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- Strategic Development
- Teaching and Learning
- School Services

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בראשית

middah  
התורה

**PaJeS Parashat Hashavua Curriculum**

**Reviewed edition - March 2014: Adar 5774**

PaJeS (formerly the JCP) provides services, support and strategy to Jewish schools across the whole UK community. PaJeS develops and supports the delivery of curriculum in schools especially in the area of Jewish Studies and Ivrit.

**PaJeS:**

- ❖ Has developed curricula and resources for Jewish Studies and Ivrit for primary and secondary schools
- ❖ Offers high quality professional development for teachers including regular training and one-to-one support
- ❖ Provides opportunities for teachers to network and share best practice

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Kerem School  
King David Primary School Manchester  
Moriah Jewish Day School  
Noam Primary School  
Rosh Pinah Jewish Primary School  
Wolfson Hillel Primary School

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# 1. Parashat Hashavua Curriculum Guidelines

The PaJes Parashat Hashavua Curriculum aims to provide a progressive teaching and learning structure where the weekly parashah is explored as a source of the mitzvot and middot according to which we live our lives as Jews. The curriculum explores social and moral issues and dilemmas relevant to children's lives in the light of the actions of the Torah role models they encounter.

## The Parashat Hashavua Curriculum

- Is systematically developed throughout the school from Foundation Stage through to the end of Key Stage 2.
- Is developed SPIRALLY – where parashot are constantly revisited during the child's progress throughout the school, and INCREMENTALLY – where skills are developed, knowledge built upon and concepts reinforced.
- Contains pesukim from the text to support and highlight the focus and/or middah/mitzvah. Pesukim should not be studied in depth.
- Is supported with commentaries (mainly Rashi) at appropriate levels. These commentaries must be clearly distinguished from the p'shat – literal meaning.
- Is supported with carefully selected traditional Midrashim to extend and amplify the text. Children should know that Midrash does not feature in the Chumash text. Midrashic interpretation should not obscure the main issues.
- Provides teachers with opportunities to employ a range of teaching approaches, access a variety of teaching material and create their own parallel and complementary resources.
- Provides opportunities to address PSHE by integrating the middah into an area of study.



## This booklet contains:

### 1. The Middah/Mitzvah Grid (for the whole Sefer)

- Provides a comprehensive overview of all the middot/mitzvot taught, by parashah and by year group, in each Sefer.

### 2. The Curriculum Map (for each parashah)

- Contains a short synopsis of the section to be taught, a focus and pesukim.
- Contains a middah/mitzvah column, which provides a link between the lesson of the parashah and its practical application to children's lives.

### 3. The Topic Grid (for each parashah)

- Provides teachers with an overview of what children have studied and will be studying in Parashat Hashavua throughout the school.
- Has been designed to allow children to access as much of the parashah as is deemed appropriate for primary school.
- Discourages the constant revisiting of the same topic each year.

### 4. The Lesson Plan Template

- Is used by the teacher to present the development of the lesson and the methodology for achieving the desired learning outcomes.
- Reflects the use of the Topic Grid, Curriculum Map, middah/mitzvah, focus/storyline and pesukim.

### 5. The Assessment Grids

- Are used to keep a record of each child's progress and achievement in Parashat Hashavua in accordance with the school's assessment policy.

Also available to be downloaded from the PaJeS Fronter MLE are:

### 1. Flashcards

Lists of words and phrases for each parashah appropriate to the focus in FS and KS1. These could be enlarged to A3 and laminated for further use, for example:

- to identify the name of the parashah
- as a trigger to introduce and review the lesson
- as a visual focus for discussion
- to create a visual link to the main points in the storyline
- to encourage a more focused response
- to indicate correct spelling and vowels
- to label displays
- for reading practice, word recognition and writing exercises.

### 2. Key Pesukim

These are presented in a Sefer Torah font (Davka Stam) to establish a link between the parashah and the Sefer Torah and can be used:

- photocopied for each pupil for ease of reference
- projected onto the whiteboard
- for reading practice or homework
- to encourage a more focused response
- to indicate correct spelling and vowels
- to label displays
- for reading practice, word recognition and writing exercises.

### Available from the PaJes office are hard copies of Illustrations

There are illustrations for selected parshiot in FS and KS1.

These can be used so that the picture becomes the focus of the lesson and also supports the integration of Parashat Hashavua with PSHE and literacy in shared discussion, creative writing and character development.

### Teachers are encouraged to produce a DAF PARASHAH that:

- reflects and reinforces the parashah lesson and provides a link for the child between school and home to create a focus for family learning
- provides feedback to the teacher through the set tasks and activities
- is complementary to the parashah lesson and not used as a teaching tool in the classroom
- provides opportunities to express thoughts and feelings on a given topic

## 2. Parashat Hashavua Unit Programmes of Study

### STORYLINE

The emphasis needs to be on:

- the personalities, main events and actions that feature in the weekly parashah and how they connect with each other
- the relevant mitzvot and pertinent lessons that feature in the weekly parashah
- the links that the weekly parashah contain to tefillah, the Jewish year and Jewish living.

Children should be given opportunities to:

- listen to the narrative content of the weekly parashah in a range of situations, e.g. informal storytelling, visual aids, audio and video clips
- recall, retell and record the main points of the weekly parashah by formulating and responding to questions, completing parashah worksheets, creative writing, arts and crafts, drama and ICT.

### MIDRASH

Children should be taught carefully selected midrashim from the weekly parashah appropriate to their age and understanding.

They need to be aware that midrash extends and amplifies the study of Torah; that it is not found in the Chumash text and that some midrashim explain events and highlight personalities that are not included in the text.

### KEY PESUKIM

Children should be taught pesukim that reflect specific themes in the weekly parashah; words, phrases and pesukim that recur in a particular parashah or series of parashot; and pesukim that feature in a particular parashah and are linked to tefillah, the Jewish year and Jewish living.

### MITZVOT AND MIDDOT

Children should be taught selected mitzvot and middot from the weekly parashah appropriate to their age and understanding. They should understand that all mitzvot and middot originate from the Torah and that they are relevant to our daily lives. As such, there must be opportunities to experience these mitzvot and display these middot where appropriate. Children should be aware that the conduct and actions displayed by many of the personalities in the weekly parashah are models for us to emulate.

## HAFTARAH

Children should be taught that the Haftarah is taken from Sefer Nevi'im and has a connection to either the weekly parashah or to the occasion upon which it is read.

They need to know the historical background to the reading of the Haftarah; the storyline contained in the Haftarah where appropriate; that the Haftarah is read after Kriat HaTorah; and that the Haftarah for Ashkenazi and Sephardi services can be different.

## CROSS-CURRICULAR LINKS

### ○ The Jewish Year

Children should know that most of the festivals that feature in the Jewish year have their source in the Torah.

### ○ Jewish Living

Children should be taught to find the place and be able to follow the weekly parashah and the Haftarah.

### ○ Israel

Children should be taught that:

- the promise to give the Land of Israel to the Jewish people is written in the Torah
- the special mitzvot that can only be performed in the Land of Israel (mitzvot hateluyot ba'aretz), and indicate the sanctity of the Land (kedushat ha'aretz), have their source in the Torah.

### ○ Jewish History

Children should be taught that the history of the Jewish people from the creation to the death of Moshe is written in the Chamisha Chumshei Torah; the history after Moshe's death is continued through Nevi'im and Ketuvim.

### ○ Tefillah

Children should be taught that some of our tefillot have their origins in the Torah.

### 3. Overall Learning Outcomes for Parashat Hashavua

OUTCOME CATEGORIES	By the end of Year 6, most pupils will
Nature of parashah and haftarah	know that the Torah is divided into weekly parashot that are read over the course of a year and the link between the parashah and the haftarah
Parashah content	know the events, people and places in the parashah and be able to make connections between them
Associations between Midrash and Torah text	know selections of a range of midrashim and mefarshim and know that the midrash is not part of the Torah text
Reading and comprehension of Torah text	be able to read Torah text in a printed Chumash and comprehend the simple meaning of the pesukim learned
Understanding and application of messages from the Torah text	be able to reflect on events, characters and mitzvot described in the Torah text and elicit deeper meanings and implications from them, e.g. link the middah to the relevant Torah text and apply it to their own lives by, for example, writing a dvar Torah to share their insights

## 4. Level Descriptors for the Parashat Hashavua Curriculum

FOUNDATION STAGE	a) Knows that there is a weekly parashah. (K+U)*
	b) Knows that Parashat Hashavua is read in the Bet Kneset on Shabbat and chagim. (K+U)
	c) Knows that these stories are from the Sefer Torah. (K+U)
	d) Listens to and responds to stories from the Torah and becomes familiar with the sequence of events. (C,L+L)
	e) Becomes familiar with some of the main characters in these stories. (K+U)
	f) Becomes familiar with a selection of Hebrew words that feature in these stories. (K+U)
	g) Begins to understand the value system expressed in these stories. (P,S+E)
	h) Begins to use the characters in these stories as personal role models. (P,S+E)
LEVEL 1	a) Recognises a Chumash, knows that it is holy and must be handled with respect, and is able to make the connection between it and the Sefer Torah.
	b) Listens to, responds to and retells stories from the Torah.
	c) Records stories from the Torah.
	d) Identifies the main characters in these stories.

\* These refer to the National Curriculum Outcomes from the Early Years Framework: Knowledge and Understanding of the World; Communication, Language and Literacy and Personal, Social and Emotional

- e) Knows and comprehends the meaning of a selection of Hebrew words that feature in these stories.
- f) Demonstrates an understanding that the Torah contains important stories about how our ancestors and other people lived.
- g) Demonstrates an understanding that the Torah contains instructions on how to live one's life as a Jew and alongside others.

## LEVEL 2

- a) Knows that the Torah is also read in the Bet Knesset on Mondays and Thursdays and on Rosh Chodesh and fast days.
- b) Knows that the Torah is read in a yearly cycle.
- c) Knows the structure of the Chamisha Chumshei Torah and that they are divided into specific parashot with identifiable names.
- d) Writes about stories from the Torah.
- e) Identifies relationships between the main characters in these stories.
- f) Knows and comprehends the meaning of a range of Hebrew words and phrases that feature in these stories.
- g) Knows that the Torah is the source of tefillah, the Jewish year and Jewish living.
- h) Demonstrates an understanding that each story in the Torah teaches us something about how to behave towards Hashem and towards human beings.

**LEVEL 3**

- a) Knows that the Haftarah is taken from Nevi'im and is read after Kriat HaTorah on Shabbat and chagim.
- b) Knows what the letters T, N, CH represent and identifies the constituent parts of Tanach.
- c) Knows the names of the parashot in Chamishah Chumshei Torah in order.
- d) Knows the characters and sequence of events in the stories from the Torah and from specifically selected Midrashim.
- e) Knows that Midrash extends our understanding of text and is not written in the Torah.
- f) Reads selected verses and recognises commonly recurring words and phrases.
- g) Demonstrates an overall comprehension of these verses.
- h) Links Torah text with tefillah, the Jewish year and Jewish living.
- i) Links Torah text with selected stories, personalities and places and draws lessons from them for our behaviour between one person and another.

**LEVEL 4**

- a) Knows that there is a link between the Haftarah and the parashah, and the Haftarah and a special occasion such as Yom Tov or Shabbat Rosh Chodesh.
- b) Identifies specific characters and events, makes the connections between them and knows where they are in the Torah.
- c) Identifies difficulties in the stories, e.g. the actions and behaviour of individuals, and proposes and debates possible solutions.



d) Knows that there is a distinction between Torah text and Midrash and understands the role of Midrash in extending and amplifying the text.

e) Reads and comprehends selected Torah texts.

f) Uses texts to write a d'var Torah in order to provide others with an insight into an aspect of the parashah.

**LEVEL 5**

a) Knows the links between the parashot and the haftarot.

b) Identifies the readings from the Torah for Rosh Chodesh and chagim and understands the relevance of each reading to its special occasion.

c) Reads and comprehends a range of simple Torah texts unaided.

d) Uses texts unaided to write a d'var Torah in order to provide others with an insight into an aspect of the parashah.

## 5. Generic Lesson Learning Outcomes

By the end of the lesson pupils should:

- know the name of the parashah and its context as identified in the curriculum map
- be able to identify key names/places/events and make the connections between them
- know the middah where appropriate in Hebrew
- be able to make the link between the context/focus of the parashah and the middah
- be able to apply the middah to one's everyday life by presenting relevant examples or demonstrating it in their personal behaviour
- be able to read and understand the meaning of the key verses or other sources and their commentaries as appropriate. (KS2)

These outcomes match the PaJeS Assessment Grids.

## 6. Parashat Hashavua Lesson Plan Template

<b>Jewish Primary School:</b>			
Parashat	Teacher:	Year:	Date:
<b>Context</b> (Storyline / Focus)			
<b>Middah / Mitzvah</b>		<b>Key Words / Verse(s)</b>	
<b>PSHCE</b>			
<b>Learning Outcomes</b>			
<b>Teaching Points</b> (triggers, key questions, activities and differentiation)			
<b>Names of Children for Assessment</b>		<b>Resources</b>	
<b>Evaluation</b>			

## 7. Assessment Guidelines

- Use one assessment grid per pupil. Remember to date it.
- Assess two or three pupils per week so that each pupil is assessed at least once a term.
- To assess the storyline, prepare differentiated questions, which should be included in the lesson plans.
- To assess understanding of the mitzvah/middah concept, ask pupils to give examples of how they would apply it to their everyday life at home and at school.
- To assess pupils' ability to read and understand the key pasuk, print an enlarged copy or display it on the IWB.
- In Years 5 and 6, prepare differentiated questions, included in the lesson plans, to assess pupils' understanding of the link between the parashah, the key pasuk and the middah/mitzvah.
- Written assessment could be done through completing the weekly Daf Parashah.

## 8. Assessment Grids: Foundation to end of KS2

### PARASHAT HASHAVUA ASSESSMENT GRID – FOUNDATION STAGE

Name of child:				Date:		
	Date	Date	Date	Date	Date	Date
Listens to the story						
Responds to the story						
Gives an example of the middah/mitzvah expressed in or linked to the story						

Comment here on any significant achievement or significant behaviour:

## PARASHAT HASHAVUA ASSESSMENT GRID – KEY STAGE 1

Name of child:				Date:		
	Date	Date	Date	Date	Date	Date
Knows the name of the parashah						
Listens to and responds to the story						
Is able to retell the story using Hebrew keywords						
Knows the names of some of the characters in the story						
Gives an example of the middah/mitzvah expressed in or linked to the story						

Comment here on any significant achievement or significant behaviour:

## PARASHAT HASHAVUA ASSESSMENT GRID – KEY STAGE 2 (Year 3 and Year 4)

Name of child:			Date:			
	Date	Date	Date	Date	Date	Date
Knows the name of the parashah						
Knows the name of the previous week's parashah						
Knows the name of the following week's parashah						
Knows the names of the characters and sequence of events in the story						
Is able to read the key pasuk and understand its overall meaning						
Is able to explain the link of the middah/mitzvah to the parashah						
Gives a practical example of the middah/mitzvah expressed in or linked to the parashah						

Comment here on any significant achievement or significant behaviour:

## PARASHAT HASHAVUA ASSESSMENT GRID – KEY STAGE 2 (Year 5 and Year 6)

Name of child:				Date:		
	Date	Date	Date	Date	Date	Date
Knows the name of the parashah and the name of the sefer in which it features						
Knows the name of the parashot in that sefer						
Is able to summarise the focal points of the lesson						
Is able to explain the link of the middah/mitzvah expressed in or linked to the parashah						
Gives a practical example of the middah/mitzvah expressed in or linked to the parashah						
Is able to explain the link of the haftarah to the parashah where appropriate						

Comment here on any significant achievement or significant behaviour:



## 9. Daf Parashah Guidelines

### Aims:

The Daf Parashah reflects and reinforces the parashah lesson; it enriches and expands knowledge and understanding of the parashah. It is a link for the family between school and home, providing feedback to the teacher. It supplements and complements the lesson.

### Contents:

The storyline; questions and discussion points; activities relating to the storyline for parents and children to do together; picture to discuss; key pasuk (including its meaning); the middah in Hebrew if appropriate; creative writing and artwork opportunities.

### Suggestions for Daf Parashah Activities

- Creative writing, arts and crafts
- Discussion topics
- Open-ended questions
- Challenge questions
- Bonus questions
- Extension questions
- Find out/investigate
- Wordsearch
- Crossword
- Riddles and rhymes
- Words of song or poem
- Who am I?
- Where am I going?
- Who said what to whom?
- True or false
- Decode a secret message
- Gematria
- Speech bubbles
- Anagrams
- Interviews
- Cartoon strip
- Survey
- A story/mashal/dvar Torah
- Cryptic clues
- Sequence pictures/sentences
- Mark places on a map
- Did you know?
- Odd one out
- Multiple choice
- Something to make
- Match the pictures/words/phrases
- Thoughts and feelings on a given topic

## Middah/Mitzvah Grid for Sefer Bereshit

	NUR. + REC.	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>BERESHIT</b>	Everything comes from Hashem	Saying 'Thank you'	To keep Shabbat is a mitzvah	Working together	Self control	תיקון עולם Caring for the world	Self improvement
<b>NOACH</b>	Kindness	Kindness	Perseverance	Doing what is right even if it is not popular	'לשון נקי' Using pleasant language	אחדות Working together	Every society needs laws (Citizenship)
<b>LECH LECHA</b>	Doing what we are told	Following good examples	Valuing and using one's Jewish name	Separating to keep the peace	Going out of one's way to help one's family and others	Keeping away from bad influences	מילה כמילה as a sign of Jewish Identity
<b>VAYERA</b>	הקנאת אורחים Welcoming visitors	Caring about others	ביקור חולים Visiting the sick	זריזות למצוה Enthusiasm to do a mitzvah	אהבת הבריות Love for all human beings	אמונה באל Belief in Hashem	Facing difficult choices
<b>CHAYEI SARAH</b>	חיים Kindness	Kindness to people and animals	Tefillah	Making peace	הכרת הטוב Gratitude	Integrity (Decency and fairness in business dealings)	נחום אבלים - Comforting the mourner
<b>TOLDOT</b>	Recognising that each of us is different	Recognising that we are all good at something	כבוד אב ואם Honouring parents	Speaking politely	כבוד אב ואם Listening to parents	פניה תפילה Saying tefillot with פניה	The rightful ownership of Eretz Yisrael by Bnei Yisrael
<b>VAYETZE</b>	Kindness	Saying 'Thank you'	Sharing	Good things are worth waiting for	Dealing with problems in a calm way	Making a difference	Making Eretz Yisrael central in our lives as Jews
<b>VAYISHLACH</b>	Making up after a quarrel	Doing everything possible in order to make peace	Caring	Being prepared	Keeping away from bad influences	Respect for humankind (Citizenship)	Living up to one's Jewish identity (name)
<b>VAYESHEV</b>	Being jealous	Doing what is right	Sensitivity to other people's feelings	השקחה פרטית Hashem cares for each person	עברה גוררת עברה One bad deed leads to another	Sensitivity	The consequences of one's actions
<b>MIKETZ</b>	Respect for kings and queens	Caring about each other	כל ישראל ערבים זה לזה Being responsible for one another	Doing teshuvah	Respect	Acknowledging Hashem in our lives	Global responsibility (Feed the world!)
<b>VAYIGASH</b>	Everything is from Hashem	Keeping promises	Forgiveness	Considering people's feelings	Making strangers welcome	Everything Hashem does is for the best	Keeping promises
<b>VAYECHI</b>	Showing love	Following good examples	Recognising that each member of a family is different and special	Keeping promises	Working together	Behaving according to Jewish values	אהבת ארץ ישראל

## Parashat Bereshit Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Hashem created the world in six days. He created the sea, the sky and the earth as well as all the creatures and people. He created everything in it. On the seventh day, Hashem stopped creating. This day is called Shabbat.	Everything comes from Hashem
<b>YEAR 1</b>	<b>Storyline:</b> Review the story of creation to include Shabbat, and the episode of Adam, Chavah and the שָׁחַד. Hashem has created a beautiful and fascinating world that fills us with awe and wonder. We appreciate and are grateful for the wonderful world around us and thank Hashem for giving us everything that we need.	Saying 'Thank you'
<b>YEAR 2</b>	<b>Storyline:</b> The story of creation focusing on Shabbat. The mitzvah of keeping Shabbat – a mitzvah is a commandment from Hashem. Link to Friday night kiddush.	To keep Shabbat is a mitzvah
<b>YEAR 3</b>	<b>Focus:</b> The Torah describes each day of creation as 'כִּי טוֹב', but refers to יוֹם הַשְּׁשִׁי as 'וַיְהִי טוֹב מְאֹד'. When Hashem completed the creation, He saw how everything worked perfectly together. This was not just 'good' but 'very good'. This teaches us that it is very good to work together. <b>Pasuk:</b> 1:31	Working together
<b>YEAR 4</b>	<b>Focus:</b> Adam and Chavah and the שָׁחַד. Hashem tells Adam and Chavah that they are allowed to eat from all the trees in Gan Eden except from the עֵץ הַדַּעַת. The שָׁחַד persuades Chavah to eat from the עֵץ הַדַּעַת. She is unable to control herself and not only eats from it but also persuades Adam to eat from it too. He also cannot control himself and gives in to Chavah. Hashem punishes Adam and Chavah for their actions by sending them out of Gan Eden. <b>Pasuk:</b> 3:6	Self control
<b>YEAR 5</b>	<b>Focus:</b> Review the creation and Adam's specific roles of responsibility. Hashem hands over responsibility for the care and upkeep of the world to humankind – 'לְעִבְדָהּ וּלְשִׁמְרָהּ' – to work in it and to care for it. <b>Pasuk:</b> 2:15	תִּיקוֹן עוֹלָם Caring for the world
<b>YEAR 6</b>	<b>Focus:</b> The generations from Adam to Noah. People disregard and eventually forget that they are created in the image of Hashem – בְּצַלְמֵ אֱלֹהִים. Consequently humankind grows increasingly evil. Hashem regrets the creation of humankind. We must never forget that we are created in the image of Hashem and have the ability to emulate His ways. Each of us has the potential to achieve this by making the right choices to improve our character. <b>Pasuk:</b> 1:27	Self improvement

## Parashat Bereshit Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Six days of creation	✓	✓	✓	✓	✓		✓	
b) Shabbat	✓	✓	✓	✓				
c) Adam and Chavah in Gan Eden			✓			✓	✓	
d) The שְׁנֵי			✓			✓		
e) The generations from Adam to Noach								✓
f) Humankind grows increasingly evil								✓

## Parashat Noach Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Noach is a good man but the people all around him are horrible to each other. Hashem tells Noach to build a תיבה because he is going to bring a מַבּוּל. Hashem tells Noach to take his family and lots of animals into the תיבה so that they will be safe from the מַבּוּל. Noach and his family look after the animals while they are in the תיבה and make sure that they all have enough food.	Kindness
<b>YEAR 1</b>	<b>Storyline:</b> Noach is a good man. The people around him behave very badly but Noach does not follow their bad ways, so the Torah calls him a tzaddik – a very good person. Hashem wants to punish the bad people by bringing a מַבּוּל. He tells Noach to build a תיבה so that he, his family and the animals will be saved.	Kindness
<b>YEAR 2</b>	<b>Storyline:</b> As above. Noach takes a long time to build the תיבה. He perseveres even though people around him are making fun of him. After 40 days in the תיבה, Noach sends out a raven to see if the flood waters are going down. The raven keeps coming back. He then sends out a dove, which also returns, but Noach perseveres and sends the dove out again. It returns with an olive branch. He sends the dove out yet again and when it does not return Noach knows that the waters have finally dried up.	Perseverance
<b>YEAR 3</b>	<b>Focus:</b> Noach is a tzaddik in his generation. The people around him are wicked, yet he is able to remain a tzaddik and is not influenced by their evil behaviour. He follows in the ways of Hashem and obeys His commandments. (Sing 'Don't walk in front of me.')	Doing what is right even if it is not popular
	<b>Pasuk:</b> 6:9	
<b>YEAR 4</b>	<b>Focus:</b> Noach goes into the תיבה with instructions from Hashem to take one pair of non-kosher animals and seven pairs of kosher animals. The Torah uses the more pleasant expression 'לא טָהָרָה' to describe the non-kosher animals, rather than the harsher term 'טִמְאָה'. Each word of the Torah is chosen carefully to teach us many lessons. We should always try to use pleasant language – לְשׁוֹן נָקִי.	לְשׁוֹן נָקִי Using pleasant language
	<b>Pasuk:</b> 7:2	
<b>YEAR 5</b>	<b>Focus:</b> Compare the behaviour of the people at the time of Noach (דֹּר הַמַּבּוּל) and the behaviour of the people building the Tower of Bavel (דֹּר הַפְּלִגָּה). Their punishments differ considerably because of the way in which they behave towards one another. דֹּר הַמַּבּוּל is destroyed and דֹּר הַפְּלִגָּה is scattered across the world. Even though דֹּר הַפְּלִגָּה is so arrogant that they think they can reach Hashem, their punishment is more lenient because Hashem values אֶחָדוּת – unity, when people work well together to achieve their goal.	אֶחָדוּת Working together
	<b>Pesukim:</b> 6:11 (דֹּר הַמַּבּוּל) 11:6 (דֹּר הַפְּלִגָּה)	
<b>YEAR 6</b>	<b>Focus:</b> The seven Noachide laws are the basic requirements for life in a civilised society. All nations must keep these seven laws in order to live together in a safe, respectful and law abiding environment.	Every society needs laws (Citizenship)
	<b>Pesukim:</b> 9:4 and 6 (See resource notes) Compare Noachide laws to the עֲשֵׂרֵת הַדִּבְרוֹת. (Shemot 20:2-14)	

## Parashat Noach Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) The qualities of Noach compared to his generation	✓	✓	✓	✓	✓			
b) The family of Noach	✓	✓	✓	✓				
c) Hashem tells Noach to build a תִּבְנָה			✓	✓				
d) The occupants of the תִּבְנָה	✓	✓	✓			✓		
e) The דֹּר הַמִּבּוּל					✓		✓	
f) The מִבּוּל in detail				✓	✓		✓	
g) The raven and the dove				✓				
h) The seven Noachide laws								✓
i) The Tower of Bavel							✓	

## Parashat Lech Lecha Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Avram and Sarai love Hashem and do what He tells them to do. Hashem tells Avram to take his family and leave his home and his country. Avram and Sarai listen to Hashem and do what He tells them to do straight away. They take all their possessions with them, their animals and their servants. They also take their nephew Lot and his family and his animals with them.	Doing what we are told
<b>YEAR 1</b>	<b>Storyline:</b> As above. Hashem tells Avram that all the land which he can see will be for him and his children after him. He also tells him that his children will be as many as the dust of the earth and the stars in the sky. We are the children of Avram. Just as Avram listened to Hashem we must try to follow in his good ways.	Following good examples
<b>YEAR 2</b>	<b>Storyline:</b> All of above. Avram's name is changed to Avraham when he has his בְּרִית מִלְכָּה and Sarai's name is changed to Sarah. בְּרִית מִלְכָּה is the promise between Hashem and the Jewish people that He is our God and we are His people. A baby boy receives his Jewish name at his בְּרִית מִלְכָּה. Baby girls are often named in shul on Shabbat. (Sing 'I have a Jewish name' – Uncle Moishe tape.)	Valuing and using one's Jewish name.
<b>YEAR 3</b>	<b>Focus:</b> The quarrel between the shepherds of Avram and the shepherds of Lot. Avram suggests a way of stopping the quarrel by giving Lot the choice of where to settle. Lot chooses to go to Sedom, because it has rich pasture for his animals, even though he knows that the people there are wicked. <b>Pesukim:</b> 13:8 and explain 9	Separating to keep the peace
<b>YEAR 4</b>	<b>Focus:</b> The wars of the five and four kings. Avram has only 318 men compared to the mighty armies of the four kings. He puts himself in danger to save Lot and the other prisoners. <b>Pesukim:</b> 14:14 and 16	Going out of one's way to help one's family and others
<b>YEAR 5</b>	<b>Focus:</b> Hashem tells Avram to leave his home in order to take him away from the bad influences of the people living there. Avram also separates from Lot because of the bad influences of Lot's shepherds. Link to the tefillah – 'יְהִי רָצוֹן ... וְהִרְחַקְנוּ מֵאָדָם רָע וּמִתְבָּר רָע.' (Talmud) <b>Pesukim:</b> 12:1 and (13:7 Rashi)	Keeping away from bad influences
<b>YEAR 6</b>	<b>Focus:</b> The concept of בְּרִית as an everlasting covenant (a reciprocal promise) between Hashem and the Jewish people that He is our God. Two examples appear in the parashah. בְּרִית בֵּין הַבְּתָרִים was a sign of Hashem's promise to Avraham that although his children, Bnei Yisrael, would go into exile, they would eventually inherit Eretz Yisrael forever, providing they kept Hashem's laws. By performing בְּרִית מִלְכָּה, we show our belief and trust in Hashem and Hashem recognises us as His people. <b>Pesukim:</b> 17:9 and 10 (Study 17:7-14 if possible)	בְּרִית מִלְכָּה as a sign of Jewish Identity

## Parashat Lech Lecha Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Avram leaves his home and his country	✓	✓	✓	✓			✓	
b) Hashem promises Avram that he will become the father of a great nation			✓	✓				✓
c) The quarrel between the shepherds of Avram and Lot and their separation					✓		✓	
d) Hashem promises Avram that his descendants will be as many as the dust of the earth and the stars in the sky			✓					
e) The war of the four Kings and the five kings. Avram saves Lot and the other prisoners						✓		
f) בְּרִית בֵּין הַבְּתָרִים (not in detail)								✓
g) Avram's name is changed to Avraham and Sarai's to Sarah				✓				
h) בְּרִית מִלְּאָה – a promise between Hashem and Avraham								✓



## Parashat Vayera Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Avraham arrives in Eretz Cana'an. He welcomes three visitors (מְלָאָכִים) to his tent. He brings them water to wash their feet and tells them to rest under the tree. Then he hurries to organise and prepare a delicious meal for them. We learn from Avraham's actions how to welcome and care for guests.	הַכְנָסַת אֹרְחִים Welcoming visitors
<b>YEAR 1</b>	<b>Storyline:</b> As above. One of the visitors tells Avraham that Sarah will have a son. Hashem tells Avraham that He is going to destroy the city of Sedom. Avraham cares so much about others that he pleads with Hashem to save the people of the city. In the end, only Lot and his two daughters are saved.	Caring about others
<b>YEAR 2</b>	<b>Storyline:</b> Hashem visits Avraham after his מִילָה for the sole purpose of helping him to feel better. Hashem wants to teach us the importance of visiting people who are ill.	בִּיקוּר חוֹלִים Visiting the sick
<b>YEAR 3</b>	<b>Focus:</b> Avraham runs to help prepare a meal for the visitors. He is eager to carry out the mitzvah of הַכְנָסַת אֹרְחִים. He does this mitzvah with great enthusiasm. <b>Pasuk:</b> 18:2	זְרִיזוּת לְמַצְוָה Enthusiasm to do a mitzvah
<b>YEAR 4</b>	<b>Focus:</b> Avraham demonstrates his love and concern for all human beings. He pleads with Hashem to save the people of Sedom from destruction. He prays on behalf of total strangers. <b>Pesukim:</b> 18:23–25	אַהֲבַת הַבְּרִיּוֹת Love for <u>all</u> human beings
<b>YEAR 5</b>	<b>Focus:</b> The story of עֲקִידַת יִצְחָק demonstrates Avraham's and Yitzchak's unconditional belief in Hashem. Avraham is prepared to give up the son who was to be the realisation of Hashem's promise to him that he would become the father of a great nation. <b>Pesukim:</b> 22:6-8 (Rashi on 8)	אֱמוּנָה Belief in Hashem
<b>YEAR 6</b>	<b>Focus:</b> The ten tests of Avraham, as described in the Midrash, demonstrate his complete trust in Hashem. עֲקִידַת יִצְחָק was the most difficult test for Avraham because it appeared to go against everything Hashem had promised him. Yet Avraham chose to obey Hashem without question. We should try to follow Avraham's example. As Jewish people, in our everyday lives, we are also often faced with difficult choices, e.g. being invited to a friend's party at a non-kosher restaurant; receiving the gift of a ticket to go to a football match on Shabbat. Refer to list of ten trials according to Rambam. <b>Pasuk:</b> 22:1	Facing difficult choices

## Parashat Vayera Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Hashem visits Avraham				✓				
b) The malachim visit Avraham	✓	✓	✓		✓			
c) A malach tells Avraham that Sarah will have a son			✓					
d) Avraham prays to Hashem to save Sedom			✓			✓		
e) Lot and his daughters are saved from the destruction of Sedom			✓			✓		
f) Avraham and Sarah have a son			✓					
g) עקידת יצחק							✓	✓
h) The ten tests of Avraham (according to Rambam)								✓

## Parashat Chayei Sarah Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Avraham and Sarah have a son. They name him Yitzchak. When he grows up Avraham sends the Eved to find a wife for him. He meets Rivka at the well where she gives water not only to him but to all his camels. When the Eved sees what a kind person Rivka is, he knows that she must be the right wife for Yitzchak.	חֶסֶד Kindness
<b>YEAR 1</b>	<b>Storyline:</b> As above. Rivka offers to draw water not only for the Eved but also for all his ten camels. She does this until they are fully satisfied. (Camels drink a lot of water.) The Eved sees that Rivka is kind to animals as well as to people. He is taken to Rivka's house where he asks for permission to take Rivka to meet Yitzchak and marry him.	Kindness to people and animals
<b>YEAR 2</b>	<b>Storyline:</b> All of above. The Eved prays to Hashem to help him to find the right wife for Yitzchak. People all over the world pray to Hashem for His help when they are in need. (Illness, famine, drought, poverty, peace etc.)	Tefillah
<b>YEAR 3</b>	<b>Focus:</b> Avraham dies at the age of 175 years old. His two sons, Yitzchak and Yishmael come together to bury their father in מְעָרַת הַמְכַפְּלָה. Rashi says Yishmael does teshuvah here and accepts that Yitzchak is the main son of Avraham. He allows him to go first at the burial. This can be seen as an act of making peace. <b>Pasuk:</b> 25:9	Making peace
<b>YEAR 4</b>	<b>Focus:</b> Review the story from the beginning of the parashah up to the episode of Eliezer in Lavan's house. Eliezer not only prays to Hashem to ask Him to make his journey successful but also makes a point of thanking Hashem when his prayer is answered. <b>Pesukim:</b> 24:12 and 24:27	הַקְרַת הַטוֹב Gratitude
<b>YEAR 5</b>	<b>Focus:</b> The death of Sarah in Kiriat Arba in Chevron. Avraham insists on buying, not only מְעָרַת הַמְכַפְּלָה, but also the field in which it stands even though the owner, Ephron, says he can have it for nothing. Avraham eventually pays for it over and above its true value. This demonstrates his integrity. Hashem has promised him the Land as an inheritance for his children after him, yet he is prepared to pay for it. He does not want anyone to say later that he did not do the right thing. (When some of the early Zionists came to settle in Palestine, they paid the Arabs more than its value for every dunam of land they bought.) <b>Pasuk:</b> 23:9	Integrity (Decency and fairness in business dealings)
<b>YEAR 6</b>	<b>Focus:</b> The death of Sarah aged 127. The death of Avraham aged 175. They are buried in מְעָרַת הַמְכַפְּלָה. (Avraham buries Sarah; Yitzchak and Yishmael together bury Avraham.) Hashem Himself comforts Yitzchak when he is in mourning for his father. From here we learn the mitzvah of נְחוּם אֲבָלִים. Understanding the need to mourn and be comforted when someone close to you dies. Understanding the mitzvah of comforting a mourner. <b>Pesukim:</b> 23:2 (וְלִבְכֻתָּהּ) – Bal Haturim – small 'כ' 25:11 (Rashi)	נְחוּם אֲבָלִים Comforting the mourner

## Parashat Chayei Sarah Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Sarah dies aged 127 years old							✓	✓
b) Avraham buys מערת המכפלה in order to bury Sarah					✓		✓	✓
c) Avraham sends the Eved to find a wife for Yitzchak	✓	✓	✓	✓		✓		
d) The Eved prays to Hashem				✓		✓		
e) Avraham dies aged 175 years old. He is buried by Yitzchak and Yishmael					✓			✓
f) Hashem comforts Yitzchak – נחום אבלים								✓

## Parashat Toledot Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Yitzchak and Rivka get married and have twin boys – Yaakov and Esav. Esav is born with a full head of thick red hair. The twins grow up to be quite different in appearance, character and behaviour.	Recognising that each of us is different
<b>YEAR 1</b>	<b>Storyline:</b> As above. Yaakov and Esav are very different. Yaakov is a good student who likes to stay at home and study Hashem's laws. Esav is a good hunter who likes to be out in the fields hunting animals for food. Each of us is good at something. (Some of us are good readers; some of us are good at sports etc.) Yaakov used all that he had for the good and he followed in Hashem's ways so he was given the special brachah.	Recognising that we are all good at something
<b>YEAR 2</b>	<b>Storyline:</b> All of above. Yaakov and Esav are both very different in their appearance and behaviour but each in his own way treats his parents with great respect. Esav, when asked by Yitzchak to prepare some tasty food for him, does so immediately. Yaakov does exactly what his mother tells him to do, even though he does not understand why he should dress up as Esav and go to his father for a blessing.	כבוד אב ואם Honouring parents
<b>YEAR 3</b>	<b>Focus:</b> When Yaakov speaks to Yitzchak pretending to be Esav he is naturally polite and uses the word 'נָא' – please. Yaakov's naturally polite way of speaking is recognised by Yitzchak as being different from the way that Esav speaks. <b>Pesukim:</b> 27:19 (Kum na) and 27:31 (Yakum Avi)	Speaking politely
<b>YEAR 4</b>	<b>Focus:</b> Yaakov listens to both his parents when he leaves home. His mother tells him to leave home in order to escape the anger of Esav, and his father tells him to go to Padan Aram in order to choose a wife from his family. <b>Pesukim:</b> 27:43, 28:1 and 7	כבוד אב ואם Listening to parents
<b>YEAR 5</b>	<b>Focus:</b> When Yaakov comes in dressed up as Esav, Yitzchak says: 'The voice is the voice of Yaakov but the hands are the hands of Esav.' Chazal teach us (Talmud Gittin 57b) that 'the voice is the voice of Yaakov' refers to tefillah. When the children of Yaakov daven to Hashem with כְּנִיָּה (devotion and concentration) Hashem hears their tefillot. Our weapon is tefillah. Esav's weapon is the sword. <b>Pasuk:</b> 27:22 Rashi 'הקל קול יעקב'	Saying tefillot with כְּנִיָּה
<b>YEAR 6</b>	<b>Focus:</b> The account of the brachot and Yitzchak's responsibility to hand on the brachah for the inheritance of the land to the correct son. Examine the brachah of Yitzchak to Yaakov when he thinks he is Esav (בְּכֹרֶה); the brachah of Yitzchak to Esav when he knows it is Esav; the brachah of Yitzchak to Yaakov when he knows he is Yaakov and is about to leave home (יְרוּשָׁה). <b>Pesukim:</b> 27:28-29 and 39-40, and 28:4	The rightful ownership of Eretz Yisrael by Bnei Yisrael

## Parashat Toledot Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Rivka and Yitzchak have twins – Yaakov and Esav	✓	✓	✓					
b) Yaakov and Esav – their differences	✓	✓	✓	✓	✓			
c) Esav sells his privileges as a first born							✓	
d) Yitzchak wants to bless his first born Esav. Rivka tells Yaakov to dress up and pretend to be Esav				✓	✓		✓	
e) The giving of the brachot to Yaakov and Esav				✓	✓			✓
f) Rivka tells Yaakov to leave home to escape Esav's anger						✓		
g) Yitzchak blesses Yaakov before he leaves for Padan Aram						✓		✓

## Parashat Vayetze Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> When Yaakov grows up, he leaves home and goes to Charan to find himself a wife. He arrives at a well where he sees shepherds waiting for other shepherds to come and help each other to roll a large stone off the well so that they can give their sheep to drink. Rachel comes to the well. Yaakov wants to help her and the shepherds. He is very strong and manages to roll the stone off the well all by himself. Yaakov loves Rachel and some time later asks her to marry him.	Kindness
<b>YEAR 1</b>	<b>Storyline:</b> Yaakov leaves home and goes to Charan to find himself a wife. On the journey he has a dream in which מלאכים are going up and down a ladder. In his dream Hashem promises him that He will give him Eretz Yisrael and he will have lots of children. His wife Leah becomes the mother of his first four sons. She calls her fourth son Yehudah (תודה) to thank Hashem for giving her four sons. We have many opportunities every day to say thank you – to Hashem when we say ברכות הַמְיוֹן and to parents, teachers and other people who do things for us.	Saying ‘Thank you’
<b>YEAR 2</b>	<b>Storyline:</b> As in Nur. and Rec. Yaakov marries Leah and then Rachel and their maids Bilhah and Zilpah. Yaakov now has a large family of four wives, eleven sons and a daughter who all have to live together. Learning to share and thinking of others are ways in which members of a family get on with each other. (Extend this into school life.)	Sharing
<b>YEAR 3</b>	<b>Focus:</b> Yaakov works for Lavan. Instead of receiving wages for the first seven years, he asks for the right to marry Rachel. These seven years seem to him like a few days because he loves Rachel and marrying her is worth waiting for. It is always rewarding to work and wait for something worthwhile even though it might be difficult or take a long time. <b>Pasuk:</b> 29:20	Good things are worth waiting for
<b>YEAR 4</b>	<b>Focus:</b> Yaakov is tricked by Lavan into marrying Leah in place of Rachel. He accepts the situation and after marrying Rachel, agrees to work for another seven years without pay. He works for a further period of six years but Lavan again cheats Yaakov by taking away his promised wages (the speckled and spotted sheep). Yaakov deals with Lavan’s bullying and cheating by settling matters calmly and finding other sensible ways of getting what he wants without having to resort to fighting him. <b>Pesukim:</b> 29:28 and 30:34	Dealing with problems in a calm way
<b>YEAR 5</b>	<b>Focus:</b> Yaakov leaves Beer Sheva and when he rests on the journey, he has a prophetic dream. Rashi questions why the Torah states his departure point as well as his destination. He interprets Yaakov’s departure from Beer Sheva as significant. A tzaddik makes a difference to his environment. When a righteous person lives in a place the people in that place gain from his influence and example. When he leaves they feel the lack of his presence. <b>Pasuk:</b> 28:10 (Rashi)	Making a difference
<b>YEAR 6</b>	<b>Focus:</b> Yaakov dreams of a ladder on which מלאכים are ascending and descending. Within the dream Hashem renews the promises made to Avraham and Yitzchak that Yaakov and his offspring will inherit the Land. Hashem promises to guard him wherever he goes and that one day He will bring him back to Eretz Yisrael. Review the promises given to Avraham, Yitzchak and Yaakov. As the descendants of the avot we keep Hashem’s promises alive by making Eretz Yisrael central to our lives. See resource sheet) <b>Pesukim:</b> 28:13, 14 and 15	Making Eretz Yisrael central in our lives as Jews

## Parashat Vayetze Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Yaakov leaves his home town, Be'er Sheva	✓	✓	✓	✓			✓	
b) Yaakov's dream about a ladder			✓				✓	✓
c) Hashem makes promises to Yaakov			✓					✓
d) Yaakov arrives in Charan and meets Rachel at the well	✓	✓		✓				
e) Lavan cheats Yaakov					✓	✓		
f) Yaakov marries Leah and then he marries Rachel			✓	✓	✓	✓		
g) Yaakov marries Bilhah and Zilpah				✓				
h) The birth of Yaakov's children			✓	✓				
i) The spotted and speckled sheep as payment to Yaakov						✓		



## Parashat Vayishlach Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> The time has come for Yaakov to return home with all his family. He is frightened to meet his brother Esav because the last time they were together Esav was angry with him. Yaakov wants to make friends so he sends presents to Esav. When they meet they make up.	Making up after a quarrel
<b>YEAR 1</b>	<b>Storyline:</b> As above. Yaakov prepares himself to meet Esav. First he divides his family into two separate camps in case Esav starts a fight (because he is still angry about Yaakov taking away his brachah). Then he prays to Hashem to save him and all his family (his four wives, eleven sons and daughter) and then he sends Esav presents. Yaakov and Esav meet and make peace.	Doing everything possible in order to make peace
<b>YEAR 2</b>	<b>Storyline:</b> Binyamin is born and Rachel dies and is buried in Bet Lechem. Hashem changes Yaakov's name to Yisrael. The Jewish people are his children. We are called Bnei Yisrael. We are one big family. That is why we try our best to show that we care about each other (e.g. giving tzedakah to needy Jewish people and supporting Israel). Examine family tree to include all Yaakov's sons and Dinah. Identify which child belongs to which mother.	Caring
<b>YEAR 3</b>	<b>Focus:</b> Examine the actions that Yaakov takes in order to prepare himself to meet Esav. First he divides the people who are with him into two camps. Then he prays to Hashem and then he sends messengers with gifts. <b>Pasuk:</b> 32:8 (Explain the contents of 12 and 14)	Being prepared
<b>YEAR 4</b>	<b>Focus:</b> The meeting of Yaakov and Esav. After making up, Yaakov and Esav go their separate ways (refer back to the separation of Avraham from Lot). <b>Pesukim:</b> 33:4, 16 and 17	Keeping away from bad influences
<b>YEAR 5</b>	<b>Focus:</b> The Torah is not a history book containing useful information. Whatever is written in the Torah is there for the purpose of teaching us something. The Torah devotes a whole chapter to recording the generations of Esav demonstrating respect for him as an offspring of Avraham Avinu. Every human being is created in the image of Hashem. We have a duty to show respect to other people irrespective of their religion, race, culture or colour. <b>Pasuk:</b> 36:1	Respect for humankind (Citizenship)
<b>YEAR 6</b>	<b>Focus:</b> Yaakov wrestles with a man and wins. The man (acc. to Rashi, a malach) now tells Yaakov that he will no longer be called 'Yaakov' ('heel', which implies deceit – that he appeared to obtain the blessings deceitfully) but Yisrael, which implies that he fought with a malach of Hashem and triumphed. From now on it would be clear to everyone that Yaakov received the correct blessings from Yitzchak because he deserved them. Hashem confirms this name change (35:10) and his rightful ownership of Eretz Yisrael (35:12). From now on the Torah uses both names. As Bnei Yisrael – the Jewish people – we have a responsibility to live up to our name. <b>Pesukim:</b> 32:29 Rashi – till 'וַיִּאָדָה לְךָ עֲלֵיךָ' and 35:10 (12 optional)	Living up to one's Jewish identity (name)

## Parashat Vayishlach Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Yaakov divides his family			✓		✓			
b) Yaakov prays to Hashem			✓		✓			
c) Yaakov sends gifts to Esav	✓	✓	✓		✓			
d) Yaakov's name is changed to Yisrael				✓				✓
e) Yaakov and Esav meet	✓	✓	✓			✓		
f) Yaakov and Esav go their separate ways						✓		
g) Hashem confirms Yaakov's name as Yisrael								✓
h) Binyamin's birth and Rachel's death				✓				
i) Yitzchak dies and both Yaakov and Esav bury him							✓	
j) The generations of Esav								✓

## Parashat Vayeshev Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Yosef is the son of Yaakov and Rachel. Yaakov gives Yosef a beautiful coat as a gift. Yosef shows it to his older brothers and they become jealous of him. Yosef has two dreams. One of them is about the sun, moon and stars bowing down to him. Yosef tells his brothers about his dreams. They become angry and even more jealous of him. They send Yosef away and he eventually arrives in Mitzrayim.	Being jealous
<b>YEAR 1</b>	<b>Storyline:</b> As above to include the dream of the bundles of wheat bowing down to Yosef's bundle. The brothers want to kill Yosef but Reuven, his oldest brother, wants to stop them from doing this. He tries to save Yosef's life by suggesting that they should throw him into a pit rather than kill him. He hopes to be able to rescue him later and return him to his father. Eventually the other brothers take him out of the pit and sell him to some travelling merchants who take him to Mitzrayim.	Doing what is right
<b>YEAR 2</b>	<b>Storyline:</b> As above. When Yosef is in Mitzrayim he becomes a servant in Potiphar's household. Yosef is thrown into prison because Potiphar's wife tells lies about him. In prison he begins to be aware of other people's feelings. He realises that the butler and the baker, also prisoners, are troubled by dreams that they cannot understand. Yosef offers to interpret their dreams for them.	Sensitivity to other people's feelings
<b>YEAR 3</b>	<b>Focus:</b> Hashem helps Yosef throughout his troubles. The well into which his brothers throw him is empty. The brothers do not kill him but sell him. The merchants to whom he is sold carry sweet smelling spices. Potiphar does not execute him but puts him in prison. In prison he is promoted to being in charge. <b>Pasuk:</b> 39:3	הַשְׁגָּחָה פְּרִטִית Hashem cares for each person
<b>YEAR 4</b>	<b>Focus:</b> The brothers want to kill Yosef because they hate his boasting. Yehudah says, 'What's the point of killing him and then having to cover it up?' His use of the words 'cover it up' shows that the action is wrong and this will eventually lead to a chain of wrongdoings. After selling Yosef they cover up this action by deceiving their father and making Yaakov think that Yosef has been killed by a wild animal. <b>Pesukim:</b> 37:26, 27 and 32 (Pirkei Avot 4:2)	עֲבֵרָה גּוֹרֶרֶת עֲבֵרָה One bad deed leads to another
<b>YEAR 5</b>	<b>Focus:</b> When Yosef tells his brothers about his dreams, he doesn't seem to be aware that his dreams might upset his brothers and increase their jealousy of him. Once in Mitzrayim, he does a lot of growing up and becomes much more aware of people's feelings. When in prison, he notices that the butler and the baker are upset and asks how he can help them. Yosef has developed from being a person who was concerned with himself to someone who thinks about others. We must learn from Yosef's actions to consider the feelings of others and to do our best to be sensitive to their needs. <b>Pasuk:</b> 40:7	Sensitivity
<b>YEAR 6</b>	<b>Focus:</b> An in-depth study of the sale of Yosef. The specific roles of Reuven (throw him in a pit) and Yehudah (sell him). The consequences of their actions in having to deceive their father, Yaakov, who is inconsolable for 22 years. <b>Pesukim:</b> 37:22, 26, 27 and 34	The consequences of one's actions

## Parashat Vayeshev Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Yaakov loves Yosef and gives him a coat as a gift	✓	✓	✓					
b) Yosef dreams about the bundles of wheat			✓				✓	
c) Yosef dreams about the sun, the moon and the stars	✓	✓					✓	
e) Yosef's relationship with his brothers and with his father	✓	✓	✓			✓		✓
d) The plot and the sale of Yosef			✓		✓	✓		✓
e) The brothers deceive Yaakov. Yaakov cannot be consoled						✓		✓
f) Yosef in Egypt – in Potiphar's house				✓	✓			
g) Yosef in Egypt – in prison				✓	✓		✓	
h) The interpretation of the butler's dream and Yosef's request				✓				

## Parashat Miketz Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<p><b>Storyline:</b> Paroh, the king of Mitzrayim has a disturbing dream about seven fat cows and seven thin cows. He is told about Yosef who is able to interpret dreams. Yosef is brought to the palace to explain the meaning of the dreams to Paroh. Before meeting with Paroh, Yosef washes, shaves and dresses himself nicely in order to show respect and honour to the king. We do the same and prepare ourselves for Shabbat in order to meet the Shabbat Queen – שְׁבֵט הַמִּלֶּכָה. Yosef tells Paroh that his dream means that there is going to be seven years with lots of food and then seven years with very little food. Paroh's dream comes true.</p>	Respect for kings and queens
<b>YEAR 1</b>	<p><b>Storyline:</b> As above to include both of Paroh's dreams and their interpretations. Yosef is appointed ruler. His brothers arrive in Egypt to buy food. In spite of what his brothers did to him, now that he is face to face with them, he does not hate them. As the ruler, Yosef could take revenge and have them killed as spies, but he does not. He cares about them.</p>	Caring about each other
<b>YEAR 2</b>	<p><b>Storyline:</b> When the brothers go down to Mitzrayim to buy food, Yaakov does not let them take Binyamin with them. The brothers are confronted by Yosef who accuses them of being spies. They are freed on condition that they leave Shimon as a hostage and bring their youngest brother to Mitzrayim. They tell Yaakov, who is broken-hearted, but Reuven assures him that he will take care of him. The famine becomes so severe that the brothers have to return to Mitzrayim. They tell Yaakov that they cannot return without Binyamin and Yehudah promises to look after him and be responsible for him. Include the episodes of the grain and the money and of Binyamin being falsely accused of taking the silver goblet.</p>	<p>כָּל יִשְׂרָאֵל עֲרִבִים זֶה לָזֶה Being responsible for one another</p>
<b>YEAR 3</b>	<p><b>Focus:</b> Yosef tests his brothers to see if they are really sorry for the way they treated him. He is able to hear their conversation without them knowing that he can fully understand them. He realises that they now understand how badly they behaved towards him and are beginning to do teshuvah. <b>Pasuk:</b> 42:21</p>	Doing teshuvah
<b>YEAR 4</b>	<p><b>Focus:</b> Yosef is remembered by the butler and is summoned from prison to appear before Paroh. He interprets Paroh's dreams. Compare Yosef's preparation before meeting Paroh to the way we prepare ourselves for tefillah. <b>Pasuk:</b> 41:14 'דַּע לִפְנֵי מִי אַתָּה עוֹמֵד'</p>	Respect
<b>YEAR 5</b>	<p><b>Focus:</b> The development of Yosef's character through his trust in Hashem. When boasting about his dreams to his brothers he does not mention Hashem. When interpreting Paroh's dreams, he acknowledges that his ability to interpret dreams comes from Hashem. <b>Pasuk:</b> 41:16 (Track Yosef's acknowledgement of Hashem through the appropriate verses.)</p>	Acknowledging Hashem in our lives
<b>YEAR 6</b>	<p>Yosef is the ruler of Mitzrayim. He now has a wife and two sons. <b>Focus:</b> Yosef amasses a huge amount of grain for storing and distributing during the seven years of famine. He stores more than will be needed by just the Egyptians so that, during the seven years of famine, other countries affected are able to purchase food from Egypt. <b>Pesukim:</b> 41:47 and 48</p>	<p>Global responsibility (Feed the world!)</p>

## Parashat Miketz Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Paroh dreams of the seven thin and seven fat cows. Yosef interprets the dream	✓	✓	✓			✓	✓	
b) Paroh dreams of the seven thin and seven fat ears of corn, which Yosef interprets			✓			✓	✓	
c) Yosef becomes ruler over Egypt			✓					✓
d) The birth of Yosef's sons								✓
e) The arrival of the brothers in Egypt and their experiences there			✓	✓	✓			
f) The discussion of Reuven and Yehudah with Yaakov				✓				
g) The brothers return to Egypt. The incident of the cup				✓				

## Parashat Vayigash Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> There is a famine in Mitzrayim and also in Eretz Cana'an. Yosef is put in charge of the food supply. When Yosef's brothers come down to Mitzrayim to buy food he recognises them, but they do not recognise him. Yosef makes himself known to his brothers and tells them that everything that has happened to him is Hashem's plan. Paroh and Yosef send for Yaakov who is happy to hear that Yosef is alive and well and living in Mitzrayim. Yaakov and Yosef come together again at last.	Everything is from Hashem
<b>YEAR 1</b>	<b>Storyline:</b> When the goblet is found in Binyamin's sack Yosef insists that Binyamin becomes his slave. Yehudah begs Yosef to take him as a slave instead of Binyamin because he has promised his old father to take care of his beloved youngest son. Yehudah explains that he must keep his promise to his father because his father has already lost one son and might not survive the loss of another.	Keeping promises
<b>YEAR 2</b>	<b>Storyline:</b> As above. Yosef tells his brothers: 'I am Yosef your brother – it is me whom you sold to Mitzrayim.' Yosef sees that his brothers are upset and tells them that whatever has happened is all part of Hashem's plan, so they should not feel ashamed. He kisses them and forgives them for the way they treated him all those years ago.	Forgiveness
<b>YEAR 3</b>	<b>Focus:</b> Before Yosef makes himself known to his brothers he tells everyone else to leave the room so that he is left alone with them. Yosef knows that when he tells his brothers who he is they will be extremely embarrassed and he does not want them to be put to shame in public. Yosef's actions teach us that if we have something embarrassing to say to someone, we should do so in private. <b>Pasuk:</b> 45:1	Considering people's feelings
<b>YEAR 4</b>	<b>Focus:</b> The brothers return home with gifts for Yaakov and wagons to transport him to Mitzrayim. The brothers tell Yaakov that Yosef is alive and he leaves Eretz Cana'an with all his family to go to Mitzrayim. Paroh welcomes Yaakov and his family and invites them to settle in the best part of the land – Eretz Goshen. <b>Pasuk:</b> 47:6	Making strangers welcome
<b>YEAR 5</b>	<b>Focus:</b> Yosef makes himself known to his brothers. Yosef allays his brothers' fears of recrimination and shows them that all the events, from the time that Yosef was sold to his appointment as ruler of Mitzrayim and their meeting again, are part of Hashem's plan and that everything Hashem does is for the best. <b>Pasuk:</b> 45:8	Everything Hashem does is for the best
<b>YEAR 6</b>	<b>Focus:</b> Yaakov travels to Be'er Sheva and receives the vision that he should not be afraid to travel to Mitzrayim. Hashem reassures him that all the promises made to him will be fulfilled and that his family will eventually return to their land. The promises of Hashem to Yaakov are fulfilled and Bnei Yisrael become prosperous and numerous in Eretz Goshen. <b>Pesukim:</b> 46:3 and 4, and 47:27	Keeping promises

## Parashat Vayigash Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Yehudah tells Yosef to take him as a slave instead of Binyamin			✓	✓				
b) Yosef makes himself known to his brothers	✓	✓	✓	✓	✓		✓	
c) Paroh welcomes Yaakov and his family to Mitzrayim						✓		
d) Paroh and Yosef send wagons to transport Yaakov						✓		
e) Yaakov learns that Yosef is alive	✓	✓	✓			✓		
f) Yaakov goes to Be'er Sheva where he has a vision from Hashem. He then journeys to Mitzrayim with his family								✓
g) Yaakov meets Yosef	✓	✓	✓					
h) The meeting of the brothers with Paroh						✓		
i) Paroh welcomes Yaakov and allows him and his family to settle in the best part of Mitzrayim –Goshen						✓		
j) Yaakov and his family become prosperous and numerous								✓



## Parashat Vayechi Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Yaakov lives in Mitzrayim for many years. He loves his children and grandchildren. When he is a very old man he tells them to come to him so that he can give them each a blessing. First he blesses his grandchildren and hugs and kisses them. Yaakov then calls all his sons to gather round him and gives each son a special blessing.	Showing love
<b>YEAR 1</b>	<b>Storyline:</b> As above. Yaakov is proud of the way his grandchildren are growing up so that he blesses them saying 'הַמְלִאךָ הַגָּאֹל'. When Yaakov blesses Ephraim and Menasheh, he crosses his hands so that Ephraim the younger one is blessed with the right hand and Menasheh with the left hand. Nowadays when boys are blessed on a Friday night the words of Yaakov are used to bless them – יְשַׁמְּךָ אֱלֹהִים כְּאַפְרַיִם וְכַמְנַשֶּׁה – that they should grow up following the good examples of Ephraim and Menasheh. Girls are blessed with the words יְשַׁמְּךָ אֱלֹהִים כְּשֵׁרָה רַבְקָה רַחֵל וְלֵאָה, that they should grow up to follow the good examples of the imahot.	Following good examples
<b>YEAR 2</b>	<b>Storyline:</b> Yosef now tells his brothers who he is and asks them to go and tell Yaakov that he is alive and well. He also tells them to bring Yaakov and all their families to Mitzrayim. Yaakov lives in Mitzrayim for many years. When he is old he blesses his children. Yaakov recognises the special qualities and abilities of each of his sons. He blesses them that each one will be successful in whichever direction they go (royalty, priesthood, teachers, farmers, warriors, merchants). Revise the family tree from Avraham to the Shevatim.	Recognising that each member of a family is different and special
<b>YEAR 3</b>	<b>Focus:</b> Before Yaakov dies he makes his sons promise to bury him in מְעַרַת הַמְּכַפְלָה in the land of Cana'an. Yosef asks Paroh for permission to leave Mitzrayim in order to fulfil his father's wishes and the promise he made to him. Paroh grants his request. <b>Pesukim:</b> 49:29 and 50:13	Keeping promises
<b>YEAR 4</b>	<b>Focus:</b> Ephraim and Menasheh become tribes in their own right. Yaakov blesses his sons and acknowledges their unique qualities and abilities, which they should use together to serve Hashem and to benefit Bnei Yisrael and ultimately Am Yisrael. So too we should use our talents and accomplishments to work together for the benefit of our team/class/school/community. <b>Pasuk:</b> 49:28	Working together
<b>YEAR 5</b>	<b>Focus:</b> Ephraim and Menasheh are faithful to Hashem in spite of living in a difficult environment (Mitzrayim). They are therefore identified as role models in the blessing of 'יְשַׁמְּךָ'. We must behave according to the values of the Torah whatever the circumstances. We must not allow ourselves to be influenced by actions that are acceptable to the world at large but are not acceptable to us. <b>Pasuk:</b> 48:20	Behaving according to Jewish values
<b>YEAR 6</b>	<b>Focus:</b> Yaakov lives in Mitzrayim for 17 years and dies aged 147. Before his death he makes Yosef swear to bury him in מְעַרַת הַמְּכַפְלָה. Yosef in turn makes his brothers promise that when Bnei Yisrael will leave Mitzrayim, they will take his bones with them to be buried in Eretz Yisrael. The importance of Eretz Yisrael in the life and death of a Jew. <b>Pesukim:</b> 49:29 and 50:25	אהבת ארץ ישראל

## Parashat Vayechi Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Yaakov lives in Egypt for 17 years and dies aged 147					✓			✓
b) Yaakov makes Yosef promise to bury him in the Cave of Machpelah					✓			✓
c) Yaakov blesses his grandchildren, Ephraim and Menasheh. (הַמְלִאָךְ הַגָּאֵל). He places his right hand on Ephraim's head			✓			✓	✓	
d) Yaakov blesses his sons	✓	✓		✓		✓		
e) Yaakov dies, he is embalmed and buried in the Cave of Machpelah. He is mourned by the Egyptians as well as by his family					✓			✓
f) Yosef asks Paroh for permission to go up to Eretz Yisrael to bury his father					✓			
g) Yosef asks his brothers to make sure that his bones will be taken by Bnei Yisrael to Eretz Yisrael when they leave Mitzrayim								✓
h) Yosef dies aged 110. He is embalmed and placed in an אָרוֹן (coffin)								✓

## Middah/Mitzvah Grid for Sefer Shemot

	NUR. + REC.	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>SHEMOT</b>	Kindness	A Jewish person has a Jewish name	קְדוּשַׁת הַמָּקוֹם Respect for a holy place	Looking for the good in everything	Standing up against injustice	Empathy leading to action	יִרְאָת שָׁמַיִם? Respect for and fear of Hashem
<b>VA'ERA</b>	אֵמוּנָה Hashem is everywhere	אֵמוּנָה – Recognising the greatness of Hashem in our everyday lives	אֵמוּנָה Hashem protects Bnei Yisrael	הַכֶּרֶת הַטוֹב Gratitude	Accepting help to solve a problem	Brotherly love and respect	Keeping promises
<b>BO</b>	Following instructions	Obeying instructions	The mitzvah of keeping Pesach	Being kind and considerate	Everyone is important from the youngest to the oldest	יִרְאָת שָׁמַיִם? Respect for and fear of Hashem	Being in control of one's own time
<b>BESHALACH</b>	אֵמוּנָה – Hashem's miracles show that He looks after us	Being brave	Expressing gratitude	Keeping a promise	Thinking about the needs of others	בְּטַחוֹן Trust in Hashem	Acknowledging Hashem as the source of all our food
<b>YITRO</b>	כְּבוֹד אָב וְאִמָּם	כְּבוֹד אָב וְאִמָּם	דִּרְךְ אֲרָץ Showing respect	The mitzvah of Shabbat	אֲחֻדוּת The power of unity	Giving and accepting advice	אֲבֹתָם כְּבוֹד אָב וְאִמָּם Honouring and respecting parents
<b>MISHPATIM</b>	Kashrut – keeping milk and meat separate	Keeping the laws of the Torah	Respecting other people's property	Sensitivity to strangers	Kashrut	Standing up for what is right	The value of תּוֹרַת שְׁבִעַל פִּה
<b>TERUMAH</b>	Saying tefillot and doing mitzvot help us to come closer to Hashem	הַיְדוּר מִצְוָה – Doing a mitzvah in the nicest possible way	The Bet Kneset as a place to come close to Hashem	Bringing Hashem into our everyday lives	Giving selflessly	Integrity	Respect for the Bet Kneset
<b>TETZAVEH</b>	People who help us	Carrying out one's task with enthusiasm	Every job is equally important	Giving of one's best	דְּרֹךְ אֱרֶץ	Dressing with dignity and respect	Following instructions in order to achieve a pleasing result
<b>KI TISSA</b>	Keeping Shabbat	Forgiveness	Following good examples	Working together	Keeping Shabbat	Consequence of one's actions	Keeping away from bad influences
<b>VAYAKHEL</b>	Shabbat	Giving with love	The spirit of community (Citizenship)	Awareness that the talents we have are a blessing and gift from Hashem	The laws of Shabbat	אֲרִיזוֹת לְמִצְוָה – Using every opportunity to do a mitzvah	Women's roles in Judaism
<b>PEKUDEI</b>	אֵמוּנָה Knowing that Hashem is always with us	Showing respect	Working together brings good results	Following instructions	אֲחֻדוּת	Fulfilling a task even though it involves personal sacrifice	Equal opportunities

## Parashat Shemot Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Moshe is born. Paroh, King of Mitzrayim wants to kill all Jewish baby boys. Moshe's mother hides him for three months at home and then puts him in a תַּיִבָּה in the river. His sister watches over him all the time to make sure that he is safe. Paroh's daughter takes him out of the river. She takes Moshe home to the palace where he grows up.	Kindness
<b>YEAR 1</b>	<b>Storyline:</b> Yaakov's family goes down to Mitzrayim. They make their homes there but they keep their Jewish names. After Yosef's death, Paroh makes them work hard for him and they become his slaves (עֲבָדִים). Moshe's birth as above. Moshe's parents are called Amram and Yocheved and his older sister and brother are called Miriam and Aharon. These Jewish names are used to this very day. All the time that Bnei Yisrael are in Mitzrayim they keep their Jewish names because they are proud of them. The Hebrew word for name is 'שֵׁם' and the plural is 'שְׂמוֹת'. Make the link to children's Jewish names.	A Jewish person has a Jewish name
<b>YEAR 2</b>	<b>Storyline:</b> Moshe grows up in the palace and sees how Bnei Yisrael are suffering from slavery. He kills a Mitzri who is beating up a Jew and has to escape to Midian. He becomes a shepherd in Midian and marries Zipporah the daughter of Yitro. One day he wanders into the מִדְבָּר where Hashem speaks to him from a burning bush and tells him to remove his shoes because he is standing in a holy place. Hashem tells Moshe to go back to Mitzrayim to tell Paroh to let Bnei Yisrael leave. (להֵנִיחַם remove their shoes to bless the community on Shabbat and chagim.)	קְדוּשַׁת הַמָּקוֹם Respect for a holy place (Link with Shul)
<b>YEAR 3</b>	Review Yaakov and his family going down to Mitzrayim up to the birth of Moshe. <b>Focus:</b> Yocheved sees the birth of Moshe as 'כִּי טוֹב' even though the birth of a son at this time is dangerous because of Paroh's decree. Yocheved trusts in Hashem that He will help her to save her baby's life. She accepts that everything that happens is for the good. (Link to 'כִּי טוֹב' in Parashat Bereshit – Hashem sees the good in everything that He has created.) <b>Pasuk:</b> 2:2	Looking for the good in everything
<b>YEAR 4</b>	<b>Focus:</b> After killing the Mitzri, who has beaten up the Jew, Moshe escapes to Midian where he meets Yitro's daughters at the well. Moshe protects the daughters by preventing the shepherds from their continual bullying of them when they meet at the well. Moshe marries Yitro's daughter Zipporah. (Link to other 'meetings at the well' scenarios.) <b>Pesukim:</b> 2:16 and 17	Standing up against injustice
<b>YEAR 5</b>	Hashem appears to Moshe in a burning bush and tells him that he has heard the cries of Bnei Yisrael. He commands Moshe to return to Mitzrayim to lead Bnei Yisrael to freedom. He gives Moshe three signs with which to prove to Bnei Yisrael and Paroh that he has been sent by Hashem. <b>Focus:</b> Moshe's feelings and concerns for others, which lead him to take action – he kills a Mitzri to save a Jew; he rescues Yitro's daughters from the bullying shepherds. Hashem's feelings and concerns for Bnei Yisrael – He hears their cries and takes action – Moshe is commanded to return to Mitzrayim. <b>Pesukim:</b> 2:11 and 3:7 Rashi	Empathy leading to action
<b>YEAR 6</b>	Bnei Yisrael in Mitzrayim. Their enslavement. Paroh's decree to the midwives to kill the Jewish baby boys at birth and his subsequent decree to have them drowned in the river. <b>Focus:</b> The נְרָאת שְׂמִימִים of Yocheved and Miriam, the midwives, gives them the courage and determination to disobey the orders of Paroh to murder the babies. <b>Pasuk:</b> 1:17	נְרָאת שְׂמִימִים Respect for and fear of Hashem

## Parashat Shemot Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Yaakov and his family go down to Mitzrayim			✓		✓			✓
b) Bnei Yisrael in Mitzrayim	✓	✓	✓	✓	✓		✓	✓
c) Enslavement of Bnei Yisrael	✓	✓	✓	✓	✓		✓	✓
d) Paroh's decrees regarding baby boys	✓	✓	✓		✓		✓	
e) The birth of Moshe	✓	✓	✓		✓			✓
f) The family tree of Moshe (to include Gershom and Eliezer)				✓				
g) Moshe's youth and his life in Midian				✓		✓	✓	
h) The burning bush. Hashem gives Moshe three signs to show to Bnei Yisrael and to Paroh				✓			✓	

## Parashat Va'era Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<p><b>Storyline:</b> When Moshe grows up Hashem tells him to go to Paroh to ask him to let Bnei Yisrael go out of Mitzrayim. Paroh says 'No', so Hashem sends punishments. The punishments are in the form of plagues, which affect everything. There is blood in the water, frogs all over the ground, lice on the people and in the air, wild animals roaming everywhere, animals dying all over the place, horrible boils on people and huge hail stones falling from the sky. This shows that Hashem is everywhere and has power over everything.</p> <p>(REC: The names of the seven plagues in English.)</p>	<p>אֲמוּנָה Hashem is everywhere</p>
<b>YEAR 1</b>	<p><b>Storyline:</b> As above. Moshe and Aharon go to Paroh. They show Paroh the miraculous sign of the stick. Discuss miracles and how they reveal the power and greatness of Hashem. Look at the world of nature as a natural miracle (a huge sunflower grows from a tiny little seed) and the plagues as supernatural miracles.</p>	<p>אֲמוּנָה Recognising the greatness of Hashem in our everyday lives</p>
<b>YEAR 2</b>	<p><b>Storyline:</b> Paroh refuses to let Bnei Yisrael go, so Hashem punishes him with seven plagues. Each of the seven plagues is a punishment to Paroh and the Mitzrim for their cruelty to Bnei Yisrael and Paroh's refusal to let them go. Hashem protects Bnei Yisrael from the plagues and they do not happen in Eretz Goshen, where Bnei Yisrael live.</p> <p>(The names of the plagues in Hebrew and English, in sequence.)</p>	<p>אֲמוּנָה Hashem protects Bnei Yisrael</p>
<b>YEAR 3</b>	<p><b>Focus:</b> Moshe and Aharon meet with Paroh. Each time their request is denied a plague is brought upon Mitzrayim. Aharon, not Moshe, brings about the first three plagues. This is because they affect the river and the sand, which were both instrumental in protecting Moshe – as a baby he was placed in the river, and when he killed the Mitzri, he hid the man's body in the sand. Not bringing about these plagues is an expression of Moshe's הַכֶּרֶת הַטּוֹב to the river and the sand.</p> <p><b>Pesukim:</b> 7:19, 8:1 and 8:12 ("וַיֹּאמֶר ה' אֶל־מֹשֶׁה אָמַר אֶל־אַהֲרֹן...")</p>	<p>הַכֶּרֶת הַטּוֹב Gratitude</p>
<b>YEAR 4</b>	<p><b>Focus:</b> Hashem asks Moshe to go and speak to Paroh. Moshe is reluctant to go because he feels that his speech impediment might prevent the mission from being successful. Someone as great as Moshe should do what Hashem tells him to do without questioning it, as Hashem will surely help him to succeed. However, when Moshe shows his reluctance to go, Hashem sends his brother Aharon with him to speak on his behalf.</p> <p><b>Pesukim:</b> 6:12 and 7:1</p>	<p>Accepting help to succeed with a task</p>
<b>YEAR 5</b>	<p>Review Moshe's reluctance to go to Paroh so that Aharon goes with him. Moshe and Aharon's ages at the time. The meeting with Paroh.</p> <p><b>Focus:</b> The character of Aharon. He supports his younger brother and has no feelings of jealousy. Moshe's name is always mentioned before Aharon's in this parashah even though Aharon is the one who is doing the talking. One would expect Aharon as the older brother to want his name to be mentioned first.</p> <p><b>Pesukim:</b> 7:6-7</p>	<p>Brotherly love and respect</p>
<b>YEAR 6</b>	<p>Hashem remembers His promise to the Avot. Moshe meets with Bnei Yisrael. He tells them how Hashem will keep His promises.</p> <p><b>Focus:</b> The five expressions of redemption as the realisation of the fulfilment of Hashem's promise. Their connection to the four cups of wine and the Cup of Eliyahu on Seder night.</p> <p><b>Pesukim:</b> 6:5-8 Rashi "וְהוֹצֵאתִי..."</p>	<p>Keeping promises</p>

## Parashat Va'era Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Hashem remembers His promise to the Avot								✓
b) Moshe meets with the Bnei Yisrael						✓		✓
c) Moshe's mission to Paroh						✓	✓	
d) Moshe's reluctance to go. Aharon goes with him						✓	✓	
e) The ages of Moshe and Aharon							✓	
f) Moshe and Aharon come before Paroh and show him the signs			✓		✓			
g) The first seven plagues	✓	✓	✓	✓	✓			
h) The plagues do not affect Bnei Yisrael				✓				
i) The five expressions of redemption								✓

## Parashat Bo Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Paroh still says 'No', so Hashem sends another three punishments (plagues). Hashem then rescues Bnei Yisrael from slavery and takes them out of Mitzrayim to be free to become the Jewish nation. Hashem gives Moshe instructions to tell to Bnei Yisrael. Bnei Yisrael listen to Moshe and follow all his instructions. Bnei Yisrael do exactly as Moshe and Aharon tell them to.	Following instructions
<b>YEAR 1</b>	<b>Storyline:</b> As above to include the names of the three remaining plagues (in English). Bnei Yisrael prepare themselves for יְצִיאַת מִצְרַיִם by obeying the exact instructions (mitzvot) of Hashem. They have to roast a lamb as the קָרְבַּן פֶּסַח and eat it together as a family with matzah baked from the unrisen dough and they have to be packed, ready to go on the journey out of Mitzrayim.	Obeying instructions
<b>YEAR 2</b>	<b>Storyline:</b> As above to include the names of the three plagues in Hebrew. Bnei Yisrael leave Mitzrayim. Hashem tells them that they must always remember יְצִיאַת מִצְרַיִם by keeping Pesach – having a Seder, eating matzah, reading the הַגְדָּה and telling their children about יְצִיאַת מִצְרַיִם The words 'וְהַגְדַת לְבְנֶיךָ' (13:8) are the link to the mitzvah of reading the הַגְדָּה on Pesach.	The mitzvah of keeping Pesach
<b>YEAR 3</b>	<b>Focus:</b> יְצִיאַת מִצְרַיִם took place in חֹדֶשׁ הָאָבִיב. Hashem specially chooses a month in the springtime because it is a cool and pleasant time of the year – not too hot and not too cold. Hashem is showing us how to be kind and considerate. (Rashi) Nissan in which Pesach occurs is in the spring. <b>Pasuk:</b> 13:4	Being kind and considerate
<b>YEAR 4</b>	<b>Focus:</b> Moshe tells Paroh that he is taking everyone with him including the young and old. As a true leader he cares about each and every one of his 'flock'. (Refer to Midrash of Moshe being chosen by Hashem to become the leader of Bnei Yisrael because of the way he looked after one single sheep.) <b>Pesukim:</b> 10:8-9	Everyone is important from the youngest to the oldest
<b>YEAR 5</b>	<b>Focus:</b> At risk to themselves, Bnei Yisrael obey the word of Hashem and take a lamb as the קָרְבַּן פֶּסַח. This demonstrates their respect and fear for Hashem – as the lamb is an Egyptian god. They sprinkle its blood on the lintels and doorposts. The מְזוּזָה on our doorposts is an act of faith visible to the outside world. <b>Pesukim:</b> 12:3 and 7	יְרֵאת שְׁמַיִם Respect for and fear of Hashem
<b>YEAR 6</b>	<b>Focus:</b> '...הַחֹדֶשׁ הַזֶּה לָכֵם רֵאשׁ חֳדָשִׁים...' Why is this the first mitzvah that Hashem gives Bnei Yisrael when they become Am Yisrael – a free nation? As slaves Bnei Yisrael had no control over their time. As a sign of their freedom, Hashem empowers them to fix Rosh Chodesh and thereby the dates of the chagim. <b>Pesukim:</b> 12:1 and 2 (Rashi 2) Link to the way in which Rosh Chodesh was originally fixed by observing the phases of the moon. (בְּרִפְתָּ הַחֹדֶשׁ שֶׁקִּידוּשׁ לְבָנָה)	Being in control of one's own time



## Parashat Bo Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) The last three plagues	✓	✓	✓	✓				
b) The first mitzvah – 'החֹדֶשׁ הַזֶּה לָכֶם רֵאשׁ חֹדְשִׁים'								✓
c) קָרְבַּן פֶּסַח			✓				✓	
d) The mitzvah of keeping Pesach	✓	✓		✓				
e) צִיאַת מִצְרָיִם?	✓	✓	✓	✓	✓	✓		

## Parashat Beshalach Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Bnei Yisrael leave Mitzrayim. Paroh and the Mitzrim chase after them. They arrive at the Yam Suf where Hashem makes a miracle happen and the sea splits so that Bnei Yisrael are able to walk across on dry land. Hashem makes another miracle for Bnei Yisrael. All the time that they are in the מִדְבָּר they eat מַן, which miraculously appears each morning (except on Shabbat), and there is always enough for each family.	אֲמוּנָה Hashem's miracles show that He looks after us
<b>YEAR 1</b>	<b>Storyline:</b> Bnei Yisrael leave Mitzrayim but they do not know where they are going. Hashem leads them with a column of cloud by day and a column of fire at night. They reach the Yam Suf and cannot cross it. The Egyptians are chasing after them but they are brave and trust in Hashem that He will look after them. Hashem splits the Yam Suf. Bnei Yisrael cross over on dry land and are saved. The Egyptians are drowned. (Refer to the Midrash in which Nachshon ben Aminadav demonstrates his bravery by jumping into the Yam Suf and showing his complete trust in Hashem.)	Being brave
<b>YEAR 2</b>	<b>Storyline:</b> As above. Bnei Yisrael are grateful to Hashem for saving them and they sing שִׁירַת הַיָּם. Miriam and the women sing with their tambourines, which they have brought with them out of Egypt. Read and sing the first verse of "אֶזְרָא גָּשִׁיר מִנְּשָׁה". (15:1)	Expressing gratitude
<b>YEAR 3</b>	<b>Focus:</b> Moshe keeps the promise made by Bnei Yisrael to Yosef that when they leave Mitzrayim they would take his bones with them and bury them when they reach Eretz Yisrael. (Refer to the promise made to Yaakov in Parashat Vayechi.) <b>Pasuk:</b> 13:19	Keeping a promise
<b>YEAR 4</b>	<b>Focus:</b> Hashem takes Bnei Yisrael on a round about route through the מִדְבָּר instead of through the land of Plishtim, even though it would have been a shorter journey. Hashem does this to protect Bnei Yisrael from enemy attack, which might make them want to return to Egypt. <b>Pasuk:</b> 13:17	Thinking about the needs of others
<b>YEAR 5</b>	<b>Focus:</b> Bnei Yisrael keep complaining to Hashem. Hashem listens to them. He sends מַן, quails and water. They continue to complain. When Amalek comes to fight against them, Hashem shows Bnei Yisrael that they should trust in Him for He is constantly watching over them. During the battle, as long as Bnei Yisrael look upwards to Moshe's raised hands and are reminded of this, they prevail. (The columns of cloud and fire are also a sign of Hashem's constant protection.) <b>Pesukim:</b> 17:8 Rashi and 11	בְּטַחֲוֹן Trust in Hashem
<b>YEAR 6</b>	<b>Focus:</b> The מַן: its laws, the link to Shabbat (לֶחֶם מִשְׁנֵה and its covering), its delivery, appearance and taste. The Bnei Yisrael did not have to work in order to get their food. They were totally dependent on Hashem. Nowadays, although we have to work in order to have food, we are still dependent on Hashem to provide for us. (Poverty, drought, flood, famine.) <b>Pesukim:</b> 16:4, 22 and 31	Acknowledging Hashem as the source of all our food

## Parashat Beshalach Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Hashem leads Bnei Yisrael on a round about route towards the Yam Suf						✓		
b) Bnei Yisrael keep their promise and take Yosef's remains with them					✓			
c) The column of cloud and the column of fire			✓	✓			✓	
d) Paroh and the Egyptians chase after Bnei Yisrael	✓	✓	✓	✓				
e) Bnei Yisrael keep complaining to Hashem							✓	
f) The crossing of the Yam Suf	✓	✓	✓	✓			✓	
g) שירת מרים – שירת הנשים				✓				
h) The quails							✓	
i) The קן and the laws connected with it	✓	✓					✓	✓
j) Amalek attacks Bnei Yisrael							✓	

## Parashat Yitro Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Now that Bnei Yisrael are in the מדבר, Moshe tells them to get ready round Har Sinai to hear the עשרת הדברות (the Ten Statements). They are not allowed to go up on to Har Sinai. Hashem and Moshe say these statements to Bnei Yisrael. One of them is 'Keep Shabbat'. Another one is 'Listen to your father and mother'.	כבוד אב ואם
<b>YEAR 1</b>	<b>Storyline:</b> As above. When Hashem and Moshe say the עשרת הדברות to Bnei Yisrael they answer 'נעשה ונשמע', which means that they will do what ever Hashem tells them to do without asking why. We must do as our parents tell us without always having to know why straight away. Two more statements of the עשרת הדברות are 'Do not steal' and 'Do not be jealous'.	כבוד אב ואם
<b>YEAR 2</b>	<b>Storyline:</b> During נציאת מצרים, Moshe's wife Zipporah and their two sons are living in Midian with Yitro. When Yitro hears about the miracles of נציאת מצרים, he brings the family back to Bnei Yisrael. Moshe is the leader of Bnei Yisrael and is in the middle of preparing for the most important event ever – מתן תורה – yet when he hears that his father-in-law is coming, he goes out to greet him. He does not wait for Yitro to be brought to him. Moshe shows great respect for Yitro, he bows down to him, kisses him and asks him how he is.	דרך ארץ Showing respect
<b>YEAR 3</b>	<b>Focus:</b> An understanding of the contents of the kiddush for Shabbat day (to include reading it). Shabbat is one of the mitzvot in the עשרת הדברות. Keeping Shabbat is one of the ways of showing our belief in Hashem. Discuss the positive aspects of keeping Shabbat (Refer to verses 9-11). <b>Pasuk:</b> 20:8	The mitzvah of Shabbat
<b>YEAR 4</b>	<b>Focus:</b> אחדות : Bnei Yisrael are involved in one common goal – to prepare for מתן תורה. They rise above their petty quarrels and disputes in order to be worthy of receiving the Torah. The word 'וַיִּחַד' in the singular is interpreted by Rashi to describe Bnei Yisrael as 'איש אחד' - 'בְּלֵב אֶחָד' - in complete unity. Compare with the episode of מַגֵּדל בְּבֵל (Bereshit 11:6) where, although the people deserved to die, their unity so impressed Hashem that He scattered them rather than kill them. <b>Pasuk:</b> 19:2 Rashi	אחדות The power of unity
<b>YEAR 5</b>	<b>Focus:</b> Yitro is worried about the way Moshe is busy from morning till night, coping with the disputes of Bnei Yisrael. He offers him advice to appoint judges to help him judge the people. Yitro stresses that this advice should be acceptable to Hashem. Moshe, in spite of being the leader, willingly accepts the advice and appoints judges. From Moshe's and Yitro's conduct, we learn how to give and receive advice in a respectful way. <b>Pasuk:</b> 18:24	Giving and accepting advice
<b>YEAR 6</b>	<b>Focus:</b> The עשרת הדברות are written on two separate luchot – five מצות בין אדם למקום – how one should behave towards Hashem and five מצות בין אדם לחבירו – how one should behave towards one another. The mitzvah of כבוד אב ואם is in the מצות בין אדם למקום section of the עשרת הדברות to teach us the importance of the link between Hashem and one's parents. Compare the pesukim to illustrate the mitzvot of honouring and respecting parents. <b>Pesukim:</b> Shemot 20:12 and Vayikra 19:3	כבוד אב ואם Honouring and respecting parents

## Parashat Yitro Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Yitro visits Moshe in the מִדְבָּר and brings Moshe's wife and children to him				✓			✓	
b) Moshe goes out to meet Yitro				✓				
c) Moshe, at the advice of Yitro, appoints judges							✓	
d) Hashem tells Moshe to tell the Bnei Yisrael to prepare themselves for מִיתוֹ תוֹרָה	✓	✓	✓			✓		
e) The עֲשֶׂרֶת הַדִּבְרוֹת	✓	✓	✓					✓
f) כְּבוֹד אֲבֹתָם	✓	✓						✓
g) Shabbat	✓	✓			✓			
h) נִעְשָׂה וְנִשְׁמָע			✓					

## Parashat Mishpatim Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Moshe goes up Har Sinai to receive the whole Torah. Keeping the mitzvot of the Torah brings us closer to Hashem. One of the mitzvot of the Torah is to keep milk and meat separate. This is one of the ways of keeping kosher.	Kashrut Keeping milk and meat separate
<b>YEAR 1</b>	<b>Storyline:</b> The Torah gives us the rules we need to help us to live our lives as Jews. The rules that we received at Har Sinai are the rules which the Jewish people keep to this very day. For example, the Torah tells us not to tell lies (23:7). It tells us to keep the <b>שְׁלֵשׁ רְגָלִים</b> (Pesach, Shavuot and Succot) (23:19) and to keep milk and meat separate (23:17). [NB Source for reference only.]	Keeping the laws of the Torah
<b>YEAR 2</b>	<b>Storyline:</b> Moshe is on Har Sinai for 40 days and 40 nights where Hashem teaches him the whole Torah. The Torah contains laws about respecting other people's property. It tells us what to do if we damage someone else's possession. One has to own up then repair or replace the damaged article.	Respecting other people's property
<b>YEAR 3</b>	<b>Focus:</b> We are constantly reminded to recall that we were strangers in Mitzrayim (in tefillot, kiddush and chagim). The Torah commands us to be sensitive to strangers, sympathetic to their feelings and conscious of their situation. We should welcome them and be helpful, kind and considerate.  Define the term 'stranger' here as someone who is different in terms of appearance, ability, race or religion, as well as a new child in the classroom, a supply teacher etc.  <b>Pasuk:</b> 22:20	Sensitivity to strangers
<b>YEAR 4</b>	<b>Focus:</b> Kashrut: keeping milk and meat separate is so important that it is written in three different places in the Torah – the first time we are told this law is in this parashah.  We keep the laws of Kashrut because Hashem tells us to. Keeping mitzvot helps us to make everyday activities special and brings us closer to Hashem.  <b>Pasuk:</b> 23:19	Kashrut
<b>YEAR 5</b>	<b>Focus:</b> The law 'Do not follow the crowd to do evil' is given for any situation where a judgement must be made. We learn from this how to behave in a situation where we disagree with the major opinion. We must have the courage to stand up for what we know is right, e.g. Yehoshua and Calev stood firm against the majority of <b>כְּרִגְלָיִם</b> . The Levi'im didn't join in the <b>חֲטָא הַעֲגָל</b> . Mordechai was the only Jew who did not bow down to Haman.  <b>Pasuk:</b> 23:2	Standing up for what is right
<b>YEAR 6</b>	<b>Focus:</b> When the Torah states "an eye for an eye" it is not to be taken literally. In order to understand the meaning of these laws we need the <b>תּוֹרָה שְׂבֻעַל פֶּה</b> - The Oral Law - which Hashem gave to Moshe at the same time as he gave the <b>תּוֹרָה שְׂבֻכָתֵב</b> – The Written Law. <b>תּוֹרָה שְׂבֻעַל פֶּה</b> explains that each part of the body has a monetary value when compensating for its loss.  The discussions about these laws and how to apply them are written in the Talmud – Mishnah and Gemara. The Torah laws of compensation are used as a basis for English law to this very day.  <b>Pesukim:</b> 21:23 and 24	The value of <b>תּוֹרָה שְׂבֻעַל פֶּה</b>

## Parashat Mishpatim Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Hashem gives Bnei Yisrael laws	✓	✓	✓	✓	✓	✓	✓	✓
b) Laws concerning damages				✓				✓
c) Looking after the stranger					✓			
d) Laws against following the majority							✓	
e) בְּשֵׁר וְחֶלֶב	✓	✓	✓			✓		
f) Hashem commands Moshe to go up Har Sinai to receive the Torah	✓	✓	✓	✓				✓
g) Moshe remains on Har Sinai for 40 days and 40 nights				✓				
h) The תּוֹרָה שֶׁבְּכֶתֶב and the תּוֹרָה שֶׁבְּעַל פֶּה were given together at Har Sinai								✓

## Parashat Terumah Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<p><b>Storyline:</b> Hashem tells Moshe to tell Bnei Yisrael to build a Mishkan – a holy building like a big Bet Kneset that Bnei Yisrael can come into, to feel close to Hashem.</p> <p>The Bet Kneset today reminds us of the Mishkan.</p>	Saying tefillot and doing mitzvot help us to come closer to Hashem
<b>YEAR 1</b>	<p><b>Storyline:</b> As above. Bnei Yisrael are asked to bring gifts for the building of the Mishkan. They willingly give their treasured possessions of gold, silver, precious jewels, fur, linen, oil and spices so that the Mishkan will be beautiful.</p>	הידור מצוה Doing a mitzvah in the nicest possible way
<b>YEAR 2</b>	<p><b>Storyline:</b> Hashem commands Bnei Yisrael to build a Mishkan – a special place for Him to be close to Bnei Yisrael. Hashem always wants to be close to the Jewish people so throughout the generations we have built Batei Kneset. The objects in the Batei Kneset today remind us of the contents of the Mishkan (אָרוֹן הַקֹּדֶשׁ, פְּרָכֶת, נֵר תְּמִיד, פָּרֹכֶת, אֶרֶץ הַקֹּדֶשׁ).</p>	The Bet Kneset is a place to come close to Hashem
<b>YEAR 3</b>	<p>The Mishkan was the place where Hashem's presence was felt the most.</p> <p><b>Focus:</b> Our home can also be a Mishkan – a place where we feel Hashem's presence. We bring Hashem into our homes by keeping His mitzvot. The table at which we eat is compared to the מִזְבֵּחַ in the Mishkan.</p> <p><b>Pasuk:</b> 25:8</p>	Bringing Hashem into our everyday lives
<b>YEAR 4</b>	<p><b>Focus:</b> Hashem requests voluntary gifts for the Mishkan. He tells Moshe to accept only those gifts that have been given selflessly with no ulterior motive. We must always try to do things with a full heart, willingly, not simply because we have to or because we will be rewarded for doing it.</p> <p><b>Pasuk:</b> 25:2 and Rashi – 'רצון טוב'</p>	Giving selflessly
<b>YEAR 5</b>	<p><b>Focus:</b> The אָרוֹן הַקֹּדֶשׁ is made of wood. It is overlaid with gold on the outside, which can be seen, and lined with gold on the inside, which cannot be seen. We learn an important lesson from the way the אָרוֹן הַקֹּדֶשׁ is constructed: that one's outward behaviour must be consistent with one's inner feelings. We must avoid hypocrisy (אֶחָד בְּפֶה וְאֶחָד בְּלֵב).</p> <p><b>Pasuk:</b> 25:11</p>	Integrity
<b>YEAR 6</b>	<p><b>Focus:</b> 'עָשׂוּ לִי מִקְדָּשׁ וְשָׁכַנְתִּי בְתוֹכְכֶם' Hashem wants to dwell amongst Bnei Yisrael – to be part of their lives. He asks Bnei Yisrael to build the Mishkan for this purpose. The word 'מִקְדָּשׁ' is used to emphasise that we must treat the Mishkan as a בַּיִת קְדוֹשָׁה (Rashi) – a holy place, then Hashem will dwell there. The phrase 'וְנָכַרְתֶּם לְעַד' at the end of the verse is a command for the future (Rashi) that throughout the generations there should be a place for Hashem to dwell amongst the Jewish people. Every Bet Kneset has the potential to be a בַּיִת קְדוֹשָׁה – a place where we can feel close to Hashem. This can only happen if we make the Bet Kneset a מִקְדָּשׁ by treating it with respect and honouring Hashem's presence.</p> <p><b>Pesukim:</b> 25:8 and 9 (Rashi)</p>	Respect for a Bet Kneset



## Parashat Terumah Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Hashem gives detailed instructions to build a Mishkan	✓	✓	✓	✓	✓			✓
b) A general description of the Mishkan (a portable Bet Knesset) and its purpose (to feel the presence of Hashem at all times).	✓	✓		✓	✓			✓
c) The contributions to the building of the Mishkan			✓			✓		
d) The אָרוֹן							✓	
e) The מִזְבֵּחַ and its link to the Jewish home					✓			
f) The Menorah			✓					
g) The link between the Mishkan and the Bet Knesset				✓				✓

## Parashat Tetzaveh Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Some of the people who work in the Mishkan are called Kohanim. They wear special clothes for this job. The most important Kohen is the Kohen Gadol who wears special clothes to show the importance of his job. Their jobs are to light the Menorah every day and to receive the gifts that Bnei Yisrael bring to the Mishkan. The Kohen Gadol and the Kohen help Bnei Yisrael to come closer to Hashem.	People who help us
<b>YEAR 1</b>	<b>Storyline:</b> As above. Hashem tells Moshe that Aharon will be Kohen Gadol and his sons will be Kohanim. One of the duties of the Kohen Gadol is to clean out and light up the Menorah. Although this seems to be a very ordinary task for a Kohen Gadol, Aharon performs this job day in, day out and always does it with eagerness and enthusiasm.	Carrying out one's duties with enthusiasm
<b>YEAR 2</b>	<b>Storyline:</b> The נר תמיד – the Everlasting Light, which hangs above the ארון Kodesh in the Bet Knesset, reminds us of the middle light of the Menorah in the Mishkan.  The Kohanim, Leviim and Yisraelim have different responsibilities for the Mishkan. The Kohen Gadol's responsibility is to care for the lighting of the Menorah. Nowadays the Kohanim, Leviim and Yisraelim also have different responsibilities in the Bet Knesset. They all have different aliyot in קריאת התורה, the Kohanim bless the community and the Leviim wash the hands of the Kohanim.	Every job is equally important
<b>YEAR 3</b>	<b>Focus:</b> The Menorah is lit with the best part of the olive oil, which is obtained from the first drops pressed out of perfectly ripe olives. It is done by hand using a mortar (Rashi). To this very day, the finest olive oil is obtained this way. (N.C. Science) <b>Pasuk:</b> 27:20	Giving of one's best
<b>YEAR 4</b>	<b>Focus:</b> The hem of the מעיל is decorated with 72 golden bells that ring as the Kohen Gadol walks. The bells announce his arrival and departure from the Kodesh. This teaches an important halachah in דרך ארץ – to knock on the door before entering a room and to ask permission before leaving. <b>Pasuk:</b> 28:34	דרך ארץ
<b>YEAR 5</b>	<b>Focus:</b> The Kohen Gadol is dressed in magnificent garments to show respect to Hashem and in order that everyone recognises the importance, uniqueness and holiness of his position. These garments are worn in the Mishkan only. (Discuss the Queen's robes at the State Opening of Parliament.) When we go to the Bet Knesset we should dress appropriately to show honour to Hashem and respect to a holy place. <b>Pasuk:</b> 28:2	Dressing with dignity and respect
<b>YEAR 6</b>	<b>Focus:</b> Aharon has to bring an offering of קטרת – a spice incense to burn on the מזבח every morning. The קטרת gives off a beautiful and pleasing smell and reflects the duties of the Kohanim to make every action pleasing to Hashem. The incense is made up of different spices, which have to be ground and mixed according to exact instructions. If one item in the mixture is left out or added in the wrong order, then the קטרת will not be pleasing to Hashem. (Link to the last verse of 'איך כאלהינו'.) <b>Pasuk:</b> 30:7	Following instructions in order to achieve a pleasing result

## Parashat Tetzaveh Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) The נֵר תְּמִיד in the Menorah in the Mishkan				✓				
b) A Kohen is a direct descendant of Aharon and his sons			✓					
c) The role of the Kohen Gadol and the Kohen in the Mishkan	✓	✓				✓	✓	
d) The eight special garments – בְּגָדֵי כְהֹנָה – of the Kohen Gadol	✓	✓				✓	✓	
e) The four garments of the כֹּהֵן הַדָּיוֹט						✓	✓	
f) The lighting of the Menorah using pure olive oil	✓	✓			✓			
g) The אֹרִים and חֲשׂוֹן, אֶפֶד and אֹרִים						✓	✓	
h) The קְטֹרֶת and מִזְבַּח הַזָּהָב (incense)								✓

## Parashat Ki Tissa Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<b>Storyline:</b> One of the עֲשֵׂת הַדְּבָרוֹת is to keep Shabbat. Hashem tells Bnei Yisrael to keep Shabbat on the seventh day. We make Shabbat special and different by saying kiddush over wine and having three meals at which we make a brachah over two challot and sing zemirot.	Keeping Shabbat
<b>YEAR 1</b>	<b>Storyline:</b> Moshe now goes up Har Sinai to receive the luchot – two huge pieces of rock on which Hashem has written the עֲשֵׂת הַדְּבָרוֹת. Some of Bnei Yisrael are afraid that Moshe isn't coming back. They ask Aharon to find them another leader. Aharon tells Bnei Yisrael to give him their golden jewellery, which he melts in a fire and out comes the shape of the golden calf. When Moshe finally comes down from Har Sinai and sees Bnei Yisrael dancing round the golden calf, he smashes the luchot. Hashem is angry with Bnei Yisrael. Moshe begs Hashem to forgive them. Hashem does. They get another set of luchot.	Forgiveness
<b>YEAR 2</b>	<b>Storyline:</b> As above up to "another leader". The women and Shevet Levi do not give their jewellery to Aharon and do not join in dancing round the golden calf when it appears. Shevet Levi are rewarded by being chosen to be the Kohanim and Leviim and work in the Mishkan. The women are rewarded by having a special day each month on which they do not have to work. This day is Rosh Chodesh.	Following good examples
<b>YEAR 3</b>	<b>Focus:</b> Hashem tells Moshe that whenever he needs to count Bnei Yisrael, he should do so by asking each man over the age of twenty to contribute half a shekel. This money is used for the Mishkan. Rich people and poor people contribute the same amount. The giving of half a shekel rather than a whole shekel teaches us that we need each other and we need to work together. <b>Pasuk:</b> 30:15	Working together
<b>YEAR 4</b>	<b>Focus:</b> Bnei Yisrael are constantly reminded of the mitzvah of Shabbat while being involved in the building of the Mishkan. In their eagerness to build the Mishkan they might be tempted to work on Shabbat. The first part of kiddush for Shabbat morning is in this parashah. It reminds us that just as Hashem stopped creating on Shabbat we too must refrain from creative activity (מְלָאכֹת). Refer to Friday night kiddush. <b>Pesukim:</b> 31:16 and 17	Keeping Shabbat
<b>YEAR 5</b>	<b>Focus:</b> Aharon knows that Moshe will return from Har Sinai but some people spread panic among Bnei Yisrael and they force him to make a replacement leader. He tries to delay their request by asking them to contribute their gold jewellery hoping they will refuse (Rashi). But they do part with it and Aharon forms it and it becomes an עֵגֶל הַזָּהָב. As a consequence of this serious sin, Hashem wants to wipe out Bnei Yisrael. It is only through the intervention of Moshe that they survive. However Hashem says that Bnei Yisrael will no longer be worthy to experience supernatural miracles (נִסֵּי גְלוּי). They will now see Hashem only through hidden miracles (נִסֵּי סְתוּר) – Nature) <b>Pesukim:</b> 32:2 and 5	Consequence of one's actions
<b>YEAR 6</b>	<b>Focus:</b> According to the Midrash, Bnei Yisrael are persuaded by the עֵרֶב רַב – a large group of people who are not part of Bnei Yisrael but came out with them from Mitzrayim – to ask Aharon to make a golden calf. These people are a bad influence on Bnei Yisrael and cause them to sin. We must be careful to keep away from bad influences and follow the good examples of those around us. ( Refer to ' יְהִי רְצוֹן ' שְׁתַּצְלִילֵנִי הַיּוֹם ... מֵאֲדָם רָע, וּמִחֲבֵר רָע We daven to Hashem each day to keep us away from bad influences.) <b>Pasuk:</b> 32:1	Keeping away from bad influences

## Parashat Ki Tissa Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Moshe is commanded to count the people by using a half a shekel contribution					✓			
b) The command to keep Shabbat (kiddush)	✓	✓				✓		
c) Bnei Yisrael are worried that Moshe will not return and they ask Aharon for a new leader			✓	✓			✓	
d) Aharon asks for gold jewellery			✓	✓			✓	
e) The making of the golden calf			✓	✓	✓		✓	✓
f) Shevet Levi and the women do not join in				✓				
g) Moshe smashes the luchot			✓					
h) Moshe is commanded to count the people by using a half a shekel contribution					✓			

## Parashat Vayakhel Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Bnei Yisrael are now building a Mishkan, a very special place where they will be able to come to talk to Hashem. Bnei Yisrael are told not to do any of the building work for the Mishkan on Shabbat. By not doing weekday activities on Shabbat, we make Shabbat special (Sing 'יום ראשון עבודה').	Shabbat
<b>YEAR 1</b>	<b>Storyline:</b> Bnei Yisrael contribute to the building of the Mishkan and its contents. They give their most treasured possessions to make the שֶׁלֶחַן, מִזְבֵּחַ, אָרוֹן, and Menorah. They give with such love, joy and enthusiasm and so generously that Moshe has to give orders to Bnei Yisrael to stop their donations.	Giving with love
<b>YEAR 2</b>	<b>Storyline:</b> Bnei Yisrael donate gifts to the Mishkan and its articles – the מִזְבֵּחַ, אָרוֹן, and Menorah (link to Bet Knesset). The Torah uses the word 'וְיִקְהַל' to indicate the sense of community (קהילה) and common purpose that Bnei Yisrael share in this holy act. Doing things together as a community shows that we all belong to one big family – Am Yisrael.	The spirit of community (Citizenship)
<b>YEAR 3</b>	<b>Focus:</b> Hashem blesses Betzalel and Oholiav with artistic talents and skills to be able to carry out the holy task of building the Mishkan and crafting everything in it. Betzalel and Oholiav share their knowledge and skills with others. We all have special talents – the ability to be a loyal friend, to make people happy, to be artistic, athletic or academic. All these talents are a blessing and a gift from Hashem. <b>Pasuk:</b> 35:31	The awareness that the talents we have are a blessing and gift from Hashem
<b>YEAR 4</b>	<b>Focus:</b> The mitzvah to observe Shabbat, which acknowledges Hashem as creator of the world, immediately follows the mitzvah to build the Mishkan. This teaches us that one may not carry out on Shabbat those creative activities that are required for the building of the Mishkan. This is the source of the 39 categories of מְלָאכוֹת that one must not do on Shabbat. By keeping the laws of Shabbat we acknowledge Hashem as creator. <b>Pasuk:</b> 35:2	The laws of Shabbat
<b>YEAR 5</b>	<b>Focus:</b> Bnei Yisrael not only fulfil the mitzvah to donate to the building of the Mishkan, but they give so much that Moshe has to stop them giving more. Meanwhile, the נְשִׂאִים – Princes delay their contribution and wait to see what is missing. They should have acted with זָרִיוֹת and not let the opportunity pass them by. Rashi explains that the word 'נְשִׂאִים' is written without a 'י' to indicate that they lacked the initial enthusiasm to do the mitzvah. They learned their lesson and were the first to donate to the מִזְבֵּחַ (examine Pirkei Avot 5:23). <b>Pesukim:</b> 35:27 and 29	זָרִיוֹת לְמַצְוָה Using every opportunity to do a mitzvah
<b>YEAR 6</b>	<b>Focus:</b> In contributing to the Mishkan, the women set the example to the men by being the first to donate their most treasured possessions – their jewellery and their copper mirrors. The donation of the mirrors is so significant that they are used to make the כִּיּוֹר from which the Kohanim wash their hands and feet before the עֲבוּדָה. Compare these actions with those that took place with the עֵגֶל הַזָּהָב in Parashat Ki Tissa (32:2). <b>Pesukim:</b> 35:22 and 25	Women's roles in Judaism

## Parashat Vayakhel Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) 'וַיִּקְהַל' – the concept of community				✓				
b) The link between the building of the Mishkan and Shabbat	✓	✓				✓		
c) Bnei Yisrael give of their possessions to the Mishkan			✓	✓			✓	✓
d) Women's active role in contributing to the Mishkan								✓
e) Betzalel and Oholiav are appointed to make the Mishkan					✓			
f) The אָרוֹן, מִזְבֵּחַ, שְׁלֶחֶן and Menorah			✓	✓				
g) The נְשִׂאִים contribute to the Mishkan							✓	

## Parashat Pekudei Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> The Mishkan is finished. An ענן, a cloud, comes down from heaven and rests on the Mishkan. It shows Bnei Yisrael when to travel and when to rest. When it begins to move from the Mishkan, Bnei Yisrael know that it is time to fold up their tents and move on to another place. When it stops moving, Bnei Yisrael know that it is time to set up their tents round the Mishkan and rest. The ענן shows Bnei Yisrael that Hashem is always with them.	אמונה Knowing that Hashem is always with us
<b>YEAR 1</b>	<b>Storyline:</b> Betzalel and Oholiav make the eight special clothes for the Kohen Gadol and the four special clothes for each of the Kohanim. They make these clothes using beautiful material, coloured threads, pure gold and precious stones that Bnei Yisrael have donated. The Kohen Gadol and the Kohanim wear special clothes for the special occasions when they serve Hashem in the Mishkan. This shows respect for the job that they do. We also wear special clothes for special occasions, such as wearing our best clothes for Shabbat, for going to shul and for weddings and other celebrations. This also shows respect.	Showing respect
<b>YEAR 2</b>	<b>Storyline:</b> All of Bnei Yisrael have had a share in building the Mishkan. They have given their treasured possessions and used their skills and talents to construct the building, shape the objects and weave and embroider the coverings. Bnei Yisrael bring all the parts to Moshe who checks them and sees that they have worked together to make everything exactly as Hashem commanded. Moshe sets up the parts and puts the objects in place.	Working together brings good results
<b>YEAR 3</b>	<b>Focus:</b> Building the Mishkan is a demanding task. It requires great skill and patience. Measurements have to be exact so that parts fit together properly. Objects have to be shaped correctly. Coverings have to be woven and embroidered properly. So many people are involved, it might be easy for one or two to be slightly careless, make a mistake or rush the job. But this does not happen. The Torah repeats that Bnei Yisrael carry out the instructions – 'אֲשֶׁר צִוָּה ה' אֶת מֹשֶׁה' – so that the Mishkan is fit for Hashem to dwell in. <b>Pasuk:</b> 39:32	Following instructions
<b>YEAR 4</b>	<b>Focus:</b> Moshe tells Bnei Yisrael what their gifts of gold, silver, copper, wool and linen have been used for. He wants them to know that every donation has been used appropriately and every item has been made correctly. The Mishkan is complete. Moshe blesses Bnei Yisrael. He tells them that because it has been built with their generous gifts and their united efforts and following instructions exactly, the Mishkan is fit for Hashem to dwell in. <b>Pasuk:</b> 39:43 Rashi	אחדות
<b>YEAR 5</b>	<b>Focus:</b> Moshe anoints Aharon as Kohen Gadol and Aharon's sons as Kohanim for all generations to come. Moshe is the leader. He has sons who he now realises are not going to be Kohanim. Moshe's greatness is seen in this act of anointing Aharon and his sons. He is able to carry out Hashem's commandments to the exact detail – 'כָּכֹל אֲשֶׁר צִוָּה ה' כִּן עָשָׂה' – without letting his personal feelings intrude. Moshe is happy for his brother and his nephews. <b>Pesukim:</b> 40:15 and 16	Fulfilling a task even though it involves personal sacrifice
<b>YEAR 6</b>	<b>Focus:</b> Betzalel is from the tribe of Yehudah, a royal tribe and an important one. Oholiav, from the tribe of Dan is one of the lowliest. The Midrash tells us that these two very different people from different backgrounds are brought together to share their talents in order to fulfil the holiest of tasks – the building of the Mishkan. This teaches us that no matter who we are or where we come from, if we really want to, we can all reach the same level of holiness and come closer to Hashem. <b>Pesukim:</b> 38:22 and 23	Equal opportunities



## Parashat Pekudei Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Moshe tells Bnei Yisrael how their donations have been used						✓		
b) Betzalel and Oholiav make the <b>בְּגָדֵי כְהֻנָּה</b>			✓					✓
c) Moshe anoints Aharon and his sons as Kohanim forever							✓	
d) Moshe checks the items of the Mishkan				✓	✓	✓		
e) Moshe blesses Bnei Yisrael						✓		
f) Moshe sets up the Mishkan and puts all the items in place. The Mishkan is complete	✓	✓		✓	✓	✓		
g) The <b>עֶן</b> shows Hashem's presence in the Mishkan	✓	✓						
h) The <b>עֶן</b> shows Bnei Yisrael when to travel, where to travel and when to rest	✓	✓						
i) Pekudei is the final parashah in Sefer Shemot. We say ' <b>חֵזֶק חֵזֶק וְנִתְחַזַּק</b> '	✓	✓	✓	✓	✓	✓	✓	✓

## Middah/Mitzvah Grid for Sefer Vayikra

	NUR. + REC.	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
VAYIKRA	Showing love to Hashem	Tefillah brings us close to Hashem	Tefillah Giving thanks to Hashem	Returning a kindness	Not boasting	Be yourself	Owning up when we are in the wrong and asking for forgiveness
TZAV	Tefillah Saying thank you	Following instructions	Connecting to our past	Kiddush Hashem	Sensitivity	Everyone's task is important to complete a job	The mitzvah of not eating blood (kashrut)
SHEMINI	Kashrut	Jewish identity	Kashrut	אמונה Belief that Hashem created the world	Jewish identity	Respect for authority	אמונה and בטחון Faith and trust in Hashem
TAZRIA	Saying 'Thank you' to Hashem	לשון הרע Do not tell tales	Knowing when you have done something wrong	Changing our behaviour	Understanding other people's feelings	The consequences of our actions	Be sensitive to other people's feelings
METZORA	לשון הרע Do not speak about other people	לשון הרע Do not speak about other people	Use your tongue wisely	שלום Bringing peace	Do not speak לשון הרע	Do not speak לשון הרע	Taking action when warned
ACHAREI MOT		Kashrut	Do not copy bad behaviour	Keeping Yom Kippur	Kashrut	Correct yourself before you correct others	Be proud of who you are, wherever you are
KEDOSHIM	Being nice to each other	Being kind to other people	'Do not do to others what you would not like to be done to you' (Hillel)	מפגי שיבה תקוים Respecting the learned and the elderly	ואתהבתי לרעה קמוץ	Being honest when dealing with others	Do not spread rumours even if they are true
EMOR	The mitzvot we do on the chagim	We keep the chagim today just the same way as the Jewish people did long ago	הקרית הטוב Showing our gratitude	Giving of our best at all times	Making a Kiddush Hashem	Giving to the needy in a sensitive manner	The Torah and our Rabbis are the guide to the way we live our lives as Jews
BEHAR	We need to rest in order to be strong	The mitzvah of שמירת השבת	אמונה Trust in Hashem as the source of all that grows	Caring for the environment	Helping the needy	ירושן Valuing family possessions	Acknowledging Hashem as the source of everything
BECHUKOTAI	Hashem cares about what we do	The result of good behaviour	The result of good behaviour	Consequences of good and bad behaviour	Sensitivity to people's feelings	גם זו לטובה Everything that happens is for the best	Tzedakah

## Parashat Vayikra Curriculum Map

### Middah/Mitzvah

<b>NUR.</b>	We suggest that Parashat Hashavua should not be taught at this time in order to allow nursery children to develop a clear understanding of the stories associated with Pesach and Shavuot.	
<b>REC.</b>	<b>Storyline:</b> Whenever Bnei Yisrael want to show their love for Hashem, they bring a gift to the Mishkan. Bnei Yisrael also bring gifts to the Mishkan whenever they want to say 'Sorry' or 'Thank you' to Hashem.	Showing love to Hashem
<b>YEAR 1</b>	<b>Storyline:</b> As above. A gift brought to the Mishkan is called a קָרְבָּן. The word קָרְבָּן (קָרִיב) means 'to come close to Hashem'. Bnei Yisrael come close to Hashem by bringing קָרְבָּנוֹת. Nowadays we come close to Hashem by saying tefillot.	Tefillah brings us close to Hashem
<b>YEAR 2</b>	<b>Storyline:</b> There are two kinds of קָרְבָּנוֹת: those that are always brought at a fixed time and those that Bnei Yisrael bring whenever they want to say thank you to Hashem. Our tefillot today take the place of קָרְבָּנוֹת. Tefillot have fixed times but we can say thank you tefillot to Hashem whenever we want to.	Tefillah Giving thanks to Hashem
<b>YEAR 3</b>	<b>Focus:</b> Aharon and his sons work in the Mishkan. They do not own land and so cannot grow their own food. Bnei Yisrael ensure that the Kohanim have food to eat by giving them special parts of their קָרְבָּנוֹת. This shows how Bnei Yisrael recognise and appreciate the עֲבוּדָה done by the Kohanim on their behalf. <b>Pasuk:</b> 2:3	Returning a kindness
<b>YEAR 4</b>	<b>Focus:</b> If Hashem came to speak to us as He did to Moshe, we might want everyone to know how important we were. Even though Moshe is the only person with whom Hashem speaks face to face he does not boast about it. The use of the small 'א' in the word 'וַיִּקְרָא' indicates that Moshe does not make an issue of his special relationship with Hashem but shows great humility (refer to Bamidbar 12:3). We should follow Moshe's example and not brag or boast about something special we have experienced or achieved. <b>Pasuk:</b> 1:1	Not boasting
<b>YEAR 5</b>	<b>Focus:</b> The daily קָרְבָּן מִנְחָה consists of flour, oil and salt. One is not allowed to add yeast and honey. Yeast and honey together alter the shape and character of the dough, whereas salt only brings out the flavour that is already there (discuss chometz and matzah). We should follow the model of the salt to realise our full potential by developing our own 'inborn' unique talents and abilities without feeling the need to resort to imitating others. We should be true to ourselves. <b>Pesukim:</b> 2:11 and 13	Be yourself
<b>YEAR 6</b>	<b>Focus:</b> One of the קָרְבָּנוֹת that is brought to ask for forgiveness is the אָשָׁם – guilt offering. This is, for example, brought by someone who has been dishonest and has now admitted to the Kohen and the victim that he has taken (found and not returned) the victim's property. However, until the wrongdoer returns the object and fully compensates the victim, there is no point in bringing the אָשָׁם. The wrongdoer has to return the object, compensate the victim and only then can he bring a קָרְבָּן אָשָׁם to the Mishkan and be forgiven by Hashem. (Compare to asking people for forgiveness before asking Hashem for forgiveness on Yom Kippur.) By going through this process of teshuvah the wrongdoer will avoid repeating the dishonest act. <b>Pasuk:</b> 5:26	Owning up when we are in the wrong and asking for forgiveness

## Parashat Vayikra Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) The small 'א' in the word 'ויקרא'						✓		
b) The meaning of the word 'קרבן'			✓	✓	✓		✓	✓
c) The Mishkan as the place where קרבנות are brought		✓	✓	✓	✓		✓	✓
d) Nowadays tefillah takes the place of bringing קרבנות			✓	✓				
e) The Kohanim do not own land but work in the Mishkan and receive parts of the קרבנות					✓			
f) The different kinds of קרבנות							✓	✓
g) The laws of restitution								✓

## Parashat Tzav Curriculum Map

### Middah/Mitzvah

<b>NUR.</b>	We suggest that Parashat Hashavua should not be taught at this time in order to allow nursery children to develop a clear understanding of the stories associated with Pesach and Shavuot.	
<b>REC.</b>	<b>Storyline:</b> One of the gifts that Bnei Yisrael bring to the Mishkan is to say ‘Thank you’ to Hashem for something good that has happened to them. Nowadays we say ‘מוֹדָה אֲנִי’ (and other thank you tefillot) to thank Hashem for all the good things that happen to us.	Tefillah Saying thank you
<b>YEAR 1</b>	<b>Storyline:</b> Hashem tells Moshe to command Aharon and his sons to be very careful about carrying out all the mitzvot of the קְרִבְנוֹת and all the tasks in the Mishkan according to the exact instructions in the Torah. Aharon and his sons make sure that they carry out these instructions properly.	Following instructions
<b>YEAR 2</b>	<b>Storyline:</b> Some of the mitzvot and minhagim (customs) that we have today are there to remind us of the עֲבוֹדָה that the Kohanim performed in the Mishkan. Before the Kohanim carried out the mitzvot of the עֲבוֹדָה (service) they had to wash their hands. (Shemot 30:20). We wash our hands before performing some mitzvot, e.g. before eating bread. The Kohanim sprinkled salt on the קְרִבְנוֹת on the מִזְבֵּחַ. We sprinkle or dip into salt before eating the challah on Shabbat. (The table at which we eat a meal is likened to the מִזְבֵּחַ etc.) These mitzvot and minhagim connect us to our past.	Connecting to our past
<b>YEAR 3</b>	<b>Focus:</b> Bringing a קָרְבַּן תּוֹדָה to the Mishkan is the way in which Bnei Yisrael show their gratitude to Hashem. When a person is saved from danger, he brings a קָרְבַּן תּוֹדָה together with 40 loaves of bread in four different shapes. One of each kind is given to the Kohanim and the remaining 36 are eaten up all on the same day. The Rabbis tell us that the reason for this is to make sure that the person who has been saved from danger has to share the 36 loaves with other people in order to ensure that there will be nothing left over by the next morning. This means that he has to invite lots of people with whom he can share not only the loaves but also the good news. Eventually lots of people know that Hashem has saved him from danger and this makes Hashem’s name even greater (A Kiddush Hashem). <b>Pesukim:</b> 7:12 and 15	Kiddush Hashem
<b>YEAR 4</b>	<b>Focus:</b> A קָרְבַּן חֲטָאת (a קָרְבַּן to atone for a wrongdoing) was identical to a קָרְבַּן עֹלָה (a voluntary offering) and it was brought to exactly the same place in the Mishkan. This was done in order to save the wrongdoer any shame and embarrassment and to prevent him from being discouraged to do teshuvah. No one seeing him bring his קָרְבַּן would know that it was actually a קָרְבַּן חֲטָאת and that he had been guilty of a wrongdoing. <b>Pasuk:</b> 6:18	Sensitivity
<b>YEAR 5</b>	<b>Focus:</b> The daily task of removing the ashes from the burnt קְרִבְנוֹת, תְּרוּמַת הַדֶּשֶׁן, was crucial to the עֲבוֹדָה. Cleaning out the ashes of the קְרִבְנוֹת was as important a task for the עֲבוֹדָה as the offering up of the קְרִבְנוֹת on behalf of Bnei Yisrael. No job was considered menial. Consider the roles of the caretaker and the dinner lady. A school could not function without them. <b>Pesukim:</b> 6:3 and 4	Everyone’s task is important to complete a job
<b>YEAR 6</b>	<b>Focus:</b> Blood is the life force of a living creature and we are prohibited from eating it. We have to soak and salt meat and chicken in order to remove the blood. This is one of the ways in which we ensure that our meat is kosher. Nowadays this is usually done by the butcher. (Review the laws of koshering meat and liver.) <b>Pesukim:</b> 7:26 and 27	The mitzvah of not eating blood (kashrut)

## Parashat Tzav Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) קָרְבַּן תּוֹדָה was brought to the Mishkan in order to say thank you to Hashem		✓			✓			
b) The laws of the קָרְבָּנוֹת were given to Bnei Yisrael to be carried out by the Kohanim			✓	✓				
c) תְּרוֹמַת הַדָּשָׁן – the lifting of the ashes							✓	
d) Kohanim wash hands before carrying out the עֲבוֹדָה				✓				
e) The קָרְבַּן חֲטָאת						✓		
f) The קָרְבַּן תּוֹדָה					✓	✓		
g) The prohibition against eating blood								✓
h) קָרְבַּן תּוֹדָה was brought to the Mishkan in order to say thank you to Hashem		✓			✓			

## Parashat Shemini Curriculum Map

### Middah/Mitzvah

<b>NUR.</b>	We suggest that Parashat Hashavua should not be taught at this time in order to allow nursery children to develop a clear understanding of the stories associated with Pesach and Shavuot.	
<b>REC.</b>	<b>Storyline:</b> Hashem has given us lots of food to eat. Hashem wants us to eat only kosher food. We can eat all kinds of growing things but we can eat only certain kinds of animals. Talk about the signs of kosher animals, birds and fish. (Sing 'Old MacMoshe had a farm'.)	Kashrut
<b>YEAR 1</b>	<b>Storyline:</b> Animals, birds and fish must possess special signs to show that they are kosher and may be eaten by Jewish people. Kashrut is one of the signs that show we are keeping Hashem's laws. Some of the other signs are wearing tzitzit, putting a mezuzah on the doorpost, making kiddush etc.	Jewish identity
<b>YEAR 2</b>	<b>Storyline:</b> Review the signs of animals that are kosher and not kosher. Kosher means fit for use by Jewish people. Part of keeping kashrut is to wash fruit and especially vegetables very carefully before eating them. (N.B. Young children may be put off eating fruit and veg if they are told that the washing is in order to remove insects.)	Kashrut
<b>YEAR 3</b>	<b>Focus:</b> The laws for identifying kosher and non-kosher animals, birds and fish are as true today as when the Torah was given. There are four animals identified by name in the Torah as possessing only one of the two necessary signs – pig, rabbit, camel and hare. To this very day no other animal possessing just one sign has been added to this list. This proves that Hashem created the world and knows every living creature in it. <b>Pesukim:</b> 11:4-7	אמונה Belief that Hashem created the world
<b>YEAR 4</b>	<b>Focus:</b> The mitzvah to eat only animals, birds and fish with kosher signs is a חוק. A חוק is a mitzvah for which we do not understand the reason. We keep the mitzvah of kashrut because the Torah tells us to. Keeping this mitzvah helps us to be עם קדוש – a holy nation – special and different from other nations. Kashrut is a symbol of Jewish identity. <b>Pesukim:</b> 11:44 and 45	Jewish identity
<b>YEAR 5</b>	<b>Focus:</b> The motives of Nadav and Avihu, the sons of Aharon the Kohen Gadol, are good. They want to get close to Hashem. They bring an incense offering together with 'strange fire' onto the מזבח. But they have not been commanded to do so by Hashem nor by Moshe. Nadav and Avihu make a decision on their own to bring this offering, without having the authority to do so. Consequently, although their motives are good, they are punished with death. We cannot make up mitzvot simply because we want to do them and they seem to make sense for us to do. <b>Pasuk:</b> 10:1	Respect for authority
<b>YEAR 6</b>	<b>Focus:</b> The silence of Aharon at the loss of his sons indicates that he accepts the will of Hashem. He understands that Hashem is a true and just G-d and that certain things happen that seem unjust and unfair. But they are all part of Hashem's master plan for the world that we cannot always understand. (Link to Shoah studies.) <b>Pesukim:</b> 10 :2 and 3 – 'וַיִּדַם אֶהְרִן'	בטחון ואמונה Faith and trust in Hashem

## Parashat Shemini Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) The action of Nadav and Avihu							✓	
b) The silence of Aharon								✓
c) The signs of a kosher animal		✓	✓	✓	✓	✓		
d) The four animals with one sign only					✓	✓		
e) The signs of a kosher bird		✓	✓			✓		
f) The signs of a kosher fish		✓	✓			✓		
g) The commandment to be 'Holy to Hashem'						✓		



## Parashat Tazria Curriculum Map

### Middah/Mitzvah

<b>NUR.</b>	We suggest that Parashat Hashavua should not be taught at this time in order to allow nursery children to develop a clear understanding of the stories associated with Pesach and Shavuot.	
<b>REC.</b>	<b>Storyline:</b> Bnei Yisrael bring gifts to the Mishkan to say 'Thank you' to Hashem. When a woman has a baby she knows that it is a gift from Hashem. In return she brings a gift to say 'Thank you' to Hashem for her new baby. Nowadays some parents go to shul to say a thank you tefillah to Hashem for their new baby. (Link to <a href="#">מוֹדָה אֲנִי</a> )	Saying 'Thank you' to Hashem
<b>YEAR 1</b>	<b>Storyline:</b> Bnei Yisrael in the מִדְבָּר are learning how to behave to one another. They learn that if they tell tales about one another they will get nasty spots on their skin (צִרְעָת) and then everyone will know that they have spoken הרע לשון הרע. It is wrong to tell tales about each other because it makes people unhappy. Children telling a parent or a teacher something that has made them unhappy is not telling tales (bullying).	לשון הרע Do not tell tales
<b>YEAR 2</b>	<b>Storyline:</b> צִרְעָת is a special kind of disease caused by speaking הרע לשון הרע. Usually if we get nasty spots we go to the doctor and he tells us what to do. In the מִדְבָּר, if Bnei Yisrael get nasty spots, they ask the Kohen to look at them. The Kohen examines the spots very carefully. If he decides it is צִרְעָת and not an ordinary disease, he sends the person out of the camp to live separated from others. This gives him time and space to think about what he has done wrong. (When you hurt someone, you are removed from the group in order to think about what you have done wrong, how you can put it right and not do it ever again.) After seven days the Kohen examines the person to see if he is ready to return to the camp.	Knowing when you have done something wrong
<b>YEAR 3</b>	<b>Focus:</b> צִרְעָת is an illness that indicates that someone has done something wrong (e.g. speaking הרע לשון הרע – מוֹצִיא שֵׁם רַע). People diagnosed by the Kohen with צִרְעָת are sent out of the מַחֲנֶה (camp) to give them the opportunity to be alone and think about what they have done wrong. When we do something wrong it is not enough simply to say 'Sorry'. We have to spend time thinking about what we have done wrong and working on ourselves to become better people. <b>Pasuk:</b> 13:3	Changing our behaviour
<b>YEAR 4</b>	<b>Focus:</b> A person with צִרְעָת is isolated from the community and made to live alone outside the camp. Rashi says that this is a 'מִדָּה כְּנֶגְדַּ מִדָּה' punishment for speaking הרע לשון הרע. Speaking הרע לשון הרע about someone makes that person feel lonely, left out and sad. The מִצְרִיעַ (the person with צִרְעָת) is made to feel the same as the person he has spoken about – isolated, lonely and sad so that he will understand what it feels like to be spoken about and not do it again. <b>Pasuk:</b> 13:46	Understanding other people's feelings
<b>YEAR 5</b>	<b>Focus:</b> צִרְעָת is a punishment for doing something wrong that one thinks nobody else can see one doing. Hashem punishes this person with a highly visible disease – צִרְעָת. This teaches us that we cannot hide our actions from Hashem. (Of course Hashem also sees our good actions.) Anti-social behaviour, הרע לשון הרע, is punished with an anti-social disease, צִרְעָת. We must accept the consequences of our actions. <b>Pasuk:</b> 13:2	The consequences of our actions
<b>YEAR 6</b>	<b>Focus:</b> The disease of צִרְעָת also happens when someone is selfish, shows off and is jealous (צְרוּת עֵין – a begrudging eye). Not only does צִרְעָת affect the body, it can also affect one's possessions. This is an indication that one has used one's possessions to show off, to make someone feel jealous or inferior etc. Clothes with צִרְעָת have to be burnt. <b>Pasuk:</b> 13:47	Be sensitive to other people's feelings

## Parashat Tazria Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) After a woman gives birth to a baby she brings a gift to the Mishkan		✓						
b) צרעת was a special kind of disease. Only the Kohen could diagnose it				✓		✓	✓	✓
c) A person diagnosed with צרעת had to live outside the camp				✓	✓	✓	✓	
d) צרעת could appear on a person's garment								✓
e) צרעת had a direct connection to the speaking of לשון הרע			✓	✓	✓	✓	✓	

## Parashat Metzora Curriculum Map

### Middah/Mitzvah

<b>NUR.</b>	We suggest that Parashat Hashavua should not be taught at this time in order to allow nursery children to develop a clear understanding of the stories associated with Pesach and Shavuot.	
<b>REC.</b>	<b>Storyline:</b> The Torah tells us not to speak הרע לשון. What is הרע לשון? When someone says something mean or nasty about a person to someone else, this is speaking הרע לשון. (Give examples.)	לשון הרע Do not speak about other people
<b>YEAR 1</b>	<b>Storyline:</b> As above. If a person gets nasty spots he has to show them to the Kohen to see if he has צרעת. Later, the Kohen checks to see if the צרעת has disappeared. The person knows that he has been punished with צרעת for speaking badly (לשון הרע) about someone else. He must bring a קרבן to show that he is sorry for speaking הרע לשון.	לשון הרע Do not speak about other people
<b>YEAR 2</b>	<b>Storyline:</b> Three people are involved in the act of הרע לשון: the one who speaks it; the one who listens to it; the one about whom it is spoken. What do we use to speak הרע לשון? The tongue. The tongue is very powerful. It can be used for good, e.g. tefillah, giving people compliments, and for bad, e.g. speaking הרע לשון, using bad language. The tongue is so powerful that it has two guards – lips and teeth – which can be closed tightly to prevent it from being used to say bad things about people.	Use your tongue wisely
<b>YEAR 3</b>	<b>Focus:</b> Once the Kohen has checked a person to make sure that he no longer has צרעת, the person brings two birds as part of his קרבן to show that he is now healed from צרעת (טהור). Why does he especially have to bring birds? The Midrash tells us that the numerical value (גמטריה) of 'צפור' – a bird – 376 is the same as 'שלום' peace. הרע לשון causes hatred between people. Not speaking הרע לשון brings שלום, peace between people. <b>Pasuk:</b> 14:4	שלום Bringing peace
<b>YEAR 4</b>	<b>Focus:</b> An in depth study of הרע לשון. a) Look at who is affected by הרע לשון - how and why. (Use a series of dilemmas to focus on the issues.) b) The difficulty of refraining from הרע לשון and therefore the need to ask for Hashem's help in order to prevent us from speaking it. c) The severity of the sin is emphasised by the need of the מצרע to bring many קרבנות. Examine the words 'אלקי, נצור לשוני מרע'. <b>Pesukim:</b> 14:2-4	Do not speak הרע לשון
<b>YEAR 5</b>	<b>Focus:</b> The מצרע brought by the מצרע after he has been declared טהור consists of two live kosher birds, cedar wood, scarlet thread and hyssop (a herb). All these items relate to the sin of הרע לשון. Birds twitter – their noise sounds like gossip. The cedar is a very tall tree – this represents the haughtiness of the speaker. The scarlet colour comes from a lowly worm and the hyssop from a small bush to show the הרע לשון speaker that he must be modest and humble. <b>Pasuk:</b> 14:4	Do not speak הרע לשון
<b>YEAR 6</b>	<b>Focus:</b> צרעת can appear on a person's body, on his clothes and on his house. It first appears on one's house as a warning. Then on one's clothes as a further warning and finally on one's body. The Torah reverses the order because these laws were given in the מדבר, where Bnei Yisrael owned neither houses nor a change of garment. (In the מדבר, צרעת appeared on one's body only – Miriam.) <b>Pesukim:</b> 14:35-36	Taking action when warned

## Parashat Metzora Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) צָרַעַת is the punishment for לשון הרע speaking		✓	✓	✓	✓	✓	✓	✓
b) The Kohen checks the מְצַרֵעַ to see if he is cured. If he is, he is now טָהוֹר and brings a קִרְבָּן			✓		✓			
c) The מְצַרֵעַ who is now טָהוֹר is commanded to bring a קִרְבָּן made up of two birds, cedar wood, scarlet thread and hyssop					✓	✓	✓	
d) The מְצַרֵעַ brings further קִרְבָּנוֹת						✓		
e) Hashem tells Moshe and Aharon that when Bnei Yisrael enter the land of Cana'an even houses can get צָרַעַת								✓

## Parashat Acharei Mot Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	The Kohen Gadol was only allowed to go into the holiest part of the Mishkan when Hashem told him to, for example on Yom Kippur. In the same way, we cannot just enter certain rooms without permission, for example the staff room, parents' bedroom.	Respecting special and private spaces
<b>YEAR 1</b>	<b>Storyline:</b> Kosher meat has to come from a kosher animal that has been killed and prepared the Jewish way. When buying meat, we must make sure that it has a special kashrut label on it to show that this has been done. Only then may we cook it and eat it.	Kashrut
<b>YEAR 2</b>	<b>Storyline:</b> Although Bnei Yisrael lived in Mitzrayim for many years they tried to be careful not to copy the actions and behaviour of the Mitzrim. The Mitzrim behaved in a way that Hashem would not be pleased for Bnei Yisrael to copy. For example, they worshipped idols. When Hashem took Bnei Yisrael out of Mitzrayim he reminded Bnei Yisrael not to copy the bad behaviour of the Mitzrim.	Do not copy bad behaviour
<b>YEAR 3</b>	<b>Focus:</b> Yom Kippur is the only day when we may fast on Shabbat. The laws of Yom Kippur always take precedence over the laws of Shabbat. Yom Kippur is called <b>שַׁבַּת שְׁבִיבוֹת</b> . <b>Pasuk:</b> 16:31	Keeping Yom Kippur
<b>YEAR 4</b>	<b>Focus:</b> The blood of a creature is its life-giving force. We respect this life force by not eating blood. We also respect it by covering over the blood of an animal with earth after it has been killed. In order to eat meat, an animal must have the kosher signs and must be killed by a skilled <b>שוֹחֵט</b> who has studied the special laws. The meat must be soaked and salted in order to remove the blood (nowadays this is done by the kosher butcher). <b>Pesukim:</b> 17:13 and 14	Kashrut
<b>YEAR 5</b>	<b>Focus:</b> Before the Kohen Gadol brings an offering to ask for forgiveness on behalf of Bnei Yisrael he must first bring a <b>קָרְבַּן חַטָּאת</b> , a sin, offering to ask for forgiveness for himself and his own family. Only then can he bring the <b>קָרְבַּן</b> for Bnei Yisrael to ask for forgiveness. This teaches us that we must be careful to correct our own actions before we correct the actions of others. <b>Pesukim:</b> 16:29 and 31	Correct yourself before you correct others
<b>YEAR 6</b>	<b>Focus:</b> The Bnei Yisrael were freed from slavery in Mitzrayim because, even after so many years of living outside Eretz Canaan, they never changed their Hebrew names, they never forgot their language and they continued dressing in a modest way. Keeping our own Jewish laws and customs, even while living among other nations, will help the continuation of the Jewish people. We should avoid following non-Jewish customs. This is called <b>חִקּוּת הַגּוֹי</b> . Give examples from history and from the present day. <b>Pesukim:</b> 18:3 and 4	Be proud of who you are, wherever you are

## Parashat Acharei Mot Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) The Kohen Gadol was only allowed to enter the Kodesh kadoshim when Hashem told him to	✓	✓						
b) The קָרְבַּן חֲטָאת presented by the Kohen Gadol							✓	
c) Yom Kippur					✓			
d) Prohibition of eating blood in meat						✓		
e) Prohibition of eating meat not killed by a שׁוֹחֵט			✓			✓		
f) Prohibition of following the customs of the Egyptians: following Hashem's Laws				✓				✓

## Parashat Kedoshim Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<b>Storyline:</b> 'אֶהְיֶה לְרַעֲדָה כְּמוֹדֵךְ' We must try our best to be nice to each other by being friendly, sharing our things and not hurting each other. Tell the story 'Mimi and Simi Share A Sunshine Umbrella' by Yaffa Ganz.	Being nice to each other
<b>YEAR 1</b>	<b>Storyline:</b> There are lots of mitzvot which help us to be kind and pleasant to other people. Some of these are: caring for our parents by doing what they tell us to do, sharing our things with friends and others, not telling tales about people and respecting elderly people. Read the story 'The Little Woman Who Couldn't Sleep' by Yaffa Ganz.	Being kind to other people
<b>YEAR 2</b>	<b>Storyline:</b> 'אֶהְיֶה לְרַעֲדָה כְּמוֹדֵךְ' Use the stories of Hillel to exemplify this mitzvah (Shabbat 31a). Brainstorm elements of the concept to create an action plan for putting this mitzvah into practice.	'Do not do to others what you would not like to be done to you' (Hillel)
<b>YEAR 3</b>	<b>Focus:</b> Examine the ways in which we show honour and respect to both the elderly and learned people: standing up when they enter a room, offering one's seat especially on the bus, helping them carry heavy bags, visiting old people in an old age home (adopting a granny) and listening respectfully to teachers and rabbis. <b>Pasuk:</b> 19:32	מִפְּנֵי שִׂיבָה תִּקְוִים Respecting the learned and the elderly
<b>YEAR 4</b>	We must emulate Hashem – He is holy. Keeping His mitzvot helps us to become holy. <b>Focus:</b> We must be careful not to take revenge and not to bear a grudge, e.g. 'I will not lend you my bike because you didn't lend me yours' and 'I'll lend you my bike even though you didn't lend me yours.' We must also be careful when telling someone off or correcting someone, to do so without embarrassing them. These are some of the ways in which we demonstrate 'אֶהְיֶה לְרַעֲדָה כְּמוֹדֵךְ'. <b>Pesukim:</b> 19:17 and 18	אֶהְיֶה לְרַעֲדָה כְּמוֹדֵךְ
<b>YEAR 5</b>	We must emulate Hashem – He is holy. Keeping His mitzvot helps us to become holy. <b>Focus:</b> We must be careful not to put a stumbling block in front of a blind person. Although this can be taken in its literal sense, Rashi provides us with a deeper understanding of this mitzvah. He explains that if there is something that we are aware of and someone else isn't and could suffer by this lack of information, then we must inform them. We must be honest when dealing with others. We must not give bad advice, whether out of spite or to benefit ourselves. <b>Pasuk:</b> 19:14	Being honest when dealing with others
<b>YEAR 6</b>	We must emulate Hashem – He is holy. Keeping His mitzvot helps us to become holy. <b>Focus:</b> This parashah concentrates on 'מִצְוֹת בֵּין אָדָם לְחֵבְרֹו', e.g. do not cheat; make sure weights, measures and scales are accurate. 'Do not be a tale bearer' and 'Do not stand by the blood of your friend' are in the same verse. The Torah links these two phrases together because רַב־כִּילִיּוֹת can destroy a person's life. Explain the difference between רַב־כִּילִיּוֹת and לְשׁוֹן הָרַע. <b>Pasuk:</b> 19:16	Do not spread rumours even if they are true

## Parashat Kedoshim Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) 'קדושים תהיו כי קדוש אני'						✓	✓	✓
b) 'Do not curse a deaf man and do not put a stumbling block in front of a blind person'							✓	
c) 'Do not be a tale bearer and do not stand idly by the blood of your neighbour'			✓					✓
d) 'Do not hate; Do not take revenge; Do not bear a grudge'						✓		
e) 'ואהבת לרעך כמוך'	✓	✓	✓	✓		✓		
f) Respect the elderly			✓		✓			
g) Ensure that scales, weights and measures are accurate							✓	✓



## Parashat Emor Curriculum Map

### Middah/Mitzvah

NUR. & REC.	Storyline: The names of the chagim, what we do on each of them and the symbols associated with each of them, e.g. Pesach – Matzot; Shavuot – Sefer Torah; Rosh Hashanah – Shofar; Yom Kippur – non leather shoes; Sukkot – Succah and Arba ‘ah Minim.	The mitzvot we do on the chagim
YEAR 1	Storyline: As above. Include Shabbat, the term שְׁלֵשׁ רִגְלִים and the Omer and their dates. Nowadays we celebrate the very same chagim as Bnei Yisrael celebrated in the מִדְבָּר and Am Yisrael celebrated during the time of the Bet Mikdash in the very same way.	We keep the chagim today just the same way as the Jewish people did long ago
YEAR 2	Storyline: Every year on the second day of Pesach, Bnei Yisrael bring an Omer measure of barley to the Bet Mikdash to show their gratitude to Hashem for a good barley harvest. Bnei Yisrael then count 49 days (seven weeks) and bring an offering of wheat on the 50th day (Shavuot) to show their gratitude to Hashem for a good wheat harvest. Even though we no longer bring an Omer offering because there is no Bet Mikdash, we still count the 49 days/seven weeks of the Omer. Learn the appropriate brachah.	הַפְּרַת הַטּוֹב Showing our gratitude
YEAR 3	Focus: When Bnei Yisrael bring any kind of animal קָרְבָּן, they have to inspect the animal very carefully to make sure that it is absolutely perfect and free from any cut or blemish. This teaches us that we must always give of our best. When we give something to someone we must make sure that the gift is the best we can give and in perfect condition so that the person who receives it will be happy. Pasuk: 22:20	Giving of our best at all times
YEAR 4	Focus: Everything a Jew does can have an effect on the way other people view Hashem, the Jewish people and the Torah. We must act in a way that will make people praise and honour Hashem and the Jewish people. This is called making a קִידוּשׁ ה' . If a Jewish person behaves in a disrespectful or impolite manner, his actions may cause a חִילוּל ה' . This means that because of his actions, Hashem's name may be treated in a dishonourable manner. Pasuk: 22:32	Making a קִידוּשׁ ה'
YEAR 5	Focus: The giving of tzedakah from the produce of one's field. There are three ways in which one can provide for the poor without causing them embarrassment. When harvesting one's field one should 1) leave the corner of a field unharvested – פֶּאָה; 2) leave the stalks that may have fallen on the ground – לֶקֶט; 3) not return to pick up a forgotten bundle of produce – שִׁכָּחָה. (Link to Megillat Ruth.) Why is this mitzvah mentioned in the middle of the section on קַרְבָּנוֹת? Rashi says that when someone does the mitzvah of tzedakah in a sensitive manner without embarrassing the poor person, he is considered as if he himself had built the Bet Mikdash and brought קַרְבָּנוֹת to it. Pasuk: 23:22	Giving to the needy in a sensitive manner
YEAR 6	Focus: The Torah is the source for most of our chagim. The chagim not mentioned in the Torah – Chanukah, Purim and Tu Bishvat are mentioned in Mishnah and Talmud. Explain the terms מִדְּאוּרֵי תַּיָּא and מִדְּרַבְּנָן. Point out the importance of the role of our great Rabbis in fixing the non-Torah chagim. Emphasise the difference between the way we celebrate Torah chagim and Rabbinic chagim (אִיסוּר מִלְּאֲכָה, no school etc). Pesukim: 23:2–3	The Torah and our Rabbis are the guide to the way we live our lives as Jews

## Parashat Emor Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) The laws concerning blemishes that disqualify an animal as a קרֵבֵן					✓			
b) The importance of making a Kiddush Hashem						✓		
c) Shabbat			✓					
d) The dates of the chagim			✓					✓
e) The laws concerning the chagim								✓
f) The symbols of the chagim	✓	✓						✓
g) The counting of the Omer				✓				
h) The laws of שְׂכַחָה, לִקְט, and פִּאָּה							✓	

## Parashat Behar Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Everybody needs to rest. Shabbat is a special time for us to rest. When we rest our bodies from all the things we do every day our bodies have a chance to get strong again. Hashem tells us that even the ground needs a rest from growing things. Fruit and vegetables that grow from ground that has had a rest taste even more delicious.	We need to rest in order to be strong
<b>YEAR 1</b>	<b>Storyline:</b> As above. We have a special rest day every seven days called Shabbat. The land in Eretz Yisrael has a special rest year every seven years called שְׁמִיטָה. Farmers are busy working on the land, growing food for us to eat. During the שְׁמִיטָה year not only does the land have a rest but farmers have a rest so that they can spend more time with their families and learn Torah, just as we do every Shabbat.	The mitzvah of שְׁמִיטָה
<b>YEAR 2</b>	<b>Focus:</b> The mitzvah of שְׁמִיטָה helps us to remember that although the farmer works hard on his land, it is Hashem who makes things grow. In the שְׁמִיטָה year, when the farmer is not working the land, crops will still grow because Hashem is looking after us and making things grow. During the שְׁמִיטָה year anyone can help themselves to the produce growing in the field. People who keep the mitzvah of שְׁמִיטָה show that they trust in Hashem and know that everything comes from Him.	אֱמוּנָה Trust in Hashem as the source of all that grows
<b>YEAR 3</b>	<b>Focus:</b> Many of our mitzvot can be done only in Eretz Yisrael. שְׁמִיטָה, which means ‘leaving’, is one of them. A farmer works on his land for six years but leaves the land alone every seventh year so that it can have a good rest and build up its stock of goodness. If the land does not have a rest it would eventually produce poor crops. Hashem has given us an amazing planet – earth. We show Hashem that we deserve it by looking after it. As a reward for obeying the mitzvah of שְׁבֹת שְׂבָתוֹן, Hashem promises that in the sixth year the crops will grow three times as much so that in the seventh year, when the farmer is not working the land and the following year, there will still be plenty of food to eat. <b>Pesukim:</b> 25:3 and 4	Caring for the environment
<b>YEAR 4</b>	<b>Focus:</b> ‘What’s in it for me?’ is a question we sometimes ask ourselves before we do something for someone else. If we think that we will not gain anything from helping that person we may decide not to bother to help. The Torah reminds us that we must not think in this way. We have a responsibility to help those in need. We should try to help them simply because Hashem wants us to help others who are not as fortunate as we are and not because we might benefit from our kind action. <b>Pasuk:</b> 25:35	Helping the needy
<b>YEAR 5</b>	<b>Focus:</b> Hashem promised Eretz Yisrael to Am Yisrael and each member of a שִׁבְטָה (tribe) has his own designated land. Sometimes, someone has to sell a portion of his land because he has no money. Following the period of seven times seven שְׁמִיטָה years, the 50th year is called שְׁנַת הַיְבֻל (Jubilee Year). The blowing of the Shofar announces the 50th year and all land goes back to its original owners. This emphasises the chesed of Hashem towards the poor that everyone eventually gets back what they originally owned. <b>Pasuk:</b> 25:10	תְּרוּמָה Valuing family possessions
<b>YEAR 6</b>	<b>Focus:</b> If one lends money to another Jewish person one must not take interest. One may not take advantage of a person especially when they are down. The mitzvah of שְׁמִיטָה, יוֹבֵל, freeing a slave, giving back land and not charging interest are all in the same parashah to show us that Hashem is the source of everything we have. He is the source of the produce of the land. He is the only master and He provides us with our livelihood. It follows therefore, that we cannot charge interest for something that does not actually belong to us in the first place. <b>Pesukim:</b> 25:35-37	Acknowledging Hashem as the source of everything

## Parashat Behar Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) שְׁמִיטָה year (שְׁבִיַּת שְׁבִיַּתוֹן)	✓	✓	✓	✓	✓		✓	
b) יוֹבֵל – The Jubilee 50th Year – return of land to original owners							✓	✓
c) Hashem’s promise of plenty for keeping the laws of שְׁמִיטָה				✓	✓			
d) Helping the needy						✓		✓
e) Prohibition against charging interest								✓

## Parashat Bechukotai Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Hashem loves us and wants us to keep the mitzvot of the Torah because He knows that it is good for us. Hashem gives us everything we need when we keep His mitzvot.	Hashem cares about what we do
<b>YEAR 1 &amp; YEAR 2</b>	<b>Storyline:</b> Hashem rewards us for keeping the mitzvot of the Torah. One of these rewards is that rain will fall at the right time of the year so that things will grow well and we will never be short of food. Another reward is that there will be peace in Eretz Yisrael.	The result of good behaviour
<b>YEAR 3</b>	<b>Focus:</b> Hashem rewards us for carrying out His mitzvot by giving us everything we need. However, if we disregard Hashem's mitzvot, we will not deserve to have or benefit from these things. <b>Pesukim:</b> 26:3 and 14	Consequences of good and bad behaviour
<b>YEAR 4</b>	<b>Focus:</b> This parashah teaches us about the rewards we receive for keeping Hashem's mitzvot and about the 49 punishments (קְלָלוֹת) we will suffer if we disregard His mitzvot. When this section about the punishments is read on Shabbat in the Bet Kneset, it is a custom to read it at a slightly faster pace and a little quieter because punishment is not a topic we want to dwell on. Because of the nature of its content, there is a custom for the בעל קריאה himself to have this aliyah to avoid making a member of the congregation uncomfortable when called up for an aliyah about קְלָלוֹת. <b>Pasuk:</b> 26:14	Sensitivity to people's feelings
<b>YEAR 5</b>	<b>Focus:</b> What appears to be a bad experience for us at the time can often have a beneficial outcome. Bnei Yisrael suffered greatly as slaves in Mitzrayim but the result was that they became Am Yisrael and received the Torah. (Another example of this is the story of Yosef.) Having a positive attitude to the difficulties and suffering we may sometimes encounter in our lives, helps us to endure them. <b>Pasuk:</b> 26:13	גַּם זֶו לְטוֹבָה Everything that happens is for the best
<b>YEAR 6</b>	<b>Focus:</b> The Torah teaches us that we must give away a tenth of our produce. This tenth belongs to Hashem and makes us realise that everything we earn is the result of Hashem's intervention. By giving away a tenth, we acknowledge that Hashem is the source of everything we have. <b>Pasuk:</b> 27:30	Tzedakah

## Parashat Bechukotai Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Hashem declares that He will bless the people and the land if Bnei Yisrael keep His mitzvot	✓	✓	✓	✓	✓	✓		
b) Hashem reminds Bnei Yisrael that He took them out of Mitzrayim							✓	
c) The consequences of not obeying Hashem's mitzvot					✓	✓		
d) Giving a tenth – מעשר								✓
e) The conclusion of Sefer Vayikra	✓	✓	✓	✓	✓	✓	✓	✓

## Middah/Mitzvah Grid for Sefer Bamidbar

	NUR. + REC.	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>BAMIDBAR</b>	Hashem is everywhere	Following instructions	Everyone's place is unique to them	Every individual counts in the eyes of Hashem	Honour comes with responsibility	The influence of one's environment	The mitzvah of פְּדִיּוֹן הַבְּכוֹר
<b>NASSO</b>	Showing love	Every task is important	שְׁלוֹם Peace	Being polite	אַחֲדוּת Togetherness	In the eyes of Hashem each of us is unique and special	Self-control
<b>BEHA' ALOTECHA</b>	Obedying signals	The mitzvah of lighting lights	Being satisfied	Saying tefillot with כְּנִגְוָה	Loving mitzvot	The consequences of our actions	With greatness comes responsibility
<b>SHELACH LECHA</b>	Taking challah	Trust	לְשׁוֹן הָרַע	The mitzvah of tzitzit The mitzvah of 'taking challah'	Having a positive attitude	Respect	Tefillah
<b>KORACH</b>	Jealousy	Hashem gives each of us a different role in life	Avoiding quarrels	Making peace	Being satisfied	אַמוּנַת הַכְּמִיּוֹם Trusting in one's leaders	Putting the community's interest before your own
<b>CHUKAT</b>	Hashem remembers the mitzvot we do	Sometimes we have to do things even though we do not understand the reason why	Consequences of our actions	Looking out for ways of making peace	The ways in which we show respect to a Kohen	Trust in Hashem	Being a role model With leadership comes extra responsibility
<b>BALAK</b>	Some of our tefillot come from Torah	Be kind to animals	The power of words	Respect for a person's right to privacy	Be aware of warnings (Listen to your messages)	זְרִירוּת Eagerness to fulfil a task	Acknowledging our differences and living accordingly
<b>PINCHAS</b>	A leader shows us how to behave and what to do	Being a leader	Being rewarded	Being fair	Qualities of leadership	Rosh Chodesh is a special day	Treating every situation on its own merit
<b>MATTOT-MASSEI</b>	Making promises (Reception only)	Thinking of others	הַכָּרַת הַטּוֹב Showing gratitude	Making promises	Having feelings of regret	Valuing people before possessions	הַכָּרַת הַטּוֹב Showing gratitude

## Parashat Bamidbar Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> The מדבר is the place through which Bnei Yisrael have to pass in order to reach Eretz Yisrael. There are no towns or shops or schools in the מדבר. It is quite empty. Some parts are pleasant with a few trees and water and some parts are sandy or rocky with no water. The מדבר is the place where Bnei Yisrael received the Torah. Hashem looks after Bnei Yisrael wherever they are. (Sing 'Hashem is here'.)	Hashem is everywhere
<b>YEAR 1</b>	<b>Storyline:</b> Hashem tells Moshe to count the men of Bnei Yisrael who are 20 years and over so that if they have to fight, they will know how many soldiers there are. Hashem tells Bnei Yisrael that when they camp around the Mishkan and go on their journeys, it must be in a special order that they must always keep to. Bnei Yisrael follow Hashem's instructions.	Following instructions
<b>YEAR 2</b>	<b>Storyline:</b> Each shevet has its own דגל (flag) with a symbol on it to indicate its unique character. The דגלים indicate who each shevet is, its place round the Mishkan and how they are organised for travelling and battle (e.g. Yehuda – the symbol of a lion – leads at the front and Dan – a symbol of a serpent – protects the rear). Compare to class seating, seating in assembly and the dining room, and place for lining up in the playground.	Everyone's place is unique to them
<b>YEAR 3</b>	<b>Focus:</b> Bnei Yisrael are counted according to their families and by name. This is an expression of Hashem's love for them. They are counted four times – when they entered Mitzrayim, when they left Mitzrayim, after the חטא העגל and now in the מדבר. The Leviim are counted separately because they are not in the army. <b>Pasuk:</b> 1:2	Every individual counts in the eyes of Hashem
<b>YEAR 4</b>	<b>Focus:</b> The Kohen has the honour and responsibility of serving in the Mishkan and of blessing Bnei Yisrael. The Levi has the honour of working in the Mishkan and teaching Torah to Bnei Yisrael. (There are some things a Kohen cannot do, e.g. be near a dead person.) Every Jew has the honour and responsibility of studying Torah and keeping its mitzvot. <b>Pasuk:</b> 3:6	Honour comes with responsibility
<b>YEAR 5</b>	<b>Focus:</b> The מדבר is barren, empty, wild and unspoilt by the hand of humankind. Bnei Yisrael have to journey in the מדבר, an environment free from external influences, in order to prepare themselves for fulfilling the mitzvah of living in Eretz Yisrael. Compare and contrast Bnei Yisrael's life in civilised Mitzrayim where they were at their spiritual lowest to the life in the empty מדבר where they were at their spiritual highest. <b>Pasuk:</b> 1:1	The influence of one's environment
<b>YEAR 6</b>	<b>Focus:</b> First born sons of Bnei Yisrael are destined to serve in the משכן but they forfeit this right at the חטא העגל. The 22,000 Leviim now have to take over the role from the 22,237 first born sons. 237 first born sons have to be redeemed with a donation of five shekalim. The ceremony of redeeming a first born son by his father to a Kohen with five shekalim, takes place to this very day. <b>Pesukim:</b> 3:12 (Rashi) 13 and 47	The mitzvah of פדיון הבן



## Parashat Bamidbar Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) The concept of מִדְבָּר as the place for preparing for entry into Eretz Yisrael	✓	✓					✓	
b) The census – counting the males for military service			✓		✓			
c) The Leviim are counted separately and instructed to assist Aharon and look after the Mishkan					✓	✓		✓
d) The order of encampment and travelling			✓	✓				
e) The דְּגָלִים				✓				
f) פְּדִיּוֹן הַבְּכוֹר – the Leviim redeem the first born								✓

## Parashat Nasso Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> The נְשִׂיאִים, the heads of each shevet, show their love for Hashem by bringing gifts to be used on the מִזְבֵּחַ and for the Mishkan. Ask children what gifts they would like to give to Hashem to show how much they love Him.	Showing love
<b>YEAR 1</b>	<b>Storyline:</b> Each of the families of the Leviim are given special tasks, such as putting up and dismantling the Mishkan and carrying its various articles. These are not merely jobs but holy tasks involving the care of holy objects. The Leviim carry out these tasks on behalf of Bnei Yisrael. Each article and every task is mentioned to show that they are all equally important, especially when they are tasks done on behalf of others (such as picking up litter in the playground).	Every task is important
<b>YEAR 2</b>	<b>Storyline:</b> Aharon and his sons are commanded to bless the Jewish people as part of the service in the Mishkan. Aharon's name is mentioned in the brachah. Aharon represents peace (אֵהָב שְׁלוֹם וְרִדְף שְׁלוֹם). Peace is the most important component of happiness. Hashem wants us to live in peace together. Parents use these words to bless their children on Friday night before kiddush because they know how important 'שְׁלוֹם' is in a family.	שְׁלוֹם Peace
<b>YEAR 3</b>	<b>Focus:</b> Hashem tells Aharon and his sons to bless Bnei Yisrael. Nowadays the Kohanim bless the congregation in the Bet Kneset on chagim. They do this facing the people with their backs to the אָרוֹן Kodesh (unlike the chazan who has his back to the congregation). When praying, we face the אָרוֹן Kodesh as if facing Hashem and sending a message of praise and gratitude to Him. When the Kohanim bless the people they face them as if sending a message of goodness and peace from Hashem to them. It is polite to face people when we speak to them. (Draw a parallel with looking into the siddur during tefillah.) <b>Pasuk:</b> 6:23	Being polite
<b>YEAR 4</b>	<b>Focus:</b> Just as Aharon blessed Bnei Yisrael, his descendents, the Kohanim, bless the Jewish people (on chagim). The Kohanim bless all the people together, yet part of the brachah is written in the singular as if addressing just one person and not many people together. There is an important lesson to be learned from the language of this brachah. Hashem's blessing can only be properly given and received when there is a strong feeling of togetherness among the Jewish people so much so that they feel like one person. <b>Pesukim:</b> 6:24-26	אַחְדוּת Togetherness
<b>YEAR 5</b>	<b>Focus:</b> The נְשִׂיאִים are now eager to donate gifts to the מִזְבֵּחַ to make up for the time when they failed to be the first to contribute to the building of the Mishkan. Even though all their gifts are identical, the Torah mentions each one and describes each of their offerings in detail. This teaches us that Hashem values each person as a unique individual and each person's contribution as special. <b>Pasuk:</b> 7:2	In the eyes of Hashem each of us is unique and special
<b>YEAR 6</b>	<b>Focus:</b> The נָזִיר makes a decision to restrict his activities in order to exercise a higher level of self-control in his life. (נָזִיר – circle). By controlling themselves in certain ways, נְזִירִים raise their level of holiness. Compare to Kohen who does not drink while serving in the Mishkan and does not come near a dead body. Self-control is what distinguishes us as human beings. (Animals live by instinct and are unable to control themselves.) All our actions require a measure of self-control. (Study the story of Shimshon in the Haftarah.) <b>Pesukim:</b> 6:2-6 and Haftarah 13:24	Self-control

## Parashat Nasso Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) The families of the Levi'im are counted and assigned their special tasks			✓					
b) The laws of the נזיר								✓
c) ברכת פהגים				✓	✓	✓		
d) The gifts of the נשיאים for חגבת המזבח	✓	✓					✓	
e) The link of the haftarah to the parashah								✓

## Parashat Beha'alotecha Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Hashem tells Moshe to make himself two silver trumpets to blow as signals when he wants to gather Bnei Yisrael together. The column of cloud and the column of fire are also signals for Bnei Yisrael – when to travel and when to rest and when to set up camp. Bnei Yisrael must obey all these signals. Discuss the importance and value of signals and the need to obey instructions (e.g. fire bell).	Obeying signals
<b>YEAR 1</b>	<b>Storyline:</b> Aharon is given the mitzvah of lighting the menorah in the Mishkan. (The גַּרְתִּימִיד over the אֶרֶזֶן kodesh reminds us of this.) Explore the many ways in which we light lights for mitzvot, e.g. for Shabbat and Yom Tov/havdalah/Chanukah/בְּדִיקַת הַמֶּנֶּצֶן.	The mitzvah of lighting lights
<b>YEAR 2</b>	<b>Storyline:</b> Hashem feeds Bnei Yisrael with מַן, a miracle food that is sweet, tasty, attractive and satisfying. Yet, in spite of this, Bnei Yisrael complain that they want proper food and grumble that there is no meat. We should always be happy and satisfied with what we have.	Being satisfied
<b>YEAR 3</b>	<b>Focus:</b> Miriam, Moshe's sister, gets צָרַעַת for speaking about him. Moshe prays to Hashem for her recovery. Even though his tefillah for Miriam contains only five words, he puts all his heart into it and says it with deep feeling. This tefillah is the shortest one in the Torah. When saying tefillot, it is not how much we say that matters but how we say it. It is important to pray with feeling and devotion.  Link to 'רְפָאנוּ' in the Amidah. <b>Pasuk:</b> 12:13	Saying tefillot with כְּנֶגֶה
<b>YEAR 4</b>	<b>Focus:</b> The mitzvah of שְׁנֵי פֶסַח does not originate with Moshe but comes from the people themselves. They complain that because of their state of טְמֵאָה at the time, they are unable to bring the פֶּסַח קָרְבָן on 14 Nissan. Why should they be deprived of this mitzvah through no fault of their own? They are given another opportunity to bring it one month later. This shows us how much Bnei Yisrael care about doing mitzvot. <b>Pasuk:</b> 9:7	Loving mitzvot
<b>YEAR 5</b>	<b>Focus:</b> Moshe has taken Bnei Yisrael to such great spiritual heights yet after the incident of the שְׁלִי (quails) he is concerned about his role as leader and asks Hashem for help. Hashem gives the 70 elders רֹיחַ הַקּוֹדֵשׁ in order to assist Moshe. These elders are the very people who protected the Jewish slaves in Mitzrayim by ignoring the orders of the Egyptian task masters. They refused to mistreat them, thereby receiving the beatings themselves. (Shemot 5:14 Rashi) As a reward for this deed many years before, they now merited to become the elders of Bnei Yisrael in the מִדְבָּר. <b>Pasuk:</b> 11:14	The consequences of our actions
<b>YEAR 6</b>	Verses 10:35 and 36 are inserted here and bracketed by two 'nuns' to separate the two punishments of Bnei Yisrael. <b>Focus:</b> Bnei Yisrael complain even to the point of protesting against the burden of responsibility in having to keep mitzvot that they didn't have to do in Mitzrayim. <b>Pasuk:</b> 11:5 Rashi	With greatness comes responsibility

## Parashat Beha'alotecha Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) The command to Aharon to light the Menorah			✓					
b) פֶּסַח שְׁנִי						✓		
c) The columns of cloud and fire as signals	✓	✓						
d) The command to Moshe to make trumpets and to use them to signal Bnei Yisrael	✓	✓						
e) The 'nuns' used to section off a separate book of the Torah								✓
f) The complaints against the מֶן and the שָׁלִי				✓				✓
g) The appointment of the 70 elders to assist Moshe							✓	
h) Moshe prays for Miriam's recovery from צָרַעַת					✓			

## Parashat Shelach Lecha Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Bnei Yisrael are given the mitzvah of taking a piece of their unbaked dough to the Kohanim as a present. This makes the bread that Bnei Yisrael eat special. This mitzvah is called 'taking challah'. This mitzvah is still done nowadays. We call our Shabbat bread 'challah' to show how much we love doing Hashem's mitzvot.	Taking challah
<b>YEAR 1</b>	<b>Storyline:</b> A member of each tribe is chosen to go to Eretz Canaan to secretly look at the land so that Bnei Yisrael can prepare to enter it. They return and report that the land is very beautiful but the people are giants. They bring back huge grapes as proof. They also report that they live in strong castles. Ten of the מְרַגְלִים frighten Bnei Yisrael by saying that they will never be strong enough to conquer the land. Yehoshua and Calev, the other two, say that with Hashem's help they will be able to conquer it. Bnei Yisrael do not listen to Yehoshua and Calev because they do not have enough trust in Hashem. Bnei Yisrael are severely punished by not being allowed to enter Eretz Canaan for another 40 years. We need to trust our parents and teachers because they know what is good for us.	Trust
<b>YEAR 2</b>	<b>Storyline:</b> Overview of the story of the מְרַגְלִים as above. The מְרַגְלִים speak לְשׁוֹן הָרַע about Eretz Yisrael. Not only must we not speak לְשׁוֹן הָרַע about people but we must also not speak badly about places.	לְשׁוֹן הָרַע
<b>YEAR 3</b>	<b>Focus:</b> The mitzvah of tzitzit. The Torah commands every Jewish male to put tzitzit on the four corners of their garments so that they are constantly reminded of their duty to fulfil the mitzvot of Hashem. If appropriate, explore the symbolism of the four corners, the twists and knots and demonstrate how they are made. The mitzvah of 'taking challah' and its brachah. <b>Pesukim:</b> 15:37-41	The mitzvah of tzitzit The mitzvah of 'taking challah'
<b>YEAR 4</b>	<b>Focus:</b> The מְרַגְלִים set out on their mission with a negative attitude (וַיִּלְכוּ וַיִּבְאוּ). Therefore their report back was a negative one. If one starts a task with a negative attitude the chances of success are diminished considerably. <b>Pasuk:</b> 13:26 Rashi	Having a positive attitude
<b>YEAR 5</b>	Review the story to show that for the 40 days the מְרַגְלִים spent spying out the land, Bnei Yisrael are punished by being unable to enter Eretz Canaan for 40 years. (מִדָּה כְּנִגְדַּ מִדָּה) <b>Focus:</b> On their return, the מְרַגְלִים report back to all of Bnei Yisrael publicly. They should have first reported back to Moshe who had sent them. This lack of respect for their leader sets in motion the fear and complaints of Bnei Yisrael who are eventually punished by not being allowed to enter Eretz Yisrael. <b>Pesukim:</b> 13:25 and 26	Respect
<b>YEAR 6</b>	<b>Focus:</b> Calev goes alone to Chevron to ask Hashem for success for the spying mission and for protection from the influence of the other מְרַגְלִים. (מְרַגְלִים – plural; וַיִּבֵּא – sing.) He prays at מִעַרְת הַמַּכְפֵּלָה where the Avot are buried. Moshe prays to Hashem to forgive Bnei Yisrael. Examine the different purposes of tefillah – to request, to give thanks and to praise. <b>Pesukim:</b> 13:22 and 14:18-20	Tefillah

## Parashat Shelach Lecha Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Twelve men are chosen to go to Eretz Yisrael to spy out the land. They return with a negative report			✓	✓		✓	✓	
b) Bnei Yisrael complain and ask to return to Mitzrayim							✓	
c) Calev and Yehoshua try to placate Bnei Yisrael but do not succeed			✓	✓				
d) Moshe prays to Hashem on behalf of Bnei Yisrael								✓
e) Hashem forgives Bnei Yisrael but they are not allowed to enter Eretz Yisrael for another 40 years			✓	✓			✓	
f) Calev prays at Chevron								✓
g) The mitzvah of taking challah	✓	✓						
h) The mitzvah of tzitzit					✓			

## Parashat Korach Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Korach is jealous that Moshe and Aharon have been chosen to be the leaders of Bnei Yisrael. He feels that he should have been a leader as well. Some people agree with Korach, and his followers cause a big argument and a quarrel among Bnei Ysrael. Hashem is angry with Korach and his followers for causing the argument. Hashem punishes them by making them disappear completely.	Jealousy
<b>YEAR 1</b>	<b>Storyline:</b> As above to include that Bnei Yisrael continue to complain. Hashem is angry and puts them through a test to show that he has chosen Moshe and Aharon as leaders. The leader of each shevet has to bring a stick. The one whose stick blossoms is the one who has been chosen to lead. Aharon's stick is the one that blossoms.	Hashem gives each of us a different role in life
<b>YEAR 2</b>	<b>Storyline:</b> As above. Use the Levi family tree to show the relationship between Moshe and Korach and why Korach, as a member of the same family, is jealous because he does not have a major leadership role. Rashi explains that Yaakov's name is not mentioned in the family tree to show how he would not have wanted to be associated with a quarrelsome situation.	Avoiding quarrels
<b>YEAR 3</b>	<b>Focus:</b> Moshe tries unsuccessfully to persuade Korach to call off his rebellion. He then goes to Datan and Aviram to try to make peace with them. Moshe does not want such a quarrelsome situation to exist. We learn from Moshe's actions how important it is to try to settle quarrels and make peace between people. <b>Pasuk:</b> 16:12	Making peace
<b>YEAR 4</b>	<b>Focus:</b> Moshe asks Korach and his followers why they want to be Kohanim. They should be happy and satisfied with the roles which they already have as Leviim. He tells them not to compare themselves to others. <b>Pesukim:</b> 16:9 and 12	Being satisfied
<b>YEAR 5</b>	<b>Focus:</b> Bnei Yisrael now complain that Moshe and Aharon are responsible for killing Korach and his followers whom they refer to as 'עַם הַ'. Hashem decides to kill them all by plague. With total disregard for their own safety, Moshe and Aharon try to prevent the plague from spreading. Hashem once again uses the blossoming stick to prove that Aharon has been appointed by Him. <b>Pasuk:</b> 17:6	אֲמוּנַת חֲכָמִים Trusting in one's leaders
<b>YEAR 6</b>	<b>Focus:</b> Within Korach's rebellion there is disunity of purpose. He has his own personal agenda. He shows a total lack of 'אֲמוּנָה' and does not believe in the authority of Hashem to appoint leaders. He separates himself 'וַיִּקַּח קִרְחַ' and his followers 'קִרְחַ וְכָל עֲדָתוֹ' from the rest of the community. Refer to Pirkei Avot 5:20 – a quarrel that is based on self-interest and not 'לְשֵׁם שְׂמִימִם' will not succeed. We should always try to put the interests of others before our own. <b>Pasuk:</b> 16:1	Putting the community's interest before your own



## Parashat Korach Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) The relationship of Korach to Moshe and Aharon				✓				✓
b) Korach and his 250 supporters rebel against Moshe and Aharon	✓	✓	✓	✓	✓	✓		✓
c) The punishment of Korach and his family	✓	✓					✓	
d) The punishment of his 250 followers							✓	
e) Bnei Yisrael complain about the death of the people							✓	
f) The blossoming of Aharon's stick			✓				✓	

## Parashat Chukat Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Miriam saved the life of her baby brother, Moshe, by watching over him when he was placed in the basket and hidden in the bulrushes in the river. As a reward, Hashem makes a well of water appear in the מַדְבָּר for Bnei Yisrael to drink from. When she dies the well of water dries up. Bnei Yisrael now know that they had the well because of Miriam's good deeds.	Hashem remembers the mitzvot we do
<b>YEAR 1</b>	<b>Storyline:</b> Hashem gives Bnei Yisrael different kinds of laws that they have to keep. For some of these laws we understand the reasons (not hurting each other). For some of these laws Hashem gives us the reasons (eating matzah on Pesach). For some of these laws, no reason is given (eating kosher).	Sometimes we have to do things even though we do not understand the reason why
<b>YEAR 2</b>	<b>Storyline:</b> מִי מְרִיבָה: After the death of Miriam, the well of water dries up and the Bnei Yisrael complain. Because of his anger with Bnei Yisrael, Moshe disobeys Hashem and strikes the rock instead of speaking to it as Hashem has commanded. Moshe and Aharon are punished. They are not allowed to enter Eretz Yisrael.	Consequences of our actions
<b>YEAR 3</b>	The death of Aharon. All of Bnei Yisrael mourn his death for 30 days. <b>Focus:</b> Bnei Yisrael loved Aharon because he constantly made peace between people and taught them to love each other – 'אהב שלום ורדף שלום'. <b>Pasuk:</b> 20:29 – Rashi – 'Kol Bet Yisrael'	Looking out for ways of making peace
<b>YEAR 4</b>	The death of Aharon. Moshe dresses Elazar in Aharon's כֹּהֵן. בְּגָדֵי כֹהֵן. <b>Focus:</b> The transmission of כֹּהֵן from Aharon to Elazar, from father to son to this very day. The role of the Kohen today – בְּרַכַּת כֹּהֲנִים, בְּרַכַּת הַמְּזוּז, פְּדִיּוֹן הַבֵּן, עֲלִיָּה לְתוֹרָה. <b>Pasuk:</b> 20:28	The ways in which we show respect to a Kohen
<b>YEAR 5</b>	<b>Focus:</b> Hashem punishes Bnei Yisrael for complaining yet again. He sets poisonous serpents amongst them. They do teshuvah and Moshe prays for their recovery. Hashem instructs Moshe to make a copper serpent and to hang it on a pole. Those of Bnei Yisrael who look upwards to the serpent are healed. By looking upwards they acknowledge Hashem. (The serpent on a pole is the symbol of the medical profession!) <b>Pasuk:</b> 21:9 – Rashi (compare with Shemot 17:11-12)	Trust in Hashem
<b>YEAR 6</b>	<b>Focus:</b> מִי מְרִיבָה: Hashem punishes Moshe (and Aharon) for disobeying Him by not allowing him to lead Bnei Yisrael into Eretz Yisrael. Among the various reasons for this are: 1) Bnei Yisrael no longer deserve to have Moshe as their leader. 2) Moshe and Aharon call Bnei Yisrael 'rebels'. 3) Moshe and Aharon say 'we will draw out water for you', when in fact it is Hashem Who will draw out water for them. <b>Pasuk:</b> 20:10	Being a role model With leadership comes extra responsibility

## Parashat Chukat Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) A חוק is a mitzvah for which there is no given reason			✓					
b) The death of Miriam and the resulting lack of water	✓	✓						
c) The incident of מַי מִן הַצֶּבֶר when Moshe strikes the rock				✓				✓
d) The death of Aharon					✓	✓		
e) The transmission of the כֹּהֵנִים from Aharon to Elazar						✓		
f) Bnei Yisrael complain because they have to go on a roundabout route. Hashem punishes them. Moshe saves them							✓	

## Parashat Balak Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> The tefillah מַה טָבוּי, which we say every day, comes from this week's parashah. They are the words of Hashem, but are spoken by Bilam.	Some of our tefillot come from Torah
<b>YEAR 1</b>	<b>Storyline:</b> Balak is afraid of Bnei Yisrael and sends for Bilam to curse them. Bilam gets on his donkey and goes towards the camp of Bnei Yisrael. On the way the מַלְאָךְ ה' appears. Bilam cannot see the מַלְאָךְ, but the donkey can and stops. Bilam hits the donkey, which then speaks to him and complains about being hit. Bilam then sees the מַלְאָךְ who warns him again that he will not be able to curse Bnei Yisrael.	Be kind to animals
<b>YEAR 2</b>	<b>Storyline:</b> Balak wants to weaken Bnei Yisrael so that he can beat them. He invites Bilam, a prophet, to curse Bnei Yisrael, because he knows and understands the power of words. Bilam tries to curse Bnei Yisrael three times and only succeeds in blessing them – the third time with מַה טָבוּי.	The power of words
<b>YEAR 3</b>	<b>Focus:</b> מַה טָבוּי: What is it that impresses Bilam so that he utters these words? He is impressed with the way Bnei Yisrael have arranged their tents so that no openings face each other. In this way each family is able to respect one another's privacy. <b>Pasuk:</b> 24:5 Rashi	Respect for a person's right to privacy
<b>YEAR 4</b>	Bilam is so absorbed in his determination to change Hashem's 'mind' and be able to curse Bnei Yisrael that he does not see the מַלְאָךְ Hashem even though the donkey does. Bilam must know that there is a reason for the donkey stopping three times, but he does not see what he does not want to see. Hashem opens Bilam's eyes and he sees the מַלְאָךְ. <b>Focus:</b> Sometimes we are so determined to do something wrong that we are not even aware of all the warnings around us until our eyes are opened by someone else (parents, teachers, friends, our own conscience). <b>Pasuk:</b> 22:31	Be aware of warnings (Listen to your messages)
<b>YEAR 5</b>	The Torah uses similar language to describe both Avraham's eagerness to do Hashem's Will (עֲקִידַת יִצְחָק) and Bilam's eagerness to thwart Hashem's Will (by cursing Bnei Yisrael). <b>Focus:</b> The intentions behind one's actions. Compare and contrast Avraham's eagerness to fulfil Hashem's command even if it causes him grief and Bilam's eagerness to go against Hashem to satisfy his greed. <b>Pesukim:</b> 22:21 and 22 Rashi (Bereshit 22:3 – examine the language in both sets of verses)	עֲרִיזוּת Eagerness to fulfil an action
<b>YEAR 6</b>	<b>Focus:</b> Bilam tries to curse Bnei Yisrael three times and each time he blesses them. In the first blessing he acknowledges that Bnei Yisrael will always be different and he admires the way they live and die. When we acknowledge our differences and act accordingly, other people admire us for it. (Insisting on eating kosher, wearing kippah and tzitzit.) (See story in 'The Jewish Way'.) <b>Pesukim:</b> 23:9 and 10	Acknowledging our differences and living accordingly

## Parashat Balak Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Balak, King of Moav, fears the approach of Bnei Yisrael because he has heard of their victory over Sichon and Og			✓					
b) Balak calls on the prophet Bilam to go and curse Bnei Yisrael			✓	✓			✓	
c) Bilam says that he can only say the words Hashem puts into his mouth and therefore he cannot go	✓	✓		✓				
d) The incident with the donkey and the encounter with the מלאך ה'			✓			✓		
e) Bilam tries to curse Bnei Yisrael and ends up blessing them three times				✓				✓
f) Bilam blesses Bnei Yisrael with מה טובו	✓	✓		✓	✓			
g) Balak is angry. Bilam responds. They go their separate ways				✓				

## Parashat Pinchas Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Moshe is going to die. He asks Hashem to appoint a new leader. Hashem chooses Yehoshua because he is a good person and therefore able to lead Bnei Yisrael into Eretz Yisrael.	A leader shows us how to behave and what to do
<b>YEAR 1</b>	<b>Storyline:</b> As above. How is Yehoshua appointed? Moshe takes Yehoshua and puts him in front of Elazar, the Kohen Gadol, and all of Bnei Yisrael. Moshe lays his hands on Yehoshua and tells him he will be the leader. Why is Yehoshua chosen? Yehoshua was one of the מְרַגְלִים who did not bring a bad report about Eretz Yisrael and encouraged Bnei Yisrael to go into Eretz Yisrael.	Being a leader
<b>YEAR 2</b>	<b>Storyline:</b> Pinchas takes action and saves Bnei Yisrael from doing wrong. As a reward, he and his descendants become Kohanim. His reward is still happening to this very day. All Kohanim can trace their roots back to Pinchas. Similarly Yehoshua was also rewarded for not joining with the מְרַגְלִים when they brought back a bad report about Eretz Yisrael. His reward was that he was appointed to be the leader of Bnei Yisrael after Moshe.	Being rewarded
<b>YEAR 3</b>	<b>Focus:</b> To prepare themselves to enter Eretz Yisrael, every man in Bnei Yisrael over the age of 20 is counted, so that Moshe knows how many men will be fighting for the land. Moshe then tells Bnei Yisrael that Eretz Yisrael will be divided according to the size of each family and also by lottery. Hashem tells Moshe to appoint Yehoshua as the next leader of Bnei Yisrael. <b>Pasuk:</b> 26:56	Being fair
<b>YEAR 4</b>	Hashem tells Moshe he is going to die. Moshe gives over his leadership wholeheartedly and does not question the appointment of Yehoshua, even though he has two sons, one of whom he might hope will be the next leader. <b>Focus:</b> What is a Jewish leader? One who leads from the front and is involved fully in the battle. One who cares for each and every person like a shepherd cares for each individual sheep in his flock. One who accepts the word of Hashem. Yehoshua shares these qualities of leadership with Moshe. This enables Bnei Yisrael to acknowledge and accept Yehoshua as their next leader. <b>Pesukim:</b> 27:17 and 18	Qualities of leadership
<b>YEAR 5</b>	Moshe teaches Bnei Yisrael about Rosh Chodesh. <b>Focus:</b> Make the link between the text and the Torah reading for Rosh Chodesh. Refer to the lunar calendar and the elements of Rosh Chodesh. Use this parashah as a trigger for raising the level of awareness of Rosh Chodesh and making it a special day for the school, the class and oneself. <b>Pasuk:</b> 28:11	Rosh Chodesh is a special day
<b>YEAR 6</b>	Zelaphchad has died and his daughters are upset that they will have no land to inherit. They bring their case before Moshe, Elazar, the princes and all Bnei Yisrael. They win their case and Hashem allows Moshe to introduce a new halachah: that if a man has no son to inherit his land and his possessions after his death, his daughters can inherit everything. <b>Pesukim:</b> 27:6-8	Treating every situation on its own merit

## Parashat Pinchas Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Pinchas is the grandson of Aharon Hakohen. His brave action saves Bnei Yisrael				✓				
b) Hashem rewards Pinchas for his brave deed by appointing him a Kohen and promising him that his descendants will always be Kohanim.				✓				
c) Eretz Yisrael is divided according to the size of each family and by lottery					✓			✓
d) The case of the daughters of Zelophchad and the laws of inheritance								✓
e) Moshe is told about his death. He asks Hashem to appoint a new leader		✓	✓	✓		✓		
f) Hashem tells Moshe to appoint Yehoshua as the new leader	✓	✓	✓	✓		✓		
g) This week's parashah contains the Torah readings for Rosh Chodesh and chagim and the central brachah of mussaf tefillah for Shabbat, Rosh Chodesh and chagim							✓	

## Parashat Mattot-Massei Curriculum Map

### Middah/Mitzvah

<b>NUR.</b>	There is no appropriate topic for this age group.	
<b>REC.</b>	<b>Storyline:</b> Words are very important. For example, we use them to tell people what we want and how we feel. We also use words when we make a promise to do something. We must be careful to keep the promises we make.	Keeping promises
<b>YEAR 1</b>	<b>Storyline:</b> Reuven, Gad and half the tribe of Menasheh ask Moshe if they can settle on the other side of the Yarden as it is a good place for their animals. Moshe tells them that they must help Bnei Yisrael to fight and settle the land before they themselves can settle on the other side of the Yarden.	Thinking of others
<b>YEAR 2</b>	<b>Storyline:</b> On their journeys in the מִדְבָּר for 40 years, Bnei Yisrael have stayed in many places. They are now ready to enter Eretz Yisrael. All these places are mentioned in order to remind Bnei Yisrael of their experiences at these places and how Hashem has looked after them throughout their travels. Discuss the transition from KS1 to KS2 – talk about past experiences and the people who have helped us during this time.	הַפְּרַת הַטּוֹב Showing gratitude
<b>YEAR 3</b>	We should be careful not to make a promise that we cannot keep. It is better not to make a promise if one is unsure about being able to keep it. <b>Focus:</b> What words do we use when we make a promise – are they appropriate? (Taking Hashem's name in vain.) <b>Pasuk:</b> 30:3	Making promises
<b>YEAR 4</b>	<b>Focus:</b> If someone kills someone else accidentally, he is allowed to run away to a 'City of Refuge' to escape the anger of the dead person's family until the court case. Even though it was an accident, he has to realise that as a result of his action something bad has happened. While in the עִיר מִקְלָט he must reflect on the result of his actions and show regret and remorse for the sad consequences. <b>Pesukim:</b> 35:11 and 12	Having feelings of regret
<b>YEAR 5</b>	<b>Focus:</b> Reuven, Gad and half the tribe of Menasheh choose to live on the east side of the Yarden although this will prevent them from fulfilling the mitzvot connected to the holiness of Eretz Yisrael. When asking for this territory they mention their possessions before their family. Moshe rebukes them. He allows them to have the land on condition that they help the rest of Bnei Yisrael conquer Eretz Yisrael. They agree and also realise that family comes first. <b>Pesukim:</b> 32:16 and 24-26	Valuing people before possessions
<b>YEAR 6</b>	Each of the journeys of Bnei Yisrael are listed to remind them of all their experiences during the 40 years that they were in the מִדְבָּר. Mentioning each journey arouses their feelings of gratitude to Hashem for the way He has cared for them. <b>Focus:</b> Discuss pupils' experiences to date and the people to whom they have to be grateful for providing these experiences – parents, teachers, friends and others. Discuss the ways in which we express our gratitude. <b>Pasuk:</b> 33:1 Rashi (S R Hirsch)	הַפְּרַת הַטּוֹב Showing gratitude



## Parashat Mattot-Massei Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) The laws about making vows		✓			✓			
b) Reuven, Gad and half the tribe of Menasheh are allocated land on the east side of the Yarden			✓				✓	
c) The list of all the journeys made by Bnei Yisrael during their 40 years in the מִדְבָּר				✓				✓
d) The identification of the borders of Eretz Yisrael						✓		
e) The areas assigned to the Leviim								
f) The עָרֵי מִקֻּלָּט – Cities of Refuge						✓		
g) The end of Sefer Bamidbar – תּוֹק תּוֹק וְנִתְחַזַּק	✓	✓	✓	✓	✓	✓	✓	✓

## Middah/Mitzvah Grid for Sefer Devarim

	NUR. + REC.	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>DEVARIM</b>	Teachers care	Preparing for change	Using past experiences to prepare for the future	Learning from our mistakes	Respecting people's feelings	Following good role models	חֲשׁוֹב הַנֶּפֶשׁ Being reflective
<b>VA'ETCHANAN</b>	Keeping Shabbat and listening to parents	Showing our love for the Torah	Respecting the Sefer Torah	Saying the Shema with כְּנִיָּה	Making Shabbat holy	Saying the Amidah with כְּנִיָּה	צְדָק – Justice (Citizenship)
<b>EKEV</b>	Saying 'Thank you'	אהבת ארץ ישראל Loving Eretz Israel	אהבת ארץ ישראל Loving Eretz Yisrael	Recognising Hashem as the source of the food we eat	כָּל יִשְׂרָאֵל עֲרָבִים זֶה לָזֶה Demonstrating collective responsibility	הַכֶּרֶת הַטוֹב Expressing gratitude	אהבת ארץ ישראל Loving Eretz Yisrael
<b>RE'EH</b>	Keeping kosher	Eating kosher	Eating kosher	הַכֶּרֶת הַטוֹב Showing gratitude to Hashem	The mitzvah to kosher meat	אֲמוּנַת חֲכָמִים Trusting our Rabbis	קְדוּשַׁת הַגּוּי Respecting our bodies
<b>SHOFTIM</b>	Looking after trees	Looking after trees	Obeying rules	Being just and fair	Valuing trees	Giving tzedakah generously	צְדָק צְדָק תִּרְדֹּף Striving for justice
<b>KI TETZE</b>	Returning lost property	Returning lost property	Being kind to animals	Returning lost property	צַעַר בְּעַלֵי חַיִּים Respecting the feelings of animals	כְּבוֹד הַבְּרִיּוֹת Respecting the feelings of people	Being honest
<b>KI TAVO</b>	אהבת ארץ ישראל Loving Eretz Yisrael	הַכֶּרֶת הַטוֹב Showing gratitude	Everything comes from Hashem	Keeping our part of the promise with Hashem	Acknowledging Hashem as the source of everything	Knowing that there are consequences to our actions	Studying Torah in order to know its laws
<b>NITZAVIM</b>	Taking care of a precious gift	Respecting and caring for the Torah	Respecting and caring for the Torah	Doing teshuvah	Playing an active role in Jewish life to ensure Jewish continuity	Keeping the Torah keeps the Jewish people alive	Facing the consequences of our choices
<b>VAYELECH</b>	Singing Torah songs to learn the Torah words	Keeping our traditions	Keeping our traditions	Learning to listen	Knowing that there is always something new to learn from the Torah	Being a good leader	Studying Torah to guarantee Jewish continuity
<b>HA'AZINU &amp; V'ZOT HABRACHAH</b>	Practising good middot	Practising good middot	Asking advice from parents/teacher/Rabbi	Valuing our differences	אהבת ארץ ישראל Loving Eretz Yisrael	Knowing that everyone can learn Torah	Devoting oneself to the service of Hashem

## Parashat Devarim Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Moshe was the greatest leader and teacher (Moshe Rabeinu) the Jewish people have ever had. He loved Bnei Yisrael and cared for them very much. Discuss ways in which teachers care for children.	Teachers care
<b>YEAR 1</b>	<b>Storyline:</b> The time is soon coming for Moshe to die. He spends time teaching Bnei Yisrael the mitzvot and how they must behave in order to be prepared for the changes that are about to happen – a new life, in a new country under a new leader. He tells them that what they have learned and done till now will help them to deal with these changes. Discuss some of the ways in which Year 1 has prepared the class for the changes they will experience when moving up into Year 2, e.g. learning to behave responsibly, learning more tefillot.	Preparing for change
<b>YEAR 2</b>	<b>Storyline:</b> Moshe prepares Bnei Yisrael for their future life in Eretz Yisrael. He reminds them of their experiences over the 40 years since they became a nation and what they can learn from them in order to prepare for the future. Year 2 are soon to be leaving KS1. Encourage them to reflect on and discuss what they have gained from their past experiences and how they can use these experiences to prepare themselves for going into KS2.	Using past experiences to prepare for the future
<b>YEAR 3</b>	<b>Focus:</b> Moshe reminds Bnei Yisrael of all the places through which they have journeyed and about some of the incidents that happened there. One such incident is the episode of the מַרְגָּלִים. Moshe reminds them of this in great detail and of how they listened to the reports of the מַרְגָּלִים rather than trust in Hashem. Moshe is reminding Bnei Yisrael about this and other incidents where they behaved incorrectly, in order to teach them (and us) to learn from our mistakes. <b>Pasuk:</b> 1:22	Learning from our mistakes
<b>YEAR 4</b>	<b>Focus:</b> Moshe begins his final teaching by reminding Bnei Yisrael of their past mistakes in order to change their behaviour. He does this in a very subtle and sensitive way by mentioning the places they visited, where their wrongdoings took place, rather than detailing their actual misbehaviour. This shows Moshe's greatness as a leader, his great love for Bnei Yisrael and his respect and sensitivity for their feelings. <b>Pasuk:</b> 1:1 (refer to Rashi)	Respecting people's feelings
<b>YEAR 5</b>	<b>Focus:</b> Yehoshua has been appointed by Hashem to be the next leader of Bnei Yisrael after Moshe's death. Yehoshua has been Moshe's assistant for many years. He has seen how dedicated Moshe has been to the service of Hashem and Bnei Yisrael. He has learned how to be a leader from the examples set by Moshe. Although Yehoshua's personality and style of leadership will be different from Moshe's, his task will be identical: to trust in Hashem, keep the mitzvot, lead Bnei Yisrael into Eretz Yisrael and care for their welfare. Year 5 are soon to become Year 6. As the new leaders of the school, their task will be to follow the good examples set by the previous Year 6. Their task will be the same – to obey school rules and set a good example to the rest of the school. <b>Pesukim:</b> 3:21 and 22	Following good role models
<b>YEAR 6</b>	<b>Focus:</b> Bnei Yisrael have lived through many experiences that have changed them as individuals and as a people. Moshe now takes the opportunity to review these experiences with Bnei Yisrael and remind them of their past misdeeds so that they can avoid repeating these mistakes in the future. Year 6 has lived through many school experiences from Nursery to Year 6. Encourage Year 6 to review and reflect on all they have learned and experienced during these years and appreciate how they have grown and developed as individuals and as a year group. All these experiences have made them who they are today and will help them to value and grow from the experiences and opportunities that their future will bring them. <b>Pesukim:</b> 1:6 and 7	חִשְׁבוֹן הַנֶּפֶשׁ Being reflective

## Parashat Devarim Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Moshe is Moshe Rabeinu – our greatest teacher	✓	✓	✓			✓	✓	
b) Moshe reminds Bnei Yisrael of their journeying over the past 40 years				✓	✓	✓		✓
c) Moshe reminds Bnei Yisrael of some of their misdeeds					✓	✓		✓
d) Moshe reminds Bnei Yisrael of the incident of the קְרָגָלִים					✓			
e) Moshe prepares Bnei Yisrael for their entry into Eretz Canaan			✓	✓				
f) Moshe reminds Bnei Yisrael that Hashem has appointed Yehoshua as their next leader							✓	

## Parashat Va'etchanan Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Moshe reminds Bnei Yisrael to keep the mitzvot in the עֲשֵׂת הַדְּבָרוֹת. Two of the עֲשֵׂת הַדְּבָרוֹת are to keep Shabbat and to listen to one's parents.	Keep Shabbat and listen to parents
<b>YEAR 1</b>	<b>Storyline:</b> The Torah is read in Shul on Shabbat and on Monday and Thursday. The Sefer Torah is lifted up for everyone to see. This shows how important the Torah is to our lives and how much we love it. So much, in fact, that we ensure that everyone in the Synagogue will have a chance to see the letters of the Torah, and not just those who are called up. While it is being held up we sing these words from the Parashah: "וְזָאת הַתּוֹרָה אֲשֶׁר־שָׁם מִשָּׁה לִפְנֵי בְנֵי יִשְׂרָאֵל"	Love of the Torah and its significance
<b>YEAR 2</b>	<b>Storyline:</b> Moshe teaches Bnei Yisrael about the mitzvot and how to keep them. The mitzvot are written in the Torah. We show our love and respect for the Torah by covering it with a velvet cover and silver ornaments and keeping it carefully in an אָרוֹן הַקְּדוֹשׁ. Sephardim hold the Sefer Torah up before reading; Ashkenazim hold it up after reading. This is called הַגְּבֵהָה. This is to ensure that everyone in the Synagogue will have a chance to see the letters of the Torah, and not just those who are called up. The Sefer Torah is then rolled up and covered. This is called גְּלִילָה. It is then put back in the אָרוֹן הַקְּדוֹשׁ.	Respect for the Torah
<b>YEAR 3</b>	<b>Focus:</b> Review the first paragraph of Shema and examine the seven mitzvot contained in it. (Refer to attached notes.) All three paragraphs of Shema are taken from different parts of the Torah. The first paragraph is in this Parashah. Shema is the only tefillah that Hashem tells us we must say. This is why it is one of the most important Tefillot. We always try and say it with Kavannah – with feeling and concentration, trying to understand the meaning of the words. This is especially true of the first pasuk in which we accept עוֹל שְׁמַיִם – the yoke of heaven – that Hashem is everyone's boss. This is why we cover our eyes and all read it loudly. <b>Pasuk:</b> 6:4-9	כְּנֵה in tefillah
<b>YEAR 4</b>	<b>Focus:</b> The mitzvah to keep Shabbat is in the עֲשֵׂת הַדְּבָרוֹת, which are written in Parashat Yitro and repeated in this Parashah with important differences. One of these differences is that the word 'Zachor' ( <b>remember</b> ) in Parashat Yitro is replaced with the word 'Shamor' (keep) in this Parashah. When the עֲשֵׂת הַדְּבָרוֹת were said at Har Sinai, both words were said simultaneously by Hashem (לְכָה דוֹדִי - אֶחָד - נִזְכּוֹר בְּדַבּוֹר אֶחָד - לְכָה דוֹדִי). Ramban explains that on Shabbat we perform and experience things to help us <b>remember</b> the holiness of Shabbat, e.g. lighting candles, kiddush, Lechem Mishneh, eating three meals and wearing Shabbat clothes. Similarly, in order to <b>keep</b> Shabbat holy, we refrain from doing certain activities, e.g. cooking, writing, sewing, cutting etc. (מְלָאכּוֹת 39) <b>Pesukim:</b> 5:12-15	Making Shabbat holy
<b>YEAR 5</b>	<b>Focus:</b> Moshe tells Bnei Yisrael how he pleaded with Hashem to be allowed to enter אֶרֶץ יִשְׂרָאֵל. The word he uses is 'נִאֲתַחֲנֶנּוּ', which describes an intense level of request – תְּחִינָה. No one prayed harder than Moshe for this request yet Hashem still said 'No'. Hashem knows that what we want is not always what we should have. Even though Hashem sometimes says 'No' to our requests, we should still keep saying our tefillot with the utmost כְּנֵה, because this helps us to come closer to Hashem, enough to trust in Him and accept that His decision is always for our best. We have a duty to pray three times a day. The most important part of our prayer is the Amidah – so important in fact that the word 'tefillah' has become synonymous with the Amidah. Review the different categories of the Amidah: שְׁבַח – praise, הוֹדָא, – thanks and בְּקִשָּׁה – request. <b>Pasuk:</b> 3:23	Saying the Amidah with כְּנֵה
<b>YEAR 6</b>	<b>Focus:</b> A great nation is one that exists on justice – on the חֻקִּים and מִשְׁפָּטִים, which reflect the justice of the Torah. Judaism gave the world the concept of צְדָקָה – justice through the laws of the Torah. מִשְׁפָּטִים are laws relating to the care of the poor, widows, orphans, the environment, animals, compensation, Shabbat etc. חֻקִּים are that which help to develop character, e.g. self-control by eating only kosher food etc. <b>Pasuk:</b> 4:8	צְדָקָה – Justice (Citizenship)

## Parashat Va'etchanan Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Moshe begs Hashem to let him enter אֶרֶץ יִשְׂרָאֵל. Hashem refuses							✓	
b) Moshe tells Bnei Yisrael to keep the mitzvot in the Torah	✓	✓		✓		✓		✓
c) Justice – צֶדֶק makes Am Yisrael a great nation through its מִשְׁפָּטִים and חֻקִּים								✓
d) וְזֹאת הַתּוֹרָה אֲשֶׁר־שָׂם מֹשֶׁה לִפְנֵי בְנֵי יִשְׂרָאֵל			✓	✓				
e) עֲשֵׂרֵת הַדְּבָרֹת	✓	✓				✓		
f) The first paragraph of Shema					✓			

## Parashat Ekev Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	Whenever we eat bread we must first wash our hands, make the Brachot – על נטילת ידים and המוציא – then say בְּרַכַּת הַמִּזוֹן after eating. Saying בְּרַכַּת הַמִּזוֹן is one of the ways in which we thank Hashem for the food He gives us. Discuss other ways in which we thank Hashem.	Saying 'Thank you'
<b>YEAR 1</b>	<b>Storyline:</b> Moshe reminds Bnei Yisrael that Eretz Yisrael is a very beautiful land and, as long as they keep His mitzvot, Hashem will ensure that the land will provide them with enough food to eat. Eretz Yisrael is called 'אֶרֶץ זָבַת חֵלֶב וְדָבָשׁ' – a land flowing with milk and honey. This refers to the milk of goats and the honey of dates (or figs). See attached story and sing the song.	אהבת ארץ ישראל Loving Eretz Yisrael
<b>YEAR 2</b>	<b>Storyline:</b> Hashem has blessed Eretz Yisrael. It is a rich and beautiful land in which everything grows and flourishes. The Torah lists seven kinds of produce with which Eretz Yisrael is especially blessed – these are called שְׂבַע הַמִּינִים. Sing the song – 'אֶרֶץ חֲסֵה' 'ושערה... (8:8)	אהבת ארץ ישראל Loving Eretz Yisrael
<b>YEAR 3</b>	<b>Focus:</b> The Torah teaches us that, after one has eaten, one should thank Hashem. The Rabbis have interpreted this as the halachah to recite בְּרַכַּת הַמִּזוֹן after eating bread (a בְּרַכָּה אַחֵרוֹנָה is recited after eating other foods). By reciting בְּרַכַּת הַמִּזוֹן we not only express our gratitude to Hashem for the food we eat, but also acknowledge Hashem's goodness, kindness and mercy in providing us and the rest of the world with food. (Examine the pasuk from the parashah that is in בְּרַכַּת הַמִּזוֹן.) <b>Pasuk:</b> 8:10	Recognising Hashem as the source of the food we eat
<b>YEAR 4</b>	<b>Focus:</b> The second paragraph of the Shema tells us that, if we keep Hashem's mitzvot, Hashem will reward us. This paragraph is written in the plural to teach us that we are responsible for helping each other to keep these mitzvot. We are responsible for influencing each other to do good and for preventing each other from doing wrong. The reward is a shared reward – rain (water) and food for everybody in Eretz Yisrael. The punishment is a shared punishment – the loss of Eretz Yisrael until we deserve to have it back. <b>Pesukim:</b> 11:13-15	כל ישראל ערבים זה לזה Demonstrating collective responsibility
<b>YEAR 5</b>	<b>Focus:</b> Saying בְּרַכַּת הַמִּזוֹן is a mitzvah from the Torah. The Rabbis deduced from the word 'לָחֵם' in Verse 9 that בְּרַכַּת הַמִּזוֹן is recited after eating bread. By saying בְּרַכַּת הַמִּזוֹן with כְּנוּנָה – feeling and understanding – we show how grateful we really are to Hashem for all the food we eat, even a slice of bread. Examine and discuss the four brachot of בְּרַכַּת הַמִּזוֹן. (Refer to notes.) <b>Pesukim:</b> 8:9 and 10	הקרת הטוב Expressing gratitude
<b>YEAR 6</b>	<b>Focus:</b> The Torah lists the seven grains and fruits with which Eretz Yisrael is especially blessed. After eating any of these we must recite the brachah – בְּרַכַּת מַעֲיִן שֶׁלֶשׁ – the brachah for three categories of food (על המהקה), which expresses our appreciation and love for the goodness of Eretz Yisrael. State when it is recited. Encourage children to locate and read it. List the שְׂבַע הַמִּינִים and sing the song. <b>Pasuk:</b> 8:8	אהבת ארץ ישראל Loving Eretz Yisrael

## Parashat Ekev Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Moshe tells Bnei Yisrael about the benefits of keeping the mitzvot of the Torah						✓		
b) Moshe tells Bnei Yisrael that Eretz Canaan is a very fertile land – (source for שבועת המינים)			✓	✓				✓
c) The source and essence of ברכת המזון	✓	✓			✓		✓	
d) ארץ זבת חלב ודבש			✓					
e) The second paragraph of the Shema						✓		



## Parashat Re'eh Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> The Torah tells us that we must keep milk and meat separate. We must not mix or eat milky foods together with meaty foods. Encourage children to give examples of milky and meaty foods. Sing the song 'On top of spaghetti all covered in cheese you cannot put meatballs, it's not kosher you see'.	Keeping kosher
<b>YEAR 1</b>	<b>Storyline:</b> The Torah tells us that we may eat the meat of animals that have a completely split hoof and also chew the cud. We may only eat fish that have both fins and scales. Encourage children to give examples of these.	Eating kosher
<b>YEAR 2</b>	<b>Storyline:</b> Review as above. The Torah teaches which birds we may not eat and names each of them so that we know the names of all the birds that are not kosher. The Rabbis teach us which birds we may eat. They include chicken, duck, turkey, goose, pigeon and quail. We may only eat the eggs of birds that are kosher.	Eating kosher
<b>YEAR 3</b>	<b>Focus:</b> The <b>שְׁלֵשׁ רִגְלִים</b> are Pesach, Shavuot and Succot. It is a mitzvah to go up to Yerushalayim three times a year to bring offerings of produce and animals to the Bet Mikdash. Parts of these offerings have to be given to the Kohanim and other parts are eaten within the walls of Yerushalayim. The <b>שְׁלֵשׁ רִגְלִים</b> are all linked to the agricultural cycle of Eretz Yisrael. By bringing their produce to the Bet Mikdash on the <b>שְׁלֵשׁ רִגְלִים</b> , Am Yisrael showed their gratitude to Hashem for a successful harvest. (See resource sheet.) <b>Pasuk:</b> 16:16	<b>הַכִּרַת הַטּוֹב</b> Showing gratitude to Hashem
<b>YEAR 4</b>	<b>Focus:</b> The Torah forbids us to eat meat with the blood still in it. Blood is the life force within all animals. We must remove all this blood in order to make the meat kosher (fit) for us to eat. Discuss the process for koshering meat and chicken. <b>Pasuk:</b> 12:23	The mitzvah to kosher meat
<b>YEAR 5</b>	<b>Focus:</b> The Torah tells us that Pesach must always be celebrated in the spring. The seasons are governed by the solar year (365 days) and the Jewish months follow the lunar year (354 days). There is a discrepancy of 11 days which, if not addressed, would eventually move Pesach into the autumn, winter or summer. Therefore, within a cycle of 19 years, an extra month (Adar I) is added to the Jewish year seven times. This ensures that Pesach is always celebrated in the spring. The calendar was fixed by the divine inspiration of our Rabbis nearly 2000 years ago (without the use of calculators or computers). To this very day it works perfectly. <b>Pasuk:</b> 16:1	<b>אֲמוּנַת חֲכָמִים</b> Trusting our Rabbis
<b>YEAR 6</b>	<b>Focus:</b> The Torah tells us that, as a holy nation – <b>עַם קָדוֹשׁ</b> , we must not follow the customs of other nations ( <b>חֻקֵי הַגּוֹי</b> ). The example mentioned in the Torah is the mutilation of one's body and the shaving of one's head as an expression of mourning. These actions reflect the grief and anger of the mourner. In Jewish law we show our grief and anger by wearing a garment that is deliberately torn. In this way we express our feelings at our loss without showing a lack of respect for our body. Every part of our body is <b>קָדוֹשׁ</b> . We have a duty to keep it looking as good as Hashem made it for us. We must not abuse or mutilate our body. <b>Pesukim:</b> 14: 1(Rashi) and 2	<b>קְדוּשַׁת הַגּוּי</b> Respecting our bodies

## Parashat Re'eh Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) We may eat meat but not blood						✓		
b) It is forbidden to mutilate one's body								✓
c) Signs for kosher animals			✓	✓				
d) Signs for kosher fish			✓	✓				
e) List of non kosher birds				✓				
f) Do not mix meat with milk	✓	✓						
g) שלש רגלים					✓			
h) Pesach is in חֹדֶשׁ הָאֲבִיב							✓	

## Parashat Shoftim Curriculum Map

### Middah/Mitzvah

<p><b>NUR., REC. &amp; YEAR 1</b></p>	<p><b>Storyline:</b> The Torah teaches us to look after trees because they are very important for us. Some trees give us fruit to eat. Some trees have pretty blossoms, which we enjoy looking at. Some trees give us shade in hot weather. The wood from other trees can be used to make furniture, dishes, toys, wheels, paper, pencils etc.</p>	<p>Looking after trees</p>
<p><b>YEAR 2</b></p>	<p><b>Storyline:</b> Moshe tells Bnei Yisrael that, when they settle in Eretz Yisrael, they can have a king but Hashem will choose him. Even though we think of a king as being the most powerful person, Hashem is more powerful than any king. A Jewish king must write two copies of the Sefer Torah, and carry one copy with him wherever he goes so that he can read from it at all times. This is to remind him that, in spite of being the most powerful person in the nation, he must fear Hashem and observe all the mitzvot of His Torah. We can learn from this that whatever position in school we may have, e.g. house/team captain, monitor etc., we must know and obey the school rules.</p>	<p>Obeying rules</p>
<p><b>YEAR 3</b></p>	<p><b>Focus:</b> The Torah tells us to appoint judges. Judges are important leaders. Moshe reminds Bnei Yisrael that these Judges must judge fairly. The Hebrew word for justice is 'צִדִּיק', which means doing what is right. (Link to tzedakah – it is our duty to give tzedakah. When we give tzedakah we are doing what is right.) In order to judge fairly the Torah gives us laws that the judges must follow, e.g. not to favour people they know, not to take bribes. These laws apply not only to judges but are also relevant to us in our everyday lives. We have to treat each other in a just and fair way, e.g. when refereeing a match, voting for class/team/house positions etc. <b>Pesukim:</b> 16:18-20</p>	<p>Being just and fair</p>
<p><b>YEAR 4</b></p>	<p><b>Focus:</b> We must not destroy fruit trees because they are a source of food for us. Non-fruit bearing trees can be cut down and used for other necessary purposes. The Torah uses the expression 'כִּי הָאֲדָם עֵץ הַשֵּׁדֶה' to describe the importance of trees. Compare the tree with the human being – both have roots, branches, bear fruit and grow. Just as trees grow branches, twigs, flowers and produce fruit, we 'grow' by doing good deeds such as mitzvot and acts of kindness. The Rabbis refer to these good deeds as our fruits for which we are rewarded. (<i>Maharal</i>) (Read 'The Giving Tree'; use 'Tree of Life' chart AJE.) <b>Pasuk:</b> 20:19</p>	<p>Valuing trees</p>
<p><b>YEAR 5</b></p>	<p><b>Focus:</b> Kohanim and Leviim own no land. They therefore have no means of supporting themselves. Bnei Yisrael support them in the best possible way by giving them the choicest and the best of their wheat, fruit, wine and oil (the first of the harvest). We should follow the example of Bnei Yisrael to support people who have no means of supporting themselves by giving 'the best of our produce'. This means that when giving tzedakah we should give the most we can afford with a generous heart and a positive attitude. (Review Rambam's eight stages of giving tzedakah). <b>Pasuk:</b> 18:4</p>	<p>Giving tzedakah generously</p>
<p><b>YEAR 6</b></p>	<p><b>Focus:</b> Establishing courts of law is one of the <i>שְׁבַע מִצְוֹת בְּנֵי נֹחַ</i>. Judges in these courts of law must follow Torah laws in order to judge impartially and fairly. Justice is a two way process: Judges must actively seek justice by not taking bribes or favouring one person over another; we must appoint honest judges who cannot be influenced by wealthy or powerful people. For those of us who are not judges we must be careful not to turn a blind eye to any injustice that we come across. The establishment of 'Cities of Refuge' is an example of Torah justice. It allows someone who kills <u>accidentally</u> to escape to a place out of reach of the victim's family, where his case can be heard fairly. <b>Pesukim:</b> 16:20 and 19:2</p>	<p>צִדִּיק לְצִדִּיק תִּרְדֶּה Striving for justice</p>

## Parashat Shoftim Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Appointing judges who must judge fairly					✓			✓
b) צֶדֶק צֶדֶק תִּרְדּוּף – pursue justice								✓
c) The laws of being a מְלֵךְ יִשְׂרָאֵל				✓				
d) The contribution of Bnei Yisrael to the Kohanim and Leviim							✓	
e) Establishing Cities of Refuge								✓
f) Do not destroy trees even for warfare	✓	✓	✓			✓		

## Parashat Ki Tetzeh Curriculum Map

		Middah/Mitzvah
<b>NUR., REC. &amp; YEAR 1</b>	<b>Storyline:</b> If you find something lying on the ground, do not simply pick it up and keep it. It belongs to someone who has lost it. Find out who it belongs to and give it back. If you cannot find the owner, give it to the teacher.	Returning lost property
<b>YEAR 2</b>	<b>Storyline:</b> The Torah teaches us lots of different ways to be kind to animals. One of these ways is to make sure that the animal is not made to carry or pull a very heavy load. Another way is not to take the eggs or chicks from a nest in which the mother bird is sitting.	Being kind to animals
<b>YEAR 3</b>	<b>Focus:</b> If one finds a lost article, one must do one's best to locate the owner. If one cannot find the owner, one must look after the lost article until the owner is found. This teaches us that one must respect and care for other people's property. Relate the story of Rabbi Chanina ben Dosa and the lost chickens. <b>Pasuk:</b> 22:2	Returning lost property
<b>YEAR 4</b>	<b>Focus:</b> The Torah commands us not to plough with an ox and a donkey yoked together. An ox can pull more strongly than a donkey and is a ruminant, which means it can feed while working. A donkey is smaller and weaker and needs to stop to eat. Our Rabbis suggest that the reason for this prohibition is to be sensitive to the donkey's feelings: the ox, being stronger, will pull too quickly for the donkey to keep up with it, thereby causing it pain (צער בעלי חיים). The donkey will see the ox chewing away at its regurgitated food (chewing the cud) and will suffer added distress. The Torah also commands us to come to the assistance of an animal that has fallen by the roadside. If this animal is loaded we must help to unload it. Being kind to animals and sensitive to their feelings helps us to be better people. <b>Pasuk:</b> 22:10	צער בעלי חיים Respecting the feelings of animals
<b>YEAR 5</b>	<b>Focus:</b> The Torah commands us to respect and be sensitive to the feelings of people and their property. One is forbidden to take as security for a loan, an article that one needs for one's everyday living. The Torah warns against delaying the payment of any worker but especially of a poor person and a ger (convert). They must be paid on the same day that they expect to be paid so that they do not 'call out against you to Hashem'. This law demonstrates how the Torah is respectful and sensitive to less fortunate people such as the poor and the ger. We must follow the Torah's example. <b>Pesukim:</b> 24:14-15	כבוד הבריות Respecting the feelings of people
<b>YEAR 6</b>	<b>Focus:</b> The Torah commands us to be meticulous in our business dealings with others. One is forbidden to use or even own false weights and measures. The reward for honesty and integrity in business is 'your days will be lengthened in the Land'. <b>Pesukim:</b> 25:13-15	Being honest

## Parashat Ki Tetzeh Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) הַשְּׁבֵת אֶבְדָּה – returning lost property	✓	✓	✓		✓			
b) The obligation to help someone remove the burden from an animal that has fallen						✓		
c) The commandment not to take eggs or chicks from a nest when the mother bird is in it				✓				
d) Do not plough with an ass and an ox				✓		✓		
e) Do not hold as security overnight an article that one needs for daily use							✓	
f) Paying a worker's wages on time							✓	
g) You shall not cheat using incorrect weights and measures								✓

## Parashat Ki Tavo Curriculum Map

		Middah/Mitzvah
<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Bnei Yisrael are about to enter Eretz Yisrael. Hashem has given them a wonderful land with mountains, rivers and forests, home to lots of different animals and birds, and orchards and fields producing delicious fruit and vegetables. Eretz Yisrael is called 'אֶרֶץ זָבַת חֵלֶב' – a land flowing with milk and honey. (Sing the song to these words.) Eretz Yisrael is our land and we love it.	אהבת ארץ ישראל Loving Eretz Yisrael
<b>YEAR 1</b>	<b>Storyline:</b> Hashem gives us mitzvot that help us to appreciate and look after the beautiful land He has given us and help us to remember that the produce of the land comes from Him. The mitzvah of בְּפִרְיָם – bringing a gift of the first fruits that ripen to the Bet Mikdash to present to the Kohen – shows Bnei Yisrael's gratitude to Hashem for all His goodness.	הַפְרַת הַטּוֹב Showing gratitude
<b>YEAR 2</b>	<b>Storyline:</b> As above. One of the mitzvot that Bnei Yisrael has to do in Eretz Yisrael is to bring the first fruits to the Bet Mikdash. These are placed in a beautiful basket and people wear their best clothes and go up to Yerushalayim in a procession with music and dancing. When presenting his produce to the Kohen, the farmer makes a declaration that includes the words 'which You Hashem have given me'. Although the farmer has worked very hard to plant and reap the harvest, he is acknowledging that it is ultimately Hashem who makes his efforts successful.	Everything comes from Hashem
<b>YEAR 3</b>	<b>Focus:</b> Hashem made a בְּרִית with the avot that He would give Eretz Yisrael to their children. A בְּרִית is a two-way agreement/promise. If we keep our part of it by obeying Hashem and keeping the mitzvot of the Torah, then Hashem will keep His part of it – to bless us with success in everything that we do and we have, so that the land in Eretz Yisrael will be fertile and grow everything that we need. <b>Pesukim:</b> 28:1 and 2	Keeping our part of the promise (בְּרִית) with Hashem
<b>YEAR 4</b>	<b>Focus:</b> We are commanded to give one tenth of our produce to the Leviim, the converts, orphans and widows. It has a special status because it symbolises Jewish generosity and concern for the less fortunate. However, the giving of tzedakah is not merely an act of charity but an obligation of the Torah. By giving away one tenth of our income, we acknowledge that Hashem is the source of everything that we earn. Nowadays we also give one tenth of our income to tzedakah. <b>Pasuk:</b> 26:12	Acknowledging Hashem as the source of everything
<b>YEAR 5</b>	<b>Focus:</b> In the same way as the Torah tells us the blessings we will receive by keeping the mitzvot and appreciating Hashem's goodness, it also describes what happens if we fail to keep our part of the בְּרִית. Hashem will withhold his blessings and all His goodness will be taken away from us. The result will be that our enemies will attack us, the land will be barren and we will go into exile. <b>Pesukim:</b> 28:1, 2 and 15	Knowing that there are consequences to our actions
<b>YEAR 6</b>	<b>Focus:</b> On the day that Bnei Yisrael cross the Yarden into Eretz Yisrael, they are commanded to set up stones onto which they must inscribe the words of the Torah in a manner that is clear and legible for everyone to read. The stones must be protected with a covering of plaster. This action establishes the Torah as the Law of the Land from the very beginning. As such, it has to be clearly understood by all. Rashi explains the words 'בְּאֵר הַיִּטָּב' as making the Torah accessible to all by writing it in the 70 primary languages of the time. Nowadays, the Torah and Jewish halachah are written in many languages so that every Jew can study it. It is our duty to study Torah so that we know its laws. <b>Pasuk:</b> 27:8	Studying Torah in order to know its laws

## Parashat Ki Tavo Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Bringing the first fruits to the Bet Mikdash			✓	✓				
b) Giving a tenth (מעשר)						✓		
c) אָרֶץ זָבַת חֵלֶב וְדָבָשׁ	✓	✓						
d) Setting up stones on which to write the Torah								✓
e) The blessings for listening to the voice of Hashem					✓			
f) The punishments for disobeying the voice of Hashem							✓	
g) Keeping the בְּרִית with Hashem					✓		✓	



## Parashat Nitzavim Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> The Torah is a special present from Hashem to all the Jewish people. We show how much we love this special present by taking care to keep its mitzvot, e.g. being kind to each other, being kind to animals, listening to parents and teachers, being helpful etc. (Sing 'Hashem gave us a present' – The Mitzvah Tree.)	Taking care of a precious gift
<b>YEAR 1 &amp; YEAR 2</b>	<b>Storyline:</b> Moshe tells Bnei Yisrael to keep the mitzvot of the Torah and to teach them to their children. He tells them that the Torah is not only for those Jewish people who stood at Har Sinai but also for every Jewish person who will ever live. By teaching the mitzvot of the Torah to our children, we make sure that they will be kept and passed on from one generation to the next. (Compare the way we look after precious family possessions, e.g. silver candlesticks, jewellery, to the way we look after the Sefer Torah.)	Respecting and caring for the Torah
<b>YEAR 3</b>	<b>Focus:</b> Hashem wants us to keep the mitzvot so that He can keep His promise to us to enable us to live a life we can be proud of in Eretz Yisrael. Hashem knows that we are not perfect and that there will be occasions when we do something that we are ashamed of. Hashem tells us that no matter how badly we have behaved towards Him and our fellow human being, it is never too late to regret our misdeeds and do teshuvah. Hashem will always forgive us. (Link to selichot.) <b>Pasuk:</b> 30:10	Doing teshuvah
<b>YEAR 4</b>	<b>Focus:</b> There is a בְּרִית (mutual promise) between Hashem and Bnei Yisrael that Hashem promises to look after Bnei Yisrael as long as Bnei Yisrael promise to keep the Torah. Hashem wants to make sure that everyone understands that He is talking to each one of Bnei Yisrael as individuals – leaders, princes, judges, converts, officials, children, men and women – everyone who is there at the time and every Jewish person who will ever live. Children are included, even though they are as yet too young to take responsibility for their part of the בְּרִית. Jewish children are a very important part of the Jewish people and have a special role to play both at home and in school. Giving tzedakah, keeping Shabbat, celebrating festivals, honouring parents etc. are some of the ways in which children play an active role in Jewish life and thereby ensure Jewish continuity. <b>Pesukim:</b> 29:9 and 10	Playing an active role in Jewish life to ensure Jewish continuity
<b>YEAR 5</b>	<b>Focus:</b> Bnei Yisrael are told to love Hashem and keep the mitzvot of the Torah. This will guarantee that they continue to exist as a nation and will always have their own land of Eretz Yisrael. Great nations have come and gone – Egyptians, Babylonians, Greeks and Romans. All that remains of their civilisations are ancient relics. The Jewish nation has continued to survive to this very day because of our love for Hashem and our adherence to His Torah. (See Mark Twain quote as trigger.) <b>Pasuk:</b> 30:20	Keeping the Torah keeps the Jewish people alive
<b>YEAR 6</b>	<b>Focus:</b> Hashem tells Bnei Yisrael about the good things that will happen to them if they keep the mitzvot in the Torah and about the bad things that will result if they disregard the mitzvot. Hashem tells Bnei Yisrael that it is up to them to make the right choices in order to live a life of which they can be proud. Should they make the wrong choices they will have to suffer the consequences. We all have choices to make in our everyday lives. The choices we make have consequences that will result in being proud of our actions or ashamed of them. <b>Pesukim:</b> 30:15-18	Facing the consequences of our choices

## Parashat Nitzavim Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) The בקרית between Hashem and Bnei Yisrael to keep the mitzvot of the Torah	✓	✓	✓	✓	✓	✓	✓	✓
b) The commandment to do teshuvah					✓			
c) The admonition to use one's free will to choose the good								✓

## Parashat Vayelech Curriculum Map

### Middah/Mitzvah

<b>NUR. &amp; REC.</b>	<b>Storyline:</b> Moshe teaches Bnei Yisrael the words of the song that he is about to sing to them (הַזְיִינוּ). Singing songs from the Torah shows how much we love the Torah. We enjoy singing lots of Torah songs and they are always pleasant to listen to because we sing them together. We all try our best to learn the Torah words and the tunes.	Singing Torah songs to learn the Torah words
<b>YEAR 1 &amp; YEAR 2</b>	<b>Storyline:</b> Once every seven years, the Torah was read in public for all Bnei Yisrael to hear, from the youngest child to the king. It was read from the wooden bimah in the courtyard of the Bet Mikdash. Nowadays, we also read the Torah from the wooden bimah in the Bet Knesset for everyone to hear. We read the Torah today in exactly the same words and in the same way as the Torah was read in the Bet Mikdash. (Explain the concept of tradition and how there are variations in the way that the Torah is read by Sephardim and Ashkenazim.)	Keeping our traditions
<b>YEAR 3</b>	<b>Focus:</b> Moshe is about to die. He goes to Yehoshua who will be replacing him as leader and tells him exactly the same as he told Bnei Yisrael – to be strong and courageous and not to be afraid because ‘Hashem is with you, He will not let you down or leave you’. Throughout this conversation, Yehoshua is silent. He listens to Moshe’s invaluable advice without interruption to ensure that he hears and understands everything. He neither comments nor argues. He just listens. There is a time to listen and a time to speak. Discuss this to include instances of where children should be silent and listening and where children should speak up. <b>Pasuk:</b> 31:7	Learning to listen
<b>YEAR 4</b>	<b>Focus:</b> The mitzvah of הַקְהָל: Once every seven years, on the first day of Chol Hamoed Sukkot, the entire nation gathered together (הַקְהָל) to listen to and to learn from the teachings of the Torah. This was a way of showing the importance of the Torah in the life of every Jewish person. Even the wisest and most important people had to attend this assembly because there was always something new for them to learn from listening to the Torah being read. <b>Pasuk:</b> 31:12	Knowing that there is always something new to learn from the Torah
<b>YEAR 5</b>	<b>Focus:</b> On the day of his death, Moshe hands over the leadership of Bnei Yisrael to Yehoshua in the presence of the whole nation. He encourages Yehoshua and tells him not to be afraid or overwhelmed but to trust in Hashem. He wishes him success for the future battles he will have to fight to gain Eretz Canaan and ensures him of victory. Discuss and give examples of the character and qualities of Moshe that contributed to his outstanding leadership of Bnei Yisrael throughout his life. Include Year 5’s future leadership role as Year 6 next term. <b>Pasuk:</b> 31:23	Being a good leader
<b>YEAR 6</b>	<b>Focus:</b> Moshe writes down the Torah. This scroll is the Written Torah – תּוֹרַת שְׂבָבוֹת. He hands it over to the Kohanim and the זְקֵנִים and it is placed in the אָרוֹן kodesh. Moshe also received the תּוֹרַת שְׂבָעֵל פֶּה. How was this Oral Torah handed over to Bnei Yisrael and then transmitted to future generations? Study the chain of tradition in Pirkei Avot 1:1. The continual study of תּוֹרַת שְׂבָבוֹת and תּוֹרַת שְׂבָעֵל פֶּה and their commentaries guarantees the continuity of the Jewish people. <b>Pasuk:</b> 31:9	Studying Torah to guarantee Jewish continuity

## Parashat Vayelech Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Moshe hands over leadership of Bnei Yisrael to Yehoshua					✓		✓	
b) Moshe writes down the Torah and teaches it to Bnei Yisrael			✓	✓	✓			✓
c) The mitzvah of הקהל – to assemble the people every seventh year			✓	✓		✓		
d) The mitzvah to write a Sefer Torah					✓			✓
e) Moshe speaks the words of this song (הַזְּמִירָה) in front of Bnei Yisrael	✓	✓						

## Parashat Ha'azinu and V'zot Habrachah Curriculum Map

### Middah/Mitzvah

<b>NUR.</b>	We suggest that Parashat Hashavua should not be taught at this time in order to allow nursery children to develop a clear understanding of the concepts associated with Sukkot.	
<b>REC. &amp; YEAR 1</b>	<b>Storyline:</b> The Torah tells us that Moshe was in perfect health when he died aged 120. His eyesight was perfect and he was strong enough to climb to the top of Har Nevo where he died. There will never be another leader (prophet) like Moshe, and no one can ever be compared to him. Moshe was a humble, modest, honest, devoted, caring teacher and leader of Bnei Yisrael. We should try our best to copy and practise these qualities/middot.	Practising good middot
<b>YEAR 2</b>	<b>Storyline:</b> Moshe in his final song tells Bnei Yisrael, 'Ask your father and he will tell you, your elders and they will say to you'. It is good and right to ask our parents and elders (grandparents/teachers/Rabbi) for advice and help if we need it. They are always there for us: to share our troubles, help us with our work and listen to our stories. Most of all, they give us the best advice on how to live our lives correctly.	Asking advice from parents/ teachers/ Rabbi
<b>YEAR 3</b>	<b>Focus:</b> Bnei Yisrael are about to begin a new life in Eretz Yisrael. Just as Yaakov blessed each of his sons before he died, Moshe now blesses each shevet with its own brachah, emphasising their special qualities. Moshe recognises that each tribe has its own individual greatness and its own unique responsibilities in the studying and observing of Torah. <b>Pasuk:</b> 33:1	Valuing our differences
<b>YEAR 4</b>	<b>Focus:</b> Moshe is about to die. Hashem commands him to go up to Har Nevo and shows him the whole of the land and all its borders. Hashem tells him that this is the land that He promised to the avot for their children. Hashem says: 'I am showing it to you, but you will never go there.' Hashem makes Moshe see the whole land – a land that he will never enter – not to upset him but, say our Rabbis, so that he can tell the avot (in Heaven) that Hashem has kept His promise that He made to them. Encourage pupils to realise how privileged they are to be able to do what Moshe was not able to do – to visit and live in Eretz Yisrael, our land. <b>Pasuk:</b> 34:4	אהבת ארץ ישראל Loving Eretz Yisrael
<b>YEAR 5</b>	<b>Focus:</b> Moshe uses nature as a metaphor to demonstrate how Torah can penetrate the Jewish nation and make it fruitful and grow in Torah knowledge. He uses the metaphor of life-giving rain, which often falls with force and in a storm, to describe the way that learned people can absorb even deeper knowledge and ideas of the Torah. He uses the metaphor of dew and gentle raindrops, which never inconvenience anyone, to describe the way that even small amounts of Torah are beneficial to those that can only absorb it drop by drop (ספורנו). <b>Pasuk:</b> 32:2	Knowing that everyone can learn Torah
<b>YEAR 6</b>	<b>Focus:</b> The Torah describes Moshe as 'איש האֱלֹהִים', the man of G-d and 'עֶבֶד ה', a servant of G-d. These are the highest accolades that anyone can achieve. As 'איש האֱלֹהִים' Moshe is in a position to speak face to face with Hashem. As 'עֶבֶד ה' Moshe is as close to Hashem as a servant is to his master. Moshe has achieved these titles through his devotion to Hashem's people Bnei Yisrael, and his selfless leadership of them. Our Rabbis say that because Moshe took the bones of Yosef out of Egypt, Hashem Himself looked after his burial. <b>Pesukim:</b> 34:5 and 6	Devoting oneself to the service of Hashem

## Parashat Ha'azinu and V'zot Habrachah Topic Grid

SELECTED TOPICS	NUR.	REC.	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
a) Moshe recites the song assisted by Yehoshua bin Nun				✓			✓	
b) Hashem commands Moshe to go up onto Har Nevo						✓		
c) Moshe blesses each tribe by name					✓			
d) Moshe dies aged 120, still strong and healthy		✓	✓					
e) Moshe's pre-eminence above all the prophets		✓	✓					
f) Moshe is 'אִישׁ הָאֱלֹקִים' and 'עֶבֶד ה''								✓