



# Jewish Studies Annual Curriculum Overview – Year Two

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**

## Year 2: 2017-2018

### Annual Jewish Studies Curriculum Overview

Subject	Autumn Term	Spring Term	Summer Term
<b>JEWISH LIVING</b>	<p>There is one major topic area in Year 2 in addition to the spiral curriculum of the Jewish Year. This is “From Mishkan to Synagogue”.</p> <p>Pupils will learn about the Mishkan, its structure, vessels and materials. The investigation of materials will integrate with the secular curriculum. Some aspects of the Bet HaMikdash will be investigated. Pupils will then learn about the Synagogue, its significance and organisation and how we use it on Shabbat, Festivals and weekdays. A visit will be made to a local synagogue and a sopher (scribe) will visit school to give pupils experience of sophrut relating to Sifrei Torah, Tefillin and Mezzuzot and Megillot.</p> <p><b>Assessment:</b> Observation / question and answer / drama samples of formal work / target sheets</p>		
<b>TEFILLAH</b>	<p>In Year 2, pupils should be able to read the full range of Tefillah used in Key Stage 1, to know the basic order of the Shacharit Service, and to understand some of the basic concepts of selected Tefillot. Hallel, Ya’aleh Veyavo, Al Hanissim and other festival prayers will be introduced. By the end of the year, many pupils should be able to read and follow paragraphs of Birkat Hamazon.</p> <p>Kiddush, Birchot HaTorah and selections from Shabbat and festival Tefillah will be taught, as appropriate.</p> <p><b>Assessment:</b> Observation / question and answer / discussions / drama / target sheets</p>		
<b>TORAH PARSHATHASHAVUA</b>	<p>Pupils should know the names of all Five Books of the Torah. They should understand that the Torah is read in an annual cycle which is completed at Simchat Torah.</p> <p>The Concepts of Parasha, Perek and Passuk are introduced in the Summer term. Using Chumash to find new Parasha, as well as the topic of ‘Gematria’, numerical values in Hebrew.</p> <p>Pupils should know the major characters of Chumash Bereishit and the main events of their lives. Pupils should begin to understand the relationship between these characters.</p> <p>Pupils should know the name of the current week’s parasha and be able to write a good account of the main events.</p> <p>Pupils will take home a parasha sheet each week which they should be able to read and discuss with the family. Accompanying the sheet will be an exercise to reinforce and extend the knowledge of the parasha. This is also designed to help with the Pupils’ comprehension skills. This must be completed and returned each Monday</p> <p><b>Assessment:</b> Observation / question and answer / Parasha sheet marking / target sheets</p>		

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Subject	Autumn Term	Spring Term	Summer Term
<b>LANGUAGE/ READING</b>	<p>By the end of the year, most pupils will be able to decode four letter blends and read familiar texts with a higher level of accuracy. They will also begin to read Chumash text. Some pupils will have progressed further and will be able to read any unseen text with accuracy, including script.</p> <p>Extensive practice will be provided in all areas of the curriculum.</p> <p>Reinforcement and extension will be provided through the individualised reading programmes.</p> <p><i>Through our home-school programme, pupils will be heard to read regularly and will bring reading homework each week which must be returned on the correct day.</i></p> <hr/> <p><b>Assessment:</b> Observation / Individual assessment / target sheets together with specific and projected reading assessments reviewed termly</p>		
<b>WRITING</b>	<p>Pupils will be gradually introduced to script writing as soon as their individual attainment warrants. The letters will be introduced gradually, at the rate of one a week; pupils will be encouraged to incorporate them into all written work. Extension work to include Ivrit/Ivrit books and Hebrew dictionaries for Hebrew speakers and the more able.</p> <p>Writing will be practised through formal exercises and extensive cross-curricular work.</p> <p>Emphasis will be placed on neatness, accuracy and pace.</p> <hr/> <p><b>Assessment:</b> Exercises / samples of formal work / target sheets</p>		
<b>IVRIT</b>	<p>Pupils will learn Ivrit through the “Chalav Ud’vash” programme and an Ivrit programme formulated for Year 2. They will follow a set programme which will develop spoken Ivrit which will encourage reading for meaning.</p> <hr/> <p><b>Assessment:</b> Observation / question and answer / speaking and listening / target sheets</p>		

Subject	Autumn Term	Spring Term	Summer Term
<p>THE JEWISH YEAR/ DAILY CALENDAR/ CHAGIM/ OTHER NOTABLE DAYS</p>	<p>In Year 2, pupils' firm knowledge base of the Jewish Year is reinforced and extended. Many pupils are independent readers and can recognise many of the words associated with the Chaggim. New skills and concepts are introduced and extended through cross-curricular work. (There is a set Curricula for all Chaggim)</p> <p><b>Ellul</b></p> <ul style="list-style-type: none"> <li>◆ preparation for <b>Yamim Noraim</b></li> <li>◆ four steps of Teshuva</li> <li>◆ not just saying sorry.</li> </ul> <p><b>Chagei Tishrei</b></p> <ul style="list-style-type: none"> <li>◆ Names of <b>Rosh Hashana</b> <ul style="list-style-type: none"> <li>◆ Origin of chaggim in Torah</li> <li>◆ Shofar – the appropriate halachot</li> <li>◆ Hashem as King</li> <li>◆ Machzor not Siddur</li> <li>◆ Tashlich – mitzvot/averot.</li> </ul> </li> <li>◆ Asseret Yemai Teshuvah</li> <li>◆ Names of <b>Yom Kippur</b> services           <ul style="list-style-type: none"> <li>◆ Story of Jonah – origin</li> <li>◆ Symbolism of white</li> </ul> </li> <li>◆ <b>Succot:</b> <ul style="list-style-type: none"> <li>◆ Origin in Torah</li> <li>◆ One of Shalosh Regalim</li> <li>◆ Halachot and Minhagim of Succot</li> <li>◆ Ushpizzin</li> <li>◆ Concept of <b>Shemini Atzeret/Simchat Torah</b> as separate chag               <ul style="list-style-type: none"> <li>◆ Concept of 7 days in Israel / 8 in Galut.</li> </ul> </li> </ul> </li> </ul> <p><b>Chanukah:</b></p> <ul style="list-style-type: none"> <li>◆ Concept of chronology</li> <li>◆ when did the story of Chanukah happen</li> <li>◆ what Temple period</li> <li>◆ Mitzvot / Customs</li> </ul>	<p><b>Tu b'Shvat</b></p> <ul style="list-style-type: none"> <li>◆ why should this time be New Year for Trees,</li> <li>◆ Shivat Haminim</li> <li>◆ Minhagim</li> <li>◆ Importance of Trees-Israel/Galut</li> </ul> <p><b>Purim</b></p> <ul style="list-style-type: none"> <li>◆ Ta'anit Esther</li> <li>◆ Significance of Festival</li> <li>◆ Mitzvot / minhagim</li> <li>◆ Shushan Purim</li> <li>◆ Purim Workshop</li> </ul> <p><b>Pesach</b></p> <ul style="list-style-type: none"> <li>◆ Pesach as one of the Shalosh Regalim – from the Torah.</li> <li>◆ Haggadah – know main tefillot</li> <li>◆ 4s – cups / sons</li> <li>◆ Pesach story</li> <li>◆ Concepts of Chametz / Matza</li> <li>◆ Afikomman</li> <li>◆ Preparation of homes – search for / burning of Chametz</li> <li>◆ 1 seder / 7 days in Israel vs 2 sedarim / 8 days in Galut</li> <li>◆ Concept of counting Omer from second night.</li> <li>◆ Pesach workshop</li> </ul>	<p><b>Summer Festivals (and Counting the Omer):</b></p> <p><b>Yom Ha'atzmaut</b></p> <p>Concept of age of Israel as Medinat Yisrael rather than Eretz Yisrael</p> <p>Importance of Israel</p> <p>Recognise map of Israel and main features</p> <p>Flag of Israel/Emblem</p> <p>Hatikvah</p> <p><b>Lag b'Omer:</b></p> <p>Understand concept of "Lag" as 33</p> <p>Story of Rabbi Akiva</p> <p>Ve'ahavta le're'acha kamocho</p> <p>Story of Shimon bar Yochai</p> <p>Significance of bow and rainbow.</p> <p>Customs of Omer and Lag b'Omer</p> <p><b>Yom Yerushalayim:</b></p> <p>Significance</p> <p>Identification of Jerusalem on map of Israel</p> <p>Centrality of Jerusalem to Jewish People</p> <p>Place of Jerusalem in Tefillah</p> <p><b>Shavuot:</b></p> <p>End of Omer</p> <p>Names of Festival</p> <p>One of Shalosh Regalim</p> <p>Source in Torah and knowledge of its story</p> <p>Zeman Matan Torah</p> <p>Concept of Asseret Hadibrot</p> <p>Harvest time</p> <p>Customs</p> <p>Megillat Ruth</p> <p><b>Three Weeks and Fasts:</b></p> <p>Historical background and significance today</p> <p>Halachot</p>
<p><b>Assessment:</b> Observation / question and answer / formal work sampling / target sheets</p>			

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