

WIJPS JEWISH STUDIES CURRICULUM COVERAGE

NURSERY

The calendar of the Jewish year will be the basis for the topics and projects. Festivals and Shabbat provide the framework for learning.

	Autumn Term	Spring Term	Summer Term
Chagim (Understanding the world)	Rosh Hashanah Yom Kippur Succot Simchat Torah Chanukah	Tu Bishvat Purim Pesach	Yom Ha'atzmaut Lag Ba'Omer Shavuot
Jewish Way of Life (Understanding the world)	Tefillah, brachot, and Kabbalat Shabbat (ongoing) Seasons (ongoing)	Healthy eating	Journeys
Parasha (PSED)	To follow middah linked to the parasha and explore stories		
Ivrit (Communication and Language)	Learn a basic Ivrit vocabulary – linked to whole school fortnightly Ivrit word		
Hebrew Reading (Literacy)	Learn that Hebrew is written from right to left and has a different alphabet Begin to learn the sounds of the Hebrew letters		
Hebrew Writing (Physical development)	Develop early writing skills and pencil control using skills such as dot-to-dot and tracing and by tactile, visual audial games and activities.		
Experiential/Extra-Curricular (All areas of Development Matters- C&L,PSED, PD, L,M,UW,EAD)	Making cards, apple dipped in honey, blowing shofar, shofar demonstration Yonah and the fish, dress up in white, wear non-leather shoes Lulav and etrog, succah party, sit in succah, decorate succah Flags, dance with the Torah Glitter collage, clay Chanukiot, act	Planting activities, nature collages, fruit party Masks, greggars, Mishloach Manot, act out story with puppets, hear Megillah, Matzah cover, Haggadah, Seder plate, role play exodus from Egypt	Omer chart, children to count each day Light yahrtzeit candles and have a one minute silence One minute silence Israeli flags, Israeli dancing, birthday party for Israel Kites, teddy bears' picnic Collage with flowers, Ten Commandments, 10 'Good Rules'

WIJPS Jewish Studies Curriculum – Revised November 2022 – updated March 2024 (working document)

	out story, candle lighting		
Nursery	<ul style="list-style-type: none"> • To appreciate that Tefillah is a special moment when we talk to Hashem • To understand why and to whom we are saying tefillot • To learn basic morning Tefillah: <ul style="list-style-type: none"> ✓ Modeh Ani ✓ Shelo Asani Ishu/Sheasani Kirtzono ✓ Shema (1st 2 lines and sentences) ✓ Oseh Shalom ✓ Birkat Hamazon (first paragraph and Oseh Shalom) • To learn brachot for milk, biscuits, fruit and vegetables 		

RECEPTION

	Autumn Term	Spring Term	Summer Term
Chagim	Rosh Hashanah Yom Kippur Succot Simchat Torah Chanukah	Tu Bishvat Purim Pesach	Yom Ha'atzmaut Lag Ba'Omer Shavuot The Three Weeks
Jewish Way of Life	Shabbat	Our Five Senses	The Bet Knesset and Tefillah Ivrit colours, numbers and the body
Parasha	To follow the JCP Parasha Curriculum and Torah, Wellbeing and Me Curriculum		
Ivrit	Key words to be taught focusing on those beginning with the letter of the week		
Hebrew Reading	Build early reading skills by way of identifying Aleph Bet letter sounds, blending with basic vowel sounds and phonetically decoding simple words. Teaching right to left concordance using Hebrew words and text. Children to receive one to one reading support on a regular basis. Pupils to work at own pace both at home and in school through the Aleph Champ Hebrew Reading Programme, whilst participating in a weekly reading/writing lesson in school. Reinforcement and extension will be provided in school where necessary.		
	Begin to learn letter sounds	Continue to learn letter sounds Begin to learn vowel sounds Begin to blend making cv words	Know all letter sounds and main vowels sounds Begin to build basic words
Hebrew Writing	Develop early writing skills and pencil control using skills such as dot-to-dot and tracing and by tactile, visual audial games and activities.		
Experiential/Extra-Curricular	Apple and Honey Eating in Succah Shaking Lulav and Etrog Simchat Torah Flags Lighting of Chanukah Candles Making Grape Juice Making Besamim	Seed Planting (if possible, parsley to be eaten at Seder) Fruit Party Purim Mitzvot Demonstration Sedarim	Teddy Bear's Picnic Israeli Dancing Visit to Shul at King Solomon High School

YEAR ONE

	Autumn Term	Spring Term	Summer Term
Chagim	Rosh Hashanah Yom Kippur Succot Simchat Torah Chanukah	Tu Bishvat Purim Pesach	Sefirat Ha'Omer Yom Ha'atzmaut Lag Ba'Omer Shavuot The Three Weeks
Jewish Way of Life	Brachot (Food)	Israel – The Land	Sofrut
Parasha	To follow the JCP Parasha Curriculum and Torah, Wellbeing and Me Curriculum		
Ivrit	Key words to be taught focussing on those beginning with the letter of the week		
Hebrew Reading	To work at own pace both at home and in school through the Aleph Champ Hebrew Reading Programme, whilst participating in a weekly reading/writing lesson in school. Reinforcement and extension will be provided in school where necessary. Pupils to receive one to one reading support on a regular basis.		
	Revision of the letter sounds Introduction of all vowel sounds Simple blends	To work at own pace both at home and in school through the reading curriculum, whilst participating in a weekly reading/writing lesson in school	
Hebrew Writing	Begin to develop neat and accurate block writing		
Experiential/Extra-Curricular	Apple and Honey Eating in Succah Shaking Lulav and Etrog Simchat Torah Flags Edible Succot Lighting of Chanukah Candles Shabbaton at local Synagogue*	Seed Planting (if possible, Parsley to be eaten at Seder) Fruit Party Purim Mitzvot Demonstration Sedarim Making Charoset Shabbaton at local Synagogue*	Teddy Bear's Picnic Israeli Dancing Visit from Sofer Chagigat Siddur

*Depending on available dates

YEAR TWO

	Autumn Term	Spring Term	Summer Term
Chagim	Rosh Hashanah Yom Kippur Succot Shemini Atzeret Simchat Torah Chanukah	Tu Bishvat Purim Pesach	Sefirat Ha'Omer Yom HaZikaron Yom Ha'atzmaut Lag Ba'Omer Shavuot Fast of Tammuz The Three Weeks Tisha B'Av
Jewish Way of Life	Kashrut	Middot e.g. Tzar Ba'aeli Chayim, Hachnasat Orchim, Kibbud Av Va'em, Bal Tashchit	Tefillah Introduction to Ivrit (sentence starters, counting, connectives etc)
Parasha	To follow the JCP Parasha Curriculum and Torah, Wellbeing and Me Curriculum		
Ivrit	Key words to be taught focussing on those beginning with the letter of the week		
Hebrew Reading	To work at own pace both at home and in school through the Aleph Champ Hebrew Reading Programme, whilst participating in a weekly reading/writing lesson in school. Reinforcement and extension will be provided in school where necessary. More able children to begin to read basic words in script. Children to receive one to one reading support on a regular basis.		
Hebrew Writing	Develop neat, accurate, well-spaced writing, using vowels, when Hebrew writing is required. Writing to be practised through formal exercises. All pupils to begin to write in script.		
Experiential/Extra-Curricular	Apple and Honey Eating in Succah Shaking Lulav and Etrog Simchat Torah Flags Edible Lulav and Etrog Lighting of Chanukah Candles Checking Eggs and Lettuces Visit to Supermarket Shabbaton at local Synagogue*	Seed Planting (if possible, Parsley to be eaten at Seder) Fruit Party Purim Mitzvot Demonstration Sedarim Shabbaton at local Synagogue*	Teddy Bear's Picnic Israeli Dancing

*Depending on available dates

YEAR THREE

	Autumn Term	Spring Term	Summer Term
Chagim	Rosh Hashanah Yom Kippur Succot Shemini Atzeret Hoshana Raba Simchat Torah Chanukah Fast of Tevet	Tu Bishvat Ta'anit Esther Purim Ta'anit Bechurim Pesach	Sefirat Ha'Omer Yom HaZikaron Yom Ha'atzmaut Lag Ba'Omer Yom Yerushalayim Shavuot The Three Weeks
Jewish Way of Life	The Jewish Calendar	Shabbat	Brachot (non-food)
Parasha	To follow the JCP Parasha Curriculum and Torah, Wellbeing and Me Curriculum		
Ivrit	Ivrit B'Click Programme		
Hebrew Reading	To work at own pace both at home and in school through the reading curriculum Children to receive one to one reading support on a regular basis.		
Hebrew Writing	Development of script writing (block writing for less able)		
Experiential/Extra-Curricular	Apple and Honey Eating in Succah Shaking Lulav and Etrog Lighting of Chanukah Candles	Tu Bishvat Seder or Fruit Party Purim Mitzvot Demonstration Sedarim Friday Night Dinner Experience	Lag Ba'Omer Activities Israeli Dancing

*Topics may over-run from one term to another. Our priority is to teach the Jewish Calendar and Shabbat.

YEAR FOUR

	Autumn Term	Spring Term	Summer Term
Chagim	Rosh Hashanah Tzom Gedaliah Yom Kippur Succot Shemini Atzeret Hoshana Raba Simchat Torah Chanukah Fast of Tevet	Tu Bishvat Ta'anit Esther Purim Ta'anit Bechorim Pesach	Sefirat Ha'Omer Yom HaZikaron Yom Ha'atzmaut Lag Ba'Omer Shavuot Fast of Tammuz The Three Weeks Tisha B'Av
Jewish Way of Life	The Jewish Life Cycle	The Wonders of Hashem's World	Synagogues Around the World
Parasha	To follow the JCP Parasha Curriculum and Torah, Wellbeing and Me Curriculum		
Chumash			JCP Chumash Readiness Curriculum
Ivrit	Ivrit B'Click Programme		
Hebrew Reading	To work at own pace both at home and in school through the reading curriculum Children to receive one to one reading support on a regular basis.		
Hebrew Writing	Development of script writing (block writing for less able)		
Experiential/Extra-Curricular	Apple and Honey Eating in Succah Shaking Lulav and Etrog Lighting of Chanukah Candles	Tu Bishvat Seder or Fruit Party Purim Mitzvot Demonstration Sedarim Friday Night Dinner Experience	Lag Ba'Omer Activities Israeli Dancing Visits to local Synagogues

*Topics may over-run from one term to another. Our priority is to teach the Jewish Life Cycle and a Look at Hashem's World.

YEAR FIVE

	Autumn Term	Spring Term	Summer Term
Chagim	Rosh Hashanah Tzom Gedaliah Yom Kippur Succot Shemini Atzeret Hoshana Raba Simchat Torah Chanukah Fast of Tevet	Tu Bishvat Ta’anit Esther Purim Ta’anit Bechorim Pesach	Sefirat Ha’Omer Yom HaZikaron Yom Ha’atzmaut Lag Ba’Omer Shavuot Fast of Tammuz The Three Weeks Tisha B’Av
Jewish Way of Life	Jewish General Knowledge (incorporating Etgar Challenge Quiz)	Jewish General Knowledge (incorporating Etgar Challenge Quiz)	Jewish General Knowledge (incorporating Etgar Challenge Quiz)
Parasha	To follow the JCP Parasha Curriculum and Torah, Wellbeing and Me Curriculum		
Chumash	JCP Chumash Curriculum (dependent upon year group)		
Ivrit	Ivrit B’Click Programme		
Hebrew Reading	To work at own pace both at home and in school through the reading curriculum Children to receive one to one reading support on a regular basis.		
Hebrew Writing	Development of script writing (block writing for less able)		
Experiential/Extra-Curricular	Apple and Honey Eating in Succah Shaking Lulav and Etrog Lighting of Chanukah Candles Visit by Food Technologist from the Kashrut Division of the London Beth Din	Tu Bishvat Seder or Fruit Party Purim Mitzvot Demonstration Sedarim Residential Shabbaton	Lag Ba’Omer Activities Israeli Dancing Etgar Challenge Quiz

YEAR SIX

	Autumn Term	Spring Term	Summer Term
Chagim	Rosh Hashanah Tzom Gedaliah Yom Kippur Succot Shemini Atzeret Hoshana Raba Simchat Torah Chanukah Fast of Tevet	Tu Bishvat Ta'anit Esther Purim Ta'anit Bechorim Pesach	Sefirat Ha'Omer Yom HaZikaron Yom Ha'atzmaut Lag Ba'Omer Shavuot Fast of Tammuz The Three Weeks Tisha B'Av
Jewish Way of Life	Israeli inventions and inventors and Israeli technology *	The Holocaust (focusing on Anne Frank's Diary) *	Tribe's Kosher Apprentice or GIFT Giving Programme and Supermarket Workshop*
Parasha	To follow the JCP Parasha Curriculum and Torah, Wellbeing and Me Curriculum		
Chumash	JCP Chumash Curriculum (dependant upon year group)		
Ivrit	Ivrit B'Click Programme		
Hebrew Reading	To work at own pace both at home and in school through the reading curriculum Children to receive one to one reading support on a regular basis. Introduction to Rashi script for the more able pupils.		
Hebrew Writing	Development of script writing (block writing for less able)		
Experiential/Extra-Curricular	Apple and Honey Eating in Succah Shaking Lulav and Etrog Lighting of Chanukah Candles Tribe 'Tishrei's Got Talent'	Tu Bishvat Seder or Fruit Party Purim Mitzvot Demonstration Sedarim Visit by Holocaust Survivor	Lag Ba'Omer Activities Israeli Dancing Tribe's 'Kosher Apprentice' Jewish Studies Mastermind Ivrit Mastermind PaJeS Ivrit Spelling Bee Competition

*Topics may over-run from one term to another or may be switched. Our priority is to teach Israeli inventions and The Diary of Anne Frank.

JEWISH STUDIES CURRICULUM – CHAGIM BY YEAR GROUP

ROSH HASHANAH

Reception	<ul style="list-style-type: none">• To know that Rosh Hashanah is the Jewish New Year (K)• To know that Hashem is the King of the world (K)• To know what a shofar is and what it is made of (K)• To understand why we blow the shofar (U)• To know some of the customs of Rosh Hashanah i.e. round challot, apple and honey (K)• To know that the Chag is ushered in with candle lighting and Kiddush (K)• To be encouraged to use the Rosh Hashanah Role Play area (S)
Year One	<ul style="list-style-type: none">• To have a basic understanding of saying sorry, giving tzedakah and saying tefillot and why this is particularly important at this time of year (U)• To know that Rosh Hashanah is the birthday of the world (K)• To know that we eat a new fruit on Rosh Hashanah (K)• To know the difference between a Machzor and a Siddur (K)• To know the names of the notes of the shofar (K)• To recognise the notes of the shofar (S)• To know that we dip challah into honey and not salt (K)• To know why we eat apple dipped in honey and to know the brachot (K)• To know that we wear white and that the Parochet/Ma'il is changed to white (K)

Year Two	<ul style="list-style-type: none"> • To recap the concept of New Year • To have a greater understanding of teshuvah, tzedakah and tefillah and how we put them into practice (U) • To know what the days between Rosh Hashanah and Yom Kippur are called and why they have special names (U) • To understand the custom of eating the head of a fish (U) • Through role play, to begin to understand why we do tashlich (U) <p>To understand why we eat a new fruit on the second night of Rosh Hashanah (U)</p>
Year Three	<ul style="list-style-type: none"> • To understand that, with effort, our good deeds can negate our negative deeds (U) • To understand why, in our tefillah during this time, we emphasise malchiot (U) • To know the different names of Rosh Hashanah (K) • To understand why Rosh Hashanah has these names (U) • To understand why white is emphasised on Rosh Hashanah and during the Aseret Yemai Teshuvah (U)
Year Four	<ul style="list-style-type: none"> • To know why we blow shofar on Rosh Hashanah (K/U)
Year Five	<ul style="list-style-type: none"> • To compare Rosh Hashanah Kiddush to Shabbat Kiddush (K/U) • To be able to read Rosh Hashanah Kiddush (S) • To know that the Shabbat between Rosh Hashanah and Yom Kippur is called Shabbat Shuvah (K) • To know why this Shabbat has a special name (K) • To know there are additional tefillot said before Rosh Hashanah called Selichot (K) • To understand the importance of saying selichot (U) • To be able to read Avinu Malkenu (S)
Year Six	<ul style="list-style-type: none"> • To learn the deeper significance of Tashlich (K/U)

	<ul style="list-style-type: none"> • To have a deeper understanding of teshuvah, tefillah and tzedakah (U)
Experiential/Extra-curricular activities and other comments	<ul style="list-style-type: none"> • Every Year Group will briefly revise what has been learned in previous years • All pupils will have apple and honey (from the PTA) and will make the relevant brachot • Show and Tell (for Foundation and Key Stage One pupils) • Key Stage Two Shofar Blowing Competition • Year Six Tashlich Trip to Fairlop Waters

YOM KIPPUR

Reception	<ul style="list-style-type: none">• To know the importance of saying sorry to Hashem and to other people (K)• To know that adults fast all day (K)• To know that we do not wear leather shoes (K)• To know that Yom Kippur is like a Shabbat day (K)
Year One	<ul style="list-style-type: none">• To know that Hashem accepts our tefillot and forgives us (K)• To know that the Shofar is blown to signify the end of Yom Kippur (K)• To understand that it is a mitzvah to eat more on Erev Yom Kippur - Seudat Hamafseket (U)• To gain a knowledge of the laws and customs of Yom Kippur e.g. fasting, no leather shoes etc (K)
Year Two	<ul style="list-style-type: none">• To know what Kapparot is (K)• To know the story of Yonah in brief (K)• To understand the connection between the story of Yonah and Yom Kippur (U)
Year Three	<ul style="list-style-type: none">• To gain a deeper knowledge and a basic understanding of the laws and customs of Yom Kippur including the reading of Yonah (K/U)• To understand the symbolism of white on Yom Kippur (U)
Year Four	<ul style="list-style-type: none">• To know that Yom Kippur is a Yom Tov (K)• To be able to compare Yom Kippur to other Chagim (S)• To know the names and order of the five main services on Yom Kippur (K)
Year Five	<ul style="list-style-type: none">• To know that the days between Rosh Hashanah and Yom Kippur are known as the Aseret Yemei Teshuvah (K)• To gain a deeper understanding of the laws and customs of Erev Yom Kippur and Yom Kippur (U)

	<ul style="list-style-type: none"> • To be able to differentiate between the laws and customs of Erev Yom Kippur and Yom Kippur (S)
Year Six	<ul style="list-style-type: none"> • To know that teshuvah, tefillah and tzedakah are major themes of Yom Kippur (K) • To gain a deeper understanding of the four steps of teshuvah (U) • To understand the tefillah of Avinu Malkeinu and be able to differentiate between Avinu and Malkeinu (U/S) • To know the eight levels of giving tzedakah and to understand the significance of giving tzedakah before Yom Kippur (K/U)
Experiential/Extra-curricular activities and other comments	<ul style="list-style-type: none"> • Every Year Group will briefly revise what has been learned in previous years • All pupils will take their plimsolls home to be worn on Yom Kippur • Whole School Kapparot on Erev Yom Kippur

SUCCOT AND SIMCHAT TORAH

Reception	<ul style="list-style-type: none">• To know what a succah is (K)• To know that the roof of the succah is called s'chach (K)• To know what a lulav and etrog is (K)• To know that it is a mitzvah to be happy on Simchat Torah (K)• To know that we complete the cycle of the reading of the Torah on Simchat Torah (K)
Year One	<ul style="list-style-type: none">• To know the basic mitzvot of the succah and s'chach• To know when and how we use the Arba'ah Minim (K)• To know that we have completed the reading of the five books of the Torah and begin again from Bereshit (K)
Year Two	<ul style="list-style-type: none">• To know the names of the Arba'ah Minim (K)• To understand what each of the Arba'ah Minim represents (U)• To know that the quality of the Arba'ah Minim is important (K)• To begin to understand what makes a kosher succah (U)
Year Three	<ul style="list-style-type: none">• To know that Succot is one of the Shalosh Regalim (K)• To understand the difference between Chol Ha'moed and Yom Tov (U)• To understand that Shemini Atzeret and Simchat Torah are separate Chagim (U)• To gain a basic knowledge of Hoshanah Rabba, Shemini Atzeret and Simchat Torah (K)
Year Four	<ul style="list-style-type: none">• To know that the succah represents the clouds of glory/succot that the Bnei Yisrael dwelled in (K)• To know the names of the Ushpizin (K)• To know that we should begin building a succah immediately after Yom Kippur and why we do this (K/U)

	<ul style="list-style-type: none"> To know the four names of Succot and their meanings (K)
Year Five	<ul style="list-style-type: none"> To gain a knowledge and understanding of the halachot regarding the building of a succah (K/U) To gain a knowledge of the laws and customs of Succot, Hoshanah Rabba, Shemini Atzeret and Simchat Torah (K)
Year Six	<ul style="list-style-type: none"> To know that, on Shemini Atzeret, we daven for it to rain in Israel (K) To understand the importance of the unity of the Jewish people through Tefillat Geshem (U) To gain a deeper knowledge of the Ushpizin (K)
Experiential/Extra-curricular activities and other comments	<ul style="list-style-type: none"> Every Year Group will briefly revise what has been learned in previous years Pupils will have the opportunity to make decorations for the school Succah All pupils will eat in the school succah All pupils will have the opportunity to make the brachah for the Arba'ah Minim Foundation and Key Stage One pupils will make Simchat Torah flags Year One pupils will make edible Succot focusing on the halachot of Succah Year Five will make a model Succah focusing on the halachot of Succah Year Six will participate in 'Supper in the Succah'

CHANUKAH

Reception	<ul style="list-style-type: none">• To know the story of Chanukah in brief (K)• To know that we light the Chanukiah (K)• To know that a Kosher Chanukiah has eight branches and a Shamash (K)• To begin to learn the first verse of Maoz Tzur (S)• To know the four letters on the dreidle (K)
Year One	<ul style="list-style-type: none">• To know the order of lighting the Chanukah candles (K)• To gain a deeper knowledge of the Chanukah story (K)• To know the first verse of Maoz Tzur (S)• To know that the letters on a dreidle in Israel are different and to understand why (K/U)
Year Two	<ul style="list-style-type: none">• To know the brachot for lighting the Chanukiah (K)• To gain a basic knowledge of the laws of lighting the Chanukiah including the use of both candles and oil (K)• To confidently know the first verse of Maoz Tzur and to know that there are further verses (S/K)• To know the laws of a kosher Chanukiah (K)
Year Three	<ul style="list-style-type: none">• To know that Chanukah is not mentioned in the Torah (K)• To know that the date of Chanukah is hinted within its name (K)• To understand the concept of the 'few against the many' in the story of Chanukah (U)• To understand the significance of the customs of Chanukah
Year Four	<ul style="list-style-type: none">• To know that we add the prayer of Al Hanissim to the Amidah and Birkat Hamazon on Chanukah (K)• To gain a basic understanding of the meaning of Al Hanissim (U)

	<ul style="list-style-type: none"> • To be able to link Al Hanissim to the story of Chanukah and to review the miracles through this tefillah (S)
Year Five	<ul style="list-style-type: none"> • To have a good knowledge of the story of Chanukah, its history and events (K) • To know the story and significance of Channah and her Seven Sons (K) • To know the story and significance of Yehudit (K) • To be able to link the above stories together (S) • To know the different opinions of Hillel and Shammai and to review the laws of lighting the Chanukiah (K)
Year Six	<ul style="list-style-type: none"> • To understand the concept and historical implications of Hellenism for the Jewish people and how it applies to us today (U) • To gain a deeper understanding of the difference between mitzvot from the Rabbis and from the Torah (U)
Experiential/Extra-curricular activities and other comments	<ul style="list-style-type: none"> • Every Year Group will briefly revise what has been learned in previous years • All pupils will participate in Chanukah candle lighting and appropriate activities • Pupils will have the opportunity to participate in a Model Chanukiah Competition • Younger pupils may have the opportunity to make edible Chanukiot • Pupils will receive doughnuts from the PTA

PURIM

Reception	<ul style="list-style-type: none">• To know that two special Mitzvot of Purim are reading the Megillah and Mishloach Manot (K)• To know the basic story of Purim, introducing Achashverosh, Esther, Haman, Vashti and Mordechai (K)
Year One	<ul style="list-style-type: none">• To know the story of Purim in greater detail, introducing further characters - Bigtan, Teresh and Zeresh (K)• To know the basics of the four mitzvot of Purim (K)• To have the ability to perform the four mitzvot (S)• To know how a Megillah differs in appearance to a Sefer Torah (K)
Year Two	<ul style="list-style-type: none">• To review the Purim story (K)• To know the personalities/characteristics of the main Purim characters (K)• To have a greater understanding of the four mitzvot of Purim and, when possible, to perform these in school (U/S)
Year Three	<ul style="list-style-type: none">• To know the story of Purim in depth, focussing on the role of each person (K)• To understand each individual played a part in the miracle of Purim (U)• To know the brachot for reading Megillah (K)
Year Four	<ul style="list-style-type: none">• To know that the four mitzvot were instituted by Esther and Mordechai and are written in the Megillah (K)• To have a deeper understanding of each of the four mitzvot and, when possible, to perform these in school (U/S)• To know and understand why the day before Purim is Ta'anit Esther (K/U)
Year Five	<ul style="list-style-type: none">• To know the story of Purim in depth (chapter by chapter), focussing on the chain of events that made up the miracle of Purim (K)• To be able to compare the miracle of Purim (hidden) to the miracles of Chanukah (S)
Year Six	<ul style="list-style-type: none">• To know when the story of Purim took place (K)• To understand the concept of Amalek, the link between Haman and Amalek and that Parasha Zachor is read on the Shabbat

	<p>before Purim (K/U)</p> <ul style="list-style-type: none"> • To gain a deeper understanding of the chronological order of the dates concerning Purim (Adar, Shabbat Zachor, Ta’anit Esther, Purim, Shushan Purim) (U)
Experiential/Extra-curricular activities and other comments	<ul style="list-style-type: none"> • Every Year Group will briefly revise what has been learned in previous years • Pupils will participate in the Four Mitzvot of Purim – Megillah, Mishloach Manot, Matanot La’evyonim and Purim Seudah • Pupils will dress up for Purim • Pupils will have the opportunity to participate in a Purim Mask Making Competition • Pupils will receive hamantaschen from the PTA and, if possible, Mishloach Manot

PESACH

Reception	<ul style="list-style-type: none">• To know the basic story of Pesach in simple detail (K)• To know that we must not have any chametz in our homes (K)• To know that we eat matzah on Pesach (K)• To begin to learn Mah Nishtana (K)• To know that we use a Haggadah at the Seder (K)• To gain a basic knowledge of the order of the Seder (K)
Year One	<ul style="list-style-type: none">• To begin to know all the verses of Mah Nishtana (K)• To be able to connect the story of Yetziat Mitzrayim to Pesach and to know that the story is written in the Haggadah (S/K)• To know how we prepare our homes for Pesach including Bedikat Chametz and Biur Chametz (K)• To gain a basic knowledge of the items on the Seder plate (K)
Year Two	<ul style="list-style-type: none">• To be able to retell the Pesach story (S)• To know the Ten Plagues and the reasoning behind each plague (K)• To have an understanding of the significance of the items on the Seder plate (K)• To know the 15 steps of the Seder in detail (K)
Year Three	<ul style="list-style-type: none">• To know that Pesach is one of the Shalosh Regalim (K)• To understand the difference between chametz and non-chametz (U)• To be able to determine whether a product is chametz (S)• To understand the importance of a product being kosher for Pesach (U)• To gain a deeper understanding of matzah through the story of Pesach and the Haggadah (U)

	<ul style="list-style-type: none"> To know the brachah 'Al achilat matzah' and when it is said (K)
Year Four	<ul style="list-style-type: none"> To know the importance and significance of the number 4 i.e. 4 cups, 4 sons, 4 questions, 4 ways to prepare for Pesach (K) To have a great understanding of how the kitchen is prepared for Pesach (U) To understand the importance of Magid – telling the story of Pesach (U)
Year Five	<ul style="list-style-type: none"> To have a deeper understanding of Matzah and Maror and the laws relating to them (U) To know in depth the steps of making matzah (K) To be able to make matzah within the required 18 minutes (S) To have a thorough understanding of the Seder plate – the identity and significance of the items on it (K)
Year Six	<ul style="list-style-type: none"> To gain a thorough knowledge and understanding of the 15 steps of the Seder (K/U)
Experiential/Extra-curricular activities and other comments	<ul style="list-style-type: none"> Every Year Group will briefly revise what has been learned in previous years All pupils will participate in a Demonstration Seder led by a local Rabbi and will learn a selection of Seder songs Year One pupils will learn how to make charoset

SHAVUOT

Reception	<ul style="list-style-type: none">• To know that on Shavuot, the Jewish people received the Torah (K)• To know that it is a custom to decorate the Shul with flowers (K)• To know that we eat milky foods on Shavuot (K)
Year One	<ul style="list-style-type: none">• To know the story of Shavuot in greater detail (K)• To know why we decorate the Shul with flowers (K)• To have a basic knowledge of the Ten Commandments (K)
Year Two	<ul style="list-style-type: none">• To be able to retell the story of Shavuot (S)• To know the customs of Shavuot (K)• To know the story of Megillat Rut (K)
Year Three	<ul style="list-style-type: none">• To know that Shavuot is one of the Shalosh Regalim (K)• To know the Ten Commandments by heart in English (K)• To have an understanding of the Ten Commandments (U)• To understand the connection of Megillat Rut to Shavuot (U)
Year Four	<ul style="list-style-type: none">• To have an understanding of the customs of Shavuot (U)• To know the four names of Shavuot and their meanings (K)• To understand the connection between Pesach and Shavuot, Chag Ha'atzeret (U)• To understand the connection of Megillat Rut and the name of Shavuot, Chag Ha'Katzir (U)
Year Five	<ul style="list-style-type: none">• To understand the concept of 'Na'aseh V'nishma' (U)• To be able to locate the different mitzvot in Megillat Rut (S)

Year Six	<ul style="list-style-type: none"> • To understand, through Megillat Rut, that good can come from bad (U) • To understand the importance of treating everyone equally (U)
Experiential/Extra-curricular activities and other comments	<ul style="list-style-type: none"> • Every Year Group will briefly revise what has been learned in previous year • To receive ‘Milky Bars’ from the PTA • Families to have the opportunity to participate in ‘Generation Sinai’

EXTRA DAYS

Fast Days (Asara b'Tevet, Tzom Gedalya, Ta'anit Esther, Ta'anit Bachurim)	Reception, Year 1 and Year 2: <ul style="list-style-type: none"> To know that today is a Fast Day (K) To know the name of the Fast (K) 	
	Years 3, 4, 5 and 6: As above plus: <ul style="list-style-type: none"> To understand why we fast on this day (U) 	
Tu Bishvat	Reception and Year 1: <ul style="list-style-type: none"> To know that Tu Bishvat is the birthday of the trees (K) To know that we plant trees and eat fruit on Tu Bishvat (K) 	Year 1: Plant parsley for Pesach Year 2: Paper project All Year Groups: Fruit Parties
	Year 2: As above plus: <ul style="list-style-type: none"> To know that trees are important to us (K) 	
	Years 3 and 4: As above plus: <ul style="list-style-type: none"> To know the names of the Shivat Haminim (K) 	
	Year 5: As above plus: <ul style="list-style-type: none"> To know the lessons we learn from trees (K) 	
	Year 6:	

	<p>As above plus:</p> <p>To know the importance of looking after our world (K/U)</p>	
Sefirat Ha'Omer	<p>Reception, Year 1 and Year 2:</p> <ul style="list-style-type: none"> To know that we count 49 days from 2nd day Pesach to Shavuot (K) To know how Lag Ba'Omer is celebrated in Israel (K) Year 1 and 2 – To have a basic knowledge of the customs of Sefirat Ha'Omer (K) Year 2 – To know the names of the special days that occur during Sefirat Ha'Omer (K) Year 2 – To know the brachah for the Omer counting (K) 	<p>Daily counting of the Omer</p> <p>Lag Ba'Omer picnic for all year groups</p>
	<p>Years 3, 4, 5 and 6:</p> <p>As above plus:</p> <ul style="list-style-type: none"> To know that the Torah commands us to count the days between 2nd day Pesach and Shavuot (K) To understand the reasons for counting the Omer (U) To have a deeper knowledge of the customs of Sefirat Ha'Omer (K) To gain a deeper understanding of the significance of Lag Ba'Omer (U) Years 5 and 6 – To know that the Omer period used to be a happy time (K) Years 5 and 6 – To understand how and why this has changed (U) 	<p>Daily counting of the Omer</p>
Yom Ha'Shoah	<p>Reception, Year 1 and Year 2:</p> <ul style="list-style-type: none"> To know that Yom Ha'Shoah is a sad day (K) Key Stage One (second year) – To know that Yom Ha'Shoah is a day to remember the Jewish people who died during the Second World War 	<p>Lighting of Yahrzeit candle</p> <p>Story: The Terrible Things</p> <p>Two minutes silence</p>

	<p>Years 3, 4, 5 and 6:</p> <p>As above plus:</p> <ul style="list-style-type: none"> To know how this day is commemorated in Israel and in the UK (K) Years 5 and 6 – To know when and where the Holocaust took place (K) 	<p>Lighting of Yahrzeit candle</p> <p>Year 6 pupils to guard Yahrzeit</p> <p>Story: The Terrible Things</p> <p>Two minutes silence</p> <p>JS lesson (Pavel Friedman's butterfly, The Statement, kindness candles, cards for Holocaust survivors etc)</p>
Yom Ha'Zikaron	<p>Reception, Year 1 and Year 2:</p> <ul style="list-style-type: none"> To know that Yom Ha'Zikaron is a sad day (K) Year 1 and Year 2 – To know that Yom Ha'Zikaron is a day to remember Israeli soldiers and civilians who have died in Israel (K) 	<p>Lighting of Yahrzeit candle</p> <p>One minutes silence</p>
	<p>Years 3, 4, 5 and 6:</p> <p>As above plus:</p> <ul style="list-style-type: none"> To know how this day is commemorated in Israel and in the UK (K) 	<p>Lighting of Yahrzeit candle</p> <p>Year 6 pupils to guard Yahrzeit</p> <p>One minutes silence</p> <p>Sing Hatikvah</p>
Yom Ha'atzmaut	<p>Whole School:</p> <ul style="list-style-type: none"> To know that Yom Ha'atzmaut is the birthday of Israel (K) To know how Yom Ha'atzmaut is celebrated in Israel (K) 	<p>Whole School Dancing</p> <p>Performances from Israeli Groups</p> <p>Carousel of Activities</p> <p>Sing Hatikvah</p>
The Three Weeks	<p>Reception, Year 1 and Year 2:</p> <ul style="list-style-type: none"> To know that this period is known as the Three Weeks (K) To know that this is a sad time (K) 	<p>No meat to be served during the Nine Days</p>

	<ul style="list-style-type: none"> • To know that the Three Weeks begins and ends with a Fast day (K) • Years 1 and 2 – To know the customs of the Three Weeks (K) • Year 2 – To know the names of the Fast Days that begin and end The Three Weeks (K) • Year 2 – To gain a basic knowledge of the customs of the Nine Days and Tisha B’Av (K) 	
	<p>Years 3, 4, 5 and 6:</p> <p>As above plus:</p> <ul style="list-style-type: none"> • To know why we fast on Shivah Asar B’Tammuz (K) • To know why we fast on Tisha B’Av (K) • To gain a deeper understanding of the Three Weeks and its customs (U) • To gain a deeper understanding of the Nine Days and Tisha B’Av (U) • Years 5 and 6 – To know how and understand why Tisha B’Av is different to other Fast Days (K/U) • Years 5 and 6 – To know the different tragedies that befell the Jewish people on the date of Tisha B’Av throughout history (K) 	<p>No meat to be served during the Nine Days</p>

JEWISH STUDIES CURRICULUM – JEWISH WAY OF LIFE TOPICS

RECEPTION

<p><u>Autumn</u></p> <p>Shabbat</p>	<ul style="list-style-type: none"> • To know that Hashem made the world in six days (K) • To know that Hashem rested on the seventh day (K) • To know that this day is called Shabbat (K) • To have an understanding of how to prepare for Shabbat (U) • To have an understanding of what we may and may not do on Shabbat (U) • To experience Shabbat candle lighting, Kiddush and Havdalah (S) 	<p>Make candle lighting brachah card</p> <p>Make wine label</p> <p>Make besamim</p> <p>Make grape juice</p> <p>Make challah cover</p>
<p><u>Spring</u></p> <p>Our Five Senses</p>	<ul style="list-style-type: none"> • To know that we are all created in the image of Hashem (K) • To know that Hashem gave us 5 senses (K) • To know what each sense can be used for (K) • To connect each sense to Jewish objects, activities and events (U) 	<p>Outside lesson</p> <p>Tasting and touching of objects</p>
<p><u>Summer</u></p> <p>The Synagogue and Prayer/Siddur</p>	<ul style="list-style-type: none"> • To know that a Shul, Synagogue and Bet Kneset are the same (K) • To link the Bet Kneset to the Bet Hamikdash (S) • To know the names of the main objects in the Bet Kneset – Ner Tamid, Bimah, Aron Kodesh, Mechitza (K) • To know where these items are situated and how they are used (K/U) • To know that a Siddur is used to pray (K/U) • To know key tefillot (K) 	<p>Visit to King Solomon High School Shul</p> <p>Pupils to speak about own experience of going to Shul</p>

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| | <ul style="list-style-type: none">• To have a basic understanding of the tefillot recited in the morning (U) | |
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YEAR ONE

<u>Autumn</u> Brachot (Food)	<ul style="list-style-type: none">• To know the first six words of all brachot and what they mean (K)• To know how to make a brachah (K)• To know which brachot to make on different foods – ha’etz, ha’adamah, ha’motzei, ha’gafen, mezonot, shehakol (K)• To know the brachah for washing our hands before eating bread (K)• To know how to wash our hands correctly (K/S)	Brachah Party Brachah collage Practical hand washing
<u>Spring (possibly to continue into Summer)</u> Israel – The Land	<ul style="list-style-type: none">• To know that Israel is the homeland of the Jewish people (K)• To know the difference between language, climate, flags and money in England and Israel (K/U)• To know how I can travel to Israel and what I would need to pack (K)• To know about the Dead Sea, Yam Kinneret, Har Hermon, Haifa, Tzefat and Be’er Sheva (K)	Google maps Imaginary trip on the plane; passport stamping; Dubi Bear
<u>Summer</u> Sofrut	<ul style="list-style-type: none">• To know that a Sefer Torah, Mezuzah, Megillah and Tefillin are important (K)• To know when these items are used, why they are used and what they contain (K)• To know that a Sofer writes a Sefer Torah, Mezuzah, Megillah and Tefillin (K)• To know what equipment a Sofer needs (K)• To know how a Sofer writes these items (K)	Visit from a Sofer

YEAR TWO

<p><u>Autumn</u></p> <p>Kashrut</p>	<ul style="list-style-type: none"> • To know what the word kosher means and who commanded us to keep kosher (K) • To know that we can keep kosher wherever we are and whatever we are doing (K) • To know what a hechsher is and to be able to recognise different hechsherim on food packaging (K) • To be able to categorise foods into meat, milk and parev (S) • To know the signs of a kosher animal (K) • To know the signs of a kosher fish (K) • To know how to find out which birds are kosher (K) • To know how to check eggs for blood spots (K/S) • To know how to check fruit and vegetables for bugs (K/S) • To know what makes a kitchen kosher (other than the food) (K) 	<p>Checking eggs</p> <p>Checking fruit and vegetables</p> <p>Categorising food labels and play food</p> <p>Collecting food packaging with different hechsherim</p>
<p><u>Spring</u></p> <p>Middot (Tzaar Ba’alei Chaim, Hachnasat Orchim, Kibbud Av Va’em, Bal Tashchit)</p>	<ul style="list-style-type: none"> • To know what Tzaar Ba’alei Chaim means (K) • To understand that we must care for our animals the Torah way and how we care for them (U) • To know what Hachnasat Orchim means and who we learn this Middah from (K) • To know how to welcome people into our family’s home (K) • To know what Kibbud Av Va’em means and how we keep must keep this middah (K/U) • To know what Bal Tashchit means (K) 	<p>Visit from a vet or pet owner</p> <p>Grandparents’ Tea Party</p> <p>Recycling workshop</p> <p>Make a bird house</p>

	<ul style="list-style-type: none"> To understand the importance of caring for Hashem’s world which He created for us (U) 	
<p><u>Summer</u></p> <p>Tefillah</p>	<ul style="list-style-type: none"> To know that we daven three times a day – Shacharit, Mincha and Ma’ariv - and who first recited each service (K) To understand that we can say our Tefillot at any time and anywhere and that Hashem is always here for us (U) To know and understand how we should behave during Tefillah (K/U) To have an understanding of the meaning of the first and third paragraphs of the Shema (U) To know when the Shema is recited, why we cover our eyes etc (K) To be able to recite the first paragraph of the Shema accurately and to begin to be able to accurately recite the third paragraph of the Shema (S) 	Shema Wall Card

YEAR THREE

<p><u>Autumn</u></p> <p>The Jewish Calendar</p>	<ul style="list-style-type: none">• To know the months of the year and the days of the week in Hebrew (K)• To understand that the Jewish year follows the moon and the secular follows the sun (U)• To know the phases of the moon (K)• To understand the concept of Rosh Chodesh (U)• To know which festivals fall in which months (K)	<p>Make a calendar</p>
<p><u>Spring</u></p> <p>Shabbat</p>	<ul style="list-style-type: none">• To know that Hashem created the world in six days and rested on the seventh day – Shabbat (K)• To know the sequence of events leading up to Erev Shabbat (K)• To understand the sequence of events on Shabbat – three meals, Torah study, guests, Oneg (U)• To know how to light Shabbat candles (K)• To know the names of the services on Shabbat (K)• To know why Shabbat is referred to as the Shabbat Queen/Bride (K)• To know some of the key Shabbat halachot (K)• To know how long Shabbat lasts, activities and customs of Shabbat (K)• To understand the concept of muktza (U)• To know what Havdalah is and how we perform it (K)	<p>Make a Shabbat set for use at home</p> <p>Importance of family time and Shalom Bayit</p>
<p><u>Summer</u></p>	<ul style="list-style-type: none">• To know that there are three categories of brachot (K)	

Brachot	<ul style="list-style-type: none">• To know the concept of the after-brachot (K)• To understand the concept of Shehecheyanu (U)• To know and understand the brachot for: rainbow, thunder, lightning, earthquake, Queen, oceans (K/U)	
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YEAR FOUR

<p><u>Autumn</u></p> <p>Jewish Life Cycle</p>	<ul style="list-style-type: none"> • To understand the importance of having a Jewish name (U) • To know that and understand why a boy has a Brit Milah at 8 days old (K/U) • To know that girls have a baby naming ceremony (K) • To know that first-born Israelite boys have a Pidyon Haben at 30 days old (K) • To know that some boys have their hair cut for the first time at their Upsherin at 3 years old (K/U) • To know that girls of 12 and boys of 13 become Bar/Bat Mitzvah and to understand what this means (K/U) • To know what a Jewish wedding entails – chuppah, ring, breaking glass, seudat mitzvah, sheva brachot (K) 	<p>Build a pretend chuppah</p> <p>Hold mock ceremonies</p> <p>Teacher to bring in tefillin</p> <p>Watch videos of life cycle ceremonies</p> <p>Create life cycle PowerPoint</p>
<p><u>Spring</u></p> <p>A Look at Hashem’s World</p>	<ul style="list-style-type: none"> • To know and understand the meaning of the Pasuk ‘Mah Rabu Ma’asecha Hashem Kulum B’Chochma Asita’ (K/U) • To know the days of creation • To appreciate that Hashem has left His footprints in every creation He created (K/U) • To understand that every creation Hashem created has a purpose (U) • To explore wonders of Hashem’s world and investigate the benefit of some of His creations (S) 	<p>Outdoor lessons</p> <p>Decorate a mirror (glass made from sand) to include wonders of Hashem’s world (including a bee)</p>
<p><u>Summer</u></p> <p>The Bet Kneset and Synagogues Around the</p>	<ul style="list-style-type: none"> • To know that Jewish communities around the world differ in their customs and traditions (K) • To explore the difference between Sephardi and Ashkenazi customs and traditions 	<p>Visit to Synagogues</p>

World	(S) <ul style="list-style-type: none">• To explore the different experiences in Sephardi and Ashkenazi Synagogues (S)• To identify key items within the Synagogue, how they link to the Mishkan and how they differ between Sephardi and Ashkenazi Synagogues (S)• To explore the difference in the prayer of 'Lecha Dodi' in different communities around the world (S)	
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YEAR FIVE

<u>Autumn</u> Etgar Challenge Quiz	<ul style="list-style-type: none">• Study and pupil led learning of information of Jewish General Knowledge for Etgar Challenge Quiz (K/S/U)	Kahoot Quizzes JIGZI games
<u>Spring</u> Etgar Challenge Quiz	<ul style="list-style-type: none">• Study and pupil led learning of information of Jewish General Knowledge for Etgar Challenge Quiz (K/S/U)	Kahoot Quizzes JIGZI games
<u>Summer</u> Etgar Challenge Quiz	<ul style="list-style-type: none">• Study and pupil led learning of information of Jewish General Knowledge for Etgar Challenge Quiz (K/S/U)	Participation in the Etgar Challenge Quiz

YEAR SIX

<p><u>Autumn</u></p> <p>Israeli inventions and inventors and Israeli technology *</p>	<ul style="list-style-type: none">• To know that Israel is only a small country but very inspirational (K)• To know of some Israeli/Jewish inventions and inventors• To be able to connect inventions to electrical items used in order to keep Shabbat – hot plate, urn, Shabbat lamp, time switches• To know that there are 39 melachot and to have a basic understanding of these• To know what is permitted and not permitted on Shabbat (K/U)	<p>A walk around the local area and Eruv</p> <p>Look at Shabbat lamp, belt, hot plate, urn etc</p>
<p><u>Spring</u></p> <p>The Holocaust (focusing on ‘The Diary of Anne Frank’</p>	<ul style="list-style-type: none">• To understand the term ‘prejudice’ and how this links to the actions of Hitler and the Nazis (U)• To know that the Jewish people were segregated and isolated in the eastern European countries during WW2 (K)• To see the importance of freedom in what we are able to do (U)• To know that no-one is born to follow the wrong choices and it is up to the individual to choose their own ‘path’ (K)• To understand how we can link our school motto of ‘ve’ahavta l’rayacha kamocho’ to our Holocaust learning (U)• To learn the rights and responsibilities of citizenship, both local and international (S)• To understand how to act on our learning in order to prevent future evil prevailing (U)• To know that we must stand up for what we believe to be right (K)	<p>Visit from a Holocaust Survivor</p>

	<ul style="list-style-type: none"> To know how Anne Frank was prejudiced against and how she was isolated (K) 	
<p><u>Summer</u></p> <p>Kashrut</p> <p>GIFT Activities</p>	<ul style="list-style-type: none"> To know and study the sources of the laws of Kashrut in the Torah (K/U) To know the Torah laws of kashrut – kosher animals, meat and milk, shechita (K) To know the importance and significance of kosher shops e.g. butchers, bakers (K) To be able to use the ‘Really Jewish Food Guide’ and ‘Isitkosher?’ app (S) To be able to create the packaging for a kosher snack produce incorporating everything learning (K/U/S) 	<p>Participation in Tribe’s ‘Kosher Apprentice’ or GIFT’s GIFT Workshops and Supermarket Challenge</p>