

## **Eden Primary Medium Term Planning**

### **Anafim (Year 3)**

**Autumn 1, 2017**

#### **Into the Forest 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 class agreements and what will help us with our learning; we will be looking at our social and learning behaviours and how we can be exceptional in both. In our Stone Age topic we will learn about the wealth of clues under the ground that help us to learn about ancient history. They will learn about different types of rocks, stones and basic fossils and what we can learn from these about how animals have evolved and changed and also about what life would have been like during these times. We will be looking at how they are used by today's archaeologists. We will be time travelling through the ages to get a better understanding of what life was like during that period and how life has changed. 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 for Year 3 / The Stone Age

##### **Culminating Projects:**

Shelter building - Art project

##### **Cross Curricular Thematic Learning**

<b>Area of</b>	<b>Content and Knowledge</b>	<b>Skills</b>
----------------	------------------------------	---------------

Curriculum		
English	All about me / My Dreams	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
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	Harvest festival	What harvest festival means to

Education		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"> <li>- <i>Ashkenazi and Sephardi communities</i></li> <li>- <i>The Jewish Indian community</i></li> <li>- <i>Non-Jewish Communities</i></li> <li>- <i>Jewish communities in areas with a small Jewish population</i></li> <li>- <i>Different denominations of Judaism</i></li> </ul>	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"> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> <li>•</li> </ul>
	Stone Age Britain	<ul style="list-style-type: none"> <li>• Settlers and Skara Brae</li> <li>• Stone Age food and culture</li> <li>• Stone Age religion</li> <li>• Stone Age animals and hunting</li> <li>• Stone Age homes and buildings</li> </ul> <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"> <li>•compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>•describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>•recognise that soils are made from rocks and organic matter</li> </ul>
Design Technology	Shelter designing.	shelter building Animal shelter building – linked with Science about animal homes and habitats Using iPads for photography Face mud sculptures
Music	Learning songs about the Environment linked with Succot and	I can clap a beat; can learn the words to a song. I can add in

	Harvest Festival	musical instruments.
Computing	Rising Stars - We are programmers	I can programme my own open ended animation.
PSED	Introduction to Eden values  EXCELLENCE	Lilmod U'Lelemed-to teach and to learn, Derech Eretz – way of the world, Chevruta- learning in collaboration, Lihiyot B'simcha-doing everything with joy and positive attitude) <ul style="list-style-type: none"> <li>• Embracing challenge</li> <li>• High expectations</li> <li>• Determination, effort and resilience</li> <li>• Thinking</li> <li>• Confidence</li> <li>• Pride in our achievements</li> </ul>
	I can write about myself  Learning about the classes gifts and talents	I can talk about my likes and dislikes I can talk about myself with a partner and in a small group I can recognise what I am good at I can describe my personality and what makes me who I am I can recognise that everyone in the class is special I can celebrate everyone's talents and gifts I can celebrate my own talents and gifts
	School and class agreements	I know how to make a good learning environment I understand the class and school rules I can ensure others around the school are following the rules I can join in with class and school discussions

### **Subject Based Learning**

<b>Area of Curriculum</b>	<b>Content and knowledge</b>	<b>Skills</b>
Guided Reading	Guided Reading Groups developing skills: comprehension and fast and fluent decoding, extended reading over longer texts, responding in writing. Class stories, continuing with sharing and discussion about more challenging chapter books	Key Skill – <u>prediction</u> -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	Weekly whole class and small group handwriting lesson following Pen pals scheme Review of all letter formations and joins	Joining whole words Which letters don't join Diagonal joins and some horizontal joins Using more in own writing. Perfecting handwriting and transferring to all writing
Phonics and Spelling	Revision of Phase 5 Spelling rules <u>Weekly Spelling challenge on a Friday</u> Children to have own word book for use of unfamiliar and new words / own dictionary and for their weekly spellings. 5 words children to select from their book that they have misspelt	I can chose the correct digraph or trigraph when spelling words and use this in my own writing I understand alternate pronunciations for particular digraphs I understand different spelling rules I know words with endings that sound like shun but are spelt differently I can use different prefixes and suffixes
Other English	Developing sentence structure and length, vocabulary, adverbs, paragraphs, etc.	I can group ideas to form paragraphs I can use a variety of connectives. I can use full stops and capital letters in a sentence. I can use adverbs to make my writing more detailed I can use appropriate and interesting adjectives when describing I can use a thesaurus to find more interesting and appropriate adjectives I can use the first two or three letters of a word to check spelling in a dictionary.
Maths	All these key objectives will be met through the daily numeracy lesson  Reasoning within 100	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

	<p>Multiplication and Division Word Problems</p> <p>Time: analogue, digital and finding how long</p>	<p>operations to check answers</p> <p>solve number problems and practical problems involving these ideas</p> <p>identify, represent and estimate numbers using different representations, including the number line</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>recall and use multiplication and division facts for the 3 and 4 multiplication tables</p> <p>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to</p> <p>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>estimate and read time with increasing accuracy to the nearest minute</p> <p>record and compare time in terms of seconds, minutes and hours</p> <p>use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>compare durations of events [for example to calculate the time taken by particular events or tasks]</p>
	<p>Times Tables: Weekly practice.</p>	<p>I know my 2, 5 and 10 times tables 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</p>

		order
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).	Continue with Birchat 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.
PE	Sports – working on different games.	Sports – working on different games.