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| **Jewish Studies Long Term Plan** | | **Year 6 End of Unit Expectations** | |
| **Autumn Term** | **Spring Term** | | **Summer Term** |
| **Rosh Hashanah**  To know the various additional foods that it is traditional amongst certain communities to include as part of the introduction to the meal on the eve of Rosh Hashanah  Is able to read the various ‘yehi ratzons’ connected with the special foods (above)  Is able to know the general meaning of the ‘Yehi ratzons’ and how the blessings within them are connected to the Hebrew names of the various foods  To know and understands the meanings of the following words and phrases:  Ktivah, Chatimah, Yom Teruah, Yom Hadin, Yom Hazikaron, selichot, Shehecheyanu, kittel, Avinu Malkeinu, Tzom Gedaliah, Yamim Noraim  To understands the meaning of the symbolic act of Tashlich  To understand some of the main Tefllot of RH: Unasanef Tokef, Avinu Malkenu.  To know the reason why the third Tishrei is the fast day of Tzom Gedaliah  To research and retell the reasons for use of shofar  **Yom Kippur**  To gain a detailed knowledge of the events of Erev YK  To know that we have a Seudat Hamafseket before Yom Kippur begins  To know that Yom Kippur is identical to Shabbat in terms of Melachah  To know the story of Yonah within a historical context of Nineveh and the reasons for his reluctance to go there  To know that the story of Yonah is the Haftarah at minchah  To understand the meaning and significance of the Yom Kippur Avodah  To know and understands the meaning of the following words and phrases: Gemar chatimah tovah, Chatima, Haftarah, ya’ale v’yavo, kittel, mussaf, kol nidrei, ne’ilah, Shabbat Shuvah, Birkat Habanim, Veinitem  **Sukkot / Simchat Torah**  To know who the Ushpizzin are and how each night of Sukkot is linked to one of them  To understand the concept of Chol Hamoed and the laws connected to it  To know of the celebrations of the Bet Ha’Shoevah at the tie of the Beit Hamikdash (Mishnah Succah 5:1-4)  To know how a Simchat Beit Ha’Shoevah is celebrated nowadays  To be familiar with the following key words and phrases: Simchat Bet Hasho’eva, Hidu Mitzvah, Tikun Leil, Hoshanah Rabbah, Yizkor, Isru Chag  To understand the differences between the Mitzvot and customs of Sukkot, Shemini Atzeret and ST  To understand the significance of Chatan Torah and Chatan Bereishit  **Tzedek – Sukkot and the home**  To be aware of the features of a ‘good home’  and know about the basic standards an adequate house  should have  To know about the lifestyles of children who live in  poor housing, and the causes  and consequences of inadequate housing  To be abkle to identify with  children who live in inadequate housing  To be able to explore similarities and differences between  inadequate housing and the sukkah  To understand the idea of the  ushpizin (visitors) to the sukkah and the relating obligation  to provide for the poor  **Chanukah**  To kows that Chanukah is not a Yom Tov but is a festival instigated by the Rabbis  To perform fully the ceremony of Hadlakot Haneirot  To be able to recite the whole of Maoz Tzur with meaning  Understand the content and meaning of Biy’mei Mattityahu’ to include keywords  To Know that the longest Birkat Hamazon possible can be recited during Chanukah and why  To know the source of the story of Chanukah in the Talmud  To know which portion of the Torah is read on Chanukah and its content  To know which Haftarah is read on Shabbat Chanukah  **Tefillah focus: Shema**  To be able to recite all 3 paragraphs of the Shema with confidence  To gain an understanding of the Brachot before and after the Shema  To be able to explain how the Shema is central to morning davenning  To produce fact-file about the Shema and its blessings  **Jewish calendar**  To know that the names of the Jewish months are Babylonian in origin  To understand why we have an extra day Yom Tov in Chutz Laaretz - To know that before the calendar was fixed, initially, the new month was proclaimed by witnesses seeing the moon and bonfires were lit – later messengers were sent instead. It took a while for the messengers to reach Babylon (chutz Laaretz) as they wouldn’t reach their destination in time, an extra day of Yom Tov day was added  To know which Jewish months fall in which season of the year  To know the correct dates of all the events in the Jewish Year  To appreciate the changes to Shabbat times throughout the year and why this happens.  Linking with timelines of key events in our Jewish history - to transfer a key Jewish year to a secular year and vice versa (with support of a calculator using mathematical skills). | **Tu B’ Shevat**  To know how a person is like a tree  **Purim**  To understand on an advanced level that Purim is a Chag that was ordained by the Rabbis (it is not written in the Torah)  To know that Hallel is not said on Purim because the miracle of Purim took place outside Eretz Yisrael  To understand the similarities and differences between the two rabbinic festivals and why each is celebrated in different ways. (Chanukah was a spiritual redemption and Purim was a physical redemption)  To examine the role of Amalek within the Purim story and investigate episodes in Jewish history which reflect anti-Semitic behaviour  To Identify characters and events in the Purim Story and make the connection between Purim and its historical context (the Exile and Return)  To know that a portion of the Torah is read on Purim at Shacharit and which portion is said  **Handing over and life cycle project**  Childen to be able to reflect on time at NCJP and being part of the school community. What can Y6 give as they leave? Link to the idea of advertising the Jewishness of NCJP present on powerpoint.  Reflect on how they are going to use their Jewish learning in the future.  Show an understanding of the Jewish life cycle from birth to death. Know the key points in life and how they are marked (birth, Brit Milah, Bar/Bat Mitzvah, Marriage, Funeral).  Know where further information can be obtained later in life related to life as a Jew.  **Pesach**  To know that there are different customs in respect of kitniyot between Ashkenazim and Sefardim  To know that one stops saying Mashiv Haruach on the first day of Pesach at Musaf  To know that Tefillat Tal is said on the first day of Pesach and that v’ten brachah is said instead of v’ten tal u’matar  To know that the first Mitzvah given to Bnei Yisrael in Egypt was the fixing of the months according to the cycle of the moon  To know the difference between Matzah + Matzah Shmurah  To know that the firstborn sons fast (or have a siyum) on Erev Pesach + why.  To know the names + significance of the 4 special Shabbatot before Pesach  To know and understands the concept of ‘freedom’ within the context of the Pesach story  To know the special laws appertaining to Pesach when it falls on Motzei Shabbat  To know more detailed information about Shir Hashirim: Who wrote it and its general theme  **Tefillah focus: Amidah**  To have an In depth study of each of the Brachot of the daily Amidah  To have an understanding of the pattern of the Amidah  To know what each Bracha is for  To be able to see the difference between the daily and Shabbat Amidah | | **Yom H'Atzmaut**  To be familiar with the key events since 1948, including conflicts, agricultural and city developments and immigration  To know about various initiatives and achievements of Israel in technology, medicine and science  To be aware of Israel’s humanitarian efforts around the world  To identify some modern heroes of Israel and their contributions (Yoni Natanyahu, Ilan Ramon,  Klausenberger Rebbe, Golda Meir)  To be able to find references of our hope to return to the land of Israel in the siddur  **Shavuot**  To know the four names of the festival of Shavuot  To know the transmission of the Torah from Moshe to the present day  Recognise themselves as a link in the chain of the Torah and what this means  To be able to identify sources as either from the oral or the written Torah  To be familiar with story of Ruth, the reason we read it on Shavuot and what we can learn from it  **The Three Weeks**  To understands the uniqueness and beauty of the Bet Hamikdash  To be familiar with the miracles that took place on a daily basis in the Bet Hamikdash  To understand the link between some of the customs of the Three Weeks and Tisha Be'Av and the  Jewish way of mourning a close relative  To understand that every day in our Tefillot we pray and hope that Hashem will rebuild the Bet  Hamikdash (story of Rabbi Akiva and the fox)  To know that since the destruction of the Bet Hamikdash Jewish people are in the "galut"-diaspora  To Know that the Shabbat before Tisha Be'Av is called Shabbat Chazon and why  To Know that there are 7 Shabbatot of comfort (Shiva Denechemta) after Tisha Be'Av and why  **The Holocaust**  To Know Hitler’s attitude to the Jews and why he hated them  To Know how the Nazis treated the Jews before the second world war and how the treatment changed between 1933-38  To know what life was like for a Jewish school child in Germany  To know the events of the Warsaw Ghetto uprising and the consequnces  To know abou t the Final Solution and why no one tried to prevent it (film the Wave)  To discuss Holocaust deniers and whether the Holocuast has been exaggerated  **Tefillah focus: Birchat HaMazon**  To be able to bensch independently  To know that we still thank Hashem even when we don’t eat bread – “after Brachot”  To be able to read the after brachot and know which one applies to which food  To know that 7 extra blessings are added at a wedding meal and be able to read them  **Links connecting to our Jewish History**  To know about Shlomo and the significance of the Beit Hamikdash  To know how the kingdom split and the problems of idolatry  To know about the life of Eliyahu  To know who the prophets were and what they did  To know about Yonah and the exile of the 10 tribes  To know about the siege and defeat of Sancheriv  Who was Yirmiya and the Churban  To know about the story of Daniel  The story of Purim in context  The rebuilding of the Beit Hamikdash |