



## Juniors [Key Stage 2] Limmudei Kodesh Overview

2008-2009

תשס"ח - תשס"ט

	Year 3	Year 4	Year 5	Year 6	General Information
<b>Reading</b>	Much time has been spent on Hebrew reading in the Infants and by Year 3 reading is expected to be accurate.	Nevertheless, regular practice remains crucial to ensure that this vital skill is not lost. We therefore continue to hear children read throughout the Juniors.  However, we can not provide all children with the amount of individual attention they need, and it was for this reason that we developed the "5 Minutes a Day" Hebrew reading practice cards. These provide a clear structure for home practice and have been seen to facilitate real progress.			Children have difficulties with reading for a number of different reasons. However, in most cases only a few minutes of regular guided practice at home can achieve remarkable results. Please help us to help your children. A little active support from home can make all the difference.
<b>Writing</b>	Script writing is taught in Year 2 and is continually reinforced throughout the Junior classes.		The script letters are taught systematically with methodical, attractive workbooks. Pupils first learn simple, straight letters, then move on to more difficult forms. Once the children have been introduced to the script letters, the discipline is reinforced throughout Limmudei Kodesh lessons.		
<b>חומש ורש"י</b> Chumash/ Chumash with Rashi's commentary  We are piloting a new Chumash curriculum, initially in Yrs. 2-4. It is being developed by the JSCP, the Jewish Studies Curric. Partnership (AJE, London / Bar Ilan, Israel).	New Chumash curriculum: 4 units, covering stories from פְּרָשֶׁת לֶךְ לָךְ and פְּרָשֶׁת וַיְרֵא	New Chumash curriculum: 4 units, covering stories from פְּרָשֶׁת חַיֵּי שָׂרָה and פְּרָשֶׁת תּוֹלְדוֹת	<u>Unit</u> 1 בראשית כ"ב: ד-ט 2 בראשית לג: א-ל"ד 3 בראשית ל"א: א-ל"א 4 בראשית ל"ז: י"ב-ל"ו 5 בראשית מ: ה-ח בראשית מ: כ-כ"ג 6 בראשית מ"א: ל"ג-מ"ג 7 בראשית מ"ה: א-ה 8 בראשית מ"ח: כ"ה-כ"ח 9 בראשית מ"ח: ל-ל 10 בראשית מ"ח: ח-כ	<u>Unit</u> 1 בראשית כ"ב: א-י"ט 2 שמות ב: י"א-כ"ה 3 שמות י"ג: י"ז-כ"ב 4 שמות י"ט: ט"ז-י"ט 5 שמות מ: ל"ד-ל"ח 6 דברים ו: ד-ט 7 דברים כ"ב: א-ג, ד, ו-ז, ח-ט, י-י"א 8 דברים כ"ד: י"ד-ט"ו 9 דברים כ"ה: י"ג-ט"ז 10 דברים ל: י"א-ל"ד 11 דברים ל"ד: א-י"ב	In these lessons we work on developing textual skills, and building both a knowledge and an understanding of the passages.  Grammar is drawn out as the text is studied, and we identify possible difficulties in the text / context before exploring the comments of Rashi.  We also try to instill moral values as drawn from the narrative portions.
See the Chumash texts and workbooks at <a href="http://www.torahschool.co.uk">www.torahschool.co.uk</a> ~ click on "100 Pesukim" links on Home Page					
We also study Chumash vocabulary. See <i>torahschool</i> , click on "288 Chumash Vocabulary Flashcards" & "J.L.P. Vocab. with Phrases" on the Home Page. This is based on Rabbi Yehoshua Fulda's "The Chumash Vocabulary Program" - P'tach					
<b>הלכה</b> Apart from the study of the Chagim in as much depth as is appropriate to each age group, the following special topics will be covered in each class.	Modeh Ani Netilat Yadayim Times of Tefilla Birchot HaShachar Birchot HaTorah Asher Yatzar Preparing for Tefilla The Beit Knesset Sefarim Kedoshim Tzitzit Bracha with kavana	Birchot HaNehenin Berachot Acharonot Birkat HaMazon Zimun Mei'ein Shalosh Borei Nefashot Diff. kinds of Berachot Shehecheyanu Thunder, l'aming, r'nbow Seeing a tree in bloom Tefillat HaDerech	Shemirat HaLashon: <i>True/false; 31 Mitzvot; Habitual speakers; Under pressure; When it's hard to be silent; Writing L.H.; Sign Language; L.H. to a group; ..that's common knowledge; Private information; ..in the presence of the subject; ...said in jest; without mentioning names; giving benefit of doubt Kibbud Av va' Aim</i>	Shabbat: a gift Preparing for Shabbat Work/travel on Friday Lighting the Sh. candles The accompanying angels Kiddush One hundred blessings each day Torah study on Shabbat Seudah Shelishit Havdalah/Melava Malka The 39 Melachot Working one's animal on Shabbat Weekday activities on S. Muktzeh	Halachah, Jewish Law, governs all of our actions. Therefore, studying the Halachah is an important and essential foundation and preparation for living Torah Judaism.  <u>Main focus in each class:</u> Yr.3 - Morning Prayers Yr.4 - Berachot Yr.5 - Shemirat HaLashon (Lashon HaRa) Yr.6 - General Shabb. Laws (complemented by study of 39 Melachot in Yr. 6 Gen. Knowledge)
See the study sheets at <a href="http://www.torahschool.co.uk">www.torahschool.co.uk</a> ~ click on "Kerem School Jewish Literacy Programme" on Home Page					

	Year 3	Year 4	Year 5	Year 6	<u>General Information</u>
<b>General Knowledge</b>	The Avot The Daily Tefillot The Four Imahot The Five Chumashim The Days of the Wk. Berachot The Children of Yaakov Avinu The Eser Makot The Days of Creation The Shivat HaMinim Birkat HaMazon The Arba'ah Minim	Types of Mitzvot The Chagim The Six Fast Days The Aseret HaDibrot Techeilet/Tzitzit/Tallit Shabbat The Five Megillot The Mishkan Kosher Food Jewish Life Gematria From Pesach to Shavuot	The Shema Yisrael Transmission of Torah Me'arat HaMachpela The Jewish Calendar The Importance of the Shivat HaMinim Eretz Yisrael - Ancient and Modern Our Great Leaders Jewish Communal Organisations Sofrut / Sefer Torah / Tefillin / Mezuzah	The 24 Books of Tanach The 6 Orders (sections) of the Mishna Special Shabbatot Trei Asar (The 12 'Minor' Prophets) Special Tefillot Four Places in Eretz Yisrael The 39 Melachot (Creative activities forbidden on Shabbat) Jewish Terms (e.g. Isru Chag, Mar'it HaAyin..)	The following also comprise our special Year 6 General Knowledge Revision Programme: ~ "Yr.6 Core General Knowledge Study and Review" ~ "Judaism in Focus" - Questions for Yr.6 Discussion and creative writing. (see <i>torahschool</i> )
<i>See the study sheets at <a href="http://www.torahschool.co.uk">www.torahschool.co.uk</a> ~ click on "Kerem School Jewish Literacy Programme" on Home Page</i>					
<b>פְּרָקֵי אַבוֹת</b>	On the weekly J.L.P. (Jewish Literacy Programme) sheets in Yrs.3-5 there is an extract from Pirkei Avot. This provides for valuable discussion on personal, interpersonal and ethical themes.				Pirkei Avot is 6 chapters of Mishna devoted to ethics.
<b>Jewish History</b>	We finish Pirkei Avot in Yr.5 and begin studying major themes in Jewish History in Year 6.			As they study Jewish History, pupils become aware of and identify with the trials and triumphs of our People.	
<b>מִשְׁנָה</b>	There is an after-school Mishnah club once a week for Years 5 & 6 boys. We study Tractate Berachot.		In a relaxed atmosphere we engage in stimulating discussion as we gain knowledge, skills and an understanding of both the content and the methodology of the Mishnah texts. We also examine the accepted Halacha where appropriate.		
<b>תְּפִלָּה</b>	We begin every day with a half hour of communal Tefilla. Shacharit takes place between 9.00am and 9.30am. Twice a week davening is in the classrooms, and it is in the shul on the other days.  ~~~~~ We ask parents to encourage their children to attend synagogue regularly.			We are very fortunate to be able to use the shul for Tefilla. We particularly appreciate this privilege at special times, such as during Succot, when we are able to walk around the Beit Knesset with our Arba Minim.	
<b>פְּרָשַׁת הַשָּׁבוּעַ</b> ~ <b>רֶשֶׁ"י</b> (Yr.6)	We subscribe to the beautifully produced, colourful, glossy 'Mibereshit' parashah sheet. This is distributed to all classes, the Early Years version to KS1 and the 'Day School' edition to KS2. These contain an impressive variety of Divrei Torah, activities, stories and so on, and are intended as study material for 'Parents and Children Together.'  We do study parts of these in class, but we also learn through our own 'home-made' Kerem parasha sheets. These contain summaries of the parasha and Divrei Torah for the Shabbat table. The format of our own sheets does vary a little.			In addition to the Mibereshit and Kerem sheets, Yr.6 often study selected Rashis on the parasha.  Rashis on Chumash that are well known and / or of particular interest are examined.	
<b>עִבְרִית</b>	Book: Ivrit Lakol: 1, 2 We aim for the children to be uninhibited about talking in Ivrit on their own or in pairs, and using simple sentence structures confidently.	Book: Ivrit Lakol: 2, 3 In Y4 and Y5 we want to encourage the students to use their Hebrew vocabulary in everyday conversations so we focus on oral exercises to help them become more confident speaking Hebrew in front of the class.	Book: Ivrit Lakol: 3 In Year 6 we also study a Hebrew newspaper called Yanshuf, which is designed specially for students of Ivrit. Topics include politics, science, sport, etc.		Particular emphasis is put on the speaking of Ivrit (Modern Hebrew) as well as the study of vocabulary and grammar. We refer to real objects, foods, people, and give opportunities for role play to get the pupils talking.
<b>חַגִּים</b>	The חַגִּים are studied in the days and weeks that precede them. We have a detailed syllabus for each festival and annual occasion.			In addition to the formal study of Chagim there is a variety of more informal activities at these times that reinforce what has been taught and bring the school to life.	
<b>Events</b>	Kerem enjoys the annual Chagigat Siddur (Yr.1) and Chagigat Chumash (Yr.3), the end of year presentations and the Year 6 leavers ceremony. These are special, landmark occasions, attended by parents.  Other very special times in the calendar include the weekly Kabbalat Shabbat events, the afternoon candle-lighting during Chanukah, Tu BiShvat fruit parties, the pre-Pesach demonstration Sedarim, and the week of Succot, when most children have their own Arba Minim during Shacharit, the classes eat lunch in the school Succah and visit Succot in family homes.  The Simchat Beit HaShoeva during Succot, when the whole school and parents dance to the live music of a Klezmer band, is a particularly memorable moment and a strong and inspirational element in the informal Limmudei Kodesh calendar.  Visiting Lubavitch workshops provide valuable opportunities for pupils to gain 'hands-on' experience of practical Judaism which enables them to understand their learning in an active and tactile context.				

This table is subject to changes from time to time.