Limudai Kodesh
(aka: Jewish studies)

New curriculum: main objectives years 1-6

	Chumash/ Parashah (KS1: 1h/week KS2: 2h/week)	Dinim (Jewish life including calendar and prayer) (1h/week)	Hebrew Language (KS1:2.5 h/week KS2: 1.5 h/week)
Skills	Reading and grammar skills, ability to understand the page layout, numbering system ,etc	Be shul literate (reading the siddur) Conduct a Seder etc able to join in in key Tfilot etc.	Reading (decoding with understanding- phonics approach) & Writing (phonics approach All of the above Underpinned by grammar
Knowledge	Knowledge of Biblical story and key vocabulary	Chagim/ kashrut/ shabbat/ brachot etc: practice= what we do	
Cultural/ Religious identity	Soliciting the deeper meaning of the texts and it's implication to Jewish life today	Theology- why we do these things and the relevance of it to our lives today Pride in the Jewish history and it's future	Listening and Speaking basic Modern / Biblical Hebrew, Understanding Israeli/ Jewish culture and identity
Cross curricular within LK	Improves shul skills Builds up vocabulary (language) scores of Mitzvot (Dinim) and Jewish heritage (theology)	Key Hebrew vocabulary of Jewish life builds the language skill Learning the practises as a starting point for informing commentary in Chumash	Decoding / reading/ understanding underpins chumash, shul skills etc

Nursery

Holistic approach:

- One teacher (4h/week)
- Focus on **knowledge** and **Cultural/ religious identity**: Festival, Biblical stories, Songs in English and in Hebrew, Key Jewish / Hebrew words

- Reciting key prayers

To lay the foundations for reception and future learning

Reception

Holistic approach:

- One teacher (4h/week)
- Teaching a '**Jewish' theme** (i.e. a festival, Israel, blessings,) = **knowledge**, **Cultural/ religious identity**
- **Key words** in Hebrew from the theme (e.g. Shofar, Flag, Candle...) chosen for their **relevance to the content**, but also to facilitate exposure to all the **sounds of the Hebrew alphabet** = **skills** + **knowledge**

Phonic approach- mirroring the method of teaching reading in English, bridging the gap in vocabulary (in a small way)