

Eden Primary Medium Term Planning

Shtillim (Year 2)

Spring 2, 2016: 3 weeks

Purim and Pesach

Overview and Rationale:

In this topic children will gain a deeper and wider knowledge of the Jewish festivals of Purim and Pesach and look at how they are celebrated in London. For Purim we will be focusing on the story of Megillah Esther in the form of a newspaper. We will also be looking at the Megillah itself and comparing it with a Sefer Torah. As part of Tzedakah and being a good Jewish Citizen we will be looking at 'Mishloach Manot' and its importance as well as making our own to give to people in the community. We will look at the idea of 'matanot laevyomin' (caring for the wider community, gifts for the poor) and how this ties in with the festival of Purim.

In the lead up to Pesach we will be connecting the Pesach story with the key concepts of freedom and peoplehood. We will be looking at why these are integral to the story and what can be learnt from them. We will be looking at customs in London around Pesach and hearing from and visiting different communities within London to see how they celebrate the festival. One custom we will be focusing on is understanding the significance of cleaning and koshering for Pesach. Further work will be done on the symbols of Seder Plate. As part of the Pesach celebrations the children will be participating in making their own Haggadah.

Project Launch:

What do you already know? What do you want to find out? Mystery Box – what are we going to be learning about?

Culminating Projects:

Creating their own Haggadah for Pesach.

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	Megillah Esther	<ul style="list-style-type: none">• Writing story as a newspaper• Non-fiction features – chronological order, third person, quotes
Jewish Studies	History and Peoplehood	<ul style="list-style-type: none">- Look at the history of the Jewish community in Muswell

		<p>Hill, London, England.</p> <ul style="list-style-type: none"> - Name Jewish Communities in London and recognise their similarities and differences. Visit Bevis Marks as well as a other denominational synagogues.
	Purim	<ul style="list-style-type: none"> - Retell the megillot of Esther in their own words. - Explain the physical differences between a megillah and a Torah scroll - mishloach manot one to friend, one to someone outside immediate community - significance of dressing up - matanot laevyomin – caring for the wider community
	Pesach	<ul style="list-style-type: none"> - can recall the Pesach story especially creation of Um Yisrael, different communal customs - explain significance of cleaning and preparing for Pesach, - demonstrate an understanding of the symbols of Seder Plate, - share their family/communal customs, make the “London” haggadah Concept of a communal Seder, - write a recall of the Exodus story as a newspaper
Religious Education	Freedom and Peoplehood	<ul style="list-style-type: none"> - What does it mean to us - How is this recognised in different countries around the world - How do other religions address this topic
	Art - Pesach focused	<ul style="list-style-type: none"> - Creating own hagadah - Illustrations for Hagadah - Seder plate making - Afikoman pouch - sewing
	Music	<ul style="list-style-type: none"> - Haman – noise makers (creating their own) - Pesach and Purim songs - Retelling Megillah Esther with musical accompaniment (composing and performing)

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Guided Reading	Guided Reading Groups Class stories	Developing 4 key skills through the use of shared reading and individual reading books: Prediction, summarising, questioning and clarifying . Skills taught through referring to the text and giving justifications and explanations for answers. Working towards leading own group discussions focusing on the particular skills.
Handwriting	Weekly whole class and small group handwriting lesson following Pen pals scheme	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
Phonics and Spelling	Spelling rules	Words ending –y (/i:/ or /ɪ/) New consonant spellings ph and wh Adding the prefix –un Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter The possessive apostrophe (singular nouns)
Maths	Measuring and Mass Fractions	<ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order mass and

	Time	<p>record the results using $>$, $<$ and $=$</p> <ul style="list-style-type: none"> • recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 • recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day • compare and sequence intervals of time
Prayer/Tefillah	Daily Shacharit preparing for our end of year Shacharit assembly	<p>As well as Daily Shacharit we will be focusing on the following prayers:</p> <p>Mezonot She Hakol Baruch She'amar</p>
PE	<p>Sports – working with sports coach on different games.</p> <p>Gymnastics, dance and movement</p>	<ul style="list-style-type: none"> • Play competitive games, modified where appropriate <ul style="list-style-type: none"> • Tag Rugby – rules and play <p>Twice a week with Fran</p>