



# Bury and Whitefield

## JEWISH PRIMARY SCHOOL

### Kodesh End Points

#### Our Curriculum Celebrates

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

## Reading End Points

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Recognise name, shape and sound of each letter (not final letters)</li> </ul>	<ul style="list-style-type: none"> <li>Know the order of the Aleph Beis</li> <li>Master all 32 letters of the Aleph Beis</li> <li>Understand the concept of final letters</li> <li>Identify each letter both in order and individually</li> <li>Distinguish between similar looking letters</li> <li>Distinguish between similar sounding letters</li> <li>Know which letters are silent</li> </ul>	<ul style="list-style-type: none"> <li>Master the kamatz vowel with letter combinations.</li> <li>Master the patach vowel with letter combinations</li> <li>Master the tzeirei vowel with letter combinations</li> <li>Master the segol vowel with letter combinations.</li> <li>Blend each of the above vowels with all of the letters</li> <li>Read 2 and 3 letter open and closed syllable words accurately</li> </ul>	<ul style="list-style-type: none"> <li>Master the simple sh'va vowel with letter combinations.</li> <li>Master the cholam vowel with letter combinations.</li> <li>Master the chirik vowel with letter combinations.</li> <li>Master the koobutz vowel with letter combinations.</li> <li>Master the shuruk vowel with letter combinations.</li> <li>Blend each of the above vowels with all of the letters</li> <li>Read 4 letter open and closed syllable words accurately</li> <li>Know how to sound a chirik followed by a yud</li> </ul>	<ul style="list-style-type: none"> <li>Master the chataf vowels with letter combinations.</li> <li>Know that when a sh'va follows a long vowel it is sounded</li> <li>Know how to sound patach ches at the end of a word</li> <li>Know the rules of pronunciation for 2 consecutive sh'vas</li> <li>Know the rules of pronunciation for a patach followed by a yud</li> <li>Read 10 words per minute accurately</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and read accurately common daily tefillos</li> <li>Recognise and read accurately common Shabbos tefillos</li> <li>Increased confidence and improved fluency when reading</li> <li>Secure knowledge of previously learnt exception rules</li> <li>Recognise and know how to read Hashem's name</li> <li>Recognise and pronounce kamatz katan correctly</li> <li>Pronounce a hay with dagesh at the end of a word correctly</li> <li>Read 30 words per minute</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately 50 words per minutes of both familiar and unfamiliar tefillos</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately 75 words per minute from Tehillim and other unfamiliar texts</li> <li>Read Friday night kiddush and Havdalah fluently and accurately</li> <li>Read from the Haggadah fluently and accurately</li> <li>Follow comfortable from a siddur, the main parts of the Shabbos morning shul service</li> </ul>

**Chumash End Points**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
•		•		<ul style="list-style-type: none"> <li>• Find sections on a page of Chumash</li> <li>• Recognise and use gematria (to 40) to help them find the place in the Chumash</li> <li>• Read the Chumash text in Hebrew</li> <li>• Understand the importance of the Chumash</li> <li>• Know the events, people and places in JCP Unit 1</li> <li>• Recognise and know selected Hebrew keywords in JCP Unit 1</li> <li>• Locate text with help, when given its Perek and Possuk</li> <li>• Read words accurately</li> <li>• Identify the word families of the keywords of the unit.</li> <li>• Identify the prefixes in the keywords of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the events, people and places in JCP Units 2&amp;3.</li> <li>• Know that a quarrel took place between Avrom and Lot and the reason for it</li> <li>• Know how the quarrel was resolved and where Avrom and Lot lived afterwards</li> <li>• Recognise and know selected Hebrew key words in JCP Units 2 &amp; 3</li> <li>• Know the meaning of the phrase Anashim Achim Anachnu</li> <li>• Know that Rashi helps us to understand the text of the Torah</li> <li>• Read words and simple possukim accurately</li> <li>• Understand the plain meaning of possukim with support</li> <li>• Identify the word families of the keywords of the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Know the events, people and places in JCP Unit 5</li> <li>• Knows the meaning of the phrase Ki Asiti Chesed Adoni</li> <li>• Know that Rashi's explanation is not part of the Torah text</li> <li>• Know what qualities the Eved is looking for in choosing a wife for Yitzchok</li> <li>• Can use reference tools, e.g. word banks, to help comprehend text</li> <li>• Can recognise an esnacha and know its purpose</li> <li>• Can distinguish between the male and female third</li> </ul>	<ul style="list-style-type: none"> <li>• Know the events, people and places in JCP Unit 6</li> <li>• Recognises and knows the following keywords: ben shana, achos, isha, ekev, ahavah</li> <li>• Locate text when given its perek and possuk</li> <li>• Read words, phrases and possukim accurately, accentuating syllables correctly,</li> <li>• Understand the plain meaning of the possukim with support.</li> <li>• Distinguish between the third person masculine singular form of the past tense and the third person masculine</li> </ul>

				<ul style="list-style-type: none"> <li>• Reflect on and discuss Avrom's likely response and feelings when told by 'ה to go to the Land</li> <li>• Relate his actions to the values contained in the narrative</li> <li>• Derive meaning from word order and repeated words</li> </ul>	<p>and the previous unit.</p> <ul style="list-style-type: none"> <li>• Identify the prefixes in the keywords of the unit and the previous unit.</li> <li>• Reflect on and discuss the feelings of Avrom and Lot throughout the quarrel as well as after they have resolved the quarrel and have separated.</li> <li>• Identify with support, seemingly superfluous words and repetition and derive meaning and values from these phrases.</li> <li>• Relate Avrom's behaviour to their own lives</li> <li>• Know why Avrohom was sitting by his tent and why Hashem appeared to him</li> <li>• Know how Avrohom does the mitzvah of hachnosos orchim and why he involves</li> <li>• Can discuss and reflect on the mitzvos of bikur</li> </ul>	<p>person singular form of the past tense (prefixes וי and ות )</p> <ul style="list-style-type: none"> <li>• Can identify the prefixesבִּ, מ, הַ and י</li> <li>• Can identify the possessive suffixes my), i) his) and הַ hers), אִ (yours masculine) and אִ (yours feminine); and the possessive plural suffix אִ</li> <li>• Can identify the singular and plural forms of gamal and gamalim</li> <li>• Can reflect on and discuss the feelings of the Eved before and after his meeting with Rivka and on the values that the text teaches us:</li> <li>• Knowing that הַ has a plan for our lives as shown when Hashem answers his tefillos</li> </ul>	<p>plural form of the past tense.</p> <ul style="list-style-type: none"> <li>• Identify noun prefixes and possessive suffixes from this and previous units.</li> <li>• Can identify past and present verb forms.</li> <li>• Can identify the singular and plural noun forms</li> <li>• Can reflect on and discuss the power of tefilloh as shown when 'ה answers the tefilloh of Yitzchok;</li> <li>• The importance of emunah as seen in the actions of Rivka going to הַ 'for help;</li> <li>• The significance of the prophecy given to Rivka</li> <li>• The significance of the names given</li> <li>• The different characteristics of the twins and</li> </ul>
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					<p>cholim and hachnosos orchim</p> <ul style="list-style-type: none"> <li>• Can reflect on the benefit of doing mitzos with zerizus and saying a little but doing a lot</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of chesed as seen in Rivka's actions</li> <li>• Recognise how Rivka acts with eagerness to provide for the needs of the Eved</li> </ul> <p>Identify, with support, repeated words and phrases,</p>	<p>what we can learn from them</p> <ul style="list-style-type: none"> <li>• Can identify repeated words and phrases</li> <li>• Compare, with support, two texts where there are similar actions</li> </ul>
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Sedra End Points						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Know that there is a weekly sedra</li> <li>• Know that he sedra is read in shul on Shabbos</li> <li>• Know that these stories are from the Sefer Torah</li> <li>• Listen and respond to stories from the Torah</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with the sequence of events.</li> <li>• Become familiar with some of the main characters in these stories.</li> <li>• Begin to understand the value system expressed in these stories.</li> <li>• Listen to, respond to and retell stories from the Torah.</li> <li>• Identify the main characters in these stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use the characters in these stories as personal role models.</li> <li>• Know that the Torah is read in a yearly cycle.</li> <li>• Know the structure of the 5 Books of the Torah and that they are divided into specific sedras with identifiable names.</li> <li>• Demonstrates an understanding that each story</li> </ul>	<ul style="list-style-type: none"> <li>• Becomes familiar with a selection of Hebrew words that feature in these stories.</li> <li>• Recognise a Chumash, know that it is holy and must be handled with respect, and make the connection between the Chumash and the Sefer Torah.</li> <li>• Record and write about stories from the Torah.</li> <li>• Identify relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the Torah is also read in shul on Mondays and Thursdays and on Rosh Chodesh and fast days.</li> <li>• Know the characters and sequence of events in the stories from the Torah and from specifically selected Midrashim.</li> <li>• Read selected possukim and recognises commonly recurring words.</li> <li>• Demonstrate an overall comprehension of these possukim.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the Torah is the source of tefillah, the Jewish year and Jewish living.</li> <li>• Know what the letters T, N, CH represent and identify the constituent parts of Tanach.</li> <li>• Identify difficulties in the stories, e.g. the actions and</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the Haftarah is taken from Nevi'im and is read after Krias HaTorah on Shabbos and Yom Tov</li> <li>• Know that Midrash extends our understanding of text and is not written in the Torah.</li> <li>• Know that there is a distinction between Torah text and Midrash</li> <li>• Read and comprehend a</li> </ul>

	<ul style="list-style-type: none"> <li>• Know and demonstrate an understanding that the Torah contains important stories about how our ancestors and other people lived.</li> <li>• Demonstrate an understanding that the Torah contains instructions on how to live one's life as a Jew and alongside others</li> </ul>	<p>in the Torah teaches us something about how to behave towards Hashem and towards human beings.</p>	<p>between the main characters in these stories.</p>	<ul style="list-style-type: none"> <li>• Identify specific characters and events and make the connections between them.</li> </ul>	<p>behaviour of individuals, and proposes and debates possible solutions.</p>	<p>range of simple Torah texts</p>
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