

Eden Primary: Jewish Education

Reception: Garinim

<u>Content</u>	<u>Skills, Attitudes and actions (SAA)</u>	<u>Suggested Learning Experiences</u>
<p><u>Sacred Text</u></p> <p>Torah</p> <p>Introduction to Sefer Torah</p> <p>Respect for Torah in school</p> <p>Stories in Torah including:</p> <ul style="list-style-type: none"> • creation/Bereishit and Gan Eden • story of Noah • story of Moses and exodus from Egypt • 10 commandments/Sinai • some appropriate weekly Parshiot 	<p><u>Sacred Text</u></p> <p>Torah</p> <p>Behave respectfully in the presence of a Torah</p> <p>Explain that the Torah is a holy, sacred document important to the Jewish people.</p> <p>Introduce the parts of a sefer Torah: yad, cover, parchment/claf, bells, decoration</p> <p>Stand when Aron/ark is open</p> <p>Explain that the language of the Torah is Hebrew</p> <p>Know not to touch the claf</p> <p>Start to tell the stories from the Torah in their own words</p> <p>Name key people and describe their roles/stories in the Torah</p>	<p><u>Sacred Text</u></p> <p>Torah</p> <p>Integrated with work on chaggim (Hoshanah Rabbah, Pesach in the Woods, making Haggadot in a bag, Shavuot)</p> <p>Making their own Torah scrolls</p> <p>Hebrew calligraphy - name writing</p> <p>Celebrations such as dancing with their own Torah at Simchat Torah</p> <p>Shabbat learning: Shabbat preparation: selected parshiot</p> <p>Drama</p> <p>Integrated with writing activities</p>

<p>Megillot</p> <p>Megillat Esther: The Story of Purim</p>	<p>Megillot</p> <p>Re-tell the story in drama, words and pictures</p> <p>Name the key people: Esther, Ahashverosh, Mordecvha, Vashti, Haman</p> <p>Explain that the Megillah is a scroll that is not a Torah</p>	<p>Megillot</p> <p>Make their own Megillah including drawings and names of characters (English)</p> <p>Purim celebrations</p> <p>Drama</p> <p>Look at a Megillah scroll</p> <p>School whole school Purim event on a theme each year</p>
<p>Siddur</p> <p>A class siddur/prayer book</p> <p>Prayers in the Tefillah Curriculum (See appendix)</p>	<p>Siddur</p> <p>Explain that the siddur is a prayer book that is used for Tegfillah at school, in shul and at home</p> <p>Find Tefillot in the class siddur</p> <p>Follow in the siddur during class Tefillah</p> <p>Treat class siddur with respect</p>	<p>Siddur</p> <p>Participate in the creation, illustrating and writing of a class siddur</p> <p>Use the siddur every day for Shacharit and chaggim</p>
<p>Haggadah</p> <p>Concept of Haggadah as a book and telling of a story and the order of the seder/meal at Pesach</p>	<p>Haggadah</p> <p>Explain that a Haggadah is used at Pesach at the seder night</p>	<p>Haggadah</p> <p>Make a Haggadah in a bag for the seder to include for example: matzah bag, 4 decorated cups, equipment for preparing</p>

<p>Certain aspects of the Haggadah: 10 plagues, Seder Plate, four cups of wine, Ma Nishtanah, bdikat chametz, story- maggid</p>	<p>In a class seder explain that different elements of the seder come in order in the Haggadah</p> <p>Follow a class seder with the use of Haggadah and objects</p> <p>Know that Haggadah means to tell as in a story</p> <p>Follow words and sing Ma Nishtanah</p>	<p>for Pesach and the holiday, matzah recipe etc</p> <p>Use at a class and family seder if possible</p>
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Knowledge of and Response to Traditional Text

<u>Content</u>	<u>SAA</u>	<u>Suggested Learning Experiences</u>
<p>Language of Jewish texts is Hebrew</p> <p>Understanding meaning of texts that they use</p> <p>Stories from Torah</p> <p>Asking and answering questions about Jewish texts</p> <p>Understand different texts</p>	<p>Approach texts with interest and enthusiasm as indicated by their engagement, comments and questions</p> <p>Talk about the relationship of Hebrew to Judaism</p> <p>Identify the letters of the Torah as being different from English</p> <p>Know that the Torah is written in Hebrew and that we can learn to understand it</p> <p>Recognize and become familiar with Hebrew text in the context of songs, tefillah/prayer, Torah stories, brachot/blessings, etc</p>	<p>Story telling and discussion in English</p> <p>Integration with chaggim</p> <p>See above on sacred texts</p> <p>Spending time with the Sefer Torah</p> <p>Practising asking and answering questions and listening to others</p>

	<p>Begin to recognize Hebrew letters in their names and other contexts</p> <p>Write their Hebrew name</p> <p>Understand and talk about the meanings of different texts</p> <p>Ask and respond to factual questions</p>	
<p><u>Jewish Life (including Shabbat, Chaggim etc.)</u></p> <p>Talking about their own Jewish lives and practice</p> <p>Understanding the diversity of Jewish practice</p> <p>The cycle of the Jewish year</p>	<p><u>Jewish Life- SAA</u></p> <p>Listen to and talk about their own practice and begin to understand, value and respect diversity of the Jewish lives of their peers</p> <p>Engage in respectful discourse about differences in Jewish lifestyles and practice</p> <p>Talk about rules and customs within Judaism and where the rules come from</p> <p>Learn the names of the Jewish months and which holiday is in which month</p>	<p><u>Suggested Learning Experiences</u></p> <p>Integration with Jewish life, chaggim and Shabbat</p> <p>Expressing themselves: talking about their home lives and experiences</p> <p>Listening to each other respectfully</p> <p>Role play</p> <p>Cycle display in the classroom with months and holidays</p>

<u>Shabbat</u>	<u>Shabbat</u>	<u>Shabbat</u>
<p>The weekly cycle of 7 days including Shabbat</p> <p>The origins of Shabbat in the Creation story</p> <p>Shabbat customs and rituals</p>	<p>Explain when Shabbat starts and finishes</p> <p>Find Shabbat on a calendar</p> <p>Understand and explain that Shabbat is connected to the creation story: It marks the day that God rested, when the world was created</p> <p>Participate actively in:</p> <ul style="list-style-type: none"> • Kiddush (wine) • Hamotzi (challah) • Candle lighting • Shabbat blessings and songs <p>Talk about their own synagogue and synagogue attendance and that of others</p> <p>Describe experiences of Shabbat at home</p> <p>Give Tzedakah before Shabbat</p>	<p>Continuous Provision: Shabbat table play</p> <p>Weekly songs and prayers</p> <p>Weekly challah baking</p> <p>Weekly Tzedakah after Mitzvah Day</p> <p>Weekly Shabbat preparation</p> <p>Shabbat box to take home</p> <p>Kabbalat Shabbat with parents</p> <p>Yearly cycle on wall display</p>

<p>Jewish Life</p> <p>The cycle of the Jewish Year</p>	<p>Jewish Life</p> <p>Know that the year is cyclical; days-weeks-months-year and that the holidays come round every year</p> <p>Relate each holiday to the Hebrew month and know how they fit in the cycle</p> <p>Pupils experience, talk about the laws and customs, and related texts/sources (where relevant) for the following holidays etc</p>	<p>Jewish Life</p> <p>Contribute to a display of the Jewish year in class</p>
<p>Rosh Chodesh</p> <p>The beginning of the new (lunar) Jewish month.</p> <p>The names of the Jewish months and holiday that fall in each month</p> <p>Cycle of the moon</p>	<p>Mark the start of each Jewish month with Rosh Chodesh portraits</p> <p>Learn names of Hebrew months</p>	<p>Use different media for portraits according to the months</p> <p>Make portraits into a book to take home at the end of teyear, labelled with months.</p> <p>Contribute to a display of the Jewish year in class</p>
<p>Rosh Hashanah</p> <p>The Jewish new year, birthday of the world</p> <p>Shofar</p> <p>Food</p> <p>Blessings</p>	<p>Hear shofar and the name the sounds</p> <p>Name and eat special foods: apple and honey, round challot, honey cake</p> <p>Say traditional greetings and make cards with them in writing</p>	<p>Cards</p> <p>Songs</p> <p>Wishes for the year</p> <p>Stories: Sammy Spider</p>

<p>Greetings</p>	<p>Recite brachot for apples and honey</p>	<p>Apple activities</p>
<p>Yom Kippur</p> <p>A day for reflection, saying sorry and improvement</p> <p>Story of Jonah</p> <p>Adults fast and go to shul</p>	<p>Reflect on the year past and the year to come and consider how to improve ourselves</p> <p>Explain how to be better friends and family members</p> <p>Retell the story of Jonah</p> <p>Talk about adults fasting</p> <p>Going to shul on YK</p>	<p>Sorry notes</p> <p>Artistic representations of Jonah story</p>
<p>Succot</p> <p>The Sukkah, lulav and etrog</p> <p>Mitzvot and blessings of Sukkot</p> <p>Place in Torah</p>	<p>Talk about the mitzvot and rituals of Sukkot:</p> <ul style="list-style-type: none"> • dwelling in the sukkah • Shaking the lulav and Etrog and knowing the parts (arba minim) • Building and decorating the sukkah <p>Learn the blessings/brachot:</p> <ul style="list-style-type: none"> • Lashev ba'Sukkah • Shecheyanu 	<p>Lunch and snacks in the sukkah</p> <p>Decorate the sukkah</p> <p>Tefillah each day with shaking arba minim</p> <p>Making and building sukkot</p>

<p>Simchat Torah</p> <p>A festival to celebrate the Torah reading cycle</p>	<p>Talk about shelters in the desert in the exodus story</p> <p>Explain the concept of the cycle of reading the Torah – the beginning and end of cycle</p> <p>Dress and celebrate with the Torah scroll</p> <p>Behave carefully and respectfully when in the presence of a Torah scroll</p> <p>Explain that the Torah contains special stories and name some of them</p> <p>Explain that the Torah starts with Creation/Bereishit</p> <p>Dance with the Torah</p>	<p>Make a Torah, decorating it and celebrating/dancing</p> <p>Tell the story of Bereishit</p> <p>Songs: Torah Tziva Lanu Moshe etc</p> <p>Rolling and unrolling The Sefer Torah</p>
<p>Chanukah</p> <p>The Chanukah story</p> <p>Chanukah traditions and rituals</p>	<p>Retell Chanukah story</p> <p>Participate in candle lighting and explain how to light the Chanukiah and what is in the ceremony</p> <p>Recite brachot and sing first verse of Maoz Tzur</p>	<p>Make chanukiot</p> <p>Chanukah performance or assembly</p> <p>Candle lighting ceremony</p> <p>Olive Oil factory- Tzivas Hashem</p>

	<p>Sing songs Play dreidel games (maths)</p> <p>Cook/eat special oily foods (healthy eating)</p> <p>Explain the idea of a miracle</p>	<p>Talk about family celebrations</p> <p>Act out the story</p> <p>Related Maths</p>
<p>Tu B'shvat</p> <p>Birthday of Trees</p> <p>Tu B'Shvat</p>	<p>Name lots of different fruits</p> <p>Explain the life cycle of a tree</p> <p>Explain that plants start to grow in the Spring</p> <p>Explain where Tu BShvat is in the cycle of the year</p>	<p>Participate in Tu Bishvat Seder</p> <p>Stories</p> <p>Planting</p> <p>Woods visit</p>
<p>Purim</p> <p>The story of Esther</p> <p>Purim mitzvot</p>	<p>Listen to and recount story of Megillat Esther</p> <p>See a Megillah</p> <p>Explain the idea of the good characters and booing the bad characters; experience this</p> <p>Name the characters of the story</p> <p>Plan costumes and dress up</p>	<p>Purim theme day and costume parades with the whole school</p> <p>Connection to World Book Day</p> <p>Make a megillah</p> <p>Act out the story</p> <p>Making noise makers</p> <p>Sing songs</p> <p>Prepare and give mishloach manot</p>

		Link with English and writing: story parts, story setting, character, plot
Pesach The story of the Exodus: Yitziat Mitzrayim The Haggadah (see text) The Seder Traditions and rituals of Pesach	Explain that Pesach is about the exodus from Egypt and tell the story Explain why and when we eat matza Talk about the symbolism of special foods on the seder plate Explain the idea of the seder night Practice the removal of Chametz from our belongings and houses before Pesach Recite/sing Ma Nishtana and understand the idea of the questions: ask questions of their own	Matzah Factory Haggadah in a bag (4 cups, Afikoman bag, wall hanging about Biur CHametz, Egyptian Head Dress, 10 plagues collage. Ma Nishtanah, Matzah recipe) Songs Prince of Egypt (appropriate bits) Pesach in the Woods: whole school event
Omer Counting the days between Pesach and Shavuot Lag Ba'Omer	Count the days between Pesach and Shavuot Hear the story of Rabbi Akiva's students	Maths connections around 49 Making bows and arrows in the woods, learning outdoors

<p>Shavuot</p> <p>The story of Matan Torah.</p> <p>The 10 commandments</p> <p>Traditions, customs, rituals associated with the holiday</p>	<p>Recount the story of Matan Torah.</p> <p>Talk about the importance of rules related to the 10 commandments</p> <p>Explain that it is a tradition to eat dairy foods at Shavuot</p>	<p>Make tablets with Hebrew alphabet in calligraphy, write their Hebrew names</p> <p>Look at Sefer Torah</p> <p>Cook and eat dairy foods</p> <p>Act out the story</p> <p>Flower decorations</p>
<p>Yom Haatzmaut</p> <p>Israel's Independence Day</p> <p>Israel's birthday</p>	<p>Talk about the significance of Israel to the Jewish people</p> <p>Describe family and other connections to Israel</p> <p>Find Israel on a world map</p> <p>Make an Israeli flag</p> <p>Join in with Hatikvah as the Israeli anthem</p> <p>Describe aspects of geography: different cities, climate, deserts</p>	<p>Whole school or class celebration</p> <p>Visit to Israel day</p> <p>Large map of Israel</p> <p>Ha Yom Yom Huledet</p>

<p>Knowledge and Understanding of Life Cycle Events</p> <p>Make personal connections to life cycle events in the class</p>	<p>Knowledge and Understanding of Life Cycle Events</p> <p>Sharing, discussing and celebrating life cycle events</p> <p>Make cards for recipients</p> <p>Celebrate birthdays with Jewish content</p> <p>Happy birthday in Hebrew</p>	<p>Knowledge and Understanding of Life Cycle Events</p> <p>Celebrations</p> <p>Gifts</p> <p>Birthday ceremonies</p>
<p>Mitzvot</p> <p>The following mitzvot will be addressed and experienced:</p> <ul style="list-style-type: none"> • Bein adam l'makom – Chaggim, Shabbat, Prayers • Bein adam l'chavero – Chesed, Tzedakah, charity • Bikur cholim- phoning friends who are sick 	<p>Mitzvot</p> <p>Have an understanding of: bein adam l'makom by showing respect to tefillah, torah, holy objects and bein adam l'chavero by respecting property, each other, family, teachers and friends in relation to PSED</p>	<p>Mitzvot</p> <p>Bikur cholim- calling class mates when they are absent</p> <p>Tzedakah: giving money every Friday</p> <p>Celebrating and participating in Mitzvah Day</p> <p>Values</p> <p>PSED</p>

<p><u>Prayer and Spirituality - Content</u></p> <p>Concept of Tefillah- prayer</p>	<p><u>Prayer and Spirituality- SA</u></p> <p>Engage in conversation about what prayer is, give</p>	<p><u>Experiences</u></p> <p>Daily shacharit/Tefillah</p>
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<p>Siddur – the prayer book</p> <p>Prayers of Shacharit (as in Tefillah Curriculum) and other celebrations including Shabbat</p> <p>Concept of prayer leaders: Hazzan</p> <p>Concept of God</p> <p>Wearing kippot</p> <p>Tefillah in curriculum</p> <p>The following Brachot for specific occasions</p> <ul style="list-style-type: none"> • ha motzi - eating bread • shecheyanu - experiencing something new • brachot for Shabbat (candles, kiddush, hamotzi) • Prayer for other Chaggim: Yom Tov candles, Chanukah candle lighting, Leshev ba succah, ETC 	<p>opinions, ask questions, listen to others</p> <p>Begin to have an understanding of their views and concept of God, wonder, awe, etc</p> <p>Think and talk about their beliefs</p> <p>Show respect for the views and beliefs of others</p> <p>Participate in Shacharit as a class</p> <p>Know and sing one song from hallel</p> <p>Be able to find follow and lead using the class siddur</p> <p>Learn, recite and discuss the meaning of the tefillot and brachot</p> <p>Wear kippot</p> <p>Being silent, still and thoughtful during spiritual moments</p> <p>Show a developing sense of spirituality and spirit (ruach) through prayer and singing</p> <p>Connect prayer with our values in conversation</p>	<p>Shabbat preparation</p> <p>Holiday celebrations</p> <p>Create class siddur</p> <p>Making a shabbat box to take home</p> <p>Whole school Tefillah and assemblies</p> <p>Tefillah in the woods</p> <p>Twice weekly song and preyer leader</p> <p>Integration with Hebrew</p> <p>Family shachairit/Shabbat service</p>
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<u>Values and Social Action – Knowledge</u>	<u>Values and Social Action-SAA</u>	<u>Experiences</u>
<p>Jewish values such as:</p> <ul style="list-style-type: none"> • treating people and animals well • respect for oather chdilren • adults and parents • loving others as yourself • Tzedakah-charity <p>Mitzvah day</p> <p>Connecting Jewish,British and school values</p> <p>Charirtable acts connected to holidays etc</p>	<p>List and talk about Eden values</p> <p>Explain behavior expactations at school</p> <p>Identify, understand and show what it means to treat property, the environment, people and animals well.</p> <p>Discuss, understand and participate in discussions and decisions regarding behaviour and how to behave appropriately, respecting elders and teachers, respecting and treating each other well, responsibility to others, honouring parents, loving others as yourself, animals, etc</p> <p style="color: red;">Incorporate Jewish values into their own lives at school and at home</p> <p>Make informed decisions regarding the recipient of Tzedakah as a class.</p> <p>Participate in communal chesed projects</p>	<p>School mitzvah day activities</p> <p>Weekly Tzedakah collection</p> <p>Circle times</p> <p>PSED curriculum</p> <p>Eden values</p> <p>Assembly when reday and when appropriate</p> <p>Integration with Chaggim and Shabbat- EG mishloach manot, tzedakah at Purim,</p> <p>Taking care of the garden and the school</p> <p>Taking care of minibeasts</p>

<p><u>Community</u></p> <p>Concept of community/Jewish community/school community</p> <p>Synagogue/shul membership/which one they go to</p> <p>Rabbi</p> <p>Jewish buildings: school and synagogues</p>	<p><u>Community</u></p> <p>Talk about different communities they are part of: school and synagogue, clubs</p> <p>Name and describe the synagogue(s) they go to or Jewish communal activities they participate in</p> <p>Identify a rabbi they know from their shul</p> <p>Identify what makes the school and a synagogue, Jewish buildings</p>	<p><u>Community</u></p> <p>PSED</p> <p>Getting to know the school community, its organization, members</p> <p>Talk about synagogues in relation to chaggim</p> <p>Family picnic</p>
<p><u>History, Peoplehood and Israel</u></p> <p>Origins of families</p> <p>Israel</p>	<p><u>History, Peoplehood and Israel SSA</u></p> <p>Share information about their families</p> <p>Explain where families come from</p> <p>Explain how we are we connected to Israel and why we learn about Israel</p> <p>Locate where Israel is on a world map</p> <p>Identify Hebrew speakers in the class</p>	<p><u>History, Peoplehood and Israel SSA</u></p> <p>Family book</p> <p>Hebrew lessons</p> <p>Yom Haatzmaut celebrations as a school</p> <p>Israeli dance</p> <p>Celebrating holidays as they do in Israel</p>

<u>Religious Education and Diversity</u>	<u>Religious Education and Diversity</u>	<u>Religious Education and Diversity</u>
<p>Diversity of religious backgrounds and practices (or none)</p> <p>Religious buildings the children go to</p> <p>Life cycle events of other religions</p> <p>Key holidays of other religions: Christmas, Easter, Divali, Sabbath, etc</p> <p>British holidays</p>	<p>Through engaging in/with discussions, videos, pictures and stories begin to talk about, develop knowledge, understanding and respect for the values and practices of the children of different faiths in the class including Sunday as the Sabbath.</p> <p>Participate in other life cycle events that are celebrated by the children of different faiths in our class</p> <p>Name a custom, food, song or practice connected to Christmas, Easter, Diwali, Chinese New Year and Harvest Festival</p>	<p>Christmas lunch</p> <p>Easter egg hunt</p> <p>Easter and Christmas customs of children in the class</p> <p>Summary of the stories of Christmas, Divali and Easter</p> <p>Rongoli patterns</p> <p>End of winter term festival celebrations</p> <p>Chinese new year</p>
	<p>Name and enjoy Israeli food.</p> <p>Learn to sing and understand Israeli and Hebrew songs</p> <p>Draw the Israeli flag and start to sing the Israeli national anthem.</p>	<p>Isreal and chaggim</p> <p>Relationship with scouts and shinshin</p>

<u>Culture and Heritage</u>	<u>Culture and Heritage - SAA</u>	
<p>Children's background: similarities and differences</p> <p>Judaica</p>	<p>Begin to discuss, explain and understand their culture, heritage and family traditions and that of other children in the school.</p> <p>Express similarities and differences between different cultures and backgrounds in our school through drawings, descriptions, identifying photos or pictures.</p> <p>Judaica artefacts - bring in our Seder plates/recipes/chanukiot from home</p> <p>Have experience of Jewish ritual clothing: kippot, tallit, tsitsit</p>	<p>Understanding the world, PSED</p> <p>Family pictures and books</p> <p>Portraits every month for Rosh Chodesh</p> <p>Bringing in family Judaica or artefacts that relate to holidays or home (or photos)</p> <p>Shabbat and holiday role play</p>