

Eden Primary Medium Term Planning 2023-24

Anafim (Year 3) Autumn 2, 2023

Festivals of light are the focus of this half term. Children will learn about the importance of light in Judaism and compare this to other religions.

The children will study Chanukah, its historical origins and traditions. We will be learning about kosher chanukiot, how to lead blessings, the brachot, *Maoz Tzur* and special traditional foods. We will design our own dreidel games.

Children will find out about other festivals of light and discuss the reasons why light is so important across different religions. We will learn about Diwali and its traditions in Hindu and Sikh communities, comparing this to Chanukah, and we will design and make willow lanterns. We will broaden our awareness of other religions in the UK so that children have a better understanding of key customs and beliefs around important festivals.

We will be learning about how light works, through scientific investigation, and will learn how light reflects off surfaces and that in order to see things there must be a source of light. We will investigate shadows, how they are formed and how they can be changed.

We will be using non-fiction and fiction books to gain a broad knowledge of the topic enabling non-fiction writing. Our non-fiction (explanation) writing will explain how light travels and how we see things.

Project Launch:

Celebrating Light - Making diva lamps and rangoli patterns for Diwali and willow lanterns to celebrate festivals of light

Culminating Projects:

Shadow Art – An exploration of light and shadows in science and art.

Cross Curricular Thematic Learning

| Area of Curriculum | Content | Knowledge and Skills |
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| <p>English</p> <p><i>Key Vocabulary</i> <i>chronological report</i> <i>explain</i> <i>explanation</i> <i>structure</i> <i>organisation</i> <i>heading</i> <i>sub-heading</i> <i>description</i> <i>tense</i> <i>impersonal</i> <i>passive voice</i> <i>introduction</i> <i>conclusion</i> <i>precise</i> <i>effective</i> <i>edit</i> <i>proofread</i> <i>pronoun</i></p> | <p>Non-chronological reports and explanation texts</p> <p>Analyse a number of texts about different festivals of light and note their structure and typical language features. Texts explaining:</p> <p>Diwali Chanukah Christmas Guy Fawkes' Night</p> <p>Narrative writing: Rama and Sita</p> <p>The story of Rama and Sita, various editions</p> | <p>Write introductions which give an overall classification of what is being described.</p> <p>Use short statements to introduce each new item.</p> <p>Use language (specific and sometimes technical) to describe and differentiate.</p> <p>Correct use of paragraphs, impersonal language, selecting the correct tense.</p> <p>Create images for the reader using precise vocabulary.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition) • proof-read for spelling and punctuation errors |

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| <p>Science</p> <p><u>Key vocabulary</u> <i>light angle bulb source reflect shadow mirror torch flame straight transparent translucent opaque hi vis (high visibility)</i></p> | <p>Light and shadows</p> | <p>Know that:</p> <ul style="list-style-type: none"> • we need light in order to see things and that dark is the absence of light. • light is reflected from surfaces. • light from the sun can be dangerous and that there are ways to protect their eyes. • shadows are formed when the light from a light source is blocked by an opaque object. <p>Look for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p> |
| <p>Jewish Education</p> <p><u>Key vocabulary</u> <i>chanukah miracle kosher brachot dreidel chanukiah mitzvah tzedakah charity commandment parsha/parshiot</i></p> | <p>Chanukah</p> | <p>Consider the historical origins of the Chanukah narrative and how this links to light. Know that the Chanukah story is one of survival and miracles Recall key events and characters (Judah) of the story</p> <p>Make kosher chanukiot, lead blessings, learn the brachot for candle lighting, sing <i>Maoz Tzur</i> and other songs, learn about and taste the traditional oily foods of Chanukah, play dreidel and design their own mathematical dreidel games.</p> <p>Understand the difference between Hillel and Shammai's order of lighting candles.</p> |

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| | <p>Tzedakah and Mitzvah Day activities</p> <p>Learning about the weekly parshiot</p> | <p>Fundraising for a chosen charity. Know why we give charity. What is a mitzvah? A commandment, a good deed. Know that mitzvot come from the Torah Take part in Mitzvah Day.</p> <p>Read a familiar extracts from a passage from Bereishit (Lech Lecha)</p> <p>Name some of the parshiot</p> <p>Answer and ask questions about the parsha</p> <p>Read extracts from and analyse the text of the weekly Parsha</p> |
| | <p>Shabbat</p> <p>Different Shabbat times throughout the year depending on the season.</p> <p>The different celebrations of Shabbat in the UK Jewish Community</p> <p>“Shabbat Table” :candle lighting, Kiddush, ha motzi, havdala</p> | <p>Participate and describe different family and communal Shabbat celebrations</p> <p>Explain the concept of the “Shabbat Table” and how it may alter from community to community</p> <p>To explain and explore what “rest” means in relation to a day of rest.</p> <p>To know, participate and recall how the following:</p> <ol style="list-style-type: none"> 1. lighting Shabbat candles with blessings 2. reciting Kiddush 3. saying the Hamotzi bracha 4. Leading havdala <p>Prayer for the Royal Family and State of Israel and that they are rooted in biblical origins</p> |

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| <p>RE and Diversity</p> <p><u>Key Vocabulary</u> <i>Festival, Diwali, diva, rangoli, light, Gods, Hindu, Sikh, temple, mandir, gurdwara, lantern, Pooja thali, Lakshmi, Ravana, golden deer, fireworks</i> <i>Christmas, Christian, Jesus, saviour, Christ, Lord, shepherd, magi, angel, Nazareth, Bethlehem, advent.</i></p> | <p>Other religions that celebrate festivals of light.</p> <p>Study of Diwali and Christmas with a mention of Chinese New Year.</p> <p>Compare to the secular festival of Guy Fawkes' Night.</p> <p>If possible, visit the Hindu Mandir in Neasden and/or visit a church during Advent.</p> | <p>Understand the main beliefs and customs of Diwali and Christmas.</p> <p>Read the story of Rama and Sita and know that it is a story of the triumph of light over darkness.</p> <p>Know the Christmas story and its significance for Christians.</p> <p>When studying Diwali, compare Hindu religious beliefs with Jewish beliefs.</p> <p>Know why and how light is important in other religions.</p> <p>Know where in the UK are the main places where Hindu and Sikh communities live and where you might see Diwali being celebrated</p> <p>Know why people in England celebrate Guy Fawkes Night. How is this different from a religious festival?</p> |
| <p>Music</p> <p><u>Key Vocabulary</u> <i>improvisation rhythm note rest beat, pulse part ostinato</i></p> | <p>Composing an accompaniment to a Christmas song and a group piece on the theme of Diwali</p> <p>Listening to Diwali Bhajans and Aartis (devotional songs) and Christmas carols: find similarities and differences.</p> <p>Taking part in whole school performance.</p> | <p>Know that music can be written down (recorded) so that others can read and perform it.</p> <p>Understand the following terms: improvisation (improvise) – when a musician makes up a tune / rhythm within certain boundaries. note (a single sound played of a particular pitch and duration) rest (a duration during which no notes are played)</p> <p>Sing songs regularly with two or more parts with increasing confidence.</p> <p>Listen with direction to a range of</p> |

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| | | <p>high quality recorded music (e.g. listening out for particular things, raising hand when they hear them).</p> <p>Find the beat (pulse) with increasing confidence when listening to different genres of music.</p> |
| <p>Computing</p> <p><u>Key Vocabulary</u> <i>security, password, fact, fiction, scam, rating, online, content, reporting, spin, mode, cell, spreadsheet</i></p> | <p>Online safety</p> | <p>What constitutes a good password.</p> <p>Differentiating fact from fiction online.</p> <p>Appropriate content and ratings.</p> |
| | <p>Spreadsheets</p> | <p>Creating bar graphs and pie charts.</p> <p>Using more than and spin button tools.</p> <p>Advanced mode and cell addresses.</p> |
| <p>Art</p> <p><u>Key vocabulary</u> <i>lantern, willow soak, bend attach, brace laminate, layer thumb pot pinch pot symmetrical geometric, dye needle, thread embroidery cottons embroidery silks knot, tie, stitch cross stitch back stitch satin stitch French knot</i></p> | <p>Continuation of animations from previous half term, if needed</p> | <p>Continue creating stop motion animation of Creation stories on iPads using plasticine to create models and watercolour.</p> |
| | <p>Willow Lanterns: group artwork</p> | <p>Designing and constructing lanterns out of willow branches and tissue paper.</p> |
| | <p>Diva lamps</p> | <p>Making and lighting simple clay diva lamps</p> |
| | <p>Rangoli patterns</p> | <p>Creating traditional Hindu and Sikh geometric patterns from coloured sand or rice</p> |
| | <p>Fireworks Sewing: group artwork</p> | <p>Developing skills in manipulating new and unfamiliar materials.</p> |
| <p>Drawing</p> | <p>Threading needles, knotting, selecting appropriate materials and embroidering fabric.</p> <p>Explore how to represent</p> | |

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| | Colour | shadows Make colour wheels (then make Rangoli patterns using opposite colours for contrast) |
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Subject Based Learning

| Area of Curriculum | Content | Knowledge and Skills |
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| Spelling <u>Key vocabulary</u> <i>prefix</i> <i>dictionary</i> <i>alphabetical</i> | Rules for adding prefixes Building up own word bank Dictionary use Dictation National Curriculum Year 3-4 word list | Un-, dis-, mis-, in-, re- Spelling words ending with the 'g' sound but spelt – gue and 'k' sounds spelt with a que. Learn own spellings and then use them when writing. Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Learn to spell an increasing number of words from the year 3-4 word list. |
| Guided Reading <u>Key Vocabulary</u> <i>summarise</i> <i>predict</i> <i>infer</i> <i>character</i> <i>setting</i> <i>clues</i> <i>decode</i> <i>text</i> | Guided Reading Including plays, non-fiction and poetry | Comprehension and decoding, extended reading over longer texts, responding in writing. Class stories, continuing with sharing and discussion about more challenging chapter books. Prediction - what will the author discuss next? What helps to predict the next part of the text? Are there any clues in titles or headings? Are there any |

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| <p><i>dictionary</i> <i>poem, poet,</i> <i>poetry</i> <i>play</i> <i>script</i> <i>volume, tone,</i> <i>intonation</i></p> | | <p>questions in the text that give us clues?</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> |
| <p>Handwriting</p> <p><u>Key vocabulary</u> <i>downstroke</i> <i>parallel</i> <i>spacing</i></p> | <p>Weekly whole class and small group handwriting lesson following the <i>Penpals</i> scheme</p> <p>Joins to and from s, f and r and how q and u join.</p> | <p>Carrying on work joining letters to make words and using this in all writing.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> |
| <p>Maths</p> <p><u>Key vocabulary</u> <i>subtract,</i> <i>subtrahend,</i> <i>minus, take</i> <i>away, bar chart,</i> <i>most popular,</i> <i>least popular,</i> <i>angle, right</i> <i>angle,</i> <i>perpendicular,</i> <i>parallel,</i> <i>vertical,</i> <i>horizontal,</i> <i>perimeter,</i> <i>square,</i> <i>rectangle,</i> <i>circle,</i></p> | <p>Problem solving, fluency and mental Maths</p> | <p>Written subtraction</p> <p>Solving worded problems</p> <p>Statistics – Interpreting Bar Charts and Tables</p> <p>Angles, Right Angles and Estimation</p> <p>Perpendicular and Parallel Lines, Vertical and Horizontal Lines</p> <p>2-D Shape – Properties and Drawing</p> <p>Perimeter Including Problem Solving Using Written and Mental Methods</p> |

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| | <p>Continue to work through the programme</p> <p>Eden Values: Responsibility</p> | <p>our self-regulation and be able to say when we are in each zone and what we feel like.</p> <p>Begin to be able to move back to the green zone.</p> <p>Caring for each other Caring for school Caring for nature and the environment Caring for the wider community Taking responsibility for our learning</p> |
| <p>PE</p> <p><u>Key vocabulary</u></p> <p>create combination sequence space improvisation repetition adapt motifs pattern movement evaluate improve control balance stimulus unison canon level pathway teddy bear roll bunny hop apparatus mat</p> | <p>Creative Dance</p> <p>Gymnastics and movement</p> | <p>Collaborate with a group to make a dance warm-up</p> <p>Use a stimulus to perform a dance</p> <p>Copy and repeat simple steps</p> <p>Perform simple steps in unison and in canon</p> <p>Use different levels and pathways</p> <p>Perform a teddy bear roll, rocket jump and bunny hop</p> <p>Perform matching and mirroring balances with a partner</p> <p>Bunny hop onto apparatus</p> <p>Perform a sequence on mats</p> |