

The UK and Jewish Festivals

Overview and Rationale:

This topic starts by introducing the children to Year 3/Anafim and the start of Key Stage 2. We will be doing a lot of work on expectations and our hopes and dreams for the academic year to come. We will be focusing on rules within our classroom as well as within the school that will help us with our learning; we will be looking at our social and learning behaviours and how we can be exceptional. We will also be doing work on Self Portraits and writing paragraphs about ourselves. We will be looking at the UK and understanding the Geography of the country. We will be looking at different Jewish communities within the UK focusing on different sizes as well as customs and their similarities and differences within our country. As the Chaggim (Jewish Holidays) approach we will be focusing on Rosh Hashana (New Year) and how this fits with the idea of a new beginning, thinking about resolutions for the year and reflecting on the year that has just been. We will be looking closely at the food that is associated with Rosh Hashana; one being the importance of honey and having a sweet year as well as customs to with new fruits and challah and how this fits in with the idea of new beginnings and ensuring we all have a good year. As Yom Kippur approaches we will be looking at the Vidui (confession) part of the service and looking closely at 'Avinu Malchenu' (Our Father, Our King) and studying and writing our own forgiveness prayers. For Succot we will be focusing on homes and shelters and thinking about those in our country and around the world who are not as fortunate as us. We will also be looking at the concept of the standard of living and relating this to key Jewish texts around Succot. The children will be focusing on the idea that it was intended for people to live in the discomfort of a *sukkah* for the period of Succot, where you are vulnerable to the elements to give you an insight into what life would be like without those modern comforts. The children will then be working closely with a homeless charity, raising awareness and learning more about what life is like for those who do not have a shelter or home and then thinking about how they can help those people.

Project Launch:

Hopes and dreams work/my own identity

Culminating Projects:

My community and me – art project

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	All about me	Paragraphs, first person, sentence structures, interesting information.
	Adjectives to describe characters	Appropriate and interesting adjectives. Using a thesaurus to develop vocabulary.
	Into the Forest by Anthony Brown. <i>A journey through the woods – linked with personal journeys at this time in the year</i>	Adverbs, use of paragraphs, story writing, understanding the story and the characters feelings and emotions at different stages in the story
	Mr Stink by David Walliams <i>A story of an unlikely friendship between a homeless man and a girl – linked with Succot work on homelessness</i>	Character descriptions, thoughts and feelings – inferring from the text, linking with the wider context of homelessness, differences between books and films
	Discussion: Creating a good classroom environment School rules and expectations Debating for and against a topic Character and scene descriptions – Stone Age Boy	Vary talk to engage listeners. Listen and respond to a speaker. Make helpful contributions in a discussion. Use of adjectives and adverbs Paragraphing Creating image for the reader using good vocabulary
Jewish Education	Festivals-Rosh Hashanah (New Year) Food and rituals	I know the foods and rituals associated with Rosh Hashanah. I can think about the year ahead and how I want to improve this by reflecting on the past year.
	Yom Kippur (Day of Atonement) Vidui, confessions Mitzvot (rules) Avinu Malcheinu prayer (Our father, Our King)	Understand the Vidui (confessions) part of the Yom Kippur service To know the 5 rules to keep on Yom Kippur (Day of Atonement) and how these might differ in different synagogues I know what the Avinu Malchenu is and why it is an important prayer I can reflect on myself and how I

		can be a better citizen this coming year.
	Sukkot: the reasons for a Succah Homelessness Immigration	The concept of living in a <i>sukkah</i> or temporary shelter and why What does home mean to us? Learning about those who do not have sufficient housing, homelessness. Building shelters. Being aware of our duties to the poor. Links with immigration in current affairs Reviewing <i>brachot</i> , blessings
	Simchat Torah and Shemini Atzeret The prayer for rain The Torah cycle	How UK community is connected with the land of Israel and communally pray for rain The cycle of Torah stories through the year Celebrating the Torah scroll Prayer for rain in Amidah we say between Shemini Atzeret and Pesach – what does it mean? why do we say it?
Religious Education	Harvest festival	What harvest festival means to people in our country. The idea of saying thank you and how this links with Sukkot as well as other religions in our country.
	Different communities within the UK <ul style="list-style-type: none"> - <i>Ashkenazi and Sephardi communities</i> - <i>The Jewish Indian community</i> - <i>Non-Jewish Communities</i> - <i>Jewish communities in areas with a small Jewish population</i> - <i>Different denominations of Judaism</i> 	Different Jewish communities and their celebration of a New Year and other traditions Different communities within the UK and other religions within the make-up of our country
History	Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture. •

	Stone Age Britain	<ul style="list-style-type: none"> • Settlers and Skara Brae • Stone Age food and culture • Stone Age religion • Stone Age animals and hunting • Stone Age homes and buildings <p>The different periods within the Stone Age and the differences between them as people developed</p>
Science	Rocks and Fossils	<ul style="list-style-type: none"> •compare and group together different kinds of rocks on the basis of their appearance and simple physical properties •describe in simple terms how fossils are formed when things that have lived are trapped within rock •recognise that soils are made from rocks and organic matter
Design Technology	Six weeks in the woods	<p>Shelter building</p> <p>Self portraits</p> <p>Animal shelter building – linked with Science about animal homes and habitats</p> <p>Identifying things within the woods</p> <p>Using iPads for photography</p> <p>Face mud sculptures</p>
Music	Learning songs about the Environment linked with Succot and Harvest Festival	I can clap a beat; can learn the words to a song. I can add in musical instruments.
Computing	Photos in the woods	Taking and editing photos with the iPads and changing filters for lighting and effect.
PSED	I can write about myself	<p>I can talk about my likes and dislikes</p> <p>I can talk about myself with a partner and in a small group</p> <p>I can recognise what I am good at</p> <p>I can describe my personality and what makes me who I am</p>
	Learning about the classes gifts and talents	<p>I can recognise that everyone in the class is special</p> <p>I can celebrate everyone’s talents and gifts</p> <p>I can celebrate my own talents and gifts</p>
	School and class rules	I know how to make a good

		<p>learning environment</p> <p>I understand the class and school rules</p> <p>I can ensure others around the school are following the rules</p> <p>I can join in with class and school discussions</p>
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Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Guided Reading	<p>Guided Reading Groups developing skills: comprehension and fast and fluent decoding, extended reading over longer texts, responding in writing.</p> <p>Class stories, continuing with sharing and discussion about more challenging chapter books</p>	<p>Key Skill – <u>prediction</u></p> <ul style="list-style-type: none"> - What will the author discuss next? - What do you know that helps you to predict the next part of the text? - Are there any clues in titles or headings? - Are there any questions in the text that give you a clue?
Handwriting	<p>Weekly whole class and small group handwriting lesson following Pen pals scheme</p> <p>Review of all letter formations and joins</p>	<p>Joining whole words</p> <p>Which letters don't join</p> <p>Diagonal joins and some horizontal joins</p> <p>Using more in own writing.</p> <p>Perfecting handwriting and transferring to all writing</p>
Phonics and Spelling	<p>Revision of Phase 5</p> <p>Spelling rules</p> <p><u>Weekly Spelling challenge on a Friday</u></p> <p>Children to have own word book for use of unfamiliar and new words / own dictionary and for their weekly spellings.</p> <p>5 words to be given by Fran from the National Curriculum / Topic words. 5 words children to select from their book that they have misspelt</p>	<p>I can chose the correct digraph or trigraph when spelling words and use this in my own writing</p> <p>I understand alternate pronunciations for particular digraphs</p> <p>I understand different spelling rules</p> <p>I know words with endings that sound like shun but are spelt differently</p> <p>I can use different prefixes and suffixes</p>
Other English	<p>Developing sentence structure and length, vocabulary, adverbs, paragraphs, etc.</p>	<p>I can group ideas to form paragraphs</p> <p>I can use a variety of connectives.</p>

		<p>I can use full stops and capital letters in a sentence.</p> <p>I can use adverbs to make my writing more detailed</p> <p>I can use appropriate and interesting adjectives when describing</p> <p>I can use a thesaurus to find more interesting and appropriate adjectives</p> <p>I can use the first two or three letters of a word to check spelling in a dictionary.</p>
<p>Maths</p>	<p>All these key objectives will be met through the daily numeracy lesson</p> <p>Reasoning within 100</p> <p>Multiplication and Division Word Problems</p> <p>Time: analogue, digital and finding how long</p>	<ul style="list-style-type: none"> • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • recognise the place value of each digit (tens, ones), compare and order numbers up to 100 • find 10 more or less than a given number • read and write numbers up to 100 in numerals and in words • add and subtract two-digit numbers mentally • estimate the answer to a calculation and use inverse operations to check answers • solve number problems and practical problems involving these ideas • identify, represent and estimate numbers using different representations, including the number line • add and subtract amounts of money to give change, using both £ and p in practical contexts <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3 and 4 multiplication tables • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to <ul style="list-style-type: none"> • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and

		<p>12-hour and 24-hour clocks</p> <ul style="list-style-type: none"> • estimate and read time with increasing accuracy to the nearest minute • record and compare time in terms of seconds, minutes and hours • use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks]<i>m</i> objects
	Times Tables: Weekly practice through times table challenge on a Friday	<p>I know my 2, 5 and 10 times tables and can then go on to other times tables I do not know. I know some of the corresponding division facts for the times tables I know I know my times tables in any order</p>
Prayer/Tefillah	We will carry on with learning and consolidate on the prayers the children know from their time already in school ensuring that the children are beginning to use their knowledge of Hebrew to read the prayers in their siddur(prayerbook).	<p>Continue with Birchot Hamazon: grace after meals Looking more closely at where to recognise and find prayers in the Siddur. We will be recapping parts of the Shacharit service we already know and locating them in the Siddur. Looking closely at the second paragraph of the Shema and the first two paragraphs of the Amidah. We will also be learning part of Hallel in preparation for Succot.</p>
PE	Sports – working with sports coach (Riaan) on different games.	Sports – working with sports coach on different games.