

Eden Primary Medium Term Planning

Anafim (Year 3)

Spring 1 & 2, 2017: 7 weeks

The Romans in Britian

Overview and Rationale:

Our study of the Romans allows us to cover National Curriculum outcomes and guidance in History and is an excellent opportunity for integrating all subjects as well as Jewish and general studies. We will be learning about the Romans for the whole of the spring term. Children will start the unit by stepping back in time and looking at what was going on in Britain just before the Roman invasion. They will then go on to learn about the Roman Invasion of Britain and how that impacted the rest of Europe and formed the Roman Empire. They will also look at Israel in Roman times and King Herod. They will look at places of interest in Roman Israel and look at the Roman impact on the make-up of the country. They will learn about the Roman way of life and how this impacted on British culture and values and the influence we can still see today. The class will be looking at Roman dress, food and entertainment as well as looking at Roman roads and how they have impacted the layout of our UK cities today. In literacy we will be looking at Roman myths and how they formed a big part of the Roman culture and what we know of the Romans today. They will be creating their own Roman myths and looking at the story of Boudicca. In maths we will be looking at Roman numerals. We will also be making our own Roman fact book. We will be looking at the Jewish people in this time in the UK and the rest of the world – we will then look at Roman religions and Roman gods which played a big part in their lives. A trip to the Verulamium museum will give the children hands on experience and a chance to experience a Roman Market Day in action. Ending the topic with a Roman dress up day will bring the Roman past to Eden with a culmination of everything they would have learnt.

Project Launch:

- a) Imaginative enquiry – through the use of a painting of Julius Caesar and getting the children to ‘step inside the Roman box’
- b) Introduction through Roman Topic box

Culminating Projects:

- a) Dressing up ‘Roman Day’ bringing together everything that they have learnt – Roman feast, games, education etc. Exhibiting what they have been doing for other children in the school. Setting up workshops and activities to teach other children about the Romans.

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	Myths and Legends	<ul style="list-style-type: none"> • Read a range of myths, legends, fables and traditional tales, identify and discuss common themes, for example good over evil, wise over foolish, etc. • Using a familiar story theme, children plan and write own stories in style of myth/legend • Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved • Compare a range of myths. Analyse a quest myth, identifying the text structure and language features. <ul style="list-style-type: none"> • Identify how settings impact on events in a quest myth. Create an interactive story map to support planning a quest myth. Use oral storytelling to plan a quest myth. • Children write their own quest myth incorporating settings that provide a challenge and settings with characters that support the main character.
	Poetry – ‘The Romans in Britain’ by Judith Nicholls	<ul style="list-style-type: none"> • Using knowledge of Romans to write poem about their lives • Look at the style of the poem and use it for own • Build up bank of rich vocabulary • Use of rhyming and syllables to form a poem • Reading poetry they have written aloud to others • Reading allowed with expression
	Diary of a Roman child	<ul style="list-style-type: none"> • Writing for a range of purposes • Writing in the first person • Recounting events using historical events • Writing from the viewpoint of another person <ul style="list-style-type: none"> • Structure of a letter
Jewish Education	Weekly Parasha	<ul style="list-style-type: none"> • read extracts from and analyse the text of the weekly Parsha <ul style="list-style-type: none"> • Link with how this relates to our everyday lives – moral dilemmas

		<ul style="list-style-type: none"> Acting out the story in small groups – getting a richer understanding of the parasha
	Chumash	<ul style="list-style-type: none"> Comment on traditional texts in their own words. Read Chumash, siddur etc with vowels Use analytical questioning techniques to explore Jewish texts Use their knowledge of Hebrew words in modern Hebrew to learn to understand and comprehend if in traditional texts Read a familiar passage from Torah
	<p>The Jews in Roman Britain</p> <ul style="list-style-type: none"> Israel in Roman Explain how the British Jewish Community was established and where the populations originated from What was happening to the Jewish people around the world at this time Were there Jews in Britain? Israel and the Roman empire – Caesaria King Herod What was happening to the make-up of Israel Look at ruins in Israel – what do they tell us about life there? Discussion of conquering lands and conquerors. What can we learn about Roman life in Judea Times? 	<ul style="list-style-type: none"> Establishing clear narrative across this period of history Understanding how our knowledge of the past is constructed from a range of sources The Roman empire and its impact on Europe The Roman empires impact beyond the UK
Religious Education	Roman religion	<ul style="list-style-type: none"> Roman gods – who were they What did the Roman’s believe? Why did they believe in so many gods? Worshipping Boudicca and other great leaders Places of worship - temples
History	The Romans	<ul style="list-style-type: none"> Roman timeline – ordering dates and understanding the timeline Where the Romans come in history Roman invasions Roman maps – where did they start and then invade The Roman army and Roman armour Roman soldiers (linked to literacy) Roman roads and their impact on today Everyday Roman life – houses, villas, clothes, schools, food,

		entertainment, <ul style="list-style-type: none"> • Roman artefacts – what can we learn about life from them • Romans in London – case study of St Albans – then and now comparison. How has St Albans changed? What has been left? What impact do the Romans still have? What would it have been like to live in Roman St Albans? • Roman London
Creative Arts	Art and D&T <ul style="list-style-type: none"> • Mosaics using different materials • Creating Roman armour using different materials • Designing Roman cooking pots using clay 	<ul style="list-style-type: none"> •to create sketch books to record their observations and use them to review and revisit ideas •to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
Computing	Rising Stars	We are presenters: <ul style="list-style-type: none"> • Add a title clip • Add end credits • Import stills • Create transitions • Create slo-mo effects

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

	<p>Fractions</p> <p>Length and Perimeter</p>	<ul style="list-style-type: none"> •recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators •recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators •count up and down in tenths •recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 •recognise and show, using diagrams, equivalent fractions with small denominators •add and subtract fractions with the same denominator within one whole [for example, + =] •compare and order unit fractions, and fractions with the same denominators, solve problems that involve all of the above •measure, compare, add and subtract: lengths (m/cm/mm) •solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction •measure the perimeter of simple 2D shapes •continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units (for example, 5m = 500cm)
	Times Tables: Weekly practice.	<p>I know the following times tables: 2, 5, 10, 4, 8 and 3 and can then go on to other times tables I do not know.</p> <p>I know some of the corresponding division facts for the times tables I know</p> <p>I know my times tables in any order</p>
Prayer/Tefillah	We will carry on with the Shacharit (morning) service looking more closely at the Amidah and becoming more fluent with this. We will be looking at prayers for Tzitzit as well as other prayers we see as important to us as a class.	<p>Birchat Hamazon: grace after meals</p> <p>Looking more closely at where to recognise and find prayers in the Siddur. We will continue the Shacharit service using the Siddurim with children continuing to take a leading role.</p> <p>Looking closely at the second paragraph of the Shema and the rest of</p>

		the Amidah.
PE	Sports – working with sports coach (Andre) on different games. Gymnastics, Dance and movement.	Sports – working with sports coach on different games.