

Eden Primary Medium Term Planning

Anafim (Year 3)

Spring 1, 2019: 6 weeks

The Romans in Britain

Overview and Rationale:

Our study of the Romans allows us to cover National Curriculum outcomes and guidance in History and is an excellent opportunity for integrating all subjects as well as Jewish and general studies. There are also local opportunities for the study for the Romans. Children will start the unit by stepping back in time and looking at what was going on in Britain just before the Roman invasion. They will then go on to learn about the Roman Invasion of Britain and how that impacted the rest of Europe and formed the Roman Empire. They will also look at Israel in Roman times and King Herod. They will look at places of interest in Roman Israel and look at the Roman impact on the make-up of the country. They will learn about the Roman way of life and how this impacted on British culture and values and the influence we can still see today. The class will be looking at Roman dress, food and entertainment as well as looking at Roman roads and how they have impacted the layout of our UK cities today. In literacy we will be looking at Roman myths and how they formed a big part of the Roman culture and what we know of the Romans today. They will be creating their own Roman myths and looking at the story of Boudicca. In maths we will be revisiting Roman numerals. We will be looking at the Jewish people in this time in the UK and the rest of the world – we will then look at Roman religions and Roman gods which played a big part in their lives. Ending the topic with a Roman dress up day will bring the Roman past to Eden with a culmination of everything they would have learnt.

Project Launch:

- a) Introduction to Roman Myths and Gods

Culminating Projects:

- a) Dressing up 'Roman Day' bringing together everything that they have learnt – Roman feast, games, education etc. Exhibiting what they have been doing for other children in the school; setting up workshops and activities to teach other children about the Romans.

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	Myths and Legends	<ul style="list-style-type: none">• Read a range of myths, legends, fables and traditional tales, identify and discuss common themes, for

		<p>example good over evil, wise over foolish, etc.</p> <ul style="list-style-type: none"> • Using a familiar story theme, children plan and write own stories in style of myth/legend • Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved • Compare a range of myths. Analyse a quest myth, identifying the text structure and language features. • Identify how settings impact on events in a quest myth. Create an interactive story map to support planning a quest myth. Use oral storytelling to plan a quest myth. • Children write their own quest myth incorporating settings that provide a challenge and settings with characters that support the main character. <ul style="list-style-type: none"> • Expressing time, place and cause using: • conjunctions [for example, when, before, after, while, so, because], • adverbs [for example, then, next, soon, therefore], or • prepositions • paragraphs as a way to group related material • Introduction to inverted commas to punctuate direct speech
	<p>Poetry – ‘The Romans in Britain’ by Judith Nicholls</p>	<ul style="list-style-type: none"> • Using knowledge of Romans to write poem about their lives • Look at the style of the poem and use it for own • Build up bank of rich vocabulary • Use of rhyming and syllables

		<p>to form a poem</p> <ul style="list-style-type: none"> • Reading poetry they have written aloud to others • Reading aloud with expression
	<p>The Jews in Roman Britain</p> <ul style="list-style-type: none"> • Israel in Roman Explain how the British Jewish Community was established and where the populations originated from • What was happening to the Jewish people around the world at this time • Were there Jews in Britain? • Israel and the Roman empire – Cesaria • King Herod • What was happening to the make-up of Israel • Look at ruins in Israel – what do they tell us about life there? <p>What can we learn about Roman life in Judean Times</p>	<ul style="list-style-type: none"> • Establishing clear narrative across this period of history • Understanding how our knowledge of the past is constructed from a range of sources • The Roman empire and its impact on Europe • The Roman empires impact beyond the UK
	<p>Chaggim Tu B'shvat</p>	<ul style="list-style-type: none"> • Leading a class Seder. • Commencement of growing year • British environmental project - Forest school link • Retell the story of Megillah Esther and describe alternative perspectives
Religious Education	Roman religion	<ul style="list-style-type: none"> • Roman gods – who were they • What did the Romans believe? • Why did they believe in so many gods? • Worshipping Boudicca and other great leaders • Places of worship - temples
History	The Romans	<ul style="list-style-type: none"> • Roman timeline – ordering dates and understanding the timeline • Where the Romans come in history • Roman invasions • Roman maps – where did they start and then invade

		<ul style="list-style-type: none"> • The Roman army and Roman armour • Roman soldiers (linked to literacy) • Roman roads and their impact on today • Everyday Roman life – houses, villas, clothes, schools, food, entertainment, • Roman artefacts – what can we learn about life from them • Roman London compare to Roman Jerusalem / Israel
Creative Arts	Art and D&T <ul style="list-style-type: none"> • Mosaics using different materials • Creating Roman armour using different materials • Designing Roman cooking pots using clay 	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
Science	Magnets and Forces	<ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing
Computing	<ul style="list-style-type: none"> • We are communicators 	<ul style="list-style-type: none"> • This unit allows the children to learn about a number of online safety matters in a positive way. They will work

		with a partner in another class, learning how to use email and video conferencing safely.
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Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Jewish Education	Incl PSHE / British Values	<ul style="list-style-type: none"> • candle lighting, Kiddush, ha motzi, havdala • lighting Shabbat candles • reciting Kiddush • saying the Hamotzi bracha • Leading havdala for KS1 • Explain and participate in communal Rosh Chodesh rituals such as recitation of Hallel and Yaalei Veyavo. • leading a class Seder, commencement of growing year (connection to Science), British environmental project- Forest school link • Knowledge and Understanding of Life Cycle Events and related texts: • Tzedakah: be active in suggesting different forms of tzedakah and how we support Jewish, non Jewish, national and international causes • Explain which prayers are personal and how we pray on our own • To share their own view about God and engage in a conversation with respect to others • To engage in discussions that include deeper thoughtful questions about their belief and the belief of others in school • Recite and know brachot for Shabbat, chagim, food and meal brachot: ha motzi, shecheyanu, ha etz, ha adamah, shehakol, birchot

		<p>hamazon</p> <ul style="list-style-type: none"> • Understand why and when we wear kippot, tzitzit, tallitot for prayer • Engage in debates and discussions about how to be a better member of the British Community. Select and engage in a national campaign • Explore and order 20 key events in the British Jewish history and how they were important • Complete a blank map of Israel with 10 key locations. Sing Israeli songs and Hatikva, name, taste and make some Israeli foods including their key ingredients and have a conversation in Hebrew • Eden Value: Respect “Ve’ahavt Lereacha Kamocho” (love your neighbour as yourself) <ul style="list-style-type: none"> - Chesed (kindness) - Compassion - Kindness - Valuing all others - children and adults - Getting along -Empathy
Guided Reading	Guided Reading Groups Class stories Individual and independent reading	Developing 4 key skills through the use of shared reading and individual reading books: Prediction, summarising, questioning and clarifying . Skills taught through referring to the text and giving justifications and explanations for answers. Working towards leading own group discussions focusing on the particular skills.
Handwriting	Weekly whole class and small group handwriting lesson following Pen Pals scheme	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one

		<p>another, are best left un joined</p> <ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting [for example, by ensuring 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]
Phonics and Spelling	Spelling rules	<p>Recap the previously taught prefixes More prefixes: Sub, into, auto, inter, anti, super The suffix : ation The suffix: ous rules when adding suffixes to words ending in e, y and ie Possessive apostrophe in plural words Words that are often misspelt when prefixes or suffixes are added.</p>
Other English	Developing sentence structure and length, vocabulary, adverbs, paragraphs, etc.	<ul style="list-style-type: none"> 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	Using 10s, 100s and 1000s to multiply and divide large numbers	<ul style="list-style-type: none"> write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times

	Graphs	<p>one-digit numbers, using mental and progressing to formal written methods</p> <ul style="list-style-type: none"> • 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 m objects • Solve problems to do with money • Learn the properties of shapes • Calculate perimeter and length and solve problems relating to both. • Fractions of a shape • Equivalent Fractions • Adding and subtracting fractions with the same denominator
	Times Tables: Weekly practice.	<p>Know the following times tables: 2, 5, 10, 4, 8 and 3 and can then go on to other times tables I do not know. Know some of the corresponding division facts</p> <p>Know times tables in any order</p>
Prayer/Tefillah	We will begin the Shacharit (morning) service looking more closely at the Amidah and becoming more fluent with this. We will be looking at prayers for Tubishvat as well as other prayers we see as important to us as a class.	<p>Looking more closely at where to recognise and find prayers in the Siddur. We will begin with the Shacharit service using the Siddurim with children continuing to take a leading role.</p> <p>Looking closely at the second paragraph of the Shema and the rest of the Amidah.</p>
Music	Listen, Appreciate and Perform Jazz	<p>Children to learn about a variety of Jazz composers and singers.</p> <p>Children to learn and perform several songs from this genre.</p> <p>Children will compare Jazz to other music genres eg classical and pop</p>

