

Eden Primary Medium Term Planning Shtillim (Year 2)

Spring 2, 2024

Jewish London

Overview and Rationale:

In this topic children will gain a deeper and wider knowledge of the **Jewish festivals of Purim (23rd and 24th March) and Pesach (22nd –30th 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. 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 Dialogue, narrative, speech punctuation, comma, inverted comma/speech mark, report, conjunction, meanwhile, during, before, after, later, tenses	Megillat Esther	<ul style="list-style-type: none">○ Prepare and re-tell the story individually, using dialogue and narrative from text○ Write the story as a newspaper○ Use the features of this type of text: consider reporting style, chronological or non-chronological order, third person, direct speech○ use words and phrases that link sentences, e.g. meanwhile, during, before, after a while○ identify expanded noun phrases for description and specification○ use commas to separate items in a list○ Use verb tenses with increasing accuracy in speaking and writing, e.g.

		<p>catch/caught, see/saw, go/went and to use past tense consistently for narration</p> <ul style="list-style-type: none"> ○ Identify speech marks in reading, understand their purpose, use correctly
Jewish Studies	<p>History and Peoplehood</p> <p>Community, synagogue, shul, rabbi, Muswell Hill, Bevis Marks, Golders Green, Hendon, Finchley, Barnet, East End.</p>	<ul style="list-style-type: none"> ○ Find out about the history of the Jewish community in Muswell Hill, and wider London. ○ Identify Jewish Communities in London and recognise their similarities and differences. If possible, visit Bevis Marks as well as other denominational synagogues.
	<p>Purim</p> <p>Megillah, school, mishloach manot, gifts, caring, matanot la'evyonim, chesed, responsibility.</p>	<ul style="list-style-type: none"> ○ Know the difference between a megillah and a Torah scroll ○ Learn about mishloach manot ○ Understand the significance of dressing up ○ matanot la'evyomin – caring for the wider community ○ Purim in the woods
	<p>Pesach</p> <p>Pharaoh, Moses, Miriam, Exodus, Am Yisrael, Bnei Yisrael, slaves, slavery, enslaved, seder, seder plate, Haggadah, stages, customs, traditions, preparation, chametz.</p>	<ul style="list-style-type: none"> ○ Recall the Pesach story especially the creation of Am Yisrael, and different communal customs ○ Prepare and re-tell parts of the story through role play in groups, using dialogue and narrative from text ○ Explain the significance of cleaning and preparing for Pesach ○ Demonstrate an understanding of the symbols of the Seder Plate and know the different stages of the seder meal. ○ Discuss family customs ○ Make a "London" Haggadah
Geography	<p>Know geographical differences between London and Cairo, Egypt.</p> <p>Human, physical, climate, damp, temperate, desert, population.</p> <p>Know how geographical location effects climate.</p>	<ul style="list-style-type: none"> ○ Know the main similarities and differences between London and Cairo ○ Study pictures and video of two localities and ask geographical questions. ○ Study source material of the location in the past and present and ask "how has it changed?"
History	<p>Using sources</p> <p>Chronology</p>	<ul style="list-style-type: none"> ○ Looking at buildings, photographs, artefacts, etc. and finding out their stories

<p>timeline, primary source, secondary source.</p>		<ul style="list-style-type: none"> ○ Developing our understanding of chronology through studying Jewish London.
<p>Religious Education, Diversity, and British and Jewish Values</p>	<p>Freedom and Peoplehood Freedom, slavery, communities, groups, identity.</p> <p>Charity/Tzedakah/'Mishloach manot'</p> <p>Leadership</p>	<ul style="list-style-type: none"> ○ What does freedom mean to us? ○ Explore the concept of freedom and peoplehood in different countries and religions. ○ Understanding how the London Marathon raises money for many charities ○ Collecting for our own chosen London charity ○ Comparing Moses as a leader to the London mayor, Sadiq Khan
<p>Creative Arts including Design Technology</p>	<p>Vehicles</p> <p>Haggadot</p> <p>Watercolour, blending, layering.</p>	<ul style="list-style-type: none"> ○ Continuing the making of a vehicle for London (see Spring 1) ○ Making beautiful watercolour artworks for our Haggadot
<p>Science</p> <p>Adult, teenager, child, baby, offspring, reproduction, carnivore, herbivore, habitat, hygiene, cleanliness.</p>	<p>Animals including Humans Taking pulse after and before exercise Look at the eatwell plate Food chains Sorting animals into Carnivores, herbivores etc</p>	<ul style="list-style-type: none"> ○ Notice that animals, including humans, have offspring which grow into adults ○ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ○ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene ○
<p>Music</p> <p>Percussion, drum, skin, bell, programmatic, narrative, graphic, tempo, pitch, notes.</p>	<p>Instruments, percussion: How percussion instruments work and are made.</p> <p>Programmatic Music: Telling a story through music. Know some examples of programmatic music e.g. Peter and the Wolf.</p> <p>Composition: Know what a graphic score is. Know some famous examples of graphic score by sight.</p>	<ul style="list-style-type: none"> ○ Megillah – making our own noise makers ○ Retelling Megillah Esther with musical accompaniment (composing and performing) ○ Respond to and analyse programmatic music by applying prior knowledge of a story and interpreting rhythm, tempo, dynamics. ○ Create a graphic score for an existing piece of music. ○ Setting a Michael Rosen story or poem to music using tuned percussion, un-tuned percussion and voice. ○ Create a graphic score for their composition, using colour, shape, line and space to depict musical features.

Personal, Social and Health Education	Rights and Responsibilities	Understand that everyone has rights and responsibilities as members of families and the wider community.
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Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
<p>English</p> <p>Response, effects, biography, subordination, onomatopoeia, poetry, synonym, antonym, alliteration.</p>	<p>Reading and writing poetry – Michael Rosen</p> <p>Find out about Michael Rosen’s life and work.</p>	<ul style="list-style-type: none"> ○ Read Michael Rosen’s biography and then write our own biography of him ○ use subordination (when, if, that, because) in writing to link events, cause and effect ○ Read, respond imaginatively, recommend and collect examples of his poems ○ Discuss meanings of words and phrases that create sound effects (onomatopoeia), mood or emotion in poetry ○ Classify poems into simple types ○ Recite and listen to favourite poems read aloud ○ Comment on personal preferences in poetry using some specialist terms ○ Comment on which words have most effect, noticing alliteration ○ Generate lists of synonyms and antonyms; discuss their similarities and differences of meaning, and their spelling ○ Experiment with alliteration to create humorous and surprising combinations
<p>Handwriting</p>	<p>Whole class and small group handwriting following Pen pals scheme</p>	<ul style="list-style-type: none"> ○ Developing 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. ○ 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 ○ 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	<ul style="list-style-type: none"> ○ Words ending –y (/i:/ or /ɪ/) ○ New consonant spellings ph and wh ○ Adding the prefix –un ○ Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter ○ The possessive apostrophe (singular nouns)
Maths	<p>Know what statistics are and how data can be organised to show information including shape, time and numbers in a variety of ways.</p> <p>Written addition method. Adding two-digit numbers and tens using concrete resources and pictorial representations, including measure (e.g. lengths, money).</p> <p>Understand commutativity (addition can be done in any order while subtraction cannot).</p> <p>Written subtraction method. Know that when counting in tens the ones digit doesn't change.</p>	<ul style="list-style-type: none"> ○ Counting in multiples in order to create and interpret data. ○ Creating tally charts. ○ Creating block graphs ○ Creating pictograms ○ Recording addition and subtraction in columns to support place value. ○ Evaluate every calculation to decide whether a mental or written strategy would be best. Choose the most efficient strategy and adapt to context. ○ Regrouping into tens and ones to solve addition. ○ Use estimation to predict and check calculation. ○ Practise addition including using cuisinaire rods (concrete representation of bar model) in different orders to prove commutativity. ○ Use relationship between the parts and the whole when subtracting to explain/prove why subtraction is not commutative. ○ Regrouping and using think 10 to subtract a 1-digit number from a 2-digit number (i.e. when the 1 ten needs to be swapped for ten 1s in order to subtract)Record counting

	<p>Problem solving with addition and subtraction. Achieve a secure understanding of how the clock works.</p> <p>Time: Know where the clock hands are at o'clock, half past, quarter past and to.</p> <p>Estimating, ordering and comparing</p> <p>Times tables 2s 5s 10s</p> <p>Multiplication</p>	<p>back jumps of ten using number line.</p> <ul style="list-style-type: none"> ○ Create their own problem solving scenarios with given information (“whole story”). Then find the unknown. ○ Choose the most efficient strategy. ○ Further problem solving with statistics. ○ Develop a physical sense of what a ‘turn’ is before applying it to a clock ○ Develop understanding of time by estimating when one minute has passed ○ Suggest activities that could be done in/for one minute. Test these by timing how long they take/how many they can do in 1 minute. ○ Represent times of day in a number line. ○ Strategies and patterns ○ Multiplication and repeated addition ○ Number of groups, size of groups, product ○ Problem solving
<p>Computing</p>	<p><u>Creating Pictures</u></p> <p>Texture, line depth foreground, background, middle ground, contrast, layer, medium.</p> <p><u>Presenting ideas</u></p> <p>Questions, headings, fiction, non-fiction, open question, closed question.</p>	<p>This unit will enable the children to:</p> <ul style="list-style-type: none"> ○ Describe the main features of impressionist art. ○ Use 2Paint a Picture to create art based upon this style. <p>Present a story three ways Present ideas as a quiz Make a non-fiction fact file Make a presentation</p>
<p>Hebrew</p>	<p><u>School</u></p> <p><u>Pesach</u></p>	<p>My School: Days of the week: Yom Rishon (Sunday), Yom Sheni (Monday), Yom Shlishi (Tuesday), Yom Reviee (Wednesday), Yom Chamishi (Thursday), Yom Shishi (Friday), Yom Shabbat (Saturday).</p> <p>School subjects : Cheshbon (Maths), Anglit (English), Musica (Music), Hitamlut (P.E),</p>

		<p>Machshevim (IT), Madaim (Science), Omanut (art), Ivrit (Hebrew),</p> <p>Verbs: Lomed (studying M), Lomedet (studying F)</p> <p>Phrases and Questions: Mah ani lomed? Mah ani lomedet? (What am I studying? M/F) Ani ohev/Ani lo ohev (I like/I don't like) Hachi- the most</p> <p>Developing writing skills in script: Yud- nun</p> <p>Pesach vocabulary: Matzah , Chazeret (horse radish), Beitzah (egg), Chassah (lettuce), Maror (bitter herbs), Charoset, Chametz (leavened bread), Haggadah,</p>
Prayer/Tefillah	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>
PE Agility, accuract, batting, bowling, running, repetition, pattern	<p><u>Kwik Cricket</u></p> <p><u>Jungle Dance</u></p>	<ul style="list-style-type: none"> ○ Can master movements such as running. catching and throwing and begin to apply these in a range of activities. ○ Can demonstrate agility, balance, co ordination. <p>To perform dances using pattern of simple movement patterns</p>