

## Eden Primary Medium Term Planning Shtillim (Year 2)

Spring 2, 2019: 25<sup>th</sup> February – 12<sup>th</sup> April (7 weeks)

### Jewish London

#### Overview and Rationale:

In this topic children will gain a deeper and wider knowledge of the **Jewish festivals of Purim (20<sup>th</sup> March) and Pesach (19<sup>th</sup> – 27<sup>th</sup> April)** and look at how they are celebrated in London. For Purim we will be focusing on the story of **Megillah Esther** and comparing the Megillah itself with a Sefer Torah. As part of Tzedakah and being a good Jewish citizen we will be looking at **'Mishloach Manot'** and choosing our own charities to support in connection with the London Marathon. We will consider the idea of 'matanot laevyomin' (**caring for the wider community, gifts for the poor**) and how this ties in with the festival of Purim.

In the lead-up to Pesach we will be connecting the Pesach story with the key concepts of **freedom and peoplehood**. We will **compare London to Egypt** and find out how important rivers are to the growth and success of settlements. We will be looking at **customs in London around Pesach**, finding out how different communities celebrate the festival, and understanding the significance of cleaning and koshering for Pesach. Each child will make their own **'London Haggadah'**.

The poet **Michael Rosen** lives in Muswell Hill. We will be looking at his biography and then writing our own biography about him. **We will be studying some of his most famous poems**. We will consider the style he uses and **writing our own poems** based on this. We will have key questions such as 'Do poems have to rhyme?' and finding out about Michael Rosen's other work apart from being a poet.

**Project Launch:** Mapping Jewish London – making a map of key London landmarks and Jewish areas

**Culminating Projects:** Making our own 'London Haggadah' for Pesach.

#### Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	Megillah Esther	<ul style="list-style-type: none"><li>• Prepare and re-tell the story individually, using dialogue and narrative from text</li><li>• Write the story as a newspaper</li><li>• Use the features of this type of text: consider reporting style, chronological or non-chronological order, third person, direct speech</li><li>• use words and phrases that link sentences, e.g. meanwhile, during, before, after a while</li><li>• identify expanded noun phrases for description and specification</li><li>• use commas to separate items in a list</li><li>• Use verb tenses with increasing accuracy in speaking and writing, e.g. catch/caught, see/saw, go/went and to use past tense consistently for narration</li><li>• Identify speech marks in reading, understand their purpose, use correctly</li></ul>
Jewish Studies	History and Peoplehood	<ul style="list-style-type: none"><li>• Find out about the history of the Jewish community in Muswell Hill, and wider London.</li></ul>

		<ul style="list-style-type: none"> <li>Identify Jewish Communities in London and recognise their similarities and differences. If possible, visit Bevis Marks as well as other denominational synagogues.</li> </ul>
	Purim	<ul style="list-style-type: none"> <li>Know the difference between a megillah and a Torah scroll</li> <li>Learn about mishloach manot</li> <li>Understand the significance of dressing up</li> <li>matanot laevyomin – caring for the wider community</li> <li>Purim in the woods</li> </ul>
	Pesach	<ul style="list-style-type: none"> <li>Recall the Pesach story especially the creation of Um Yisrael, and different communal customs</li> <li>Prepare and re-tell the story through role play in groups, using dialogue and narrative from text</li> <li>Explain the significance of cleaning and preparing for Pesach</li> <li>Demonstrate an understanding of the symbols of the Seder Plate and know the different stages of the seder meal.</li> <li>Discuss family customs</li> <li>Make a “London” Haggadah</li> </ul>
<b>Geography</b>	Compare London to Cairo	<ul style="list-style-type: none"> <li>Know the main similarities and differences between London and Cairo</li> <li>Study pictures and videos of two localities and ask geographical questions.</li> <li>Study source material of the location in the past and present and ask “how has it changed?”</li> </ul>
<b>History</b>	Using sources Chronology	<ul style="list-style-type: none"> <li>Looking at buildings, photographs, artefacts, etc. and finding out their stories</li> <li>Developing our understanding of chronology through studying Jewish London.</li> </ul>
<b>Religious Education, Diversity, and British and Jewish Values</b>	Freedom and Peoplehood Charity/Tzedakah/’Mishloach manot’ Leadership	<ul style="list-style-type: none"> <li>What does freedom mean to us?</li> <li>Explore the concept of freedom and peoplehood in different countries and religions.</li> <li>Understanding how the London Marathon raises money for many charities</li> <li>Collecting for our own chosen London charity</li> <li>Comparing Moses as a leader to the London mayor, Sadiq Khan</li> </ul>
<b>Creative Arts including Design Technology</b>	Vehicles Haggadot	<ul style="list-style-type: none"> <li>Continuing the making of a vehicle for London (see Spring 1)</li> <li>Making beautiful watercolour artworks for our Haggadot</li> </ul>
<b>Science</b>	<b>Weather and Seasons</b>	<ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> </ul>

		<ul style="list-style-type: none"> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> <li>• Use equipment to measure rainfall, wind direction and temperature in their immediate environment.</li> </ul>
<b>Music</b>		<ul style="list-style-type: none"> <li>• Haman – making our own noise makers</li> <li>• Pesach and Purim songs</li> <li>• Retelling Megillah Esther with musical accompaniment (composing and performing)</li> </ul>
<b>Personal, Social and Health Education</b>	<b>Rights and Responsibilities</b>	<ul style="list-style-type: none"> <li>• Understand that everyone has rights and responsibilities as members of families and the wider community.</li> </ul>

### Subject Based Learning

<b>Area of Curriculum</b>	<b>Content and knowledge</b>	<b>Skills</b>
<b>English</b>	Reading and writing poetry – Michael Rosen  Find out about Michael Rosen’s life and work.	<ul style="list-style-type: none"> <li>• Read Michael Rosen’s biography and then write our own biography of him</li> <li>• use subordination (when, if, that, because) in writing to link events, cause and effect</li> <li>• Read, respond imaginatively, recommend and collect examples of his poems</li> <li>• Discuss meanings of words and phrases that create sound effects, mood or emotion in poetry</li> <li>• Classify poems into simple types</li> <li>• Recite and listen to favourite poems read aloud</li> <li>• Comment on personal preferences in poetry using some specialist terms</li> <li>• Comment on which words have most effect, noticing alliteration</li> <li>• Generate lists of synonyms and antonyms; discuss their similarities and differences of meaning, and their spelling</li> <li>• Experiment with alliteration to create humorous and surprising combinations</li> </ul>
	Guided Reading Groups Class stories	<ul style="list-style-type: none"> <li>• Developing key skills through the use of shared reading and individual reading books: Prediction, summarising, questioning and <b>clarifying</b>.</li> <li>• Skills taught through referring to the text and giving justifications and explanations for answers.</li> </ul>
<b>Handwriting</b>	Whole class and small group handwriting following Pen pals scheme	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring</li> </ul>

		that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
<b>Phonics and Spelling</b>	Spelling rules	<ul style="list-style-type: none"> <li>• Words ending –y (/i:/ or /ɪ/)</li> <li>• New consonant spellings ph and wh</li> <li>• Adding the prefix –un</li> <li>• Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>• The possessive apostrophe (singular nouns)</li> </ul>
<b>Maths</b>	<p><b>Number – fractions</b></p> <p><b>Measurement</b></p> <p><b>Geometry: Position and Direction</b></p>	<ul style="list-style-type: none"> <li>• Recognise, find, name and write fractions 13, 14, 24 and 34 of a length, shape, set of objects or quantity.</li> <li>• Write simple fractions for example, 12 of 6 = 3 and recognise the equivalence of 24 and 12.</li> <li>• tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>• know the number of minutes in an hour and the number of hours in a day</li> <li>• compare and sequence intervals of time</li> <li>• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</li> </ul>
<b>Computing</b>	<i>We are detectives</i> unit of work from the Rising Stars scheme.	<ul style="list-style-type: none"> <li>• Know how to report concerns over content when searching the web.</li> <li>• Reading, sending and replying to emails.</li> </ul>
<b>Prayer/Tefillah</b>	Daily Shacharit preparing for our end of year Shacharit assembly	<p>As well as Daily Shacharit we will be focusing on the following prayers:</p> <p>Mezonot She Hakol Baruch She'amar</p>
<b>PE</b>	<p><b>Games</b></p> <p><b>Dance</b></p>	<ul style="list-style-type: none"> <li>• Running and chasing games.</li> <li>• Continue to learn how to warm up and cool down safely.</li> <li>• Continue to perform a sequence of movements in time with the music.</li> <li>• Continue to learn some Zumba routines</li> <li>• Continue to develop a sequence of movements and perform these.</li> </ul>
<b>Hebrew</b>	<b>Eizeh Kef scheme</b> □	The 2 units this term are ) Names of different toys

	<b>Aleph champ</b> <input type="checkbox"/>	Ability to construct the sentence I have a balloon/toy <input type="checkbox"/> ( ) Children are advancing in their own pace and reading in a guided reading session .
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