

## **Eden Primary Medium Term Planning**

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

**Spring 2, 2019**

#### **Purim and Pesach**

##### **Overview and Rationale:**

In this topic children will gain a deeper and wider knowledge of the Jewish festivals of Purim and Pesach and look at how they are celebrated around the UK. For Purim we will be focusing on the story of Megillah Esther and describing alternative perspectives. We will also be looking at the Megillah itself and comparing it with a Sefer Torah. As part of Tzedakah and being a good Jewish Citizen we will be looking at 'Mishloach Manot' and its importance as well as making our own to give to people in the community. We will look at 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 be looking at why these are integral to the story and what can be learnt from them. We will be focusing on wider social issues around freedom and linking this with further Tzedakah work. We will also be looking at different national customs around Pesach and hearing from and visiting different communities within London to see how they celebrate the festival through different customs. One custom we will be focusing on is understanding the significance of cleaning and koshering for Pesach. Further work will be done on the symbols of the Seder Plate through exploring and contrasting UK customs to other countries. As part of the Pesach celebrations the children will be making their own Haggadah.

##### **Project Launch:**

What do you already know? What do you want to find out? Mystery Box – what are we going to be learning about?

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

Creating their own Haggadah for Pesach.

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

<b>Area of Curriculum</b>	<b>Content and Knowledge</b>	<b>Skills</b>
English	Diary	<ul style="list-style-type: none"><li>• Writing for a range of purposes</li><li>• Writing in the first person</li><li>• Writing from the viewpoint of another person</li></ul>

		<ul style="list-style-type: none"> <li>• Structure of a letter</li> </ul>
	Non Fiction	<ul style="list-style-type: none"> <li>• Write instructions linked to different recipes for Charoset which the children have made</li> </ul>
	Haggadah Project	<ul style="list-style-type: none"> <li>• Creating own haggadot</li> </ul>
Jewish Education	Weekly Parasha	<ul style="list-style-type: none"> <li>• Read extracts from and analyse the text the weekly Parasha</li> </ul>
	History and Peoplehood	<ul style="list-style-type: none"> <li>• Look at the history of the Jewish community in Muswell Hill, London, England.</li> <li>• Name Jewish Communities in the UK and recognise their similarities and differences.</li> </ul>
	Purim	<ul style="list-style-type: none"> <li>• Retell Megillat Esther in their own words.</li> <li>• Identify the leyning tune of a megillah in comparison to the Torah.</li> <li>• Explain the physical differences between a megillah and a Torah scroll</li> <li>• describe alternative perspectives and seeing a range of megillot and comparing it to a Sefer Torah</li> <li>• mishloach manot one to friend, one to someone outside immediate community</li> <li>• significance of dressing up, matanot laevyomin – caring for the wider community</li> </ul>
	Pesach	<ul style="list-style-type: none"> <li>• Participate in making their own Haggadah</li> <li>• can connect the Pesach story with the concept of freedom and peoplehood</li> <li>• Know about different national customs</li> <li>• Explain significance of cleaning and koshering for Pesach</li> <li>• Explain the symbols of Seder Plate</li> <li>• explore and contrast UK customs to other countries.</li> </ul>

		<ul style="list-style-type: none"> <li>• Whole school project in the forest – a journey like the Exodus from Egypt. A simulation in the woods.</li> </ul>
Religious Education	Freedom and Peoplehood	<ul style="list-style-type: none"> <li>• What does it mean to us</li> <li>• How is this recognised in different countries around the world</li> <li>• How do other religions address this topic</li> </ul>
Creative Arts	Roman Plagues Mosaic	<ul style="list-style-type: none"> <li>• Children will explore illustrations of the 10 plagues from a variety of haggadot.</li> <li>• Children will then use this as inspiration to create mosaics of the 10 plagues.</li> <li>• Children will be collaborating in teams to create their mosaics.</li> <li>• Children will get hands on experience with manipulating the materials necessary to design and create mosaics.</li> </ul>
	Art - Pesach focused	<ul style="list-style-type: none"> <li>• Creating own hagadah</li> <li>• Illustrations for Hagadah</li> <li>• Seder plate making</li> <li>• Afikoman pouch - sewing</li> </ul>
	Music	<ul style="list-style-type: none"> <li>• Haman – noise makers (creating their own)</li> <li>• Pesach and Purim songs</li> <li>• Retelling Megillah Esther with musical accompaniment (composing and performing)</li> </ul>

### **Subject Based Learning**

<b>Area of Curriculum</b>	<b>Content and knowledge</b>	<b>Skills</b>
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, <b>summarising</b> , 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"> <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 un joined</li> <li>• 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]</li> </ul>
Phonics and Spelling	Spelling rules	<p>Recap the previously taught prefixes  More prefixes: Sub, into, auto, inter, anti, super  The suffix : ation  The suffix ly  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> <p>Continue with weekly spellings – 5 from Teacher and 5 misspelt words from the week. Peer testing.</p>
Maths	Fractions	<ul style="list-style-type: none"> <li>• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• count up and down in tenths</li> <li>• recognise that tenths arise from dividing an object into</li> </ul>

	Length and Perimeter	<p>10 equal parts and in dividing one-digit numbers or quantities by 10</p> <ul style="list-style-type: none"> <li>• recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• add and subtract fractions with the same denominator within one whole [ for example, <math>\frac{1}{2} + \frac{1}{2} = 1</math> ]</li> <li>• compare and order unit fractions, and fractions with the same denominators</li> <li>• solve problems that involve all of the above</li> <li>• measure, compare, add and subtract: lengths (m/cm/mm)</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>• measure the perimeter of simple 2D shapes</li> <li>• continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units (for example, 5m = 500cm)</li> </ul>
Times Tables	Weekly practice through Times Table challenges – children to choose a times table on a Friday and then are challenged on it the following week.	<p>Know the 6 and 7 times tables with corresponding division facts.          Know the corresponding division facts for the times tables I know          Know the times tables in any order</p>
Prayer/Tefillah	We will carry on with the Shacharit (morning) service continuing to look closely at the Amidah and becoming more fluent with this. We will be looking at prayers said on Yom Haatzmaut 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 continue the Shacharit service using the Siddurim with children continuing to take a leading role.          Looking closely at the third paragraph of the Shema and the Amidah as a whole selecting</p>

