

## **Eden Primary Medium Term Planning**

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

**Autumn 1, 2018**

### **“Let there be Light”**

#### **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. 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. We will be relating Simchat Torah, and starting over, with the theme of Creation and the Story of Bereishit. We will also be looking at creation stories from other cultures and religions and use these as inspiration to make our own animated creation stories.

#### **Project Launch:**

“In The Beginning” – Learning about the beginning of the world through the lens of a variety of creation stories and using these as inspiration to make our own.

#### **Culminating Projects:**

Creation Animations

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

<b>Area of Curriculum</b>	<b>Content and Knowledge</b>	<b>Skills</b>
English	All about me / My Dreams	I can use paragraphs to group

		<p>related ideas and content.  I can choose to write in the appropriate person and tense.  I can check and improve my sentence structures  I can distinguish between interesting and unimportant information.</p>
	Adjectives to describe characters	<p>I can use appropriate and interesting adjectives.  I can use a thesaurus to develop vocabulary.</p>
	<p>Into the Forest by Anthony Brown.  <i>A journey through the woods – linked with personal journeys at this time in the year</i></p>	<p>I can use adverbs to make my writing more exciting.  I can use paragraphs to separate parts of a story.  I can plan and write a story.  I can understanding the story and the characters feelings and emotions at different stages in the story</p>
Jewish Education	<p>Festivals-Rosh Hashanah (New Year)  Food and rituals</p>	<p>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.</p>
	<p>Yom Kippur (Day of Atonement)  Vidui, confessions  Mitzvot (rules)  Avinu Malcheinu prayer (Our father, Our King)</p>	<p>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.</p>
	<p>Sukkot: the reasons for a Succah  Homelessness  Immigration</p>	<p>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</p>
	Simchat Torah and Shemini	How UK community is

	Atzeret The prayer for rain The Torah cycle	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?
Art	Creation Animations	Learning about creation stories from other cultures and religions. Building on this knowledge to write, storyboard and animate new creation stories.
Geography	Mapping	Link to 'Creation Stories' – Identifying key locations of different religions, tribes and cultures around the world.
Science	Plants	I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. I can investigate the way in which water is transported within plants. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
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 - <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
Design Technology	Shelter designing.	Shelter building in the Forest 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 Harvest Festival	Clap a beat; learn the words to a song. Add in musical instruments.
Computing	Rising Stars - We are	I can programme my own open

	programmers	ended animation.
PSHE	Introduction to Eden values	Lilmod U'Leamed-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 class's 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

Area of Curriculum	Content and knowledge	Skills
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	Joining whole words Which letters don't join

	<p>Pen pals scheme Review of all letter formations and learn new joins.</p>	<p>Diagonal joins and some horizontal joins Using more in own writing. Perfecting handwriting and transferring to all writing</p>
Phonics and Spelling	<p>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</p>	<p>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</p>
Other English	<p>Developing sentence structure and length, vocabulary, adverbs, paragraphs, etc.</p>	<p>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.</p>
Maths	<p>All these key objectives will be met through the daily numeracy lesson</p> <p>Reasoning within 100</p>	<p>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</p>

	Multiplication and Division Word Problems	<p>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>
	Times Tables: Weekly practice.	<p>I know my 2, 5 and 10 times tables. I know my 3, 4 and 8 times tables.</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 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 Birchat Hamazon: grace after meals</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>Looking closely at the second paragraph of the Shema and the first two paragraphs of the Amidah.</p> <p>We will also be learning part of Hallel in preparation for Succot.</p>
PE	Sports – learning about different ball games.	<p>Working on ball skills.</p> <p>Working in space and marking.</p> <p>Warming up and cooling down.</p> <p>Working as a partner and also as part of a team.</p> <p>Learning the rules to a variety of games (ie netball, football etc)</p>