

Eden Primary Medium Term Planning

Anafim (Year 3) 2023-24

Theme for year: My country, my values: The UK.

Spring 2: Romans, Purim and Pesach

Dates: 20th February – 18th April (9 weeks)

Culminating Project: Roman Boot Camp bringing together everything learnt including military formations, dress and equipment

Overview and Rationale:

This term's topic is the Romans which 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 of 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 during the Stone/Bronze/Iron Age. This will allow them to learn about chronology and gain a good overview of prehistory. Our study of prehistory will include a day at Celtic Harmony Camp where children will use prehistoric skills such as wattle weaving, coil pottery, bartering, carving and flint knapping.

We will then go on to learn about the Roman Invasion of Britain and how it impacted the rest of Europe, as well as the formation of the Roman Empire. We will learn about the Roman way of life and how this impacted on British culture and values. The class will be learning about Roman dress, food and entertainment as well as Roman roads and how they have influenced the layout of our UK cities today. In literacy we will be reading Roman myths and will begin to understand how they formed a large part of Roman culture. We will write our own 'Roman myths'. The topic will culminate with a Roman army boot camp in Coldfall Woods, enabling the children to make use of their acquired knowledge in a fun and interactive day.

We will continue with our learning about remote periods in History from the first half of the Spring Term, and this will be followed by learning about Purim and Pesach and how these are marked around the UK. We will focus on Megillat Esther, and compare the Megillah itself with a Sefer Torah. As part of Tzedakah and being a good Jewish citizen we will learn about 'Mishloach Manot' and 'matanot laevyomin' - caring for the wider community and gifts for the poor, sending our Tzedakah collection to the Felix Project and learning a bit more about their work.

In the lead-up to Pesach we will be connecting the Pesach story with the concepts of freedom and peoplehood. We will also be looking at different national customs around Pesach, such as the significance of cleaning and koshering for Pesach. Further work will be

done on the symbols of the Seder Plate, including looking at what is used in the UK compared to other countries. As a culmination of the Pesach learning the children will be making their own Haggadah to take home and use with their family.

Project Launch:

This project continues from Spring 1

Culminating Projects:

Children will create their own Haggadah for Pesach.

Trips

Roman Boot Camp in Coldfall Woods

Trip out to Celtic Harmony on 29th February

Cross Curricular Thematic Learning

Area of Curriculum	Content	Skills/ Knowledge
<p>English</p> <p><i>Key Vocabulary:</i></p> <p><i>Myth</i> <i>Mythical</i> <i>Plot</i> <i>Character</i> <i>Moral</i> <i>Lesson</i> <i>infer</i></p>	<p>Whole class reading text: Escape from Pompeii by Christina Balit</p> <p>Historical text: The letters of Pliny the Younger</p> <p>A selection of non-fiction texts and websites on the Romans</p>	<p>Reading</p> <ul style="list-style-type: none"> • Inference from text and pictures • Understanding about how non-fiction books work – subheadings, picture captions, contents, index etc and using these independently • Understanding the historical context of Pliny’s letters • Predicting • Summarising • Questioning • Clarifying <p>Writing</p> <ul style="list-style-type: none"> • Shorter writing: Write a diary entry or letter based on <i>Escape from Pompeii</i> • Writing in the humanities based on research on the Romans <p>Grammar</p> <ul style="list-style-type: none"> • Use of simile and metaphor • Possessive apostrophes

	Megillah Esther	<ul style="list-style-type: none"> • Write a diary entry or letter based on the story • Use of simile and metaphor. • Possessive apostrophes in plural words
	The Hagaddah/Exodus from Egypt	<ul style="list-style-type: none"> • Writing instructions (eg for making charoset, laying the seder table) • Write own prayers. (inc. Tefillat Ha'derech) • Write and illustrate part of the story. • Use relevant vocabulary related to slavery and freedom.
Jewish Education <u>Key vocabulary:</u> Parsha, Birchat hamazon, Megillah, Esther, Haman, Mordechai, Leyning, Mishloach Manot, Matanot Laevyonim, Tzedakah, Seuda, Hagadah, Yitziyat mitzrayim, Exodus, Seder, and order of the seder: Kadesh, Urchatz, Karpas, Yachatz, Magid, Rochtzah, motsie matzah, marror, koresh, shulchan orech, tzafun, borech, hallel, nirtzah.	Torah, wellbeing and me	<ul style="list-style-type: none"> • Read extracts from and analyse the text of the weekly Parsha. • Name some of the parshiot. • Answer and ask questions about the parsha.
	Purim The story of Purim and Esther Whole School Purim celebration; <i>Megillah leyning</i> , <i>dressing up</i> , preparing and giving <i>mishloach manot</i> , <i>matanot laevyomin</i> – caring for the community - <i>Tzedakah Collection</i>	<ul style="list-style-type: none"> • Know and retell the Megillot of Esther in their own words, and describe alternative perspectives. • Explain the physical differences between a megillah and a Torah scroll: examine our school's Megillah and comparing it to our Sefer Torah. Compare the leyning tune of a megillah to that of the Torah • Explain how dressing up is connected to the hidden identity of Esther and God in the story • Know the 4 mitzvot of Purim (megilla twice, seuda, mishloach manot, matanot laevyomin)
	Pesach The story of the Exodus: Yitziat Mitzrayim Act out part of the story of the Exodus Participate in a whole school celebration of Pesach The Haggadah The Seder Traditions and rituals of Pesach Look at a variety of haggadot Make their own Haggadah	<ul style="list-style-type: none"> • Concept of Haggadah as a book and telling of a story and the order of the seder/meal at Pesach • Aspects of the Haggadah: maggid - four sons, every generation. • Sing Ma Nishtanah, know the meaning and follow words in Hebrew • Recall the Pesach story especially creation of Um Yisrael • Connect the Pesach story with the concept of freedom and peoplehood • Describe how their family/families they know celebrate Pesach • Understand and participate in cleaning for Pesach; explain the significance of cleaning, preparing and koshering • Learn and sing Pesach songs • Know and explain what a Seder is and explain the symbols of the Seder Plate. Learn what these are traditionally in the

		UK and around the world.
	Pesach and Purim	<ul style="list-style-type: none"> • Dressing up for Purim – create a costume based on a book character (home task) • Illustrations for Haggadah – use printing to illustrate the story of the exodus • Create colour wheel as seder plate • Use texture to create a collage for an illustration
Religious Education	Roman religion	<p>Roman gods – who were they?</p> <p>What did the Romans believe?</p> <p>Why did they believe in so many gods?</p> <p>Worshipping Boudicca and other great leaders</p> <p>Places of worship - temples</p>
Creative Arts Art and D&T <u>Key vocab:</u> <i>Model, carving, plan, execute, design, print, illustrate, den, weave, wattle, daub, structure.</i>	Roman shields Developing Construction Skills Collaboration. Building on a large scale. Working on variety of scale. Developing, modelling and carving skills. Plan and design before building.	<ul style="list-style-type: none"> • Construct a helmet, sword and shield • Make preparatory maquettes • Work from a template (helmet) • Learn different joining techniques • Design emblem for the shield • Work with corrugated card for final construction • Use poster paint applied thickly and evenly, varnished for vibrant finish •

<p>History</p> <p><u>Key vocabulary:</u> <i>Culture, leisure, clothing, diet, religion, source, historical, testimony, archeological, account of history, BCE, CE, timeline, chronological, Stone Age, Iron Age, Bronze Age, prehistoric, Palaeolithic, Neolithic, Mesolithic, Neanderthals, Homo Sapiens, ancestors, cave art, Skara Brae, Stonehenge, tools, flint</i></p>	<p>The Romans</p>	<p><u>Romans:</u></p> <p>Romans – look at written sources, e.g. Pliny describing trip to the seaside, artistic representations e.g paintings, archaeological finds, use of buildings e.g. Colosseum – people watching gladiator fights, clothing.</p> <ul style="list-style-type: none"> - Roman invasions - Roman maps - Roman army and armour - Roman soldiers - Roman roads and their contemporary impact - Everyday Roman life – houses, villas, clothes, schools, entertainment and food - Roman artefacts – what can we learn from them? <ul style="list-style-type: none"> • Why are we studying this? Significance • Establishing clear narrative across this period of history. • Understand the Roman Empire, its reach and its impact on Europe. • Understand the Roman Empire’s impact beyond the UK. • Map of Europe, with arrows showing where they invaded and dates • Roman invasions, maps, army and armour, soldiers, roads and their contemporary impact, Hadrian’s Wall • look at written sources, e.g. Pliny describing trip to the seaside, artistic representations e.g paintings, archaeological finds, use of buildings e.g. Colosseum – people watching gladiator fights, clothing. • Roman artefacts – what can we learn from them? • Everyday Roman life – houses, villas, clothes, schools, entertainment and food – in Rome and in Roman Britain, eg the villa at Lullingstone or the palace at Fishbourne
<p>Geography</p> <p>Physical, human Features Landscape Population Compass points</p>	<p>Italy and Europe</p>	<ul style="list-style-type: none"> • Contrast and compare the physical and human geography of Italy with the UK, using maps and pictures, temperature and population numbers • Compass work and maps – linked to orienteering in the woods

<p>Computing <u>Key vocab:</u> <i>Spreadsheets:</i> <i>Advanced mode</i> <i>Bar graph</i> <i>Cell address</i> <i>Data</i> <i>Equals</i> <i>Less than</i> <i>More than</i> <i>Pie chart</i> <i>Quiz tool</i> <i>Spinner tool</i> <i>Table</i></p> <p><i>Touch typing:</i> <i>Keys</i> <i>Posture</i> <i>Spacebar</i> <i>Typing</i></p> <p><i>Email:</i> <i>Address book</i> <i>Attachment</i> <i>Blind Carbon</i> <i>Copy</i> <i>Carbon Copy</i> <i>Communication</i> <i>Compose</i> <i>Email</i> <i>Inbox</i> <i>Link</i> <i>Mind mapping</i> <i>Node</i> <i>Personal information</i> <i>Save to draft</i> <i>Trusted contact.</i></p>	<p>Email (cont.)</p> <p>Branching databases</p> <p>Simulations</p>	<ul style="list-style-type: none"> • See Spring 1 • Understand how YES/NO questions are structured and answered. • Use YES/NO questioning to play a simple game with a friend. • Use 'or more' and 'or less' in their questioning. • Contribute to a class branching databases. • Edit and adapt a branching database to accommodate new entries. • Choose a suitable topic for a branching database. • Select and save appropriate images. • Create a branching database. • Know how to use and debug their own and others branching databases. • Know that a computer simulation can represent real and imaginary situations. • Give examples of simulations used for fun and for work. • Give suggestions of advantages and problems of simulations. • Explore a simulation. • Use a simulation to try out different options and to test predictions. • Evaluate simulations by comparing them with real situations and considering their usefulness. • Analyse choices made using a branching database. • Recognise patterns within simulations and make and test predictions. • the relationships and rules on which the simulations are based. • Evaluate a simulation to determine its usefulness for purpose. <p>Identify Create a simple simulation.</p>
<p>Religious Education</p>	<p>Roman religion</p>	<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 <p>Places of worship - temples</p>

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
<p>Maths</p> <p><i>Key vocab:</i> Multiplication, division, Multiples of, Chart Bar chart Frequency table Carol diagram Frequent Common Venn diagram intersection member</p>	<p>Maths Problem solving, fluency and Mental Maths</p>	<ul style="list-style-type: none"> • Statistics – Pictograms and Scaled Bar Charts • Multiplication and Division Worded Problems • Fractions – Finding Fractions of Discrete and Continuous Quantities • Ordering and Comparing Fractions • Adding and Subtracting Fractions with the Same Denominators • Fractions – Problem Solving with Unit and Non-Unit Fractions • Multiplication – Multiplying Multiples of Ten • Multiplication – Formal Written Multiplication
	<p>Mental maths Twice weekly mental maths activities.</p>	<ul style="list-style-type: none"> • Know the 6 and 7 times tables with corresponding division facts. • Know the corresponding division facts for known times tables. • Know the times tables in any order. • Go over past learning and revise.
<p>Guided Reading</p> <p><i>Key Vocabulary</i> Summarise Predict Infer Character Setting Clues Decode Text</p>	<p>Whole class Guided Reading Class stories Individual and independent reading</p>	<ul style="list-style-type: none"> • Developing four 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 each particular skills. • Developing skills in regards to comprehension, inference, use of language, author's intentions.
<p>Science</p> <p><i>Key vocab</i> surface,</p>	<p>Magnets and forces(continued from first half term)</p>	<ul style="list-style-type: none"> • Compare how things move on different surfaces • Identifying differences, similarities or

<p><i>contact, material, objects, surface repel, attract, north pole, south pole, magnetic, poles.</i></p>		<p>changes related to simple scientific ideas and processes</p>
<p>Music</p> <p><u>Key vocabulary:</u> Understand the following terms:</p> <p><i>Improvisation</i> (improvise) – when a musician makes up a tune / rhythm within certain boundaries.</p> <p><i>Note</i> (a single sound played of a particular pitch and duration)</p> <p><i>Rest</i> (a duration during which no notes are played)</p> <p><i>Crotchet</i> (note that lasts for one beat)</p> <p><i>Crotchet rest</i> (rest that lasts for one beat)</p> <p><i>Bar</i> (basic unit of structure of most pieces of music, made up of an equal number of beats usually 4,</p>	<p>Stone Age music – and history of music.</p> <p>Continued from previous half term</p>	<ul style="list-style-type: none"> • Children compose their own stone-age music using instruments they think could have existed at the time, including body percussion. • Write down their pieces using whatever graphic representation they like – exploring notation. • Play and perform in solo or ensemble contexts (alone or in a group) with growing confidence. • Understand some basic written musical notation, including crotchets and crotchet rests. • Experiment with their own forms of musical notation, representing music visually for others to interpret (e.g. drawing a piece of music).

3 or 2).		
Handwriting <u>Key vocab:</u> <i>Join,</i> <i>Ascender,</i> <i>Descender,</i> <i>Break letter,</i> <i>Diagonal,</i> <i>Horizontal.</i>	Twice a week whole class and small group handwriting lesson following Penpals 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 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 <u>Key vocab:</u> <i>Homophones,</i> <i>Dictate,</i> <i>Prefix, suffix, consonant, prefixes.</i>	Spelling rules Following No Nonsense Spelling	<ul style="list-style-type: none"> • Practise/Revise strategies at the point of writing: Have a go Elements from the previous half term that require practice • Strategies at the point of writing: homophones • Prefixes 'super-' and 'auto-' • Proofreading • Words with the /k/ sound spelt 'ch' (Greek in origin) • Strategies for learning words: words from statutory and personal spelling lists
Hebrew	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). School subjects : Cheshbon (Maths), Anglit (English), Musica (Music), Hitamlut (P.E), Machshevim (IT), Madaim (Science), Omanut (art), Ivrit (Hebrew), Verbs: Lomed (studying M), Lomedet (studying F) 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 Developing writing skills in script: Yud- nun
Prayer/Tefillah <u>Key Vocabulary:</u> <i>Siddur,</i> <i>shacharit,</i> <i>shema, birchat</i>	Continuing the Shacharit (morning) service	<ul style="list-style-type: none"> • Where to recognise and find prayers in the Siddur. • Learn the following new tefillot: <ul style="list-style-type: none"> - Asher yatzar - The second paragraph of the shema - The first and second brachot in the

<p><i>hamazon, Amidah, Bracha, chazzan.</i></p>		<p>Amida</p>
<p>PSHE</p> <p><u>Key Vocab:</u> <i>Jobs, vocation, stereotypes, records, financial, choices, spending, saving.</i></p> <p><i>Yellow zone, red zone, blue zone, green zone, toolbox, tools and strategies, trigger, expected behaviour ,regulation, sad, bored, tired, sick, happy, focused, calm, proud, worried, frustrated, silly, excited, overjoyed, elated, panicked, angry, terrified</i></p>	<p>Eden Value: Community</p>	<ul style="list-style-type: none"> • Kehillah Kadusha (holy community) Tzelem Elohim (made in the image) of G-d. • Inclusivity • Unity • Celebrating difference/uniqueness • Diversity • Inclusion of children with SEN and from different faiths and backgrounds. • Family
	<p>‘Let’s go shopping.’</p>	<ul style="list-style-type: none"> • Living in the wider world - Economic Wellbeing Let's Go Shopping! • Understand that you can pay for goods in a range of ways. • Keep simple financial records and recognise influences on choices about spending and saving
	<p>Zones of regulation</p>	<ul style="list-style-type: none"> • Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in. • Increase their emotional vocabulary so they can explain how they are feeling. • Recognise when other people are in different Zones, thus developing better empathy. • Develop an insight into what might make them move into the different Zones
<p>P.E.</p> <p><u>Key vocab:</u> <i>Flow, Combination, Evaluate, Improve, Stretch, Refine, Curled, Stretched, Strength, Inverted, Jump, Land, Over, Under, Agility, Strength, Technique, Control, Balance,</i></p>	<p>Finishing Gymnastics from last term</p>	<ul style="list-style-type: none"> • Bunny hop onto apparatus • Perform mat sequences
	<p>Dance</p>	<ul style="list-style-type: none"> • Begin to communicate with others during • physical activities • Begin to perform dances using movement patterns • Compare their performances with previous ones • Recognise own success

<p><i>Improve, Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge</i></p> <p><i>Health and fitness – warm up/ cool down/ heart rate.</i></p> <p><i>Create, Combination, Sequence, Space, Improvisation, Repetition, Motifs, Pattern, Movement, Agility, Flexibility, Control, Balance, Rhythm, Timing, Perform.</i></p>	<p>Outdoor and adventurous activities</p>	<ul style="list-style-type: none"> • Collaborate with peers to achieve a task. • Communicating in different ways. • Creating orienteering activities, some which link to the exodus from Egypt • Creating maps for orienteering. • Working as part of a team.
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