

JCP Primary Chumash Aims



“Can do” Statements for Pupils

The overall aim of the JCP Primary Chumash Project is to help teachers ensure that pupils leaving primary schools are:

- **Independent Chumash learners who have good levels of knowledge, skills and understandings in Chumash**
- **Engaged in Chumash learning and inspired by its messages**

The following table maps out how these overall aims can be defined in more detail.

Learning about Chumash (Knowledge-K)	Ability to learn Chumash (Skills-S)	Learning from Chumash (Understanding-U)
K1 Pupil knows facts about the Chumash.	S1 Pupil can locate text in a Chumash.	U1 Pupil reflects on events, characters and mitzvot in Chumash and elicit meaning and values from them.
K2 Pupil knows events, peoples and places in the Chumash.	S3 Pupil can read text in a Chumash.	U2 Pupil understands how particular phrasing and grammar affects meaning of the Chumash text.
K3 Pupil knows the location of places mentioned in the Chumash.	S4 Pupil can comprehend the plain meaning of a Chumash text by using key Hebrew words and phrases.	U3 Pupil analyses and interprets Chumash texts by comparing them.
K4 Pupil knows key words and phrases in the Chumash.	S5 Pupil can apply knowledge of Hebrew grammar to help them comprehend Chumash text.	U4 Pupil understands the meaning of Perushim.
K5 Pupil knows some Halachic sections in the Chumash.	S6 Pupil can read vowelised Perushim.	
K6 Pupil knows selections of Perushim and Midrashim in Chumash.	S7 Pupil can comprehend the plain meaning of a Mefarsh.	

Level 1

Learning about Chumash (Knowledge-K)	
1. I know that the Torah was given by Hashem to Moshe at Sinai. (K1)	<input type="checkbox"/>
2. I know that the Chumash is the printed version of the Sefer Torah. (K1)	<input type="checkbox"/>
3. I know the names of the five books of the Torah. (K1)	<input type="checkbox"/>
4. I can talk about stories I learned from Parashat Hashavua. (K2)	<input type="checkbox"/>
Ability to learn Chumash (Skills-S)	
1. I can read Hebrew words on a blank page. (S3)	<input type="checkbox"/>
Learning from Chumash (Understanding-U)	
1. I can describe the feelings of people I have learnt about in Parashat Hashavua. (U1)	<input type="checkbox"/>

Level 2

Learning about Chumash (Knowledge-K)	
1. I know that each Parashah has its own name and is read in the Bet Knesset on Shabbat once a year. (K1)	<input type="checkbox"/>
2. I know the names of the Parshiot in Sefer Bereishit. (K1)	<input type="checkbox"/>
3. I know the names of people in the Parashat Hashavua stories and how they are related to each other. (K2)	<input type="checkbox"/>
4. I know that a midrash explains the meaning of a Chumash story but is not written in the Chumash. (K6)	<input type="checkbox"/>
Ability to learn Chumash (Skills-S)	
1. I can read Hebrew words and phrases on a blank page. (S3)	<input type="checkbox"/>
2. I can explain the meaning of a few Hebrew words and phrases in the Parashat Hashavua story. (S4)	<input type="checkbox"/>
Learning from Chumash (Understanding-U)	
1. I can talk about the middot that I learn from Parashat Hashavua. (U1)	<input type="checkbox"/>
2. I understand that my Chumash contains the actual words of the Torah and that it must be treated with care and respect. (U1)	<input type="checkbox"/>

Primary Chumash Level Descriptors: Levels 3c, 3b and 3a



Learning about Chumash (Knowledge-K)	
Level 3c	
1. I know the names of the Parashah and sefer I am learning. (K1)	<input type="checkbox"/>
2. I know, giving only a few details, most of the story in the unit. (K2)	<input type="checkbox"/>
3. I know where Eretz Yisrael is on a map of the Middle East. (K3)	<input type="checkbox"/>
4. I know the meaning of some of the keywords from the unit(s). (K4)	<input type="checkbox"/>
5. I know that a perush explains the meaning of a Chumash text but is not part of the Chumash text. (K6)	<input type="checkbox"/>
Level 3b	
1. I accurately retell most of the Torah narrative of the unit. (K2)	<input type="checkbox"/>
2. I know where most places in the unit are on a map with some places filled in. (K3)	<input type="checkbox"/>
3. I know the meaning of the key words and phrases in the unit. (K4)	<input type="checkbox"/>

Ability to learn Chumash (Skills-S)	
Level 3c	
1. I can show where a pasuk begins and ends in my Chumash. (S1)	<input type="checkbox"/>
2. I can find the place in my Chumash. (S1)	<input type="checkbox"/>
3. I can read selected words on a Chumash page. (S3)	<input type="checkbox"/>
4. I can work out the meaning of part of a pasuk using keywords I know. (S4)	<input type="checkbox"/>
Level 3b	
1. I can find any pasuk in Sefer Bereishit and also find the etnachta. (S1)	<input type="checkbox"/>
2. I can read words and phrases on a Chumash page. (S3)	<input type="checkbox"/>
3. I can work out, with some help, the meaning of some pesukim using Hebrew key words that I know. (S4)	<input type="checkbox"/>

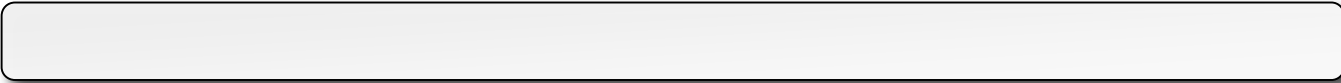
Learning from Chumash (Understanding-U)	
Level 3c	
1. I can describe the feelings of the people I have learnt about in Chumash. (U1)	<input type="checkbox"/>
2. I can find, with a bit of help, words in the story that <i>repeat</i> themselves and how these words give clues to the middot I can learn from the story. (U2)	<input type="checkbox"/>
Level 3b	
1. I can describe the values/middot I learn from Chumash and, with a little help, say how they connect to my own life. (U1)	<input type="checkbox"/>
2. I can find, with a bit of help, words and phrases in the story that repeat themselves and how these words give clues to the middot I can learn from the story. (U2)	<input type="checkbox"/>
3. I can compare, with a bit of help, similarities and differences in two phrases I have learned. (U3)	<input type="checkbox"/>

4. I explain the details of a mitzvah mentioned in the unit. (K5)	<input type="checkbox"/>
Level 3a 1. I know most of the people and places in the units studied. (K2)	<input type="checkbox"/>
2. I know where most of the places and areas named in the unit can be found. (K3)	<input type="checkbox"/>
3. I recognise word families of key words in the unit studied. (K4)	<input type="checkbox"/>
4. I explain which mitzvot in the unit studied apply nowadays. (K5)	<input type="checkbox"/>
5. I retell in my own words the commentary of a mefaresh in the unit studied. (K6)	<input type="checkbox"/>

4. I can find word families and prefixes and suffixes ('stick-ons') in the units I have learned. (S5)	<input type="checkbox"/>
Level 3a 1. I can read most pesukim accurately, saying syllables correctly and pausing at the etnachta. (S3)	<input type="checkbox"/>
2. I can work out, with a bit of help, the meaning of most pesukim using Hebrew words in the text. (S4)	<input type="checkbox"/>
3. I can find Hebrew words that are masculine/feminine and singular/plural, to help me explain the pesukim I learn. (S5)	<input type="checkbox"/>

Level 3a 1. I can describe the values/middot I learn from Chumash and say how they connect to my own life. (U1)	<input type="checkbox"/>
2. I can find, with increasing independence, words or phrases that give clues to the middot I can learn from the story. (U2)	<input type="checkbox"/>
3. I can compare, with a bit of help, similarities and differences in two texts I have learned. (U3)	<input type="checkbox"/>
4. I can explain, with a bit of help, the reason why Rashi comments on a word or phrase. (U4)	<input type="checkbox"/>

JCP Primary Chumash Level Descriptors: Level 4



Learning about Chumash (Knowledge-K)	
<p>Level 4c 1. I know how a perush or midrash clarifies and extends the Chumash text. (K6)</p>	<input type="checkbox"/>
<p>Level 4b 1. I know that the Torah consists of the Written and Oral Law (written in the Mishna and Talmud). (K1)</p>	<input type="checkbox"/>

Ability to learn Chumash (Skills-S)	
<p>Level 4c 1. I can find a Chumash text anywhere in Sefer Bereishit and identify the etnachta and sof pasuk. (S1)</p>	<input type="checkbox"/>
<p>Level 4b 1. I can find a pasuk in any Sefer of the Chumash. (S1)</p>	<input type="checkbox"/>

Learning from Chumash (Understanding-U)	
<p>Level 4c 1. I ask questions about the actions of people in the Chumash story and suggest some answers. I can link these questions and answers, with a bit of help, to my own feelings and experiences. (U1)</p>	<input type="checkbox"/>
<p>2. I can identify, independently, repeated words or phrases in the text that provide clues to its overall messages. (U2)</p>	<input type="checkbox"/>
<p>3. I can infer meaning, with a bit of help, from the similarities and differences of two texts I have studied. (U3)</p>	<input type="checkbox"/>
<p>4. I can explain, with some help, the reason why Rashi comments on a word or phrase. (U4)</p>	<input type="checkbox"/>
<p>Level 4b 1. I can link the questions and suggested answers I have about people, stories or mitzvot, with a bit of help, to my own experiences and feelings. I recognise that some questions are difficult to answer. (U1)</p>	<input type="checkbox"/>

2. I place events that occur in the units in chronological order. (K2)	<input type="checkbox"/>
3. I recognise the meaning of key words and phrases in this unit and most of the previous units. (K4)	<input type="checkbox"/>
4. I explain examples of how the Oral Law helps us to practice mitzvot. (K5)	<input type="checkbox"/>
5. I know the names of some mefarshim and some of their biographical details. (K6)	<input type="checkbox"/>
Level 4a	
1. I know almost all the important places and geographical features that are connected to most of the units I have studied. (K3)	<input type="checkbox"/>
2. I recognise a growing number of shoreh forms of the verb keywords and word families of most of the nouns studied in the units. (K4)	<input type="checkbox"/>
3. I know the names of all the mefarshim in the units studied and their biographical details. (K6)	<input type="checkbox"/>

2. I can read all pesukim in the units accurately and fluently, using etnachta and sof pasuk. (S3)	<input type="checkbox"/>
3. I can summarise, using Hebrew words in the text, the main messages of the Chumash text I am learning. (S4)	<input type="checkbox"/>
4. I can apply my knowledge of word families and shorashim as well as prefixes and suffixes to new words to help me comprehend a pasuk I am studying. (S5)	<input type="checkbox"/>
5. I can explain from the Hebrew text the plain meaning of a simple mefaresh(im) with support. (S7)	<input type="checkbox"/>
Level 4a	
1. I can apply my knowledge of simple grammatical structures like masculine and feminine, singular and plural, to help me comprehend pesukim I am learning. (S5)	<input type="checkbox"/>
2. I can explain from the Hebrew text the plain meaning of a more difficult mefaresh(im) with support. (S7)	<input type="checkbox"/>

2. I can explain, independently, the reason why Rashi comments on a word or phrase. (U4)	<input type="checkbox"/>
Level 4a	
1. I ask moral questions about the behaviour of characters in the Chumash. I propose and debate possible solutions, linking these questions and responses to my own experiences and feelings. (U1)	<input type="checkbox"/>
2. I can infer meaning, independently, from the similarities and differences of two texts I have studied. (U3)	<input type="checkbox"/>
3. I can explain, independently, the reason why any perush (e.g. Rashi, Ibn Ezra) in the units comments on a word or phrase. (U4)	<input type="checkbox"/>

JCP Primary Chumash Level Descriptors: Level 5

Learning about Chumash (Knowledge-K)	
Level 5c 1. I make associations, with support, between people, places and events mentioned in the units. (K2)	<input type="checkbox"/>
2. I identify the important places and geographical features that are connected to most of the units on an empty outline map of the ancient Middle East. (K3)	<input type="checkbox"/>
3. I make links between key words and phrases in the units studied and can explain the similarities and differences of the context in which they appear. (K4)	<input type="checkbox"/>
4. I explain some of the different opinions in the commentaries regarding the meaning of a text in the units studied. (K6)	<input type="checkbox"/>

Ability to learn Chumash (Skills-S)	
Level 5c 1. I can read most new/unseen pesukim accurately and fluently using etnachta and sof pasuk. (S3)	<input type="checkbox"/>
2. I can explain simple new/unseen pesukim in Chumash and gain, with support, information from them. (S4)	<input type="checkbox"/>
3. I can also apply more complex grammatical structures like Vav Hahipuch and verb conjugations to help me comprehend new pesukim. (S5)	<input type="checkbox"/>
4. I can read vowelised words written in Rashi script accurately. (S6)	<input type="checkbox"/>
5. I can explain from the Hebrew text the plain meaning of a simple mefaresh(im) independently. (S7)	<input type="checkbox"/>

Learning from Chumash (Understanding-U)	
Level 5c 1. I can analyse a range of viewpoints on questions about characters, events and mitzvot studied in the units and articulate how these may impact on my own life. (U1)	<input type="checkbox"/>
2. I can suggest how to interpret particular phrasing or style in a text to clarify the meaning of the text. (U2)	<input type="checkbox"/>
3. I can articulate my own responses to questions arising from the differences and similarities of two or more texts I have studied. (U3)	<input type="checkbox"/>
4. I can analyse how the perush/im in the unit studied fills a gap, or answers a question, in the Chumash text I have studied. (U4)	<input type="checkbox"/>

Level 5b 1. I make independent associations between people, places and events mentioned in the units studied. (K2)	<input type="checkbox"/>
2. I identify the important places and geographical features connected to all the units studied on an empty outline map of the ancient Middle East. (K3)	<input type="checkbox"/>
3. I make links between key words and phrases in unfamiliar texts and can explain the similarities and differences of the context in which they appear. (K4)	<input type="checkbox"/>
4. I explain all the different opinions in the commentaries regarding the meaning of a text in the units studied. (K6)	<input type="checkbox"/>

Level 5b 1. I can read all new/unseen pesukim accurately and fluently using etnachta and sof pasuk. (S3)	<input type="checkbox"/>
2. I can explain simple new/unseen pesukim in Chumash and gain information from them independently. (S4)	<input type="checkbox"/>
3. I can also independently apply more complex grammatical structures like Vav Hahipuch and verb conjugations to help me explain new pesukim. (S5)	<input type="checkbox"/>
4. I can read a whole vowelled Rashi comment in Rashi script accurately. (S6)	<input type="checkbox"/>
5. I can independently explain the plain meaning of a more difficult mefaresh(im). (S7)	<input type="checkbox"/>

Level 5b 1. I can analyse, evaluate and respond to questions about characters, events and mitzvot in simple unfamiliar texts and articulate how these may impact on my own life. (U1)	<input type="checkbox"/>
2. I can suggest interpretations of simple unfamiliar texts and clarify their meaning. (U2)	<input type="checkbox"/>
3. I can analyse and articulate questions arising from differences and similarities of two or more simple, unfamiliar texts. (U3)	<input type="checkbox"/>
4. I can analyse how a perush/im in the unit studied fills a gap, answers a question, explains an anomaly in a simple, unfamiliar text. (U4)	<input type="checkbox"/>