



SRE Curriculum Years K-6  
Scope and Sequence  
30-40 minutes per week

The NSW Board of Jewish Education's **(BJE)** curriculum is based on the Board of Studies KLAs across all curriculum areas. When planning the curriculum it is BJE's intention to offer SRE complimentary to all other subjects offered throughout the school day. Therefore there are aspects of English, Math, HSIE, Science and Technology and Creative Arts woven throughout the SRE curriculum which is linked to the student's Jewish identity and faith. The BJE curriculum is offered over a two year cycle which scaffolds the students learning linking this to their age and stage of development and is structured on a yearly program.

The BJE classes range from streamed to composite so the workbooks that are provided for each student is geared to promote as much leaning as possible with the teacher acting as the facilitator for that learning.

The curriculum is aimed to promote the following:

Knowledge: It is intended that student's gain a deeper knowledge about the Jewish festivals, bible stories, Jewish symbols, Shabbat and prayer and have a connection to their heritage and culture.

Understanding: BJE assumes that students have little understanding so it scaffolds the learning to promote a deeper understanding of the Jewish culture and faith and its deep roots to the Torah (Old Testament).

Skills: Students will be encouraged to ask further questions and decipher what their connection to Judaism is. Further skills include problem solving, higher order thinking, self-awareness, empathy, decision making, social awareness, team building and co-operation, reading, writing, drawing and creating.

Cycle A: Term 1

| <b>Units</b>         | <b>Year K</b>  | <b>Years 1 - 2</b>  | <b>Years 3 - 4</b>   | <b>Years 5 - 6</b>  |
|----------------------|--|---|--|---|
| Getting to know you  | <b>Topics:</b><br>Meet the teacher and the other children in the class   | <b>Topics:</b><br>Meet the teacher and the other children in the class                | <b>Topics:</b><br>The meaning of the morning prayer  | <b>Topics:</b><br>The meaning of the morning prayer   |
| Purim                | <b>Topics:</b><br>The Purim story<br>Purim Characters  | <b>Topics:</b><br>The Purim story<br>Purim Characters                                 | <b>Topics:</b><br>Reinforce K-2 learning<br><b>New:</b><br>The term 'veNahafoch Hu'(opposites) | <b>Topics:</b><br>Reinforce K-2 learning<br><b>New:</b><br>The term 'veNahafoch Hu'(opposites)  |
| Bible story – Joseph | <b>Topics:</b><br>The story of Joseph  | <b>Topics:</b><br>The story of Joseph   | <b>Topics:</b><br>The story of Joseph<br>Feelings and emotions using colours                   | <b>Topics:</b><br>The story of Joseph<br>Feelings and emotions in the story using De Bono hats  |
| Pesach (Passover)    | <b>Topics:</b><br>The Pesach story through pictures<br>Seder songs (Pesach meal):<br>Mah Nishtanah'<br>One is HaShem | <b>Topics:</b><br>Reinforce Year K<br><b>New:</b><br>Describe miracle of burning bush | <b>Topics:</b><br>Reinforce K-2<br><b>New:</b><br>Know that freedom and Pesach are related     | <b>Topics:</b><br>Reinforce K-4<br><b>New:</b><br>Explain the concept of freedom to every living creature before and after freedom is given |

This will be achieved through storytelling, drama, songs, craft and workbook activities

Cycle A: Term 2

| <b>Units</b>                                       | <b>Year K</b>  | <b>Years 1 - 2</b>  | <b>Years 3 - 4</b>  | <b>Years 5 - 6</b>   |
|--|--|---|---|--|
| Shavuot (Pentecost)                                | <b>Topics:</b><br>The Commandments<br>What did 'Manna' taste like? | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Explain what it means that HaShem guided the Israelites in the desert<br>Explain the instructions from HaShem to the Israelites about the collection of the Manna<br>Name at least 3 of the 10 Commandments | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Explain the punishment to those who collected extra Manna<br>Explain the Commandment 'Do not be jealous' | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Describe the Israelites anticipation for the Torah<br>Make the connection between the gathering of Manna and Shabbat  |
| Yom HaAtzma'ut (Israel independence)               | <b>Topics:</b><br>Israeli symbols and inventions                   | <b>Topics:</b><br>Israeli symbols and inventions  | <b>Topics:</b><br>Reinforce K-2<br><b>New:</b><br>Inventions used globally and the impact   | <b>Topics:</b><br>Reinforce K-4<br><b>New:</b><br>Connections between students and innovations <ul style="list-style-type: none"> <li>• Impressions</li> <li>• Do students use them Australian market</li> </ul> |
| Our history, culture (Tel Aviv and Israel's North) | <b>Topics:</b><br>Historical versus modern places in Israel        | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Famous Presidents   | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Cities in Israel<br>Famous celebrities<br>Places of interest   | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Famous Israeli sporting legends   |

This will be achieved through storytelling, drama, songs, craft and workbook activities

Cycle A: Term 3

| Units                                  | Year K  | Years 1 - 2  | Years 3 - 4   | Years 5 - 6  |
|--|---|--|---|--|
| Shabbat (Sabbath)                      | <b>Topics:</b><br>Items used for Shabbat<br>Song 'Lecha Dodi'   | <b>Topics:</b><br>Items used for Shabbat and<br>Havdalah (conclusion of<br>Shabbat)  | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Explain where the name Havdalah<br>comes from                                    | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Shabbat celebrations around the<br>world  |
| Rosh HaShanah (Jewish New<br>Year)     | <b>Topics:</b><br>Recognition of symbols  | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Understanding the symbols  | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Blessings for Rosh HaShanah  | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Significance of symbols and<br>how they connect to the New<br>Year                              |
| Yom Kippur (Day of Atonement)          | <b>Topics:</b><br>Yom Kippur and forgiveness<br>Song 'Adon HaSlichot'   | <b>Topics:</b><br>Yom Kippur and forgiveness<br>Song 'Adon HaSlichot'  | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Explain the difference between<br>asking for forgiveness and<br>forgiving others | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Explain feelings associated<br>with Yom Kippur<br>Al Chet in detail and how<br>they apply to us |
| Sukkot (Tabernacle)                    | <b>Topics:</b><br>Reasons for the festival<br>Materials used for building a<br>Sukkah (booth)<br>The four species                 | <b>Topics:</b><br>Reasons for the festival<br>Materials used for building a<br>Sukkah (booth)<br>The four species                          | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>The three Regalim<br>Symbolism of four species                                   | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Beit HaMikdash – what happened<br>when they arrived.  |
| Simchat Torah (Feast of<br>Tabernacle) | <b>Topics:</b><br>Why we celebrate this festival<br>The first story of the Torah<br>Name two items the sofer<br>(scribe) requires | <b>Topics:</b><br>Why we celebrate this festival<br>The first story of the Torah<br>All items required by a sofer<br>(scribe) for his work | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>How a sofer (scribe) writes a<br>Torah scroll                                    | <b>Topics:</b><br>Revise K-4   |

This will be achieved through storytelling, drama, songs, craft and workbook activities

Updated 21/07/2020

Cycle A: Term 4

| <b>Units</b>                                  | <b>Year K</b>  | <b>Years 1 - 2</b>   | <b>Years 3 - 4</b>   | <b>Years 5 - 6</b>   |
|---|--|--|--|--|
| Bible Story: Creation                         | <b>Topics:</b><br>The sequence of creation<br>The importance of recycling              | <b>Topics:</b><br>The sequence of creation<br>The importance of recycling              | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>How we can take care of the environment                       | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Explain the reason behind the sequence of creation    |
| Bible Stories: Three fathers and four mothers | <b>Topics:</b><br>The patriarchs and matriarchs<br>Comparing biblical and modern times | <b>Topics:</b><br>The patriarchs and matriarchs<br>Comparing biblical and modern times | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Important personal qualities of the patriarchs and matriarchs | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Explain birthright and its effect                     |
| Chanukah (Festival of Lights)                 | <b>Topics:</b><br>The miracles of the festival<br>The symbols of the festival          | <b>Topics:</b><br>The miracles of the festival<br>The symbols of the festival          | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>The song 'Maoz Tsur'  | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>The Maccabees<br>The letters of the sevivon (dreidel) |

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Cycle B: Term 1

| <b>Units</b>          | <b>Year K</b>   | <b>Years 1 - 2</b>  | <b>Years 3 - 4</b>   | <b>Years 5 - 6</b>   |
|-----------------------|---|---|--|--|
| Getting to know you   | <b>Topics:</b><br>Meet other children in the class<br>Becoming familiar with prayer                   | <b>Topics:</b><br>Meet other children in the class<br>Prayers   | <b>Topics:</b><br>Meet other children in the class<br>The reasons for prayer                         | <b>Topics:</b><br>Meet other children in the class<br>The reasons for prayer (using De Bono thinking hats)   |
| Bible story: 12 spies | <b>Topics:</b><br>The story of the 12 spies<br>Feelings associated with new beginnings<br>Trust       | <b>Topics:</b><br>The story of the 12 spies<br>Feelings associated with new beginnings<br>Trust       | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Relating the story to personal experiences            | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Making choices and decisions<br>Perceptions<br>How the land of Israel was divided between the 12 tribes |
| Purim                 | <b>Topics:</b><br>The Purim story<br>Name Purim Mitzvot<br>Purim customs                              | <b>Topics:</b><br>The Purim story<br>Name Purim Mitzvot<br>Purim customs                              | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Explain Purim Mitzvot                                 | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Purpose of Purim Tzedakah   |
| Pesach (Passover)     | <b>Topics:</b><br>The Pesach story<br>The 15 steps of the Haggadah (Passover text)<br>'Mah Nishtanah' | <b>Topics:</b><br>The Pesach story<br>The 15 steps of the Haggadah (Passover text)<br>'Mah Nishtanah' | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>The meaning of the Haggadah<br>The reasons for Pesach | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>The four sons   |

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Cycle B: Term 2

| Units   | Year K  | Years 1 - 2   | Years 3 - 4  | Years 5 - 6   |
|---|---|---|--|---|
| Yom Ha'Atzmaut (Israel independence)                | <b>Topics:</b><br>The flags and emblems of Israel compared to those of Australia  | <b>Topics:</b><br>The flags and emblems of Israel compared to those of Australia  | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>The concept of independence                 | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>HaTikvah   |
| Shavuot (Pentecost)                                 | <b>Topics:</b><br>Customs<br>The seven species                                    | <b>Topics:</b><br>Customs<br>The seven species                                    | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Relationship of Shavuot and agriculture     | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>The significance of celebrating Shavuot in modern times<br>Reasoning of the Shavuot customs  |
| Our history, culture (Jerusalem and Israel's South) | <b>Topics:</b><br>Historical versus modern places in Israel<br>Places of interest | <b>Topics:</b><br>Historical versus modern places in Israel<br>Places of interest | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Differentiating historical and modern times | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Music and instruments in history<br>Instruments used in the Beit HaMikdash   |
| Noah's Ark  | <b>Topics:</b><br>Story<br>Characters   | <b>Topic:</b><br>Revision Year K<br><b>New:</b><br>Moral and Values<br>Symbols    | <b>Topics:</b><br>Revision K-2<br><b>New:</b><br>Ark as a metaphor                         | <b>Topics:</b><br>Revision K-4<br><b>New:</b><br>Dimensions of the ark. 3 levels.-people, animals, waste. How did the animals fit? Was it a miracle?<br>Is there a scientific explanation/proof of the flood? |
| Tower of Babel                                      | <b>Topics:</b><br>Story<br>Moral  | <b>Topic:</b><br>Revision Year K<br><b>New:</b><br>Connection to Noah's Ark       | <b>Topic:</b><br>Revision K-2<br><b>New:</b><br>Language and effective communication       | <b>Topic:</b><br>Revision K-4<br><b>New:</b><br>Stairway metaphor   |

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Updated 21/07/2020



Cycle B: Term 3

| <b>Units</b>                    | <b>Year K</b>  | <b>Years 1 - 2</b>  | <b>Years 3 - 4</b>  | <b>Years 5 - 6</b>  |
|---------------------------------|--|---|---|---|
| Diversity                       | <b>Topics:</b><br>What is diversity  | <b>Revise:</b><br>Revise Year K<br><b>Topics:</b><br>Kippot<br>Shabbat VS festival food         | <b>Revise:</b><br>Revise K-2<br><b>Topics:</b><br>Food customs<br>Festival customs  | <b>Revise:</b><br>Revise 3-4<br><b>Topics:</b><br>Laws VS Minhagim  |
| Rosh HaShanah (Jewish New Year) | <b>Topics:</b><br>Sequence of events<br>The New Year symbols<br>Hebrew months                    | <b>Topics:</b><br>Sequence of events<br>The New Year symbols<br>Hebrew months                   | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>The Jewish timeline and cycle of events<br>The sound of the shofar (ram horn)  | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Investigate the Jewish timeline and cycle of events<br>The sound of the shofar (ram horn) and its significance |
| Tisha BeAv (9 <sup>th</sup> Av) | <b>Topics:</b><br>Anniversary of the destruction of the Temples<br>The story of the Two brothers | <b>Topics:</b><br>Anniversary of the destruction of the Temple<br>The story of the Two brothers | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>The moral of the story of the Two brothers and how it relates to Tishah BeAv   | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>The importance of the Holy Temple  |
| Yom Kippur (Day of Atonement)   | <b>Topics:</b><br>Examine our wrongdoings<br>Identify the ways we can make others happy          | <b>Topics:</b><br>Examine our wrongdoings<br>Identify the ways we can make others happy         | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>The Machzor (festival prayer book)<br>The importance of saying sorry<br>The meaning of charity<br>The song 'Avinu Malkenu' | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>The ten days between Rosh HaShanah and Yom Kippur<br>The eight levels of tzedakah (charity)                    |
| Sukkot (Tabernacle)             | <b>Topics:</b><br>The four species   | <b>Topics:</b><br>The four species  | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>The concept of hospitality to guests   | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Relationship of the four species to the Jewish people  |
| Celebration of Rosh HaShanah    | <b>Topics:</b><br>Rosh HaShanah symbols and their relationship to the festival                   | <b>Topics:</b><br>Rosh HaShanah symbols and their relationship to the festival                  | <b>Topics:</b><br>Rosh HaShanah symbols and their relationship to the festival  | <b>Topics:</b><br>Rosh HaShanah symbols and their relationship to the festival  |

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Updated 21/07/2020

Cycle B: Term 4

| <b>Units</b>                          | <b>Year K</b>   | <b>Years 1 - 2</b>   | <b>Years 3 - 4</b>   | <b>Years 5 - 6</b>   |
|---------------------------------------|---|--|--|--|
| Simchat Torah (Feast of Tabernacle)   | <b>Topics:</b><br>The meaning of Simchat Torah<br>The story of Adam and Eve                                       | <b>Topics:</b><br>The meaning of Simchat Torah<br>The story of Adam and Eve                                    | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>The concept of taking responsibility for one's actions          | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>The relationship between HaShem and humanity                    |
| Jewish symbols                        | <b>Topics:</b><br>Recognising Jewish symbols in their environment   | <b>Topics:</b><br>Recognising Jewish symbols in their environment  | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Differentiating between idols and symbols                       | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Differentiating between idols and symbols                       |
| Festival symbols                      | <b>Topics:</b><br>Matching symbols to Jewish festivals: Purim, Pesach, Shavuot, Rosh HaShanah, Yom Kippur, Sukkot | <b>Topics:</b><br>Match symbols to Jewish festivals: Purim, Pesach, Shavuot, Rosh HaShanah, Yom Kippur, Sukkot | <b>Topics:</b><br>Match symbols to Jewish festivals: Purim, Pesach, Shavuot, Rosh HaShanah, Yom Kippur, Sukkot | <b>Topics:</b><br>Match symbols to Jewish festivals: Purim, Pesach, Shavuot, Rosh HaShanah, Yom Kippur, Sukkot |
| Chanukah symbols (Festival of Lights) | <b>Topics:</b><br>Chanukah symbols recognition  | <b>Topics:</b><br>Chanukah symbols recognition   | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>What the Chanukah symbols represent                             | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Destruction of the Temple implications<br>Chanukiyah VS Menorah |

This will be achieved through storytelling, drama, songs, craft and workbook activities

Cycle C: Term 1

| Units               | Year K  | Years 1 - 2   | Years 3 - 4  | Years 5 - 6   |
|---------------------|---|---|--|---|
| Tu BiShvat          | <b>Topics:</b><br>Purpose of festival<br>Brachot for fruit                                  | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Why this date was chosen by the Rabbis to celebrate             | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Symbolic rituals  | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Shmittah – basic laws over 7 years                         |
| Hillel and Shammai  | <b>Topics:</b><br>Who are the sages and what they are famous for<br>Kindness through speech | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Different views on ethical decisions and how to make a decision | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Hillel and Shammai’s impact on the Jewish nation and what we follow today       | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>How Hillel and Shammai can shape how we treat people today |
| Purim & Tikkun Olam | <b>Topics:</b><br>Mitzvot<br>Characters<br>Story revision                                   | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Story in depth  | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Story in depth   | <b>Topics:</b><br>Revise Year K-4<br><b>New:</b><br>Timeline  |
| Moshe               | <b>Topics:</b><br>Key events in Moshe’s life<br>Introduction of 10 plagues                  | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Qualities of Moshe<br>Understanding of 10 plagues               | Revise K-2<br><b>New:</b><br>Effect of plagues   | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>How Moshe’s early life shaped him                          |
| Pesach              | <b>Topics:</b><br>Afikoman introduction<br>Haggadah introduction<br>Plagues introduction    | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Afikoman meaning and rituals<br>Haggadah songs                  | <b>Topics:</b><br>Revise Year K -2<br><b>New:</b><br>Detail of 10 Plagues  | <b>Topics:</b><br>Revise Year K -2<br><b>New:</b><br>Who is Moshe – Character, significance and value     |
| Yom HaAtzma’ut      | <b>Topics:</b><br>Who were the first people to speak Hebrew and why?                        | <b>Topics:</b><br>Who were the first people to speak Hebrew and why?  | <b>Topics:</b><br>Revise Year K-2<br><b>New:</b><br>History of the language<br>What does ‘Shalom’ mean to me? (triple meaning) | <b>Topics:</b><br>Revise Year K-4<br><b>New:</b><br>Gematria  |

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Updated 21/07/2020

Cycle C: Term 2

| Units                    | Year K  | Years 1 - 2   | Years 3 - 4  | Years 5 - 6  |
|--------------------------|---|---|--|--|
| Counting of the Omer     | <b>Topics:</b><br>What is the period of time called the 'Omer'?                     | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Lag BaOmer characters and celebrations  | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Traditions and customs<br>Character traits during the Omer<br>a. Chesed (kindness)<br>b. Gevurah (strength) | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Ways of thinking/learning during the Omer<br>a. Chochmah (wisdom)<br>b. Binah (understanding)<br>Daat (knowledge)                             |
| Shavuot                  | <b>Topics:</b><br>Giving of the Torah on Mount Sinai                                | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Camping at the mountain<br>Where everybody stood  | <b>Topics:</b><br>Revise Year K-2<br><b>New:</b><br>Positive VS Negative Commandments<br>Idols & Golden Calf   | <b>Topics:</b><br>Revise Year K-2<br><b>New:</b><br>Mitzvot between man and G-d vs Mitzvot between man and man.<br>Looking at the differences between the 2 versions of the 10 Commandments. |
| What does G-d look like? | <b>Topics:</b><br>HaShem through the 5 senses                                       | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Mitzvot that relate to the 5 senses   | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>How could I communicate with HaShem?  | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>How can I say thank you?  |
| Jewish Literature        | <b>Topics:</b><br>5 books of the Torah<br>What is a Siddur<br>When is a Siddur used | <b>Topic:</b><br>Revision Year K<br><b>New:</b><br>NACH – Nevi'im & Ketuvim<br>** Prophets and writings<br>What is in a Siddur and how is it used | <b>Topic:</b><br>Revision K-2<br><b>New:</b><br>Mishnah & Gemarah<br>The order of how a siddur is written  | <b>Topic:</b><br>Revision K-4<br><b>New:</b><br>Shulchan Aruch (Code of Jewish Law)<br>Different types of Siddurim/Machzorim   |
| Jewish Figures           | <b>Topics:</b><br>What was a High Priest  | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>What was he commanded to wear (Breastplate)   | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Story of Chana and what we learnt from her  | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Aharon – the first High Priest<br>Cohen, Levi, Yisrael tribes   |

|                                 |   |  |   |  |
|---------------------------------|---|--|---|--|
| Tikkun Olam - Paying it forward | <b>Topics:</b><br>What is paying it forward                       | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Acts of selflessness           | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Volunteering                   | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>How you can pay it forward – repair the world |
| Tu BeAv                         | <b>Topics:</b><br>Meaning   | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>2 out of the 6 positive events | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>4 out of the 6 positive events | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>6 positive events                             |
| Jewish Humour                   | <b>Topics:</b><br>History of Chelm<br>Stories and lesson of Chelm | <b>Topics:</b><br>History of Chelm<br>Stories and lessons of Chelm               | <b>Topics:</b><br>History of Chelm<br>Stories and lessons of Chelm            | <b>Topics:</b><br>History of Chelm<br>Stories and lessons of Chelm                           |

This will be achieved through storytelling, drama, songs, craft and workbook activities

Cycle C: Term 3

| Units   | Year K   | Years 1 - 2   | Years 3 - 4  | Years 5 - 6  |
|---|--|---|--|--|
| Tisha BeAv                                    | <b>Topics:</b><br>Anniversary of the destruction of the Temples                | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Customs                                       | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Archaeology findings <b>above</b> ground on Temple mount - what has been discovered and what they prove | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Archaeology findings <b>below</b> ground on Temple mount - what has been discovered and what they prove |
| Rosh HaShanah                                 | <b>Topics:</b><br>Reason and customs   | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Symbolism of food                             | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Role of the Shofar and reasons why we blow it on Rosh HaShanah  | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>The role of the Shofar in ancient times   |
| Yonah   | <b>Topics:</b><br>Story  | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Morals & values                               | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Repentance  | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Link between Jonah and Yom Kippur   |
| Yom Kippur                                    | <b>Topics:</b><br>Meaning<br>Forgiveness                                       | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Customs                                       | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Customs  | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Customs  |
| Rosh HaShanah/Yom Kippur/Sukkot/Simchat Torah | <b>Topics:</b><br>Basic understanding of the connection between the festivals. | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>The concept of the rules from HaShem in depth | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Acknowledging and apologising for wrongdoing  | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Trusting in HaShem<br>Love for HaShem and the Torah<br>Bitachon   |
| Sukkot  | <b>Topics:</b><br>Ushpizin and Values  | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>Introduction to Ushpizin:<br>• Yaakov (Jacob) | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>Ushpizin<br>• Yitzchak (Isaac)<br>• Yosef (Joseph)  | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Ushpizin<br>• Aharaon (Aaron)<br>Feeding the poor   |
| Simchat Torah                                 | <b>Topics:</b><br>Reason and customs<br>Acceptance                             | <b>Topics:</b><br>Revise Year K<br><b>New:</b><br>How the customs came to be                    | <b>Topics:</b><br>Revise K-2<br><b>New:</b><br>What do the customs means   | <b>Topics:</b><br>Revise K-4<br><b>New:</b><br>Celebrations around the world   |

This will be achieved through storytelling, drama, songs, craft and workbook activities

Updated 21/07/2020

Cycle C: Term 4

| <b>Units</b>    | <b>Year K</b>   | <b>Years 1 - 2</b>  | <b>Years 3 - 4</b>  | <b>Years 5 - 6</b>  |
|-----------------|---|---|---|---|
| Jewish Heroines | <p><b>Topics:</b><br/>Introduction to 2 women in history<br/>Compare and contrast</p> <ul style="list-style-type: none"> <li>• Similar situations – how they reacted                             <ul style="list-style-type: none"> <li>○ Miriam</li> <li>○ Esther</li> </ul> </li> </ul> | <p><b>Topics:</b><br/>Introduction to 2 women in history<br/>Compare and contrast</p> <ul style="list-style-type: none"> <li>• Similar situations – how they reacted                             <ul style="list-style-type: none"> <li>○ Miriam</li> <li>○ Esther</li> </ul> </li> </ul> | <p><b>Topics:</b><br/>Revise K-2</p> <p><b>New:</b><br/>Yocheved<br/>Naomi &amp; Ruth</p>   | <p><b>Topics:</b><br/>Revise K-4</p> <p><b>New:</b><br/>Daughters of Tzlofchad<br/>Devorah the Prophetess</p>   |
| The Kings       | <p><b>Topics:</b><br/>King David: Story<br/>King Solomon: Story</p>   | <p><b>Topic:</b><br/>Revision Year K</p> <p><b>New:</b><br/>King David: Morals and Values<br/>King Solomon: Morals and Values</p>   | <p><b>Topic:</b><br/>Revision K-2</p> <p><b>New:</b><br/>How David &amp; Solomon became King</p>  | <p><b>Topic:</b><br/>Revision K-4</p> <p><b>New:</b><br/>King David and King Solomon’s connection with Temple mount<br/>King Solomon’s wisdom</p>                 |
| Shabbat         | <p><b>Topics:</b><br/>Friday night rituals<br/>What is a Parshah<br/>Motzei Shabbat laws &amp; customs</p>  | <p><b>Topics:</b><br/>Revision Year K</p> <p><b>New:</b><br/>Torah timeline</p>   | <p><b>Topics:</b><br/>Revision K-2</p> <p><b>New:</b><br/>Introduction of 5 books of Torah<br/>Saturday Shabbat – Why different Parshiyot are read each week<br/>Tanach - Haftarah</p>  | <p><b>Topics:</b><br/>Revision K-4</p> <p><b>New:</b><br/>What do we read on a Chag and what happens to the weekly reading<br/>Why is Simchat Torah different</p> |
| Chanukah        | <p><b>Topics:</b><br/>Story of Chanukah and the miracle</p>   | <p><b>Topics:</b><br/>Revision Year K</p> <p><b>New:</b><br/>Who were the Maccabees and what they did</p>   | <p><b>Topics:</b><br/>Revision K-2</p> <p><b>New:</b><br/>Maccabees</p> <ul style="list-style-type: none"> <li>• Mattiyahu – first Maccabee</li> <li>• Yehudah</li> <li>• Shimon</li> <li>• Eleazar</li> <li>• Yochanan</li> <li>• Yonatan</li> </ul> | <p><b>Topics:</b><br/>Revision K-4</p> <p><b>New:</b><br/>Historical perspective</p>  |

This will be achieved through storytelling, drama, songs, craft and workbook activities.