility and discretion need to be applied when there are Chaggim and changes to the school timetable.**



## Topic – Chaggei Tishrei- Year 2

<p><b>Synopsis: New beginnings. As it is the beginning of the new school year, the children will be reviewing their learning and in Jewish Studies in particular, the focus will be on the Jewish new year and its festivals and the importance of Teshuvah and connecting to G-d in various different ways.</b></p>	<p><b>Key Vocabulary: Rosh Hashanah, Shofar, Yom Kippur, Sukkot, Teshuva, Simchat Torah, Forgiveness, Synagogue, Torah, Bracha, Arba Minim, Sukka, Lulav, Etrog, Haddasim, Aravot, Shehecheyanu.</b></p>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Know the letters פ ת ש כ ג ע צ</li> <li>• Know and review all the vowels learnt</li> <li>• To know Rosh Hashanah is about thinking how our good deeds help us to connect to G-d</li> <li>• To know that Yom Kippur gives us the opportunity to say sorry to friends and family.</li> <li>• To know what the Arba Minim (4 Species) look like.</li> <li>• To know about the Sefer Torah.</li> <li>• To know the names and use of the features of a Synagogue.</li> <li>• To know the names of the Patriarchs and Matriarchs and some of their personalities and stories.</li> </ul>	<p><b>Skills</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Blend syllables and vowels together orally and written</li> <li>• To sound the 4 different notes of the Shofar</li> <li>• To be able to list the 5 restrictions of Yom Kippur in writing.</li> <li>• To understand that Yom Kippur is a serious day when Jewish adults fast.</li> <li>• To be able to read the Brachot (Blessings), which are said before waving the Arba Minim (4 Species) on the first day of the festival</li> <li>• To recognise the differences between a written Sefer Torah and a printed Chumash.</li> <li>• To explain key figures in relating personalities of the weekly Parasha.</li> </ul>
<p><b>Possible activities you could use:</b> Aleph Champ reading programme and JI Tap, Haggadah, Megillah Character profiling of the Avot and Imahot Arts and crafts involving leaf-rubbing, Exploring Jewish artefacts including the shofar, the Kittel and Pomegranate.</p>	<p><b>Possible trips or performances:</b>  <b>Visit to a Synagogue</b> <b>Special assembly for the Days of Awe</b> <b>Visiting different Succot in the local area (Adanese Synagogue)</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Written record of how Chaggim artefacts are used for each festival.</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Design of own Sukkah</li> <li>• Report about the Torah</li> <li>• Topic web of progression of knowledge</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to wider curriculum:</b></p> <ul style="list-style-type: none"> <li>• Maths- 3D shapes and Nets for the sukkah</li> <li>• PSHCE- rights and responsibilities</li> <li>• Science – life cycle of plants</li> </ul>



## Topic 2 – Chanukah - Year 2

<p><b>Synopsis:</b> <i>For the festival of Chanukah, each Year group will spend learning time preparing a presentation in the form of a song, dance or play, through which they will demonstrate their knowledge, skills and understanding of the festival of Chanukah. These songs and sketches will be chosen as a means of highlighting the learning objectives of each individual Year group and presented to parents, governors and invited guests</i></p>	<p><b>Key Vocabulary:</b> Ancient Greeks, Chanukah, Chanukiah, Menorah, Brachot, Ner, Sevivon, Dreidel, Doughnut, Latke, Parasha, Mezonot, Hagafen, Shehakol, Hamotzi, Haetz, Ha'adamah. Melech, Haolam</p>
<p><b>Knowledge</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the letters פ ז ש כ ג ע צ</li> <li>• Know and review all the vowels learnt</li> <li>• To know that the Ancient Greeks made the Temple impure</li> <li>• To know how we remember and celebrate the miracle of the oil</li> <li>• To know that after the battle with the Yevanim, the Jewish people found one last bottle of oil with the seal of the Kohen Gadol</li> <li>• To know some of the brachot for different food and drink</li> <li>• To know the reoccurring values in the early Parashot of the Torah.</li> </ul>	<p><b>Skills</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• To be able to blend a letter and Sh'va vowel</li> <li>• To be able to blend a letter and Cholam vowel</li> <li>• To be able to recognise the difference between the Menorah in the Temple and the Chanukiyah nowadays.</li> <li>• To understand what the Temple is and its importance to the Jewish people.</li> <li>• .</li> <li>• To be able to play the game of Dreidel/Sevivon and identify the rules applying to each of the 4 letters.</li> <li>• To be able to sing some Chanukah songs</li> </ul>
<p><b>Possible activities you could use:</b>          Ji tap hebrew letters, aleph champ          Different uses of oil in Judaism (for traditional foods)          Desining and creating a Chanukiyah and Menorah          Comic strip of battle between Maccabees and Ancient Greeks</p>	<p><b>Possible trips or performances: Virtual Temple trip (in school)</b>  <b>Tzivos Hashem oil factory</b></p> <p><b>Whole school Chanukah performance focus of traditional dance</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Interactive Chanukah quiz (Ji tap)</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Chanukah Quiz</li> <li>• Topic web showing progress in knowledge and understanding</li> <li>• Reading record</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to wider curriculum:</b>  <b>Art/DT – prop making and costumes, making own chanukiah</b>  <b>Music – Chanukah songs</b>  <b>Science – light and properties of oil, compared to other liquids</b>  <b>English – retelling the Chanukah story</b>  <b>P.E. - Dance</b></p>

## Topic – Purim- Year 2

<p><b>Synopsis:</b> The children will focus their learning on the festival of Purim and the Mitzvot associated with this major festival. Purim is celebrated in school and the children's learning is borne out in the practical activities in which they partake.</p>	<p><b>Key Vocabulary:</b> Chag Ha'ilanot, Shivat Haminim, Rimon, Zayit, Purim, Esther, Mordechai, Haman, Vashti, Bigtan, Teresh, Zeresh, Raashan, Masecha, Mishloach Manot, Birchot Hatorah, , Haetz</p>
<p><b>Knowledge</b> <i>By the end of this unit of work pupils should be able to:</i></p> <ul style="list-style-type: none"> <li>• Know the letters    ך   ץ   ן</li> <li>• To revise and embed all the vowels learnt</li> <li>• To know why Tu B'shevat is celebrated.</li> <li>• To know the story of Purim and the personality of each main character</li> <li>• To know the significance of the symbols associated with Purim.</li> <li>• To know all of the Brachot for the Torah</li> <li>• To know the blessing for fruit, vegetables and wine/grape juice</li> <li>• To know that one of the values of the Parashot in Shemot are about showing gratitude to G-d and other people</li> </ul>	<p><b>Skills</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To be able to say all the sounds of the letters learnt in the previous term</li> <li>• To be able to blend all vowels with 2 or 3 letters</li> <li>• To understand the meanings of the Seudah being eaten and Matanot La'evyonim being given on Purim</li> <li>• To understand the importance of challenging wrong behaviour</li> <li>• To understand why Mordechai had such a key role in the Megillah</li> </ul>
<p><b>Possible activities you could use:</b> <i>Matching pictures, Making 'food' trees,</i></p>	<p><b>Possible trips or performances</b></p> <ul style="list-style-type: none"> <li>• Purim Shpiel</li> <li>• GIFT fruit baskets</li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Weekly Ivrit Hebrew reading sheets</b></li> <li>• Quizzes</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Formative assessment</li> <li>• Adding to Topic webs</li> <li>• Role play</li> <li>• Marking</li> </ul>	<p><b>Links to wider curriculum:</b></p> <ul style="list-style-type: none"> <li>• Music – related to trees and the weather (The 4 Seasons)</li> <li>• PSHE – Linking values from Parasha</li> <li>• Geography – where was Shushan</li> </ul> <p>Art – Using pastel colours to recreate Shivat Haminim and other fruit. Depicting symbols of Purim and Esther's character traits</p>



## Topic – Pesach –Year 2

<p><b>Synopsis:</b> <i>For the festival of Pesach, each Year group will spend learning time preparing presentations for the school’s Model Seder, through which they will demonstrate their knowledge, skills and understanding of the festival. The songs, explanations and presentations will be chosen as a means of highlighting the learning objectives of each individual Year group and will be presented to parents, governors and invited guests.</i></p>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Chesed, Tzedaka, Anivut, humility, courage, equality, Matza, mitz anavim, Arba Kosot, Ka’arah, Kos shel Eliyahu, Karpas, Maggid, Haggada, Birchot Hatorah, Afikomen</b></li> </ul>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>•</li> <li>• To know the story and some of the symbols of Pesach (EG Matza, grape juice)</li> <li>• To know an increasing number of Brachot for the Torah</li> <li>• To know specific artefacts used at the Pesach Seder (Matza cover, 4 cups, cup for Elijah)</li> <li>• To know the key character traits from the Parashot</li> <li>• Know how to read important words connected to the Seder.</li> </ul>	<p><b>Skills</b> Understand the main events of the Pesach story; Burning Bush, 10 plagues, splitting of Red sea</p> <ul style="list-style-type: none"> <li>• To understand what the Afikomen represents.</li> <li>• To know how different artefacts of Pesach are used</li> <li>• To know what actions we do when drinking the wine and eating the Matzot and the reason for this action.</li> <li>• To identify the key character traits in each Parasha</li> </ul>
<p><b>Possible activities you could use:</b> Rehearsal for Model Seder, creating and compiling personal Haggadah, role-play of exodus episode, JI Tap,</p>	<p><b>Possible trips or performances</b></p> <ul style="list-style-type: none"> <li>• <b>Model Seder</b></li> <li>• <b>Matza Bakery</b></li> <li>• <b>Visit to care home with Passover hamper</b></li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Weekly Ivrit Hebrew reading sheets</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Formative and summative assessment</li> <li>• Role-play</li> <li>• Topic webs</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to wider curriculum:</b> <b>English – writing Pesach information in different formats (poems, prose, charts, lists, instructions)</b> <b>Music – rehearsing Pesach songs for Model Seder</b> <b>Art – depicting different Pesach symbols using different forms of colour</b></p>

## Topic – Israel –Year 2

<p><b>Synopsis: A look at Israel and focusing on the city of Jerusalem and the importance of the Kotel and its connection to the Holy Temple. The children will also learn about the differences and similarities between other main towns/cities in Israel.</b></p>	<p><b>Key Vocabulary</b> Medinat Yisrael, Yerushalayim, Beit Mikdash, Haifa, Tel Aviv, Be'er Sheva, Degel, Sharon, Galil, Negev, Olim, Kotel.</p>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Know familiar words using all letters and vowels learnt</li> <li>• Know how to read unfamiliar sentences using the vowels patach/kamatz</li> <li>• To know the names of the major cities in Israel (Jerusalem, Tel Aviv, Haifa, Be'er Sheva</li> <li>• To know key facts associated with these cities.</li> <li>• To know why we celebrate Yom Ha'atzmaut</li> <li>• To know the episodes of Rabbi Akiva and his students</li> <li>• To know the main customs of Shavuot</li> <li>• To know the key values and morals learnt from the Parashot</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit of work pupils should be able to:</li> <li>• Understand the main features of Jerusalem, Tel Aviv, Haifa and Be'er Sheva</li> <li>• To understand the importance of the land of Israel to the Jewish people</li> <li>• To understand why Rabbi Akiva had to be so careful about learning Torah and keeping Mitzvot</li> <li>• To know the reason for eating milky foods and having flowers in the shul on Shavuot</li> <li>• To understand how various episodes highlight key values</li> </ul>
<p><b>Possible activities you could use;</b> <i>singing/music sessions, making cheese cake, using a map of Israel to highlight major towns/cities. Weekly Ivrit Hebrew reading sheets</i></p>	<p><b>Example Cross Curricular links and outcomes</b></p> <ul style="list-style-type: none"> <li>• <i>Compose a class Blog on a diary of a tadpole, chick or caterpillar, Class toy</i></li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Contribution to a forum or email through, text, voice or image</li> <li>• Outcome of books created</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to Jewish Studies: Parasha, Israel studies, Tefillah, model seder, Lag B'Omer activities</b></p>



## Topic 6 – The 3 Weeks - Year 2

<p><b>Synopsis:</b> To explore the 2 holy temples and what made them special. We will learn about the main events that led to the Temples being destroyed and how we can try to ensure we learn from those mistakes made.</p>	<p><b>Key Vocabulary:</b> Beit Mikdash, sinat chinam, beit Knesset, shul, temple, Devarim, Moshe, Mishneh Torah</p>
<p><b>Knowledge</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• To know how to decode 3, 4, 5 letter words with all vowels learnt</li> <li>• Know how to read unfamiliar sentences using the vowels patach/kamatz</li> <li>• To know different places in which a Jew may pray</li> <li>• To know why the 2 Batei Mikdash were destroyed</li> <li>• To know who built the 1<sup>st</sup> Holy Temple</li> <li>• To know some of the unusual Brachot said on different occasions</li> <li>• To know some of the key values set out in the Parashot in the book of Devarim</li> </ul>	<p><b>Skills</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• To be able to blend all Hebrew letters with vowels</li> <li>• To be able to say the correct brachot for unusual events and understand their basic meaning</li> <li>• To be able to show an understanding of sinat chinam and how to prevent it.</li> <li>• To be able to see what different synagogues have in common</li> <li>• To be able to show how a synagogue compares to the holy temple</li> </ul>
<p><b>Possible activities you could use:</b>          Ji tap hebrew letters,          Ivrit Hebrew reading sheets          Making their model of the temple          Label the key parts of the temple          Visiting different synagogues</p>	<p><b>Possible trips or performances:</b>   <b>Virtual tour of the holy temple</b>  <b>Visit to a Synagogue (compare and contrast Temple and Synagogue)</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Interactive parashot quiz (Ji tap)</li> <li>• Marking and feedback</li> <li>• Hebrew reading record (Ivrit)</li> </ul>	<p><b>Links to wider curriculum:</b>  <b>Art/DT – make model of the temple</b>  <b>Music –</b>  <b>Science – material and their properties</b>  <b>English – retelling the story of the temples</b></p>

# Jewish Studies: key skills & Knowledge requirements (Key stage 2)

## Hebrew reading

- To be able to recognise the letters and vowels of the Alef-bet
- To be able to say the sounds of the letters and vowels of the Alef-bet
- To be able to blend letters and vowels together together
- To be able to decode Hebrew words and sentences with an increasing proficiency
- To be able to read familiar words written in Ivrit/Hebrew
- To be able to phonetically sound out simple words in Ivrit/Hebrew
- To be able to read Hebrew from selected books (Siddur, Chumash, Megillat Esther, Haggada, Israeli/Ivrit books)

## Chaggim

- To know the season and Hebrew month in which major Jewish festivals occur
- To understand the origins of these festivals, including their historical features
- To understand the link between the laws and customs and the festival itself
- To know how the festivals relate to the land of Israel

## Brachot

- To have an increasing knowledge of the brachot for food and drink
- To know the brachot for morning blessings and the brachot for the Shema
- To know the brachot for the Torah and the order in which they are said
- To know the brachot for Shabbat and the different ceremonies at which these Brachot are said.

## Parasha

- To know the name of the parasha for the week
- To be able to summarise the story
- To understand the values from the parasha and how they relate to modern British values
- To know and understand the episodes involving the Forefathers and Foremothers and the values we can learn from their character traits
- To be able to apply the values of the Parashot to our lives, in a practical way
- To know the explanations of key Torah commentators, including the Midrash

# **Year Three**

**The content of the Curriculum should not be used as a checklist. The content must be applied using a 'best fit' approach. Flexibility and discretion need to be applied when there are Chaggim and changes to the school timetable.**

**Topic – Chaggei Tishrei- Year 3**

<p><b>Synopsis: Making new resolutions. As this term is the beginning of the new Jewish year, the children’s learning will focus on perfecting themselves. They will be learning and recalling other aspects of the Jewish new year, Yom Kippur, Succot, Shemini Atzeret and Simchat Torah.</b></p>	<p><b>Key Vocabulary: Rosh Hashanah, Shofar, Yom Kippur, Sukkot, Teshuva, Simchat Torah, Forgiveness, Synagogue, Torah, Bracha, Arba Minim, Sukka, Lulav, Etrog, Haddasim, Aravot, Shehecheyanu.</b></p>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To know how to decode 3, 4 and 5 letter words with increased accuracy.</li> <li>• To know what the sounds of all the vowels including shva</li> <li>• To know that from Rosh Hashana, we utilise the time to resolve to be better in our behaviour towards G-d and towards other people (Teshuva)</li> <li>• To know that there are various laws and customs which we can perform, to demonstrate our resolve</li> <li>• To know the story of and the key messages in the story of Jonah</li> <li>• To know key laws and traditions of Succot</li> <li>• To know the key Tefillot in Birchot Hashachar</li> <li>• To know the moral values displayed in the Parashat Hashavu.</li> </ul>	<p><b>Skills</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Blend all letters with all vowels</li> <li>• Decode most Hebrew words</li> <li>• Read the prayer said before eating apple and honey</li> <li>• Explain the process of Teshuva</li> <li>• Explain how and why we take the Arba Minim</li> <li>• Read the Brachot (Blessings), which are said before waving the Arba Minim (4 Species) on the first day of the festival</li> <li>• Read key parts of Birchot Hashachar and explain their meaning</li> <li>• Explain and demonstrate key values learnt from the Parashat Hashavua.</li> </ul>
<p><b>Possible activities you could use:</b> Ivrit reading programme, Siddur, IWB and JI Tap, Haggadah, Megillah Identifying character traits of the Avot and Imahot Tribe Succot programmes, Experiencing the artefacts associated with the Chaggei Tishrei Creating a ‘Guide to the Festival’ for Succot</p>	<p><b>Possible trips or performances:</b></p> <p><b>Visit from Tribe Succah van</b> <b>Special assemblies for the Yamim Noraim, Succot and Simchat Torah</b> <b>Visiting different Succot in the local area (Adanese Synagogue)</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Written record of Jewish learning</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Design own Succot guide</li> <li>• Topic web of progression of knowledge</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to wider curriculum:</b></p> <ul style="list-style-type: none"> <li>• Maths- 3D shapes and Nets for the sukkah</li> <li>• Literacy – using reading, writing and listening skills to demonstrate understanding of festivals</li> <li>• PSHCE- rights and responsibilities, caring for others</li> <li>• Science/Geography – seasons, qualities of wood, water cycle</li> </ul>

## Topic 2 – Chanukah - Year 3

<p><b>Synopsis:</b> <i>For the festival of Chanukah, each Year group will spend learning time preparing a presentation in the form of a song, dance or play, through which they will demonstrate their knowledge, skills and understanding of the festival of Chanukah. These songs and sketches will be chosen as a means of highlighting the learning objectives of each individual Year group and presented to parents, governors and invited guests</i></p>	<p><b>Key Vocabulary:</b> Ancient Greeks, Chanukah, Chanukiah, Menorah, Brachot, Ner, Yevanim, Maccabim/Maccabees, Nes Gadol, Maoz Tzur, names of key personalities in the Parashat Hashavua (Avraham, Yitzchak, Yaakov, Sarah, Rivka, Rachel, Leah, Yoseph and his 11 brothers, in particular Benjamin).</p>
<p><b>Knowledge</b> <i>By the end of this unit of work pupils should be able to:</i></p> <ul style="list-style-type: none"> <li>• To know all Hebrew letter and vowel sounds</li> <li>• To know that the Maccabees were victorious against their Ancient Greek occupiers</li> <li>• To know the history of the Chanukah story</li> <li>• To know that the Maccabees were among a minority of Jews willing to stand up to the might of the Ancient Greek occupation</li> <li>• To know key prayers in Birchot Hashachar</li> <li>• To know the reoccurring values in the Parashat Hashavua</li> </ul>	<p><b>Skills</b> <i>By the end of this unit of work pupils should be able to:</i></p> <ul style="list-style-type: none"> <li>• blend all Hebrew letters with vowels</li> <li>• to recognise the difficult decisions the Jewish people in Israel would have had, standing up to the Yevanim</li> <li>• understand the chronology of the Chanukah story</li> <li>• portray in pictures and writing, the Maccabees’ success against the Yevanim</li> <li>• to read the blessings for the Chanukiya and sing the first paragraph of Maoz Tzur</li> </ul>
<p><b>Possible activities you could use:</b> Jl tap hebrew letters, Ivrit Hberew reading programme Theatre workshops of ‘The few against the Mighty’ Comic strip (with written captions) of battle between Maccabees and Yevanim</p>	<p><b>Possible trips or performances: Virtual trip around Israel. Focusing on Modiin, Chashmonaim and the other areas occupied by the Maccabees during the 25 struggle to free Israel from Hellenism</b></p> <p><b>Whole school Chanukah performance focus of traditional dance, song and music</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Interactive Chanukah quiz (Ji tap)</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Chanukah Quiz</li> <li>• Topic web showing progress in knowledge and understanding</li> <li>• Marking, feedback and self-assessment</li> </ul>	<p><b>Links to wider curriculum:</b> <b>Art/DT – prop making and costumes, making own chanukiah</b> <b>Music – Chanukah songs</b> <b>Science – light and properties of oil, compared to other liquids</b> <b>English – retelling the Chanukah story</b> <b>P.E. - Dance</b></p>

### Topic – Purim- Year 3

<p><b>Synopsis:</b> The children will focus their learning on the festivals of Tu BiShevat and Purim and the Mitzvot associated with these festivals. The children spend time learning about Tu BiShevat, in relation to Science and ecology. Purim is celebrated in school and the children’s learning is borne out in the practical activities in which they partake.</p>	<p><b>Key Vocabulary:</b> Chag Ha’ilanot, Shivat Haminim, Rimon, Zayit, Purim, Esther, Mordechai, Haman, Vashti, Bigtan, Teresh, Zeresh, Raashan, Masecha, Mishloach Manot, Birchot Hatorah, , Haetz, Shehecheyanu</p>
<p><b>Knowledge</b> <i>By the end of this unit of work pupils should be able to:</i></p> <ul style="list-style-type: none"> <li>• To revise all the letters and vowels.</li> <li>• To know why Tu B’shevat is celebrated and particularly in Israel.</li> <li>• To know the names of the Shivat Haminim</li> <li>• To know the different customs and mitzvot of Purim</li> <li>• To know the significance of some of the symbols associated with Purim.</li> <li>• To know the names of the key Tefillot in Pesukei D’Zimrah</li> <li>• To know the key values borne out of the episodes, including the characters in the Parashat Hashavuah. Focus particularly on the value of gratitude.</li> </ul>	<p><b>Skills</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To be able to read 2,3,4 and 5 letter words with increasing accuracy</li> <li>• To understand the meanings of the Seudah being eaten and Matanot La’evyonim being given on Purim</li> <li>• To understand the importance of challenging wrong behaviour</li> <li>• To understand why Mordechai had such a key role in the Megillah</li> </ul>
<p><b>Possible activities you could use:</b> <i>Matching pictures, Making ‘food’ trees, eating some of the Shivat Haminim with the brachot, observing the Purim artefacts, describing Purim artefacts using adjectives.</i></p>	<p><b>Possible trips or performances</b></p> <ul style="list-style-type: none"> <li>• Purim Shpiel</li> <li>• GIFT fruit baskets</li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Weekly Ivrit Hebrew reading sheets</b></li> <li>• Quizzes</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Formative assessment</li> <li>• Adding to Topic webs</li> <li>• Role play</li> <li>• Marking</li> </ul>	<p><b>Links to wider curriculum:</b></p> <ul style="list-style-type: none"> <li>• Music – related to trees and the weather (The 4 Seasons)</li> <li>• PSHE – Linking values from Parasha</li> <li>• Geography – where was Shushan</li> <li>• History – Persian empire and Purim story</li> </ul> <p>Art – Using pastel colours to recreate Shivat Haminim and other fruit. Depicting symbols of Purim and Esther’s character traits</p>



**Topic – Pesach –Year 3**

<p><b>Synopsis:</b> <i>For the festival of Pesach, each Year group will spend learning time preparing presentations for the school’s Model Seder, through which they will demonstrate their knowledge, skills and understanding of the festival. The songs, explanations and presentations will be chosen as a means of highlighting the learning objectives of each individual Year group and will be presented to parents, governors and invited guests.</i></p>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Chesed, Tzedaka, Anivut, humility, courage, equality, Matza, mitz anavim, Arba Kosot, Ka’arah, Kos shel Eliyahu, Karpas, Maggid, Haggada, Birchot Hatorah, Afikomen, hametz, Matzah, L’shem Mitzvat Matzah</b></li> </ul>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To be able to start to read familiar sentences including all vowels and letters</li> <li>• To know the story and some of the symbols of Pesach and connect it to the reasons why we do not eat hametz, only Matzah on Pesach.</li> <li>• To know about the key tefillot in Pessukai D’zimra</li> <li>• To know the process of making and baking Matzah for Pesach</li> <li>• To know the key character traits from the Parashot in Shemot/Vayikra</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit of work pupils should have increased their decoding skills and overall Hebrew reading fluency of familiar texts.</li> <li>• Understand the main events of the Pesach story; Burning Bush, 10 plagues, splitting of Red sea</li> <li>• To understand what the Afikomen represents.</li> <li>• Understand how Matzah is baked and how it differs from bread baking.</li> <li>• To know how different artefacts of Pesach are used</li> <li>• To know what actions we do when we eat the different pieces of Matzah at the Seder</li> <li>• To know why we do not exceed 18 minutes when we bake Matzah</li> <li>• To identify the key character traits in each Parasha</li> </ul>
<p><b>Possible activities you could use:</b> Rehearsal for Model Seder, creating and compiling personal Haggadah, role-play of exodus episode, Ji Tap, Model Matzah bakery, observing baking of bread compared to baking of Matzah – what is the difference?</p>	<p><b>Possible trips or performances</b></p> <ul style="list-style-type: none"> <li>• <b>Model Seder</b></li> <li>• <b>Matza Bakery</b></li> <li>• <b>Baking bread</b></li> <li>• <b>Visit to care home with Passover hamper</b></li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Weekly Ivrit Hebrew reading sheets</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Formative and summative assessment</li> <li>• Role-play</li> <li>• Topic webs</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to wider curriculum:</b>  <b>English – writing Pesach information in different formats (poems, prose, charts, lists, instructions)</b>  <b>Music – rehearsing Pesach songs for Model Seder</b>  <b>Art – depicting different Pesach symbols using different forms of colour</b>  <b>History – Ancient Egypt and links to Pesach story, from historical perspective</b></p> <p>.....</p>



**Topic – Israel –Year 3**

<p><b>Synopsis: A look at the map of Israel and focusing on the main cities, particularly the 4 holy cities of Israel. The children will have an appreciation of the geography of the land and the 3 different plains; namely, the Sharon, the Galil, the Negev and the role these areas play in the modern and biblical aspects of the land of Israel.</b></p>	<p><b>Key Vocabulary</b> Medinat Yisrael, Yerushalayim, Beit Mikdash, Haifa, Tel Aviv, Be'er Sheva, Degel, Sharon, Galil, Negev, Olim, Kotel.</p>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To continue to develop decoding skills for Hebrew reading</li> <li>• To know the names of the main areas in Israel (Galil, Sharon, Negev)</li> <li>• To highlight these areas on a map of Israel.</li> <li>• To know the special features of the 3 areas of Israel (Galil, Sharon, Negev)</li> <li>• To be able to locate 4 major cities on map of Israel</li> <li>• To know the main customs of Shavuot</li> <li>• To know the key values and morals learnt from the Parashot</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit of work pupils should be able to:</li> <li>• To blend letters and vowels of 3, 4 and 5 letter words. (in some case, longer words)</li> <li>• Understand the geography of the 3 main planes in Israel</li> <li>• To use map skills to identify 3 main planes</li> <li>• Use map skills to identify 4 major cities and in which planes they are located</li> <li>• To know the reason for eating all the Shavuot customs</li> <li>• To understand how various episodes in the Parashot highlight key values</li> </ul>
<p><b>Possible activities you could use:</b> <i>2email , forums, Book creator, singing/music sessions, making flower arrangements with GIFT, using a map of Israel to highlight major towns/cities and planes. Weekly Ivrit Hebrew reading sheets</i></p>	<p><b>Example Cross Curricular links and outcomes</b></p> <ul style="list-style-type: none"> <li>• <i>Geography – map skills, Literacy – describing the areas within Israel, Maths – comparing population sizes within the planes and cities</i></li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Contribution to a forum or email through, text, voice or image</li> <li>• Ability to correctly identify places on a map</li> <li>• Outcome of books created</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to Jewish Studies: Parasha, Israel studies, Tefillah, model seder, Lag B'Omer activities</b></p>



### Topic 6 – The 3 Weeks - Year 3

<p><b>Synopsis:</b> To explore the laws of the 3 Weeks and 9 Days and their proximity to the Fast of Tammuz and the fast of Av and have an understanding as to why we have these laws. The children will appreciate the sadness of this time in the Jewish calendar and the display of mourning increasing through the 3 Weeks. Children will also recall their learning of the loss of the 2 Batei Mikdash.</p>	<p><b>Key Vocabulary:</b> Shema, bein Hametzarim, Tisha B'av, Shiva Assar B'Tammuz, Batei Mikdash, Tefillin, Mezuzah, Schar, Tzitzit, Yetziat Mitzrayim</p>
<p><b>Knowledge</b> <i>By the end of this unit of work pupils should be able to:</i></p> <ul style="list-style-type: none"> <li>• Know key words and their meaning found in familiar text</li> <li>• To know what the signs of mourning are in the 3 Weeks</li> <li>• To know the reasons for these signs of mourning during this period</li> <li>• To know the content of the 3 paragraphs of the Shema</li> <li>• To know some of the key values set out in the Parashot in the book of Devarim</li> </ul>	<p><b>Skills</b> <i>By the end of this unit of work pupils should be able to:</i></p> <ul style="list-style-type: none"> <li>• To be able to read and understand key words in familiar texts</li> <li>• To be able to explain what signs of mourning are displayed during the 3 Weeks</li> <li>• To understand and explain why these signs of mourning are displayed during the 3 Week period</li> <li>• To be able to show an understanding of the 3 paragraphs of the Shema</li> <li>• To be able to explain key values set out in the book of Devarim</li> </ul>
<p><b>Possible activities you could use:</b> Jl tap hebrew letters, Ivrit Hebrew reading sheets Hebrew reading from Siddur Creating a time-line of the 3 Weeks</p>	<p><b>Possible trips or performances:</b>  <b>Virtual tour of the holy temple and Roman conquest leading up to its destruction</b> <b>Observing the inside of a Mezuzah and Tefillin with a visiting Scribe</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Interactive parasha quiz (Jl tap)</li> <li>• Marking and feedback</li> <li>• Hebrew reading record (Ivrit)</li> </ul>	<p><b>Links to wider curriculum</b> <b>Maths – Timelines</b> <b>Science – material and their properties</b> <b>English – explaining the customs of mourning during the 3 weeks</b> <b>Art/Design – creating a chart, displaying the customs of the 3 Weeks</b></p>

# **Year Four**

**The content of the Curriculum should not be used as a checklist. The content must be applied using a 'best fit' approach. Flexibility and discretion need to be applied when there are Chaggim and changes to the school timetable.**

**Topic – Chagei Tishrei- Year 4**

<p><b>Synopsis: appreciating the opportunity given to Jewish people at this time of year, to beseech G-d, as both a father figure and a King. The children will explore and understand the differences between G-d as Father and a King and how this helps the focus of our prayers. . They will be learning and recalling other aspects of the Jewish new year, Yom Kippur, Succot, Shemini Atzeret and Simchat Torah.</b></p>	<p><b>Key Vocabulary: Rosh Hashanah, Shofar, Yom Kippur, Sukkot, Teshuva, Simchat Torah, Forgiveness, Synagogue, Torah, Bracha, Arba Minim, Sukka, Lulav, Etrog, Haddasim, Aravot, Shehecheyanu, Avinu. Malkeinu, Melech, Av</b></p>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To start to know the script form for each of the Hebrew letters</li> <li>• To know that onj Rosh Hashana, we refer to G-d as King and a Father</li> <li>• To know the difference between G-d as our father and as our King</li> <li>• To recall key messages of Jonah and how we can apply these to our own lives</li> <li>• To recall key laws and traditions of Succot and know the reasons for the Arba Minim being taken on Succot</li> <li>• To know the key Tefillot in Pesukei D’zimra</li> <li>• To know the moral values displayed in the Parashat Hashavua.</li> </ul>	<p><b>Skills</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To be able to decode some script letters</li> <li>• Read the Avinu Malkeinu prayer</li> <li>• Explain the difference between G-d as our King and our Father.</li> <li>• Present factual information about the festival of Succot.</li> <li>• Read the Brachot (Blessings), which are said before waving the Arba Minim (4 Species) on the first day of the festival and why it is similar to the bracha for washing our hands</li> <li>• Read key parts of Pesukei D’zimra and explain their meaning</li> <li>• Explain and demonstrate key values learnt from the Parashat Hashavua.</li> </ul>
<p><b>Possible activities you could use:</b> Ivrit reading programme, Siddur, IWB and JI Tap, Machzor To stand in the Succah, waving the Arba Minim Tribe Succot programmes, Experiencing the artefacts associated with the Chagei Tishrei Creating a ‘Guide to the Festival’ for Succot</p>	<p><b>Possible trips or performances:</b>  <b>Visit from Tribe Succah van</b> <b>Special assemblies for the Yamim Noraim, Succot and Simchat Torah</b> <b>Visiting different Succot in the local area (Adanese Synagogue)</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Written record of Jewish learning</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Design own Arba Minim guide</li> <li>• Topic web of progression of knowledge</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to wider curriculum:</b></p> <ul style="list-style-type: none"> <li>• Maths- measurements of the Arba Minim, Literacy – using reading, writing and listening skills to demonstrate understanding of festivals,</li> <li>• Geography – Directions of the compass</li> <li>• PSHCE- rights and responsibilities, caring for others</li> <li>• Science/Geography – seasons, qualities of wood, water cycle</li> </ul>

## Topic 2 – Chanukah - Year 4

<p><b>Synopsis:</b> <i>For the festival of Chanukah, each Year group will spend learning time preparing a presentation in the form of a song, dance or play, through which they will demonstrate their knowledge, skills and understanding of the festival of Chanukah. These songs and sketches will be chosen as a means of highlighting the learning objectives of each individual Year group and presented to parents, governors and invited guests</i></p>	<p><b>Key Vocabulary:</b> Ancient Greeks, Chanukah, Chanukiah, Menorah, Brachot, Ner, Yevanim, Maccabim/Maccabees, Nes Gadol, Maoz Tzur, names of key personalities in the Parashat Hashavua (Avraham, Yitzchak, Yaakov, Sarah, Rivka, Rachel, Leah, Yoseph and his 11 brothers, in particular Benjamin), Emunat Hashem, Bitachon, Gibor, Yehuda, Matityahu</p>
<p><b>Knowledge</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Decode Hebrew with an increased proficiency, from different texts</li> <li>• To know that the Maccabees displayed faith and belief in G-d</li> <li>• To know how the key aspect of faith in G-d, was so instrumental in the Maccabees' victory</li> <li>• To know that the Maccabees were among a minority of Jews willing to stand up to the might of the Ancient Greek occupation</li> <li>• To know key prayers in Pesukei D'zimra</li> <li>• To know the reoccurring values in the Parashat Hashavua</li> </ul>	<p><b>Skills</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• blend all Hebrew letters with vowels and decode words and sentences with an increased proficiency</li> <li>• to recognise the emunah (faith) the Maccabees had in G-d</li> <li>• understand the chronology of the Chanukah story and the role of the maccbees in bringing about the miracles of the story</li> <li>• explain the difference between the attitudes of the majority of Jews and the Maccabees at that time</li> <li>• to read the blessings for the Chanukiya and read Hanerot Hallalu</li> </ul>
<p><b>Possible activities you could use: role-play of Maccabees and Greeks, CHanukah assembly, Olive press workshop</b>          Ji tap hebrew letters,          Ivrit Hberew reading programme          Theatre workshops of 'The few against the Mighty'          Comic strip (with written captions) of battle between Maccabees and Yevanim</p>	<p><b>Possible trips or performances: workshop on displaying trust and belief in people and how to display trust and belief in G-d, through actions and words</b></p> <p><b>Whole school Chanukah performance focus of traditional dance, song and music</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Interactive Chanukah quiz (Ji tap)</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Chanukah Quiz</li> <li>• Topic web showing progress in knowledge and understanding</li> <li>• Marking, feedback and self-assessment</li> <li>• Role play</li> </ul>	<p><b>Links to wider curriculum:</b>  <b>Art/DT – prop making and costumes, creating scene of Maccabees' victory</b>  <b>Music – Chanukah songs</b>  <b>English – explaining both verbally and in writing, the Emunah and Bitachon displayed by the Maccabees</b>  <b>P.E. - Dance</b></p>

## Topic – Purim- Year 4

<p><b>Synopsis:</b> The children will focus their learning on the festivals of Tu BiShevat and Purim and the Mitzvot associated with these festivals. The children spend time learning about Tu BiShevat, in relation to Science and ecology. Purim is celebrated in school and the children’s learning is borne out in the practical activities in which they partake.</p>	<p><b>Key Vocabulary:</b> Chag Ha’ilanot, Greenhouse gases, Ilanot, recycling, forest preservation, respiratory cycle, ecology, Bal Tashchit</p>
<p><b>Knowledge</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Know how to read familiar sentences in Hebrew with increasing accuracy</li> <li>• To know how Tu B’Shevat is linked to our environment and ecology</li> <li>• To know the effect of Greenhouse gases and the important function of trees</li> <li>• To know the names of the 4 Mitzvot of Purim</li> <li>• To know that each Mitzvah has its source in the Megillat Esther.</li> <li>• To recognise how each Mitzvah is linked to the celebration of Purim</li> <li>• To know the general content of each paragraph of the Shema</li> <li>• To know the 7 Mitzvot of the 1<sup>st</sup> paragraph of the Shema</li> <li>• Know the basic structure of the Amidah</li> <li>• To know the key values borne out of the episodes, including the characters in the Parashat Hashavuah. Focus particularly on the value of gratitude.</li> </ul>	<p><b>Skills</b>  By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Increasing recognition of known words and sentences read with increasing accuracy</li> <li>• To understand the meanings of the 4 Mitzvot of Purim</li> <li>• To be able to say the 7 Mitvot in the 1<sup>st</sup> paragraph of the Shema in the correct order</li> <li>• To understand why we observe the 4 specific laws of Purim</li> </ul>
<p><b>Possible activities you could use:</b> <i>Matching pictures, Making up fruit baskets with GIFT, making up Mishloach manot parcels for care homes, eating some of the Shivat Haminim with the brachot, observing the Purim artefacts, describing Purim artefacts using adjectives.</i></p>	<p><b>Possible trips or performances</b></p> <ul style="list-style-type: none"> <li>• Purim Shpiel</li> <li>• GIFT fruit baskets</li> <li>• GIFT</li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Weekly Ivrit Hebrew reading sheets</b></li> <li>• Quizzes</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Formative assessment</li> <li>• Adding to Topic webs</li> <li>• Role play</li> <li>• Marking</li> </ul>	<p><b>Links to wider curriculum:</b></p> <ul style="list-style-type: none"> <li>• Music – related to value of trees and safeguarding the environment</li> <li>• PSHE – Linking values from Parasha</li> <li>• History – timings of events in Purim story</li> </ul> <p>Art – Using different media to depict safeguarding the environment and promoting the essential value of tress in the world</p>

## Topic – Pesach –Year 4

<p><b>Synopsis:</b> <i>For the festival of Pesach, each Year group will spend learning time preparing presentations for the school's Model Seder, through which they will demonstrate their knowledge, skills and understanding of the festival. The songs, explanations and presentations will be chosen as a means of highlighting the learning objectives of each individual Year group and will be presented to parents, governors and invited guests.</i></p>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Matzah, Galut, Geulah, Yetziat Mitzrayim, Makot, Names of the 10 plagues, Keriat Yam Suf, Paroh, Moshe, Aharon, Hachbed et libo. Gevurah. Shalom, Hodaa,</b></li> </ul>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To know all the Aleph-bet letters and vowels and decode them with an increased fluency</li> <li>• To know the story of the exodus from Egypt.</li> <li>• To know the roles of Moshe and Aharon in the exodus</li> <li>• To know the different wonders and miracles G-d brought on Egypt</li> <li>• To know that Pharoah kept changing his mind and refused to let the Jewish people leave</li> <li>• To know about the key sections of the Amidah</li> <li>• To know the meaning of the first 3 blessings of the Amidah</li> <li>• To know the key character traits from the Parashot in Shemot/Vayikra</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit of work pupils should have increased their decoding skills and overall Hebrew reading fluency.</li> <li>• Understand the main events of the Pesach story, which led to the exodus</li> <li>• To understand how many of the Seder symbols remind us that we are now free.</li> <li>• To understand why we have Matzah instead of bread</li> <li>• To know how different artefacts of Pesach are used</li> <li>• To know how each artefact/action of the Seder reminds us of the exodus</li> <li>• To recognise the different blessing of supplication and thanks in the Amidah</li> <li>• To know the actions associated with the Amidah</li> <li>• To identify the key character traits in each Parasha</li> </ul>
<p><b>Possible activities you could use:</b> Rehearsal for Model Seder, role-play of exodus episode, Ji Tap, Model Matzah bakery, observing baking of bread compared to baking of Matzah – what is the difference? Hot-seating with the different characters (Moshe, Aharon, Paroh, Miriam etc)</p>	<p><b>Possible trips or performances</b></p> <ul style="list-style-type: none"> <li>• <b>Model Seder</b></li> <li>• <b>Matza Bakery</b></li> <li>• <b>Role-play of exodus and events leading up to it</b></li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Weekly Ivrit Hebrew reading sheets</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Role-play</li> <li>• Topic webs</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to wider curriculum:</b> <b>English – writing different parts of the exodus story in a variety of formats (poems, prose, charts, lists, instructions)</b> <b>Music – rehearsing Pesach songs for Model Seder</b> <b>Art – depicting different Pesach symbols relating to exodus, together with a brief explanation</b> <b>History – exploring the history of the region and how the Jewish people came to be living in Egypt (eg Jacob, Joseph)</b></p>

**Topic – Israel –Year 4**

<p><b>Synopsis:</b> A look at the different faces of Israel, focusing on the historical and biblical aspects and the modern State of Israel. The children will seek to understand Israel’s place amongst the other countries in the world , as well as the different religions, both in terms of people and iconic buildings. The children will primarily focus on the different areas within the Old City of Jerusalem (Christian Quarter, Jewish Quarter, Muslim Quarter, Armenian Quarter). They will look at the differences and similarities of the people, the places of worship and their contribution to the Land of Israel.</p>	<p><b>Key Vocabulary</b> Medinat Yisrael, Yerushalayim, Beit Mikdash, Haifa, Tel Aviv, Be’er Sheva, Degel, Sharon, Galil, Negev, Olim, Kotel.</p>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To decode different Hebrew texts with increasing proficiency</li> <li>• To know the names of the major religions in Israel</li> <li>• To know the names of the 4 Quarters within the Old city of Jerusalem</li> <li>• To highlight these areas on a map of the Old city</li> <li>• To know the names of the places of worship for each religion</li> <li>• To know the similarities between Pesach, Shavuot and Succot; that the people were olah Laregel</li> <li>• To know why the Jewish people ascended on Jerusalem at Shavuot</li> <li>• To know the key values and morals learnt from the Parashot</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit of work pupils should be able to:</li> <li>• To blend letters and vowels of 3, 4 and 5 letter words. (in some case, longer words), with an increased fluency</li> <li>• Understand the different aspects of the Old city of Jerusalem</li> <li>• To use map skills to identify the 4 Quarters</li> <li>• Recognise similarities and differences of 3 foot festivals</li> <li>• To understand how various episodes in the Parashot highlight key values</li> </ul>
<p><b>Possible activities you could use:</b> <i>2email , forums, Book creator, singing/music sessions, making flower arrangements with GIFT, using a map of Israel to highlight major towns/cities and planes. Weekly Ivrit Hebrew reading sheets, map skills, modelling the 4 Quarters of the Old city, setting up Jewish, Muslim, hristian and Armenian market stalls, researching what they each sell</i></p>	<p><b>Example Cross Curricular links and outcomes</b></p> <ul style="list-style-type: none"> <li>• <i>Geography – map skills, Literacy – describing the areas within the Old city of Jerusalem, Maths – comparing population sizes within the planes and cities, History of how the Old city became home to different religions</i></li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Contribution to a forum or email through, text, voice or image</li> <li>• Ability to correctly identify places on a map</li> <li>• Outcome of books created</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to Jewish Studies: Parasha, Israel studies, Tefillah, model seder, Lag B’Omer activities</b></p>

## Topic 6 – The 3 Weeks - Year 4

<p><b>Synopsis:</b> To explore the laws and customs of the 3 Weeks, 9 Days and Tisha B'Av and their proximity to the Fast of Tammuz and the fast of Av and have an understanding as to why we have these laws. The children will appreciate the sadness of this time in the Jewish calendar and the display of mourning increasing through the 3 Weeks. Children will also recall their learning of the loss of the 2 Batei Mikdash.</p>	<p><b>Key Vocabulary:</b> Amidah, bein Hametzarim, Tisha B'av, Shiva Assar B'Tammuz, Batei Mikdash, Amidah, Bakasha/Bakashot, Bina, Haskel, Da'at.</p>
<p><b>Knowledge</b> <i>By the end of this unit of work pupils should be able to:</i></p> <ul style="list-style-type: none"> <li>• To know how to decode 3, 4, 5 and longer letter words with all vowels with increased proficiency</li> <li>• To know what the signs of mourning are in the 3 Weeks</li> <li>• To know the reasons for these signs of mourning during this period</li> <li>• To know the content of the first 3 of the 13 blessings of Bakashot, blessings of request in the Amidah</li> <li>• To know some of the key values set out in the Parashot in the book of Devarim</li> </ul>	<p><b>Skills</b> <i>By the end of this unit of work pupils should be able to:</i></p> <ul style="list-style-type: none"> <li>• To be able to blend all Hebrew letters with vowels and decode words with proficiency</li> <li>• To be able to explain what signs of mourning are displayed during the 3 Weeks</li> <li>• To understand and explain why these signs of mourning are displayed during the 3 Week period and why their strictness increases</li> <li>• To be able to show an understanding of the blessings for Wisdom, repentance and forgiveness</li> <li>• To be able to explain key values set out in the book of Devarim</li> </ul>
<p><b>Possible activities you could use:</b> Jl tap hebrew letters, Ivrit Hebrew reading sheets Hebrew reading from Siddur Creating a time line of the 3 weeks with an explanation as to why the restrictions get more difficult as we go through the 3 week period Kotel web cam History of Solomon's and Herod's temple and timeline of this history</p>	<p><b>Possible trips or performances:</b>  <b>Virtual tour of the holy temple and Roman conquest leading up to its destruction</b>  <b>British museum to look at Romans in Britain</b>  <b>Jl Tap</b> <b>Theatre workshops on Ahavat Chinam and Sinat Chinam</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Interactive parasha quiz (Jl tap)</li> <li>• Marking and feedback</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Populating Topic web</li> </ul>	<p><b>Links to wider curriculum</b> <b>Maths – Timelines</b> <b>Science – material and their properties</b> <b>English – explaining the customs of mourning during the 3 weeks</b> <b>Art/Design – creating a chart, displaying the customs of the 3 Weeks, the Jewish Temple History – the Romans and their occupation of Israel. Looking at the Roman Emperors at the time of the Destruction of and just following the Temple period.</b></p>



# **Year Five**

**The content of the Curriculum should not be used as a checklist. The content must be applied using a 'best fit' approach. Flexibility and discretion need to be applied when there are Chaggim and changes to the school timetable.**

## Topic – Chaggei Tishrei- Year 5

<p><b>Synopsis:</b> appreciating the opportunity given to Jewish people at this time of year, to come closer to G-d through prayer. The children will appreciate the importance of prayer, particularly at this time of year, in helping to secure our bond with G-d, which in turn helps us to focus on our prayers and the meanings therein. Children will explore some of the key prayers said on Rosh Hashana, Yom Kippur and Succot and how they compare and differ from the prayers said during the rest of the year. They will be learning and recalling other aspects of the Jewish new year, Yom Kippur, Succot, Shemini Atzeret and Simchat Torah.</p>	<p><b>Key Vocabulary:</b> Rosh Hashanah, Shofar, Yom Kippur, Sukkot, Teshuva, Simchat Torah, Forgiveness, Synagogue, Torah, Bracha, Arba Minim, Sukka, Lulav, Etrog, Haddasim, Aravot, Shehecheyanu, Avinu. Malkein, Melech, Av</p>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To know how to decode most Hebrew words with increased fluency and proficiency, from a variety of biblical and modern Hebrew texts</li> <li>• To know on Rosh Hashana, we say additional and different prayers</li> <li>• To know the similarities and differences between some of the key Tefillot said on the high holydays and Succot</li> <li>• To recall key message of the Unetaneh Tokef prayer</li> <li>• To recall key laws and traditions of Succot and know the measurements for a Kasher Succah</li> <li>• To know the beginning of the episode of Avram leaving his homeland</li> <li>• To know the moral values displayed in the Parashat Hashavua.</li> </ul>	<p><b>Skills</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Blend all letters with all vowels with an increasing proficiency</li> <li>• Decode all Hebrew words</li> <li>• Read the Unetaneh Tokef prayer</li> <li>• Explain the brief historical background of the Unetaneh Tokef prayer.</li> <li>• Present factual information about the festival of Succot.</li> <li>• Read the Bracha said before sitting in a Succah</li> <li>• Build a Succah with the correct measurements and instructions</li> <li>• Begin to explore the 10 tests of Avram, focusing on the 1<sup>st</sup> test.</li> <li>• Explain and demonstrate key values learnt from the Parashat Hashavua.</li> </ul>
<p><b>Possible activities you could use:</b> Ivrit reading programme, Siddur, IWB and JI Tap, Machzor, Mishnah Succot, building a Succah to scale Tribe Succot programmes, Experiencing the artefacts associated with the Chaggei Tishrei Creating a series of instructions for building a Kasher Succah</p>	<p><b>Possible trips or performances:</b> <b>Visit from Tribe Succah van</b> <b>Special assemblies for the Yamim Noraim, Succot and Simchat Torah</b> <b>Visiting different Succot in the local area (Adanese Synagogue)</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Written record of Jewish learning</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Design own Succah building guide</li> <li>• Topic web of progression of knowledge</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to wider curriculum:</b></p> <ul style="list-style-type: none"> <li>• Maths- measurements of a Succah (minimum and maximum), Literacy – using reading, writing and listening skills to demonstrate understanding of festivals, Geography – Directions of the compass</li> <li>• PSHCE- rights and responsibilities, caring for others</li> <li>• History/Geography – researching the background of the Unetaneh Tokef prayer</li> <li>• Design and Technology – Planning a design and building a Succah</li> </ul>

## Topic 2 – Chanukah - Year 5

<p><b>Synopsis:</b> <i>For the festival of Chanukah, each Year group will spend learning time preparing a presentation in the form of a song, dance or play, through which they will demonstrate their knowledge, skills and understanding of the festival of Chanukah. These songs and sketches will be chosen as a means of highlighting the learning objectives of each individual Year group and presented to parents, governors and invited guests</i></p>	<p><b>Key Vocabulary:</b> Ancient Greeks, Chanukah, Chanukiah, Menorah, Brachot, Ner, Yevanim, Maccabim/Maccabees, Nes Gadol, Maoz Tzur, names of key personalities in the Parashat Hashavua (Avraham, Yitzchak, Yaakov, Sarah, Rivka, Rachel, Leah, Yoseph and his 11 brothers, in particular Benjamin), Emunat Hashem, Bitachon, Gibor, Yehuda, Matityahu</p>
<p><b>Knowledge</b> <i>By the end of this unit of work pupils should be able to:</i></p> <ul style="list-style-type: none"> <li>• To know all Hebrew letter and vowel sounds</li> <li>• Decode Hebrew with an increased fluency, from different texts</li> <li>• To know that the Maccabees displayed faith and belief in G-d</li> <li>• To know how the key aspect of faith in G-d, was so instrumental in the Maccabees' victory</li> <li>• To know why Jewish people light a Chanukiyah and display it in public</li> <li>• To know the Chumash episode of Avram going to Egypt and the values associated with this episode</li> <li>• To know the reoccurring values in the Parashat Hashavua</li> </ul>	<p><b>Skills</b> <i>By the end of this unit of work pupils should be able to:</i></p> <ul style="list-style-type: none"> <li>• blend all Hebrew letters with vowels and decode words and sentences with an increased proficiency</li> <li>• to recognise the importance of publicising the miracles of Chanukah</li> <li>• To understand the ways in which the miracles of Chanukah can be publicised</li> <li>• To understand why we publicise the Chanukah miracles and which other miracles are publicised</li> <li>• to read the blessings for the Chanukiya and read the first 3 stanzas of Maoz Tzur</li> </ul>
<p><b>Possible activities you could use: role-play of Maccabees and Greeks, CHanukah assembly, Olive press workshop</b> Ji tap hebrew letters, Ivrit Hberew reading programme Theatre workshops of 'The few against the Mighty' Comic strip (with written captions) of battle between Maccabees and Yevanim</p>	<p><b>Possible trips or performances: Olive press workshop, Giant Menorah</b>  <b>Whole school Chanukah performance focus of traditional dance, song and music</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Interactive Chanukah quiz (Ji tap)</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Chanukah Quiz</li> <li>• Topic web showing progress in knowledge and understanding</li> <li>• Marking, feedback and self-assessment</li> <li>• Role play</li> </ul>	<p><b>Links to wider curriculum:</b> <b>Art/DT – prop making and costumes, creating scene of Maccabees' victory</b> <b>Music – Chanukah songs</b> <b>English – explaining both verbally and in writing, why we sometimes publicise miracles</b> <b>P.E. - Dance</b></p>

## Topic – Purim- Year 5

<p><b>Synopsis:</b> The children will focus their learning on the festivals of Tu BiShevat and Purim. They will explore the four Jewish new years, in relation to Tu BiShevat and focus on the hidden miracles of the Purim Story, comparing these to the miracles of Chanukah. The children will also spend time learning about Tu BiShevat, in relation to Science and ecology and Purim is celebrated in school and the children’s learning is borne out in the practical activities in which they partake.</p>	<p><b>Key Vocabulary:</b> Chag Ha’ilanot, Greenhouse gases, Ilanot, recycling, forest preservation, respiratory cycle, ecology, Bal Tashchit. Nes Nistar, Nes Niglah, Mishloach manot, Masecha</p>
<p><b>Knowledge</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• To know all letters and vowels and decode words with an increased proficiency</li> <li>• To know how Tu B’Shevat is linked to our environment and ecology</li> <li>• To know the four new years in the Jewish calendar</li> <li>• To know how Tu BiShevat differs from the other new years</li> <li>• To know that the miracles of Purim were hidden</li> <li>• To know the connection between dressing up and the Hidden miracle of Purim</li> <li>• To know the difference between the nature of the miracles of Chanukah and the miracles of Purim</li> <li>• To know the different episodes in which the miracles were played out.</li> <li>• To know the episode in which Avram and Lot part company and the values associated with this episode</li> <li>• To know key words in the episode of Avram and Lot parting company</li> <li>• To know the key values borne out of the episodes, including the characters in the Parashat Hashavuah.</li> </ul>	<p><b>Skills</b>  By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To be able to blend all letters and vowels with increased proficiency</li> <li>• To be able to decode Hebrew from a range of Hebrew texts, including classical and modern</li> <li>• To understand why G-d chose to perform hidden miracles in the salvation of the Jewish people</li> <li>• To be able to say the 7 Mitzvot in the 1<sup>st</sup> paragraph of the Shema in the correct order</li> <li>• To understand why we observe the 4 specific laws of Purim</li> </ul>
<p><b>Possible activities you could use:</b> <i>Matching pictures, Making up fruit baskets with GIFT, making up Mishloach manot parcels for care homes, eating some of the Shivat Haminim with the brachot, observing the Purim artefacts, portraying the episodes of the Purim story, highlighting the hidden miracles</i></p>	<p><b>Possible trips or performances</b></p> <ul style="list-style-type: none"> <li>• Purim Shpiel</li> <li>• GIFT fruit baskets</li> <li>• GIFT</li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Weekly Ivrit Hebrew reading sheets</b></li> <li>• Quizzes</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Formative assessment</li> <li>• Adding to Topic webs</li> <li>• Role play</li> <li>• Marking</li> <li>• Story boards</li> </ul>	<p><b>Links to wider curriculum:</b></p> <ul style="list-style-type: none"> <li>• Music – related to environment and ecology</li> <li>• PSHE – Linking values from Parasha</li> <li>• History – timings of events in Purim story</li> </ul> <p>Art – Using different media to promote understanding of open and hidden miracles and also related to Tu BiShevat and the importance of the environment</p>



## Topic – Pesach –Year 5

<p><b>Synopsis:</b> <i>For the festival of Pesach, each Year group will spend learning time preparing presentations for the school’s Model Seder, through which they will demonstrate their knowledge, skills and understanding of the festival. The songs, explanations and presentations will be chosen as a means of highlighting the learning objectives of each individual Year group and will be presented to parents, governors and invited guests.</i></p>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Matzah, Galut, Eved, Avadim, Geulah, Yetziat Mitzrayim, Makot, Names of the 10 plagues, Sneh Boer Baesh, Chofesh, Keriat Yam Suf, Paroh, Moshe, Aharon, Hachbed et libo, Gevurah. Shalom</b></li> </ul>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>● To know all the Aleph-bet letters and vowels and decode them with an increased fluency</li> <li>● To know the story of the exodus from Egypt.</li> <li>● To know the severity of the situation the Children of Israel found themselves in Egyptian slavery</li> <li>● To know that Moses was coammnded by G-d, to free the Children of Israel</li> <li>● To know that Pharaoh kept hardening his heart</li> <li>● To know about the episodes towards the time the children of Israel were told to leave</li> <li>● To know the values associated with the Chumash episode of Lot and Avram parting company</li> <li>● To know the key character traits from the Parashot in Shemot/Vayikra</li> </ul>	<ul style="list-style-type: none"> <li>● Skills</li> <li>● By the end of this unit of work pupils should have increased their decoding skills and overall Hebrew reading fluency.</li> <li>● Understand the main events of the Pesach story, which led to the exodus</li> <li>● To understand how many of the Seder symbols remind us of the slavery</li> <li>● To know how different artefacts of Pesach are used to remind us of the freedom experienced by the Children of Israel</li> <li>● To understand how each action at the Seder reminds us either of Freedom or Slavery</li> <li>● To recognise the positive character traits which led Avram to suggest he and Lot part company</li> <li>● To identify practical ways in which we can portray the positive character traits displayed by Avram.</li> <li>● To identify the practical aspects of the key character traits in each Parasha</li> </ul>
<p><b>Possible activities you could use:</b> Rehearsal for Model Seder, role-play of exodus episode, Ji Tap, Model Matzah bakery, observing baking of bread compared to baking of Matzah – what is the difference? Hot-seating with the different characters (Moshe, Aharon, Paroh, Miriam etc)</p>	<p><b>Possible trips or performances</b></p> <ul style="list-style-type: none"> <li>● <b>Model Seder</b></li> <li>● <b>Matza Bakery</b></li> <li>● <b>Role-play of difference beteen Avdut l’cherut</b></li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>● Quiz</li> <li>● Weekly Ivrit Hebrew reading sheets</li> <li>● Hebrew reading record (Ivrit)</li> <li>● Role-play</li> <li>● Topic webs</li> <li>● Marking and feedback</li> </ul>	<p><b>Links to wider curriculum:</b> <b>English – writing different parts of the exodus story in a variety of formats (poems, prose, charts, lists, instructions)</b> <b>Music – rehearsing Pesach songs for Model Seder</b> <b>Art – depicting different Pesach symbols relating to exodus, together with a brief explanation</b> <b>History – exploring the servitude in Egypt and the different stages of the slavery and the events which led to the freedom</b></p>

## Topic – Israel-Leadership and Innovation –Year 5

<p><b>Synopsis: <i>LEADERSHIP AND INNOVATION</i></b> A look at the different faces of Israel, focusing on the first Prime Minister David Ben-Gurion and some of the subsequent Prime Ministers of Israel, including Golda Meir and Yitzchak Rabin. The focus will also be on Israeli innovation, particularly in the field of Scientific innovations.</p>	<p><b>Key Vocabulary</b> Medinat Yisrael, Yerushalayim, Beit Mikdash, David Ben Gurion, Golda Meir, Yitchak Rabin, ASseret Hadibrot, Kibbud Av Vaem</p>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To decode different Hebrew texts with increasing proficiency</li> <li>• To know the names of David Ben-Gurion, Golda Meir and Yitchak Rabin and their contribution to the State of Israel</li> <li>• To know that Yitchak Rabin won the Nobel Peace prize and the reasons for this.</li> <li>• To know that Ben-Gurion was the first Prime Minister of the State of Israel and his declaration of independence</li> <li>• To know that Golda Meir was Israel’s first female Prime Minister</li> <li>• To know key facts of Ben-Gurion, Meir and Rabin’s period of leadership</li> <li>• To know the 10 commandments and that they were given to the Jewish people on Shavuot</li> <li>• To know that the first 5 commandments are Bein Adam L’makim and the second 5 are Bein Adam L’Chaveiroh</li> <li>• To know the episode in the Chumash of Avraham welcoming the 3 angels/men.</li> <li>• To know the key values and morals learnt from the Parashot</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit of work pupils should be able to:</li> <li>• To blend letters and vowels of any Hebrew word, with an increasing fluency</li> <li>• Understand the different events which took place during the leadership of specific Prime Ministers of Israel</li> <li>• To use historical sources to identify the Prime Minister’s legacy to Israel</li> <li>• Ability to explain the reason why Honouring parents appears in the first set of 5 commandments</li> <li>• To understand how various episodes in the Parashot highlight key values</li> <li>• To understand the role of each one of the 3 angels who came to Avraham and Sarah.</li> <li>• To apply the same values taught to us by Avraham and Sarah, to the way we behave nowadays.</li> <li>• To understand why the command to honour parents is amongst the first 5 commandments.</li> </ul>
<p><b>Possible activities you could use:</b> <i>2email , forums, Book creator, singing/music sessions, making flower arrangements with GIFT, using a map of Israel to highlight major towns/cities and planes. Weekly Ivrit Hebrew reading sheets, creating your own 10 Commandments, using information from Medinateinu to create a guide to some of the famous personalities connected to Medinat Yisrael.</i></p>	<p><b>Example Cross Curricular links and outcomes</b></p> <ul style="list-style-type: none"> <li>• History – researching famous Israeli personalities and their background</li> <li>• English – using literacy skills to portray the positive contributions these famous personalities made to Medinat Yisrael.</li> <li>• Geography – to plot on a map the different countries which made peace with Israel, through the work of Yitchak Rabin.</li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Contribution to a forum or email through, text, voice or image</li> <li>• Ability to correctly identify places on a map</li> <li>• Outcome of books created</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to Jewish Studies: Parasha, Israel studies, Tefillah, model seder, Lag B’Omer activities</b></p>

## Topic 6 – Life in Temple Times - Year 5

<p><b>Synopsis:</b> To review the laws and customs of the 3 Weeks, 9 Days and Tisha B’Av and their proximity to the Fast of Tammuz and the fast of Av. The children will appreciate what life was like in first and second temple times and the difference in the way people lived their lives in the build up to the destruction of the first and then the second temples.</p>	<p><b>Key Vocabulary:</b> Amidah, bein Hametzarim, Tisha B’av, Shiva Assar B’Tammuz, Batei Mikdash, Amidah, Bakasha/Bakashot, Bina, Haskel, Da’at.</p>
<p><b>Knowledge</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• To know how to decode most Hebrew words</li> <li>• To know what the signs of mourning are in the 3 Weeks</li> <li>• To know the reasons for these signs of mourning during this period</li> <li>• To know how the Jewish people lived their lives in the times of the first and second Temples</li> <li>• To know why the way they ended up conducting their lives, led to the destruction of the holy Temples</li> <li>• To know some of the key values set out in the Parashot in the book of Devarim</li> <li>• To know the episode of the 3 angels and Avraham and Sarah</li> </ul>	<p><b>Skills</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• To be able to blend all Hebrew letters with vowels and decode words with increased proficiency</li> <li>• To be able to explain what signs of mourning are displayed during the 3 Weeks</li> <li>• To understand and explain why these signs of mourning are displayed during the 3 Week period</li> <li>• To understand why idol worship was so prevalent in the times of the first temple</li> <li>• To understand the role of the key prophets in attempting to warn the people of G-d’s displeasure at the idol worship</li> <li>• To understand why baseless hatred was so prevalent in the times leading up to the destruction of the second Temple</li> <li>• To understand the role of the ‘Men of the Great Assembly’ in expelling the desire for idol worship</li> <li>• To be able to explain key values set out in the book of Devarim</li> </ul>
<p><b>Possible activities you could use:</b>          Ji tap hebrew letters,          Ivrit Hebrew reading sheets          Hebrew reading from Siddur          Creating a time line of the 3 weeks with an explanation as to why the restrictions get more difficult as we go through the 3 week period          Kotel web cam          History of Solomon’s and Herod’s temple and timeline of this history          Role play          Hot seating</p>	<p><b>Possible trips or performances:</b>   <b>Virtual tour of the second holy temple</b>   <b>Presentation on Tikkun Olam – how do we correct the mistakes made in the past?</b>   <b>Jl Tap</b>   <b>Theatre workshops on baseless hatred and idol worhip</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Interactive parasha quiz (Ji tap)</li> <li>• Marking and feedback</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Populating Topic web</li> </ul>	<p><b>Links to wider curriculum</b>  <b>Maths – Timelines</b>  <b>Science – material and their properties</b>  <b>English – explaining the customs of mourning during the 3 weeks</b>  <b>Art/Design – creating a collage of both the first and second Temples</b>  <b>History – the state of the Jewish people leading up to the destruction of the Temples.</b>  <b>Using Jewish texts to highlight the differences between life during the first and second temples.</b></p>

# **Year Six**

**The content of the Curriculum should not be used as a checklist. The content must be applied using a 'best fit' approach. Flexibility and discretion need to be applied when there are Chaggim and changes to the school timetable.**



## Topic – Chaggei Tishrei- Year 6

<p><b>Synopsis:</b> appreciating the opportunity given to Jewish people at this time of year, to come closer to G-d and those around us, through reflecting on our past actions and behaviours and returning to our fellow human beings we may have wronged and G-d. They will explore the 3 key tolls of Teshuvah, Tefillah and Tzedaka in helping the returning/Teshuva process. They will be learning and recalling other aspects of the Jewish new year, Yom Kippur, Succot, Shemini Atzeret and Simchat Torah, including the reasons for sitting in a Succah, for waving the Arba Minim and for the water-pouring ceremony which took place during Succot at the time of the Temple. They will also understand why Jewish people pray for rain in the Land of Israel during the festival of Succot.</p>	<p><b>Key Vocabulary:</b> Rosh Hashanah, Shofar, Yom Kippur, Sukkot, Teshuva, Simchat Torah, Forgiveness, Synagogue, Torah, Bracha, Arba Minim, Sukka, Lulav, Etrog, Haddasim, Aravot, Shehecheyanu, Avinu. Malkeinu, Melech, Av, Charata, Tefillah. Tzedaka. Ma'avirim. G'zeirah</p>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To know how to decode most Hebrew words with increased fluency and proficiency, from a variety of biblical and modern Hebrew texts</li> <li>• To know the process of Teshuva and which prayers support the Returning process.</li> <li>• To know the 4 steps to Teshuva</li> <li>• To know the key message of the prayer 'Teshuva, Tefillah, Tzedakah, Maavirin et roah hagezeirah'</li> <li>• To know that the Water-drawing ceremony took place on Succot</li> <li>• To know that the prayer for rain is said on Succot</li> <li>• To know the Chumash episode of the birth of Yitzchak</li> <li>• To know the moral values in the Parashat Hashavua.</li> </ul>	<p><b>Skills</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Blend all letters with all vowels with an increasing proficiency</li> <li>• Decode all Hebrew words from a range of Hebrew texts</li> <li>• Read the L'David prayer</li> <li>• Explain the brief historical background of the l'David prayer and its inclusion in the build up to the new year</li> <li>• To understand the why charity is effective in the Teshuva process</li> <li>• Understand the reasons for the Water-drawing and prayer for rain ceremonies occurring on Succot</li> <li>• Understand that it's only G-d who can definitely keep His promise to Sarah</li> <li>• Understand and apply the key values portrayed in the Parashat Hashavuah</li> </ul>
<p><b>Possible activities you could use:</b> Ivrit reading programme, Siddur, IWB and JI Tap, Machzor, Mishnah Succot, building a Succah to scale Tribe Succot programmes, Experiencing the artefacts associated with the Chaggei Tishrei Creating the Water-drawing ceremony</p>	<p><b>Possible trips or performances:</b> <b>Visit from Tribe Succah van</b> <b>Special assemblies for the Yamim Noraim, Succot and Simchat Torah</b> <b>Visiting different Succot in the local area (Adanese Synagogue)</b> <b>Virtual tour of Beit Mikdash during Succot – Olah Laregel</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Written record of Jewish learning</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Design own Simchat Beit Hashoevah guide</li> <li>• Topic web of progression of knowledge</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to wider curriculum:</b></p> <ul style="list-style-type: none"> <li>• Maths- measurements of a Succah (minimum and maximum), Literacy – using reading, writing and listening skills to demonstrate understanding of festivals, Geography – Directions of the compass</li> <li>• PSHCE- rights and responsibilities, caring for others</li> <li>• Humanities– researching the background of the Yamim Noraim Machzor</li> <li>• Design and Technology – Planning a design and building a Succah</li> <li>• Researching other religions and cultures who pray for rain</li> </ul>



## Topic 2 – Chanukah - Year 6

<p><b>Synopsis:</b> <i>For the festival of Chanukah, each Year group will spend learning time preparing a presentation in the form of a song, dance or play, through which they will demonstrate their knowledge, skills and understanding of the festival of Chanukah. These songs and sketches will be chosen as a means of highlighting the learning objectives of each individual Year group and presented to parents, governors and invited guests</i></p>	<p><b>Key Vocabulary:</b> Ancient Greeks, Chanukah, Chanukiah, Menorah, Brachot, Ner, Yevanim, Maccabim/Maccabees, Nes Gadol, Maoz Tzur, names of key personalities in the Parashat Hashavua (Avraham, Yitzchak, Yaakov, Sarah, Rivka, Rachel, Leah, Yoseph and his 11 brothers, in particular Benjamin), Emunat Hashem, Bitachon, Gibor, Yehuda, Matityahu</p>
<p><b>Knowledge</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• To know all Hebrew letter and vowel sounds</li> <li>• Decode Hebrew with an increased fluency, from different texts</li> <li>• To know that the Maccabees took tremendous pride in their Jewish religion</li> <li>• To know the difference between the lack of pride of most of the Jewish people and the pride felt by the Maccabees</li> <li>• To know about comparable examples of Jews showing pride in their religion throughout history.</li> <li>• To know that Yitzchak was born to Avraham and Sarah and why they named him Yitzchak</li> <li>• To know the reoccurring values in the Parashat Hashavua</li> </ul>	<p><b>Skills</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• blend all Hebrew letters with vowels and decode words and sentences with an increased proficiency</li> <li>• to recognise the immense pride demonstrated by the Maccabees in their struggle with the Yevanim</li> <li>• To understand why the Maccabees showed such pride in their religion and in particular their belief in G-d</li> <li>• To understand how being proud of one’s religion is so important in Judaism and indeed, other religions</li> <li>• Understand why the Maccabess showed such pride</li> <li>• Identify examples of the Maccabees showing pride in the prayers we add on Chanukah (Hallel, Al Hanissim, Mizmor shir chanukat habayit)</li> </ul>
<p><b>Possible activities you could use: role-play of Maccabees and Greeks, Chanukah assembly, Olive press workshop</b>          Theatre workshop demonstrating pride          Ivrit/Hebrew reading programme          Comic strip (with written captions) of ‘what makes me proud’</p>	<p><b>Possible trips or performances: Olive press workshop, Giant Menorah</b>   <b>Whole school Chanukah performance focus of traditional dance, song and music</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Interactive Chanukah quiz (Ji tap)</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Chanukah Quiz</li> <li>• Topic web showing progress in knowledge and understanding</li> <li>• Marking, feedback and self-assessment</li> <li>• Role play</li> </ul>	<p><b>Links to wider curriculum:</b>  <b>Art/DT – prop making and costumes, creating scene of Maccabees’ victory</b>  <b>Music – Chanukah songs</b>  <b>English – explaining both verbally and in writing why someone may or may not show pride in their religion or other achievements</b>  <b>P.E. – Dance</b>  <b>RE - Pride shown by other religions</b></p>

## Topic – Purim- Year 6

<p><b>Synopsis:</b> The children will focus their learning on the festivals of Tu BiShevat and Purim. They will explore the four Jewish new years, in relation to Tu BiShevat and focus on the hidden miracles of the Purim Story, comparing these to the miracles of Chanukah. The children will also spend time learning about Tu BiShevat, in relation to Science and ecology and Purim is celebrated in school and the children’s learning is borne out in the practical activities in which they partake.</p>	<p><b>Key Vocabulary:</b> Chag Ha’ilanot, Greenhouse gases, Ilanot, recycling, forest preservation, respiratory cycle, ecology, Bal Tashchit. Nes Nistar, Nes Niglah, Mishloach manot, Masecha</p>
<p><b>Knowledge</b> <i>By the end of this unit of work pupils should be able to:</i></p> <ul style="list-style-type: none"> <li>• To know all letters and vowels and decode words with an increased proficiency</li> <li>• To know how Tu B’Shevat is linked to our environment and ecology</li> <li>• To know the four new years in the Jewish calendar</li> <li>• To know how Tu BiShevat differs from the other new years</li> <li>• To be aware of the importance of farming in Israel</li> <li>• To know who wrote the Megillah and when they wrote it</li> <li>• To know the connection between dressing up and the Hidden miracle of Purim</li> <li>• To know on which other occasions Jewish people read a Megillah</li> <li>• To know the basic content of each Megillah</li> <li>• To know the episode in which Avram and Lot part company and the values associated with this episode of Sodom</li> <li>• To appreciate the values we learn from the episode of Sodom</li> <li>• To know the key values borne out of the episodes, including the characters in the Parashat Hashavuah.</li> </ul>	<p><b>Skills</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To be able to blend all letters and vowels with increased proficiency</li> <li>• To be able to decode Hebrew from a range of Hebrew texts, including classical and modern</li> <li>• To understand why G-d chose to perform hidden miracles in the salvation of the Jewish people</li> <li>• To be able to list the 5 Megillot chronologically.</li> <li>• To be able to equate the story of Sodom to contemporary times.</li> <li>• To be able to read key words from a real Megillat Esther</li> <li>• To understand the skill in writing a real Megillat Esther</li> </ul>
<p><b>Possible activities you could use:</b> <i>Matching pictures, Making up fruit baskets with GIFT, making up Mishloach manot parcels for care homes, eating some of the Shivat Haminim with the brachot, observing the Purim artefacts, portraying the episodes of the Purim story, highlighting the hidden miracles</i></p>	<p><b>Possible trips or performances</b></p> <ul style="list-style-type: none"> <li>• Purim Shpiel</li> <li>• GIFT fruit baskets</li> <li>• GIFT</li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Weekly Ivrit Hebrew reading sheets</b></li> <li>• Quizzes</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Formative assessment</li> <li>• Adding to Topic webs</li> <li>• Role play</li> <li>• Marking</li> <li>• Story boards</li> </ul>	<p><b>Links to wider curriculum:</b></p> <ul style="list-style-type: none"> <li>• Music – related to environment and ecology</li> <li>• PSHE – Linking values from Parasha</li> <li>• History – timings of events in Purim story</li> </ul> <p>Art – Using different media to promote understanding of open and hidden miracles and also related to Tu BiShevat and the importance of the environment</p>

**Topic – Pesach –Year 6**

<p><b>Synopsis:</b> <i>For the festival of Pesach, each Year group will spend learning time preparing presentations for the school's Model Seder, through which they will demonstrate their knowledge, skills and understanding of the festival. The songs, explanations and presentations will be chosen as a means of highlighting the learning objectives of each individual Year group and will be presented to parents, governors and invited guests.</i></p>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Matzah, Galut, Eved, Avadim, Geulah, Yetziat Mitzrayim, Makot, Names of the 10 plagues, Sneh Boer Baesh, Chofesh, Keriat Yam Suf, Paroh, Moshe, Aharon, Hachbed et libo, Gevurah. Shalom</b></li> </ul>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To know all the Aleph-bet letters and vowels and decode them with an increased fluency</li> <li>• To know the story of the exodus from Egypt.</li> <li>• To know that the Jewish people were formed as a nation in Egypt</li> <li>• To know that Moses' and the children of Israel's actions were the forerunners for many of the traditions we are commanded to observe on Pesach</li> <li>• To know the specific laws and traditions that have been passed down since the time of the Exodus from Egypt</li> <li>• To know the episodes of the life of Sarah</li> <li>• To know the values we learn from Sarah's life</li> <li>• To know the episode of the Eved (Eliezer) finding a wife for Isaac (Rivka)</li> <li>• To know the key character traits from the Parashot in Shemot/Vayikra</li> </ul>	<ul style="list-style-type: none"> <li>• Skills</li> <li>• By the end of this unit of work pupils should have increased their decoding skills and overall Hebrew reading fluency.</li> <li>• Understand the main events of the Pesach story, which led to the exodus</li> <li>• To understand how many of the Seder symbols remind us of the slavery and other Pesach customs from around the world</li> <li>• To know how different artefacts of Pesach are used to remind us of the freedom experienced by the Children of Israel</li> <li>• To understand how each action at the Seder reminds us either of Freedom or Slavery</li> <li>• To recognise the different positive values and character traits we can learn from Sarah's life</li> <li>• To identify the specific types of prayer of both Isaac and Eliezer</li> <li>• To identify the practical aspects of the key character traits in each Parasha</li> </ul>
<p><b>Possible activities you could use:</b> Rehearsal for Model Seder, role-play of exodus episode, Ji Tap, Model Matzah bakery, observing baking of bread compared to baking of Matzah – what is the difference? Hot-seating with the different characters (Moshe, Aharon, Paroh, Miriam etc)</p>	<p><b>Possible trips or performances</b></p> <ul style="list-style-type: none"> <li>• <b>Model Seder</b></li> <li>• <b>Matza Bakery</b></li> <li>• <b>Role-play of difference between Avdut l'cherut</b></li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Weekly Ivrit Hebrew reading sheets</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Role-play</li> <li>• Topic webs</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to wider curriculum:</b> <b>English – writing different parts of the exodus story in a variety of formats (poems, prose, charts, lists, instructions)</b> <b>Music – rehearsing Pesach songs for Model Seder</b> <b>Art – depicting different Pesach symbols relating to exodus, together with a brief explanation</b> <b>History – exploring the servitude in Egypt and the different stages of the slavery and the events which led to the freedom</b></p>

**Topic – Israel –Year 6**

<p><b>Synopsis: LEADERSHIP AND INNOVATION</b> A look at the different faces of Israel, focusing on the first Prime Minister David Ben-Gurion and some of the subsequent Prime Ministers of Israel, including Golda Meir and Yitzchak Rabin. The focus will also be on Israeli innovation, particularly in the field of Scientific innovations.</p>	<p><b>Key Vocabulary</b> Medinat Yisrael, Yerushalayim, Beit Mikdash, David Ben Gurion, Golda Meir, Yitchak Rabin, ASseret Hadibrot, Kibbud Av Vaem</p>
<p><b>Knowledge</b> By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To decode different Hebrew texts with increasing proficiency</li> <li>• To know the names of David Ben-Gurion, Golda Meir and Yitchak Rabin and their contribution to the State of Israel</li> <li>• To know that Yitchak Rabin won the Nobel Peace prize and the reasons for this.</li> <li>• To know that Ben-Gurion was the first Prime Minister of the State of Israel and his declaration of independence</li> <li>• To know that Golda Meir was Israel’s first female Prime Minister</li> <li>• To know key facts of Ben-Gurion, Meir and Rabin’s period of leadership</li> <li>• To know the 10 commandments and that they were given to the Jewish people on Shavuot</li> <li>• To know that the first 5 commandments are Bein Adam L’makim and the second 5 are Bein Adam L’Chaveiroh</li> <li>• To know the episode in the Chumash of Avraham welcoming the 3 angels/men.</li> <li>• To know the key values and morals learnt from the Parashot</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit of work pupils should be able to:</li> <li>• To blend letters and vowels of any Hebrew word, with an increasing fluency</li> <li>• Understand the different events which took place during the leadership of specific Prime Ministers of Israel</li> <li>• To use historical sources to identify the Prime Minister’s legacy to Israel</li> <li>• Ability to explain the reason why Honouring parents appears in the first set of 5 commandments</li> <li>• To understand how various episodes in the Parashot highlight key values</li> <li>• To understand the role of each one of the 3 angels who came to Avraham and Sarah.</li> <li>• To apply the same values taught to us by Avraham and Sarah, to the way we behave nowadays.</li> <li>• To understand why the command to honour parents is amongst the first 5 commandments.</li> </ul>
<p><b>Possible activities you could use:</b> <i>2email , forums, Book creator, singing/music sessions, making flower arrangements with GIFT, using a map of Israel to highlight major towns/cities and planes. Weekly Ivrit Hebrew reading sheets, creating your own 10 Commandments, using information from Medinateinu to create a guide to some of the famous personalities connected to Medinat Yisrael.</i></p>	<p><b>Example Cross Curricular links and outcomes</b></p> <ul style="list-style-type: none"> <li>• History – researching famous Israeli personalities and their background</li> <li>• English – using literacy skills to portray the positive contributions these famous personalities made to Medinat Yisrael.</li> <li>• Geography – to plot on a map the different countries which made peace with Israel, through the work of Yitchak Rabin.</li> </ul>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Contribution to a forum or email through, text, voice or image</li> <li>• Ability to correctly identify places on a map</li> <li>• Outcome of books created</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Marking and feedback</li> </ul>	<p><b>Links to Jewish Studies: Parasha, Israel studies, Tefillah, model seder, Lag B’Omer activities</b></p>

## Topic 6 – The 3 Weeks - Year 6

<p><b>Synopsis:</b> To review the laws and customs of the 3 Weeks, 9 Days and Tisha B’Av and their proximity to the Fast of Tammuz and the fast of Av. The children will appreciate what life was like in first and second temple times and the difference in the way people lived their lives in the build up to the destruction of the first and then the second temples.</p>	<p><b>Key Vocabulary:</b> Amidah, bein Hametzarim, Tisha B’av, Shiva Assar B’Tammuz, Batei Mikdash, Amidah, Bakasha/Bakashot, Bina, Haskel, Da’at.</p>
<p><b>Knowledge</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• To know how to decode most Hebrew words</li> <li>• To know what the signs of mourning are in the 3 Weeks</li> <li>• To know the reasons for these signs of mourning during this period</li> <li>• To know how the Jewish people lived their lives in the times of the first and second Temples</li> <li>• To know why the way they ended up conducting their lives, led to the destruction of the holy Temples</li> <li>• To know some of the key values set out in the Parashot in the book of Devarim</li> </ul>	<p><b>Skills</b>  <b>By the end of this unit of work pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• To be able to blend all Hebrew letters with vowels and decode words with increased proficiency</li> <li>• To be able to explain what signs of mourning are displayed during the 3 Weeks</li> <li>• To understand and explain why these signs of mourning are displayed during the 3 Week period</li> <li>• To understand why idol worship was so prevalent in the times of the first temple</li> <li>• To understand the role of the key prophets in attempting to warn the people of G-d’s displeasure at the idol worship</li> <li>• To understand why baseless hatred was so prevalent in the times leading up to the destruction of the second Temple</li> <li>• To understand the role of the ‘Men of the Great Assembly’ in expelling the desire for idol worship</li> <li>• To be able to explain key values set out in the book of Devarim</li> </ul>
<p><b>Possible activities you could use:</b>          Ji tap hebrew letters,          Ivrit Hebrew reading sheets          Hebrew reading from Siddur          Creating a time line of the 3 weeks with an explanation as to why the restrictions get more difficult as we go through the 3 week period          Kotel web cam          History of Solomon’s and Herod’s temple and timeline of this history          Role play          Hot seating</p>	<p><b>Possible trips or performances:</b>   <b>Virtual tour of the second holy temple</b>   <b>Presentation on Tikkun Olam – how do we correct the mistakes made in the past?</b>   <b>Jl Tap</b>   <b>Theatre workshops on baseless hatred and idol worhip</b></p>
<p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• Interactive parasha quiz (Ji tap)</li> <li>• Marking and feedback</li> <li>• Hebrew reading record (Ivrit)</li> <li>• Populating Topic web</li> </ul>	<p><b>Links to wider curriculum</b>  <b>Maths – Timelines</b>  <b>Science – material and their properties</b>  <b>English – explaining the customs of mourning during the 3 weeks</b>  <b>Art/Design – creating a collage of both the first and second Temples</b>  <b>History – the state of the Jewish people leading up to the destruction of the Temples.</b>  <b>Using Jewish texts to highlight the differences between life during the first and second temples.</b></p>

