

Eden Primary Medium Term Planning

Anafim (Year 3)

Autumn 2, 2017

Let there be light

In this topic the children will focus on the celebration of light. They will look at the importance of light in Judaism and compare this to other religions. The children will learn about Channukah and its historical origins along with its traditions. We will be learning about kosher chanukiot, how to lead blessings, the brachot, Maoz Tzur and special traditional foods. We will also be designing our own driedel games and taking part in a Channukah candle lighting event within the community. The children will look closely at other festivals of light and discuss reasons why light is so important across different religions. We will pay specific attention to Divali and the traditions around this festival in the Hindu communities, we will compare and contrast this to Channukah and broaden our understanding of other religions in the U.K. They will have a better understanding about the key customs and beliefs around these important festivals. We will be looking at how light actually works through scientific investigation and will learn about how it reflects off surfaces and that in order to see things there must be a source of light no matter how small. We will be using non-fiction and fiction books to gain a broad knowledge of the topic enabling the writing of both fiction and non-fiction around this topic. We will be using our non-fiction writing (explanation writing) to explain how light works. We will also discuss the dangers of the sun exposure and talk about how we can keep safe in the sun. Throughout our science work we will investigate shadows, how they are formed and how they can be changed. We will then incorporate this into a shadow art project. The aim of this topic is to broaden the children's understanding of the importance of light in Judaism but also to increase their understanding of the other religions that celebrate light.

Project Launch:

Diwali – Celebrating Light

Culminating Projects:

Shadow Art/ Light Symbolism

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	Non-chronological texts	Analyse a number of report texts and note their function, form and typical language features: <ul style="list-style-type: none"> • introduction indicating an overall classification of what is being described • use of short statement to introduce each new item • language (specific and sometimes technical) to describe and differentiate • impersonal language • mostly present tense
	Fiction	Expressing time, place and cause using Using conjunctions [for example, when, before, after, while, so, because], Using adverbs [for example, then, next, soon, therefore], or Using prepositions [for example, before, after, during, in, because of]
	Vocabulary	Use of adjectives and adverbs Paragraphing Creating image for the reader using good vocabulary
Science	Light and Dark	Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.
Jewish Education	Jewish people	Chanukah and the destruction of the second temple. Customs and traditions. Disagreements between Hillel and Shamai.
	Chanukah	I can consider the Historical origins of the Chanukah Narrative and how this links to light

		<p>Making kosher chanukiot</p> <p>Leading blessings, brachot, Maoz Tzur, songs, special foods</p> <p>designing own driedel games</p> <p>An understanding of communal Chanukah traditions</p> <p>Understanding the difference between Hillel and Shammai order of lighting candles</p> <p>Taking part in Chanukah candle lighting within our community</p>
	Tzedakah: giving charity, what is a mitzvah-commandment, good deed, Mitzvah Day activities	<p>Mizvah day- Continuing with our year Tzedakah work</p> <p>Fundraising and visiting</p>
	Diwali	<p>Comparing their religious beliefs with Jewish beliefs.</p> <p>I know which other religions celebrate festivals of light</p> <p>I understand why and how light is important in other religions</p> <p>I know the key customs and beliefs around these important festivals</p>
Music	Composing own music	<ul style="list-style-type: none"> • Creating a beat • Recording music • Performing own compositions
Computing	Rising stars	<p>Continue with animations.</p> <p>We are bug fixers</p>

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Phonics	<p>Rules for adding suffixes:</p> <ul style="list-style-type: none"> - un - dis - mis - in - re <p>Spelling words ending with 'g' sound but spelt – gue and k sounds spelt with a que</p>	<p>I can use suffixes</p> <p>I can use what I do in phonics in my own writing</p> <p>I can learn my spellings and then use them in my own writing</p>
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, simple chapter books over time read aloud.</p>	<p>Key Skill – Summarising</p> <ul style="list-style-type: none"> - I understand how to summarise without re-telling a whole story. - I can summarise a range of texts.

Handwriting	Weekly whole class and small group handwriting lesson following Penpals scheme	Carrying on work on joining letters to make words and using this in our own writing.
Spelling	Weekly Spelling challenge	Children to have own word book for use of unfamiliar and new words / own dictionary and for their weekly spellings. 5 words to be given from the National Curriculum / Topic words.
Maths	All these key objectives will be met through the daily numeracy lesson	<ul style="list-style-type: none"> •identify, represent and estimate numbers using different representations •find 10 or 100 more or less than a given number; recognise the place value of each digit in a three-digit number (hundreds, tens, ones) •compare and order numbers up to 1000 •read and write numbers up to 1000 in numerals and in words •solve number problems and practical problems involving these ideas •count from 0 in multiples of 50 and 100 •identify, represent and estimate numbers using different representations •find 1000 more or less than a given number; recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) •order and compare numbers beyond 1000 •round any number to the nearest 10, 100 or 1000 •solve number and practical problems that involve all of the above and with increasingly large positive numbers •add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds •add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction •estimate the answer to a calculation and use inverse

		<p>operations to check answers</p> <ul style="list-style-type: none"> •solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
	Times Tables: Weekly practice.	<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 order</p>
Prayer/Tefillah	<p>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). Daily parts of Shacharit.</p> <p>Twice weekly looking more closely at particular prayers.</p> <p>Being able to read and understand the prayers</p>	<p>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.</p> <p>We will also be learning part of Hallel in preparation for Succot. Continuing with 2nd paragraph of <i>shema</i> and first 2 paragraphs of <i>Amidah</i>.</p> <p>More of Hallel will be learnt every Rosh Chodesh</p> <p>Beginning to learn '<i>Anim Zamirot</i>'</p>
PHSE	Responsibility	<p>Tikkun Olam- repair the world,</p> <p>Tzedakah- charity</p> <p>Gemilut Hassadim- good deeds,</p> <p>Tzedek Tirdof- pursue justice</p> <p>Care for each other</p> <p>Care for school</p> <p>Care for nature and the environment</p> <p>Care for the wider community</p> <p>Taking responsibility for our learning</p>
PE	<p>Continuing with sports coach</p> <p>Gymnastics, dance and movement (Wednesday)</p>	<p>Working on a different skill leading up to playing a sport linked to this skill</p>