



Bury and Whitefield

JEWISH PRIMARY SCHOOL

Jewish Studies

Progression Map

This knowledge should be used to recap and revisit learning from previous years, during 'Flashback' time. This will enable stronger schema to be built, allowing our children to remember key facts.

Our Curriculum Celebrates

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

Rosh Hashanah/Yom Kippur

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ Rosh Hashanah is in the month of Tishrei ➤ The Torah teaches us to keep Rosh Hashanah and it is a mitzvah to hear the shofar ➤ Hashem is our king and he judges us ➤ During Elul, the shofar is blown to remind us to do teshuvah ➤ We say amein to the brocho and listen to the shofar quietly ➤ The shofar makes 3 sounds ➤ There is a custom to eat a fish head ➤ Shana Tova means Happy New Year ➤ To understand the importance of Yom Kippur ➤ We say sorry to others for making them unhappy and change our ways ➤ Adults fast on Yom Kippur ➤ We don't wash for pleasure ➤ We wear white clothes 	<ul style="list-style-type: none"> ➤ We start to prepare for Rosh Hashanah during the month of Elul ➤ Hashem weighs up our mitzvos and aveiros ➤ Rosh Hashanah is on 1st & 2nd Tishrei ➤ Rosh Hashanah is a 2 day Yom Tov ➤ Candles are lit on both nights of Yom Tov ➤ The names of the notes of the shofar and how each one sounds ➤ We blow 100 sounds each day ➤ To be aware of the minhag of Taschlich ➤ To know the reasons for symbolic foods ➤ To be familiar with the tune of Aveinu Malkenu ➤ Yom Kippur is the holiest day of the year ➤ To understand that Yom Kippur is a time for teshuvah ➤ Hashem seals his Book of Judgement at the end of Yom Kippur ➤ We don't wear any perfumes or creams ➤ We are like malochim on Yom Kippur 	<ul style="list-style-type: none"> ➤ To understand the importance of the month of Elul, including Teshuvah, Tefillah and Tzedakah ➤ To understand why giving Tzedakah is particularly important at this time. ➤ To know what the Bracha of Shecheyanu is for and when it is said in relation to Rosh Hashanah ➤ To know that we try to hear 100 shofar notes on Rosh Hashanah ➤ To know on Rosh Hashanah we daven from a Machzor ➤ To know the names and sounds of the 3 different shofar notes. ➤ To know Rosh Hashanah is a 2 day Yom Tov ➤ To understand the importance and seriousness of Rosh Hashanah 	<ul style="list-style-type: none"> ➤ Which new Hebrew year will start this Rosh Hashanah ➤ Rosh Hashanah is a 2 day Yom Tov, even in Eretz Yisroel ➤ The 4 names of Rosh Hashanah ➤ To be able to explain the concepts of teshuvah, tefillah and tzedoko ➤ To understand that we must ask others for forgiveness, before asking Hashem to forgive us ➤ The shofar is made from a ram's horn and it reminds us of the ram Avrohom used at the Akeidah ➤ The long shofar blast is called tekiah gedolah ➤ What the aseres yemei teshuvah are and what opportunity they present us with ➤ The Shabbos before Yom Kippur is called Shabbos Shuvah 	<ul style="list-style-type: none"> ➤ The meanings of the 4 names of Rosh Hashanah ➤ To understand the differences between the Jewish & Non Jewish New Year ➤ To understand what Rosh Hashanah means to us on a personal and individual level ➤ The importance of individual teshuvah ➤ We say shechyanu on the 2nd night Rosh Hashanah ➤ Hallel is not said ➤ Greetings used on Rosh Hashanah ➤ The terms malchiyus, zichronos and shofrus and to recognise in the musaf Amidah ➤ Date and significance of Tzom Gedalya ➤ Review of what the Aseres Yemei Teshuvah are and when they fall ➤ To understand the significance and seriousness of Yom Kippur and to be able to explain in their own words 	<ul style="list-style-type: none"> ➤ Selichos are said from before Rosh Hashanah until Yom Kippur ➤ To research and recall the 10 reasons for blowing the shofar ➤ To read the possukim in the Chumash which refer to Rosh Hashanah ➤ To be able to recognise the key tefillos Hamelech, U'netanu Tokef & Aveinu Malkenu ➤ On the 2nd night, candles are light after nightfall ➤ A kittel is worn for Davening ➤ Why Tzom Gedalyah is marked on 3rd Tishrei ➤ There are 3 categories of Yom Tov: Yamim Noraim, Shalosh Regalim and Rabbanan ➤ To be familiar with the schedule for Erev Yom Kippur ➤ The 9 mitzvos that will be fulfilled between Erev Yom Kippur and Ne'ilah ➤ Where in the Torah Yom Kippur is mentioned ➤ The haftorah for Mincha is Yonah ➤ Yom Kippur is a culmination of the previous 40 days

<ul style="list-style-type: none"> ➤ The shofar is blown once at the end of Yom Kippur ➤ Yom Kippur is in the month of Tishrei 	<ul style="list-style-type: none"> ➤ The brocho Shechianu 	<ul style="list-style-type: none"> ➤ To understand the importance of Yom Kippur as a day of teshuvah ➤ To know adults over Bar/Bas Mitzvah fast for 25 hours ➤ To know the 5 main things we don't do on Yom Kippur; eat, drink, wash, wear leather, perfumes or cream. ➤ To know some people have the custom to bless their children on Eruv Yom Kippur 	<ul style="list-style-type: none"> ➤ Aveinu Malkeinu is added to our daily prayers ➤ To understand the meaning of & be able to say, the 1st & last verse of Aveinu Malkeinu 	<ul style="list-style-type: none"> ➤ To understand the importance of doing teshuvah and the 3 stages of teshuvah ➤ To be able to evaluate their lives and think of ways to improve in the coming year ➤ To appreciate the significance of Ne'ilah and to know that the shofar is blown at the end of Ne'ilah ➤ The story of Yonah and its relevance to Yom Kippur. ➤ The concept of kapporos and how it is done 	
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Succos/Simchas Torah

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ Succos is in Tishrei ➤ We live in a succah for 7 days ➤ What Arbah Minim are and what we do with them ➤ How a succah looks ➤ To understand we are happy because we have finished reading the Torah and are starting it again ➤ To be able to make a flag for Simchas Torah ➤ A selection of Succos songs 	<ul style="list-style-type: none"> ➤ Succos starts on 15th Tishrei ➤ Why we sit in a succah ➤ Names of the Arbah Minim and where each comes from ➤ How we celebrate Simchas Tirah – including dancing and Hakofos ➤ A selection of Succos songs 	<ul style="list-style-type: none"> ➤ To understand how each of the Arba Minim represents part of the body; lulav=spine; etrog=heart; Hadas=eyes; Arava=lips ➤ To be able to say the Brachos for Arba Minim and know how to shake them correctly ➤ To know what the Bracha of She'hecheyanu is for and when it is said on Sukkos ➤ To understand the importance of the Torah and how is it respected and protected ➤ To be able to name the 5 books of the Torah ➤ To know the names of the first parsha ➤ To know we read one or 2 parshios every Shabbos 	<ul style="list-style-type: none"> ➤ To know that Succos is one of the Shalosh Regalim ➤ To be able to say the brocho L'sheiv b'Succah and know when it is said ➤ To know how each part of the Arbah Minim compares with a part of the body ➤ To know that Tefillas Geshem is said on Shmini Atzeres ➤ To understand that the Torah is a precious gift ➤ To know that every male is given an aliyah on Simchas Torah ➤ To know that children receive a special brocho under the tallis on Simchas Torah 	<ul style="list-style-type: none"> ➤ To understand why we still live in a succah in the 21st Century ➤ To understand what constitutes a kosher succah ➤ To know how the Arbah Minim are shaken ➤ To know that each part of the Arbah Minim represents a type of Jew ➤ To know the laws of Chol Hamoed ➤ To be able to work out the Hebrew date for Simchas Torah 	<ul style="list-style-type: none"> ➤ All the different names of Succos ➤ That Succos is a joyful time ➤ How Succos was celebrated at the time of the Beis Hamikdosh ➤ The dates of each of the Shalosh Regalim ➤ To read the possukim in the Torah that mention Succos ➤ To know how and when the Arbah Minim are shaken during davening ➤ The custom of arovos on Hoshanah Rabah

Chanukah

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ To be familiar with the characters of the story: Yehudah HaMacabee & his brothers ➤ We celebrate the miracle of the oil ➤ The oil lasted for 8 days instead of one day ➤ The Shamash is slightly higher than the other candles ➤ How the menorah is lit ➤ Why we eat latkes and doughnuts on Chanukah ➤ The 4 letters found on the dreidel 	<ul style="list-style-type: none"> ➤ Why we celebrate Chanukah for 8 days ➤ The importance of the last drop of oil and the miracle of Chanukah ➤ The importance of the Beis Hamikdash ➤ There was a golden Menorah inside the Beis Hamikdash, which was lit every day by the Kohen Gadol ➤ The Greeks ruined the Beis Hamikdash & the oil was spoiled ➤ What the letters on the dreidel stand for ➤ How and why we light the Menorah ➤ To be able to say the brochos Shel Chanukah and Shechyanu ➤ To be able to sing the first verse of Maoz Tzur 	<ul style="list-style-type: none"> ➤ To know why we celebrate Chanukah ➤ Importance of the 2nd Beis Hamikdash and the menorah ➤ To know Antiochus wanted Jews to become like Ancient Greeks ➤ To know the Beis Hamikdash was destroyed and the oil was spoiled ➤ To understand the importance of the last drop of oil and the Chanukah miracle ➤ To know which words the 4 letters on the dreidel stand for ➤ To know how and why we light the menorah ➤ To be able to say the Shehechyanu and the Brocho of Lehadik Ner Shel Chanukah. 	<ul style="list-style-type: none"> ➤ To know the Hebrew date of Chanukah ➤ To be able to explain the two miracles of Chanukah ➤ To know the meaning and symbolism of the name Maccabee ➤ To know what constitutes a kosher menorah ➤ To know and understand the significance of the phrase nes godol hayah shom ➤ To know we add Al Hanissim in bentching 	<ul style="list-style-type: none"> ➤ Historical and geographical context of the Chanukah story ➤ To understand what it was like living in the times of Antiochus with the many prohibitions against the Jews ➤ To know who the Maccabees were, what they stood for and the challenges they faced ➤ To understand the difference between mitzvah/minhag ➤ To be able to read Haneiros Hallallu ➤ The importance of Pirsumay Hanes ➤ To be able to find and read Al Hanissim in a siddur ➤ The story of Yehudis story of Chana & her sons 	<ul style="list-style-type: none"> ➤ Chanukah is not a Yom Tov but is a festival instigated by the Rabbis ➤ The source of the story of Chanukah is found in the Gemorrah ➤ To perform fully the ceremony of Hadlakos Haneiros ➤ To sing the first two verses of Maoz Tzur ➤ To know that Biy'mei Mattisyahu is added during Chanukah and to be able to find and follow it in the siddur ➤ The longest Bentching possible can be recited during Chanukah and why

Asarah B'Teves/Tu B'Shvat/Purim

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ To understand that Hashem makes things grow and that we are thankful ➤ To be able to name fruits that grow on a tree ➤ To be familiar with the brocho ho'etz for fruit ➤ To be familiar with the main characters of the Purim story and their roles ➤ To understand why Mordechai didn't bow down to Haman ➤ To recognise the bravery of Esther and how she helped save the Jewish people ➤ To know it is a Mitzvah to give Tzedakah and Mishloach Manot on Purim ➤ To understand it is a Mitzvah to hear the Megillah which is the story of Purim ➤ To know we say Amen after hearing the 	<ul style="list-style-type: none"> ➤ That everything comes from Hashem and that we should be grateful to Him ➤ To understand how important trees are and how they need water ➤ To be able to differentiate between the fruits we say ho'etz & ho'odomo on ➤ To be familiar with the main characters of the Purim story and their roles ➤ To understand why Mordechai didn't bow down to Haman ➤ To recognise the bravery of Esther and how she helped save the Jewish people ➤ To know it is a Mitzvah to give Tzedakah and Mishloach Manot on Purim ➤ To understand it is a Mitzvah to hear the Megillah which is the story of Purim 	<ul style="list-style-type: none"> ➤ To know there are 7 special fruits of Eretz Yisroel mentioned in the Torah ➤ To know we say the brocho of shechchiyanu on eating new fruits ➤ The key events of the Purim story in sequence ➤ To recognise the bravery and courage of Esther and Mordechai in relation to the story ➤ The megillah was written by Esther & Mordechai for us to remember the great miracle of Purim ➤ The Purim story took place in Shushan which was the capital of the Persian Empire ➤ All four mitzvos of Purim and how we do them ➤ Dressing up on Purim is only a custom and to understand why we do it ➤ To be able to explain the reason why Purim is 	<ul style="list-style-type: none"> ➤ To know the Hebrew date for Tu B'Shvat and understand what it means ➤ To know that it is the Rosh Hashanah for trees ➤ To be able to identify all of the shivas haminim and understand how they are used in our daily lives (olives for Chanukah, wheat for challah, grapes for Kiddush etc.) ➤ To appreciate and consider that Hashem gave us the world to look after and we have a responsibility to protect nature ➤ The Hebrew date and month of Purim ➤ The day before Purim is 13th Adar, Ta'anis Esther and why we fast on this day 	<ul style="list-style-type: none"> ➤ The 10th Teves is a fast day ➤ Why we fast on this day ➤ This is the shortest fast ➤ We have a custom to eat 15 fruits on Tu B'Shvat ➤ To know that the almond tree is the first to blossom in Eretz Yisroel ➤ The 13th Adar is Taanis Esther and why we fast on this day ➤ The origin and meaning of the word Purim and what it signifies ➤ Purim is different to other festivals as nothing is prohibited, even work ➤ To recognise the bravery and courage of Esther and Mordechai and what lessons they can 	<ul style="list-style-type: none"> ➤ All historical events which occurred on 10th Teves ➤ To know that on Tu B'Shvat the new sap begins to rise in the trees ➤ To know that the Torah compares man to a tree in the field ➤ Purim is not a Yom Tov written in the Torah, but is a festival instigated by the Rabbis ➤ Hallel is not said on Purim because the miracle of Purim was a physical redemption, unlike the miracle of Chanukah which was a spiritual redemption. ➤ To understand the similarities and differences between Chanukah and Purim and why each is celebrated in different ways ➤ To examine the role of Amalek within the Purim

<p>Brochos for the Megillah and everyone should listen quietly to hear every word</p>		<p>one of the happiest days of the year and how we celebrate it</p>	<ul style="list-style-type: none"> ➤ To understand the great miracle that happened on Purim ➤ There are 3 brochos before reading the megillah on Purim and be able to read them ➤ To be able to recognise the Hebrew names of key characters in the megillah ➤ To understand why Hashem's name is not mentioned in the megillah 	<p>learn for their own lives</p> <ul style="list-style-type: none"> ➤ To be familiar with other Jewish leaders and Jewish heroes that have shown exemplary bravery for the Jewish people ➤ Hashgacha protis in the Purim story and in their own lives ➤ To comprehend the danger that the Jewish people were in by Haman's decree and appreciate the miracle from Hashem ➤ Shushan Purim and that Purim is celebrated a day later in Yerushalyim 	<p>story and investigate episodes in Jewish history which reflect Anti Semetic behaviour</p>
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Pesach

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ To be familiar with the characters Moshe, Miriam and Paroh and their role in the Pesach story ➤ To identify Moshe as the leader of the Jewish people who led them out of Egypt ➤ To identify some of the key symbols of Pesach ➤ To be able to compare and contrast Matzah and Chametz ➤ To recognise a Pesach Seder plate and some of the things on it ➤ To know we clear our houses of Chametz and don't eat any Chametz on Pesach ➤ To know what the Afikoman is and what we do with it 	<ul style="list-style-type: none"> ➤ To understand the events of Pesach are true and actually happened to our ancestors ➤ To be familiar with the 10 plagues ➤ How one would prepare their house and kitchen for Pesach ➤ What bedikas chametz is and how we do it ➤ To identify the items on the seder table ➤ To be aware that there are 3 matzos at the seder and one is broken in half for the afikoman ➤ We drink 4 cups of wine at the seder, the first being Kiddush ➤ To know 3/4 verses of Mah Nishtanah 	<ul style="list-style-type: none"> ➤ To recount and retell the Pesach story ➤ To recognise the miracles Hashem did for Bnei Yisroel when taking them out of Mitzrayim ➤ We read the story of Yetzias Mitzrayim from a haggadah at the seder & it's a mitzvah to tell the story ➤ To identify all the items on the seder plate and what each one represents ➤ The brochos for matza & maror ➤ What biur chametz is and when it is done ➤ To be aware of the process of making matza 	<ul style="list-style-type: none"> ➤ To be aware of the 15 parts of the seder and what the order is ➤ To understand that Jewish people have been making a seder every year since we left Egypt ➤ About the special korech matza sandwich which was instituted by Rabbi Hillel ➤ There is a cup of wine at the seder for Eliyahu Hanovi ➤ To understand what the Mah Nishtanah means and be able to explain the 4 questions and answers in English ➤ About the 4 sons mentioned in the Haggadah 	<ul style="list-style-type: none"> ➤ The story of Pesach is written in Chumash Shemos and when it happened ➤ Why the Jewish people first came to Egypt ➤ The importance of transmitting our history and how this is done during the seder ➤ Why children play an important part at the seder ➤ The Shabbos before Pesach is Shabbos Hagadol & the significance of this ➤ We lean, to symbolise freedom, when we drink the 4 cups of wine at the seder ➤ To recognise symbols and actions of freedom and slavery at the seder ➤ To be able to navigate the haggadah and find key texts ➤ To understand what Dayenu means and the importance of gratitude 	<ul style="list-style-type: none"> ➤ To understand the concept of freedom within the context of the Pesach story ➤ To be able to participate fully in a seder ➤ There are different customs between Ashkenazim and Sefardim ➤ The first mitzvah given to Bnei Yisroel in Egypt was fixing the months according to the moon ➤ Firstborn males fast or have a siyum on Erev Pesach and to understand why

<ul style="list-style-type: none"> ➤ To sing the 1st 2 verses of Mah Nishtanah ➤ To sing a selection of Pesach songs 	<ul style="list-style-type: none"> ➤ A selection of Pesach songs 	<ul style="list-style-type: none"> ➤ Key mitzvos & minhagim of Pesach ➤ Pesach lasts for 7 days in Israel & 8 days outside of Israel 	<ul style="list-style-type: none"> ➤ To know what Kosher L'Pesach is and how to find a Kosher L'Pesach hechsher ➤ To understand the process of making shmurah matza 	<ul style="list-style-type: none"> ➤ To understand the meaning of Ha Lachma Anya and why it is written in Aramaic ➤ To know that on the 2nd night of Pesach we begin counting the Omer for 7 weeks 	
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Yom Hazikaron/Yom Ha'atzmaut/Yom Hashoah/Lag B'Omer					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ To know how old Israel is this year and why we are celebrating this day ➤ To know how the Israeli flag looks ➤ The story of Rabbi Akiva ➤ The activities that are prohibited during the Omer period ➤ The brocho for counting the Omer 	<ul style="list-style-type: none"> ➤ Why Israel is a special country for the Jewish people ➤ How many years it is since Israel's independence ➤ The story of Rabbi Shimon Bar Yochai ➤ The best time to count is at night ➤ What happens if we forget to count 	<ul style="list-style-type: none"> ➤ Yom Hazikaron falls the day before Yom Ha'atzmaut ➤ Yom Hazikaron is a day for remembering Israel's soldiers ➤ We have a custom to light a memorial candle on Yom Hazikaron ➤ The word Zachor means to remember ➤ Why there is a custom to play with bows and arrows on Lag B'Omer ➤ Why there is a custom to make bonfires on Lag B'Omer ➤ How to say the number of the day and the week in Hebrew 	<ul style="list-style-type: none"> ➤ The connection to Meron & where Meron is on the map ➤ The Omer is a period of time to prepare for receiving the Torah ➤ Why it is important to remember Israel's soldiers ➤ The geography of Eretz Yisroel ➤ What happened to the Jews of Europe during World War ➤ Why the Shoah must be remembered 	<ul style="list-style-type: none"> ➤ Why Bnei Yisroel needed this time to prepare for Matan Torah ➤ Stories of Rabbi Akiva ➤ The birth of Israel ➤ Zionist leaders ➤ The diary of Anne Frank 	<ul style="list-style-type: none"> ➤ The middos of kindness, tzedoko and not speaking loшон hora and their connection to the Omer period ➤ The story of Rabbi Shimon as another example of Jews having to hide their identity in order to survive ➤ Israel from a Torah perspective ➤ Faith during difficult times

Shavuos and the Three Weeks

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ To be familiar with some of the symbols of Shavuos -.Har Sinai, Luchos, Torah, flowers, dairy foods ➤ The story of Matan Torah is a true story and took place in the desert a long time ago just after the Jewish people left Mitzrayim ➤ Midrash why Har Sinai was chosen for Matan Torah ➤ To know that the Beis Hamikdash was a special building in Yerushalayim where everyone felt close to Hashem ➤ To know that we are sad during these 3 weeks as the Beis Hamikdash was destroyed ➤ To know that there are 2 fast days that are three weeks apart to remember these events 	<ul style="list-style-type: none"> ➤ To know the details of the story of Matan Torah and the importance of this event ➤ To be able to identify some of the Aseres Hadibros e.g. Shabbos/Kibud Av v'Eim ➤ To be familiar with some of the customs of Shavuos e.g. eating dairy foods, flowers in shul, reading the Aseres Hadibros ➤ A selection of Shavuos songs ➤ Why we fast on 17th Tammuz ➤ Why we fast on Tisha B'Av ➤ What we can't do during the Three Weeks? 	<ul style="list-style-type: none"> ➤ To be able to recount the story of Matan Torah from the arrival of Bnei Yisroel at Har Sinai ➤ Shavuos is set down in the Torah and is one of the shalosh regalim ➤ It was a mitzvah to bring bikkurim on Shavuos at the time of the Beis Hamikdash ➤ To know another name for Shavuos and its meaning ➤ The story of Kamtza and Bar Kamtza ➤ Tisha B'Av is the saddest day of the Jewish year and lasts for 25 hours ➤ What we can't do on Tisha B'Av? 	<ul style="list-style-type: none"> ➤ The Hebrew date and month of Shavuos ➤ The events of Matan Torah are written in Sefer Shemos ➤ The Torah contains historical events and mitzvos ➤ A megillah called Megillas Rus is read on Shavuos ➤ From Rosh Chodesh Av, our joy diminishes ➤ Restrictions of the 9 days ➤ How the Beis Hamikdash looked 	<ul style="list-style-type: none"> ➤ The Story of Ruth and its connections to Shavuos ➤ Shavuos was the birthday and yahrzeit of Dovid Hamelech ➤ Shavuos cannot be brought in early, as Shabbos can be ➤ Story of the 2 brothers ➤ Laws of Erev Tisha B'Av 	<ul style="list-style-type: none"> ➤ The concept of bikkurim ➤ Why special respect is given to a convert ➤ Matan Torah as a proof of Hashem's existence ➤ Story of the 2 brothers and its connection to the Beis Hamikdash ➤ Laws of Erev Tisha B'Av

Tefillah

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ Review of all tefillos and explanations learnt in Reception ➤ To be able to recite together the first 4 morning brochos and produce an illustrated English brocho booklet to show understanding for each Bracha ➤ To be able to recite together the whole of the first paragraph of the Shema, focussing on selected mitzvos with understanding – Hashem is one, Mezuzah, Tefillin ➤ To produce a Shema poster showing when we say the Shema and illustrating ideas from the first paragraph of the Shema, with titles and labels in English ➤ To be able to say together Asher Yotzar ➤ To understand that we thank Hashem for making our bodies work properly 	<ul style="list-style-type: none"> ➤ Following tefillah from a davening card ➤ Taking care to read each word accurately ➤ To be able to pick out selected words and show understanding through mime ➤ Things we thank Hashem for in Birchas Haschachar ➤ To know the mitzvos in 1st paragraph of shema ➤ To produce a wall poster to illustrate 1st 2 paragraphs of Bentching. ➤ Preparation for siddur presentation ➤ What is a siddur ➤ Why a siddur is important ➤ Finding the place in the siddur 	<ul style="list-style-type: none"> ➤ Refresher of all tefillos learnt in KS2 ➤ Learning to find the place and follow in the siddur ➤ Treating a siddur with respect ➤ To say the whole of Ashrei and to understand that Ashrei means happy. ➤ To produce a tefillah poster on the theme of Ashrei ➤ What tehillim are ➤ Most tehillim were written by Dovid Hamelech ➤ Kapitel 20 ➤ To produce an information leaflet about Dovid Hamelech 	<ul style="list-style-type: none"> ➤ Refresher of all tefillos learnt in Year 3 ➤ Adon Olam ➤ To start to understand that Hashem has always been here and will always be here, so our lives are ultimately shaped by Him ➤ To know what Hallel is and when and why it is said. Selected parts of Hallel ➤ To consider what we would want to praise Hashem for 	<ul style="list-style-type: none"> ➤ Refresher of all tefillos learnt in Year 4 ➤ What the Amidah is and what is comprised of ➤ 1st 3 brochos of Amidah ➤ To be able to create an information and instruction guide to the first part of the Amidah ➤ The importance of saying each word of tefillah fluently and accurately. 	<ul style="list-style-type: none"> ➤ Review of tefillos learnt in Year 5 & deeper understanding of why we daven ➤ Yigdal ➤ We have a mitzvah to remember Yetzias Mitzrayim every day in our davening ➤ The brochos and procedure for taking out the Sefer Torah ➤ Understanding how and why the Torah is an integral part of our services on certain days

Hebrew Reading & Writing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ Review all letters – name/ shape/ sound ➤ The concept of nekudos ➤ The nekudos Kamatz and patach ➤ Individual reading & handwriting programme 	<ul style="list-style-type: none"> ➤ Review kamatz and patach ➤ Focus on tzeirei and segol ➤ Focus on shva & cholom ➤ Review all nekudos learnt so far ➤ Individual reading & handwriting programme 	<ul style="list-style-type: none"> ➤ Review of all nekudos learnt so far ➤ Focus on Shuruk and kubutz ➤ How to pronounce words ending in patach ches, example Noach ➤ Writing script letters aleph to tov ➤ How to pronounce words ending in patach yud correctly ➤ How to pronounce words ending in patach yud vov correctly ➤ Children work on individual reading & handwriting programme 	<ul style="list-style-type: none"> ➤ Review all script letters ➤ Review all reading rules learnt in Year 3 ➤ Reading accurately from the siddur(familiar and unfamiliar tefillos) ➤ Children work on individual reading & handwriting programme 	<ul style="list-style-type: none"> ➤ Children work on individual reading programme ➤ Script writing reviewed according to need 	<ul style="list-style-type: none"> ➤ Children work on individual reading and writing programme

Chumash					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> ➤ JCP Chumash Readiness curriculum ➤ JCP UNIT 1 – 8 possukim from Parshas Lech L'cho are taught with a focus on knowledge, skills & understanding 	<ul style="list-style-type: none"> ➤ Prepare and perform a play for the Chumash Presentation ➤ JCP Chumash Readiness review ➤ JCP Chumash Unit 2 – learning a further 8 possukim from Parshas Lech L'cho, with a focus on knowledge, skills & understanding ➤ JCP Chumash Unit 3 – learning 10 possukim from Parshas Voyero with a focus on knowledge, skills & understanding. 	<ul style="list-style-type: none"> ➤ JCP Chumash Unit 5 – learning 8 possukim from Parshas Chayei Soro with a focus on knowledge, skills & understanding ➤ JCP Chumash Unit 6 – learning 8 possukim from Parshas Toldos with a focus on knowledge, skills & understanding 	<ul style="list-style-type: none"> ➤ The weekly Parsha in accordance with the JCP Parsha curriculum, enhanced with use of the JCP Torah Wellbeing & Me curriculum

Jewish Knowledge Project

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ To know what a brocho is and why we are saying it ➤ To know that we say a brocho before eating or drinking anything and that different foods require different brochos ➤ To be able to say correctly the first 6 words common to all brochos ➤ The full brocho mezonos and which foods it is for ➤ The full brocho Hamotzei and which foods it is for ➤ Bread is considered to be a special food ➤ Before eating bread we must wash our hands ➤ How to wash hands ➤ The full brocho 'al netilas yadaa'im ➤ After eating bread we must bench ➤ The full brocho Hae'itz & which foods it is for ➤ The full brocho Ha'adomo & its foods ➤ The full brocho Hagafen and what it is for ➤ Which special days this brocho is said on ➤ The full brocho Shehakol & its foods ➤ To be able to say correctly the appropriate brocho for any common food ➤ To participate in a Brochos party 	<ul style="list-style-type: none"> ➤ Keeping Kosher is a mitzvah from the Torah ➤ The word Kosher means fit for use and doesn't apply only to food ➤ The 2 signs of a kosher animal ➤ One sign is not enough ➤ Song – All the animals ➤ The Torah commands kindness to animals ➤ Animals are killed in a painless way by a qualified shochet ➤ The 2 signs of a kosher fish and that 1 sign is not enough ➤ To understand how we determine whether or not a bird is kosher ➤ Eggs must come from kosher birds ➤ Eggs must be checked for bloodspots ➤ Vegetables must be washed and checked carefully for bugs 	<ul style="list-style-type: none"> ➤ Mezuzah ➤ Morning & bedtime routines ➤ Jewish Uniform ➤ Shabbos ➤ Hachnosos Orchim ➤ Jewish Calendar ➤ Kashrus ➤ Brochos ➤ Ahavas Yisroel ➤ Tefillah ➤ Tzedoko 	<ul style="list-style-type: none"> ➤ Introduce and work through Etgar Curriculum ➤ Jewish Calendar ➤ Shabbos ➤ Kashrus 	<ul style="list-style-type: none"> ➤ Collaborative peer learning, focussing on 4 sections of the Etgar Handbook ➤ An introduction to the Treasure Hunt programme ➤ An understanding of the title 'Treasure Hunt' ➤ What a neshomo is and how it powers our body ➤ Our body is our toolbox to serve Hashem ➤ The individual is a builder – building his/her own life ➤ The builder's tools are the mind for thought and the heart for emotion ➤ How the mind and heart work ➤ How the mind and heart can be managed ➤ Why human beings are different to machines ➤ The growth processes that human beings require ➤ A healthy outlook to technology ➤ Inner growth and development 	<ul style="list-style-type: none"> ➤ Past King David exam papers 2014 - 2020 ➤ Focus on selected mitzvos using Torapedia curriculum <p><u>Israel Project</u></p> <ul style="list-style-type: none"> ➤ Exploring the history, geography. Language and culture of Israel ➤ Using IT skills to create a series of Israel related Jlgzi games. <p><u>Memories Project</u></p> <ul style="list-style-type: none"> ➤ Pupils look back and reflect on their time at BWJPS from a Jewish perspective ➤ Taking our Judasim forward as we leave primary school

Sedra

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

The weekly Parsha is taught in each year group in accordance with the JCP Parsha Curriculum.