



Jewish Studies Annual Curriculum Overview – Reception

Sinai Jewish Primary School

Please find attached a curriculum overview of the subjects that your child will study this academic year.

Academic Year 2017/2018

Reception: 2017-2018
Annual Curriculum Overview

Subject	Autumn Term	Spring Term	Summer Term
LANGUAGE and READING	Building early reading skills by way of identifying Aleph Bet letter sounds, blending with five basic vowel sounds and phonetically decoding simple words in Hebrew. Teaching right to left concordance using Hebrew words and text, alongside the secular curriculum. Aleph-Champ Scheme introduced in Reception. Pupils should know sounds of all the letters of the Aleph Bet multisensory approach e.g. tactile, visual audial games and activities. Introducing Aleph-Champ reading scheme.	Pupils should know the sounds of 5 vowels Pupils should continue to learn letter sounds and blend and basic word building. Working with Aleph-Champ reading scheme.	Be able to combine letters with vowels connected with topic, parasha, festival work, books for topics and festivals. Prepare Year 1 Siddur.
	Assessment: Observation / Individual assessment / specific and projected reading assessments reviewed termly. Aleph Champ Targets		
WRITING	Developing early writing skills and pencil control using skills such as dot to dot writing, tracing, joining/following lines and making patterns through various art media. Development of these skills by tracing, copying and then independent writing through a variety of art, craft and writing media. Raising the challenge; attempt to copy basic letter shapes and simple word formations. Objective To develop the early writing skills alongside the secular curriculum closely monitoring the Pupils's developmental ability.		
	Assessment: Ongoing assessment and observation / formal sampling /target assessment charts		
IVRIT	Pupils will learn Ivrit through a new program to the School, "Chalav Ud'vash". They will follow a set programme which will develop spoken Ivrit which will encourage reading for meaning.		
	Assessment: Observation / question and answer / speaking and listening /target assessment charts/Chagei Tishrei & Hebrew Reading targets/Hebrew reading targets.		
TORAH and PARSHAT HASHAVUA	Pupils should know the Hebrew name of the weekly Parasha Pupils should be able to retell the main events in the story. Daf Parasha to go home every Wednesday and to be returned on a Monday.		
	Assessment: Observation / question and answer / Daf Parasha marking /target assessment charts		

The use of ICT by pupils is included throughout the Jewish Studies Curriculum

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TEFILLAH and BRACHOT	<p>Know brachot for shehakol, hamotzi, hagafen, mezonot, haetz, ha'adamah.</p> <p>Know meaning of brachot and why we say them.</p> <p>Bracha for washing hands.</p> <p>Bracha for Hallel</p> <p>Brachot for Chanukah</p> <p>Tefillot:</p> <p>Modeh ani, Ma tovu, Tzitzit, Sheasani Kirtzono, Shema – first paragraph, Adon Olam – various tunes.</p> <p>Recognise repeated words e.g. Baruch</p> <p style="text-align: center;">Hebrew phases will be introduced in to the instructions for Tefillah. Pupils will participate in a Hebrew singing lesson every week, to reinforce Tefillah and Ivrit through an enjoyable amalgamation of Tefillah tunes, Hebrew and English songs.</p> <p>Assessment: Observation / question and answer / formal sampling /target assessment charts</p>	<p>Know brachot for specific fruit and vegetables.</p> <p>Learn brachot associated with Purim and Pesach and learn appropriate sections of Haggadah.</p> <p>Counting the Omer.</p>	<p>Birkat Hamazon – first paragraph and Oseh Shalom</p> <p>Learn appropriate Brachot associated with the Torah.</p> <p>Build on knowledge of Hallel and more daily Tefillah.</p> <p>Introduce Asher Yatzar.</p>
JEWISH LIVING/ KASHRUT/ JEWISH IDENTITY/ SHABBAT/ MIDDOT, ETC	<p>“Jewish Me” to integrate with the secular topics of “This is Me” and “Our Home”.</p> <p>Parts of the body</p> <p>To begin to understand concept of mitzvah. The mitzvot we do with parts of the body and we do in school e.g. washing hands, lighting candles.</p> <p>To understand concept that Jewish people are expected to behave in a special way in our everyday lives from Torah.</p> <p>To begin to understand the concept of middot as Jewish people and in a Jewish school, also using material from the weekly parasha. This is closely linked with PSHCE targets.</p> <p>Pupils should know and recognise Hebrew names and trace over them regularly.</p> <p>Assessment: Observation / question and answer / formal work /target assessment charts</p>	<p>My Jewish Senses – Jewish things we are aware of through out senses:</p> <p>Hearing Tefillah, brachot shofar etc.</p> <p>Seeing candles etc.</p> <p>Smelling besamim / etrog etc. / latkes</p> <p>Touch mitzvot with hands, etc.</p> <p>Taste kosher food, tastes of different festivals, etc.</p> <p>Brachot – Pupils will be taught Bracha for fruit, vegetables, washing hands, candle lighting, Besamin. Pupils will say the Brachah over fruit and vegetables each morning with the distribution of the morning snack.</p>	<p>Judaism in the home: To introduce the concept of Shabbat:</p> <ul style="list-style-type: none"> ➤ Know sequence of events on Shabbat ➤ Know Shabbat is different from the other days of the week ➤ Know what we may do on Shabbat. <p>Going to Bet Knesset.</p> <p>Hachnasat orchim – welcoming guests</p>

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THE JEWISH YEAR/ DAILY CALENDAR/ CHAGIM/ OTHER NOTABLE DAYS	<p>Pupils to be introduced to Hebrew days of week. Pupils should continue associating with chagim/ seasons:</p> <p>See Chagei Tishrei Curriculum:</p> <ul style="list-style-type: none"> ➤ Rosh Hashanah/Yom Kippur: <ul style="list-style-type: none"> ➤ Preparation during Ellul - saying sorry. ➤ Blowing the Shofar. ➤ Difference between a mitzvah/avera ➤ What is Teshuva ➤ Story of Jonah ➤ Succot: <ul style="list-style-type: none"> ➤ What is a succah? ➤ S'chach ➤ Arba Minim ➤ Simchat Torah: <ul style="list-style-type: none"> ➤ Mitzvah to be happy ➤ Cycle of Torah <p>Chanukah:</p> <ul style="list-style-type: none"> ➤ Month ➤ Season ➤ History at an appropriate level ➤ Miracle of oil for 8 days ➤ Chanukiah ➤ Brachot ➤ Chanukah Workshop 	<p>Pupils should know some of the unique symbols, customs and laws of each festival and sequence of events of the day.</p> <p>Tu b'Shvat:</p> <ul style="list-style-type: none"> ➤ Birthday of trees ➤ Brachot ➤ Parts of tree <p>Purim:</p> <ul style="list-style-type: none"> ➤ Story of Megillat Esther. ➤ 4 Mitzvot of Purim ➤ Customs of Purim <p>Pesach:</p> <ul style="list-style-type: none"> ➤ Birth of Moshe → leaving Egypt story ➤ Why we eat matza ➤ Bedikat Chametz ➤ Order of Seder/Seder plate ➤ Pesach workshop ➤ Model Seder ➤ Pupils should be introduced to counting the Omer. 	<p>Pupils should know the Jewish day begins at night.</p> <p>Yom Ha'atzmaut:</p> <ul style="list-style-type: none"> ➤ Differences Israel/England ➤ Why a happy day? ➤ Flag Workshop Day <p>Lag b'Omer:</p> <ul style="list-style-type: none"> ➤ Special day counting Omer ➤ Story of Rabbi Akiva at appropriate level ➤ Ve'ahavta lere'acha kamocho ➤ Customs of celebration <p>Yom Yerushalayim</p> <p>Shavuot:</p> <ul style="list-style-type: none"> ➤ End of Omer/History Egypt → receiving Torah ➤ 10 Commandments ➤ Harvest ➤ Bringing of first fruits to temple ➤ Megillat Ruth ➤ Customs <p>Three weeks:</p> <ul style="list-style-type: none"> ➤ Why is it a sad time ➤ Temple destroyed 9th Av. ➤ Fast day ➤ No leather shoes
<p>Topics covered will be reinforced with music and Hebrew singing.</p>			
<p>Assessment: Observation / question and answer / formal work sampling /target assessment charts</p>			