

## **Eden Primary Medium Term Planning 2024-25**

**Anafim (Year 3) Autumn 1, 2024**

### **Overview and Rationale:**

This year starts by introducing the children to Year 3/Anafim and the start of Key Stage 2. Our opening topic is Creation, studying the parsha of Bereshit. We will also be learning about creation stories from other cultures and religions and use these as inspiration to write and film our own animated creation stories. Why do different cultures have different creation stories? Why do we have creation stories at all? What do we know about the scientific explanations for how the world began?

We will explore our ideas about Creation through art, outdoor learning in Coldfall Woods, PSHE and English. Our main science topic will be about plant and tree growth, finding out what plants need to grow and how water is transported in plants. We will undertake a study of each of the Tishrei festivals. We will learn Rosh Hashanah (New Year) customs involving simonim (new fruits) and round challah.

As Yom Kippur approaches we will be examining the Vidui (confession) part of the service and 'Avinu Malchenu' (Our Father, Our King), thinking about forgiveness, tashlich and writing our own prayers. At Succot we will learn the brachot, all about the arba minim, decorating a sukkah and inviting *ushpizin*. For Shemini Atzeret, we will consider the importance of rain including rotating crops in the Shmittah Year, when land is rested in Israel. We will learn about the end and start of the new Torah cycle at Simchat Torah, referring back to our work on the Creation.

Throughout the half term we will maintain a focus on basic skills in maths and English.

### **Project Launch:**

#### **Class Topic Project Launch:**

An immersive and interactive day-long experience in the classroom exploring each day of creation.

#### **Culminating Projects:**

Creation Animations – plasticine stop-motion animated films made on iPads based on our own creation stories.

## Cross Curricular Thematic Learning

Area of Curriculum	Content	Knowledge and Skills
<p><b>English</b></p> <p><u>Key Vocabulary</u></p> <p>Prefix</p> <p>Suffix</p> <p>Chunking</p> <p>Tense</p> <p>Past present</p> <p>future</p> <p>Heading</p> <p>Sub-heading</p> <p>Paragraph</p> <p>Section</p> <p>Story map</p> <p>Story board</p> <p>Chronological</p> <p>Fiction</p> <p>Non-fiction</p> <p>Structure</p> <p>Clause</p> <p>Main clause</p> <p>noun</p> <p>Adjective</p> <p>Verb</p> <p>Adverb</p> <p>Active verb</p> <p>Character</p> <p>Setting</p> <p>Opening</p> <p>Conclusion</p> <p>Development</p> <p>Conjunction</p> <p>Preposition</p> <p>Vowel</p> <p>consonant</p>	<p>Bereshit (Genesis) creation story</p> <p><i>Torah</i></p> <p><i>The Story of the Creation</i> - Jane Ray</p> <p><i>Creation Song</i> – Anna Scott-Brown and Elena Gomez</p> <p>Examples of stories from:</p> <p><i>Creation Stories from Around the World</i> by Ann Pilling</p> <p><i>The Orchard Book of Creation Stories</i> by Margaret Mayo</p> <p>Plan and write a narrative by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul>	<p>Spell common homophones correctly</p> <p>Use correct regular past tenses (-ed)</p> <p>Use correct capitals and full stops, especially for their own names, then proper nouns</p> <p>Compose more complex sentences – know how to use a main and subordinate clause</p> <p>Use commas correctly (not in place of full stop)</p> <p>Vocabulary development - Use appropriate and interesting adjectives to describe characters; use word bank/s and example texts to develop vocabulary; use active verbs</p> <p>Secure consistency of tenses and of person (1<sup>st</sup>/3<sup>rd</sup> person throughout a single piece)</p> <p>Use paragraphs to signal chronological structure; headings and sub-headings to aid presentation</p> <p>Express time, place and cause using <i>conjunctions</i> [for example, when, before, after, while, so, because], <i>adverbs</i> [for example, then, next, soon, therefore], or <i>prepositions</i> [for example, before, after, during, in, because of]</p>

<p><b>Jewish Education</b></p> <p><u>Key vocabulary</u> Sefer Torah Rosh Chodesh</p>	<p>Torah and traditional text</p>	<p>Know that Sifrei Torah are the holiest objects in Judaism, and therefore know how to behave appropriately in the presence of a Sefer Torah</p> <p>Work directly from traditional text in Hebrew and English</p>
<p>Rosh Hashanah (meaning: head of the year)</p>	<p>Rosh Chodesh, Shabbat, Chaggim, Jewish diversity</p>	<p>Jewish Calendar : cycle of the week, month, year and Hebrew dates</p> <p>Explain the connection between Rosh Chodesh and the Chagim in the lunar calendar.</p> <p>Begin to understand, value and respect diversity of the Jewish lives in the UK and the different groups in the Jewish Community in UK.</p>
<p>Shabbat Chag/chaggim Lunar Tekiah Truah Shevarim Tekiah godolah Shofar Mitzvah/ Mitzvoth</p>	<p>Festivals-Rosh Hashanah (New Year) Food and rituals Shofar</p>	<p>Know the foods, brachot and rituals associated with Rosh Hashanah.</p> <p>Know the notes made by the shofar and have a go at making the sounds</p> <p>Explain the difference between mitzvot and customs of Rosh Hashana; e.g. listening to Shofar vs eating round challah.</p>
<p>Vidui Atonement Reflection repentance Making amends Confessions Tashlich</p>	<p>Yom Kippur (Day of Atonement) Vidui, confessions Mitzvot (rules) Avinu Malcheinu prayer (Our father, Our King)</p>	<p>Understand the Vidui (confessions) part of the Yom Kippur service.</p> <p>Know the five rules to keep on Yom Kippur (Day of Atonement) and how these might differ in different synagogues.</p> <p>Know what the Avinu Malcheinu</p>

		<p>prayer is and why it is an important prayer.</p> <p>Perform tashlich ceremony Reflect and repent: what does it mean to confess and to forgive?</p>
<p><i>Ushpizin</i> <i>Sukkah</i> <i>Arba minim</i> <i>Lulav</i> <i>Etrog</i> <i>Hadas</i> <i>Aravah</i>  <i>shemittah</i></p>	Sukkot	<p>Reviewing <i>brachot</i> – blessings; inviting ushpizin; decorating the sukkah</p> <p>Name the arba minim ( Lulav, Etrog, Hadas, Aravah) and how to shake them</p>
	<p>Simchat Torah and Shemini Atzeret The prayer for rain The Torah cycle</p>	<p>How the UK community is connected with the land of Israel and how we communally pray for rain.</p> <p>The significance of the Shemittah Year.</p> <p>The cycle of Torah stories through the year.</p> <p>Celebrating the Torah scroll.</p> <p>Prayer for rain, added to the Amidah, which we say between Shemini Atzeret and Pesach – what does it mean? Why do we say it?</p>
<p><b>Art and creativity</b></p> <p><i>Key Vocabulary</i> <i>Stop/start animation</i> <i>Storyboard</i></p> <p><i>Watercolour sculpture</i></p>	<p>Responding to provocations in immersive topic launch</p> <p>Creation story animations</p>	<p>Drawing – pencil, pastel Painting in watercolour and paper/textile collage Modelling in 2d (earth) and 3d (figures)</p> <p>Write, storyboard and animate creation stories using an ipad and stop motion animation software.</p> <p>Mould figures in plasticine to create figures.</p>
<b>Geography</b>	Knowledge of the globe	Know the position and

<p><u>Key Vocabulary</u> North, south, east, west Direction Compass point Tropic Cancer Capricorn climate</p>		<p>significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Critical study of photographs asking 'Were these taken close to the equator or further away? How do we know? What do the buildings, landscapes, nature tell you?</p> <p>Use the language of 'north', 'south', 'east', 'west' NE NW SE and SW</p> <p>Know the names and locations of the countries of the UK</p>
<p><b>Science</b></p> <p><u>Key Vocabulary</u> Root, stem, trunk, branch, seed, fruit, leaves, flowers</p> <p>Nutrition Transportation Sap Competition Germination Chlorophyll Photosynthesis dispersal</p>	<p>Plants</p> <p>Observing in Coldfall woods – trees and plants</p> <p>Connecting JS: apples at Rosh hashanah; the 'four species' and the Etrog to the study of parts of the plant and the functions of each part; praying for rain and the use of water by plants</p> <p>Creation: what scientific explanations do we have for how the world began?</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. (to be followed up in Spring 2)</p> <p>Investigate the way in which water is transported within plants</p>
<p><b>Religious Education and diversity</b></p> <p><u>Key Vocabulary</u> Harvest festival Ashkenazi</p>	<p>Harvest festivals</p> <p>Different communities within the UK</p>	<p>What harvest festivals mean to people in our country.</p> <p>The idea of saying thank you and how this links with Sukkot as well as other religions in our country.</p> <p>Different Jewish communities and their celebration of a New Year</p>

<p><i>Sephardi Orthodox Reform Charedi masorti</i></p>	<ul style="list-style-type: none"> <li>- <i>Ashkenazi and Sephardi communities</i></li> <li>- <i>The Jewish Indian community</i></li> <li>- <i>Non-Jewish Communities</i></li> <li>- <i>Jewish communities in areas with a small Jewish population</i></li> <li>- <i>Different denominations of Judaism</i></li> </ul>	<p>and other traditions.</p>
<p><b>Design Technology</b></p> <p><u>Key Vocabulary</u> <i>strength, base, construction, permeable, materials</i></p>	<p>Shelter designing at Sukkot</p>	<p>Shelter building in Coldfall Woods.</p>
<p><b>Music</b></p> <p><u>Key Vocabulary</u> <i>Note, rest Pulse, beat Impvise Accompany Rhythm Solo Duet Unison/part Tuned untuned</i></p>	<p>Listening – basic responses to a variety of pieces</p> <p>Clap and play simple rhythms</p> <p>Singing a variety of simple songs to foster the class identity</p>	<p>Clap a beat/pulse</p> <p>Learn simple songs with parts, eg Scoo be doo song.</p> <p>Accompany with some untuned percussion instruments.</p>
<p><b>Computing</b></p> <p><u>Key Vocabulary</u> <i>Code, test Debug Flow chart interactive</i></p>	<p>Coding</p>	<p>Using flow charts to code.</p> <p>Using timers.</p> <p>Using repeat.</p> <p>Code, test and debug.</p> <p>Design and make an interactive scene.</p>
<p><b>PSHE</b></p>	<p>Introduction to Eden values</p>	<p>Lilmod U’Lelamed-to teach and to learn.</p>

<p><u>Key Vocabulary</u> (See left)</p> <p><i>Peer pressure</i> <i>Emotions</i> <i>Values</i> <i>Personal boundaries,</i> <i>family,</i> <i>classmates,</i> <i>respect, safe,</i> <i>behaviour,</i> <i>bullying</i></p>	<p>Barnet scheme:</p> <p>Relationships - Emotional More About Me</p>	<p>Derech Eretz – way of the world. Chevruta- learning in collaboration. Lihiyot B’simcha-doing everything with joy and a positive attitude. Embracing challenge High expectations Determination, effort and resilience Thinking Confidence Pride in our achievements</p> <p>Explain more about their choices and why they make them despite their preferences. When to listen to emotions. Keep personal information safe. Resisting pressure from others.</p>
<p><i>Ready</i> <i>Respectful</i> <i>Safe</i> <i>Responsibility</i> <i>teamwork</i></p>	<p>Make agreements and discuss why we have the 3 rules, and what they each mean</p>	<p>Contribute to a good learning environment.</p> <p>Understand and follow the class and school rules.</p>
<p><i>zones</i> <i>regulation</i> <i>sad, bored,</i> <i>tired, sick,</i> <i>happy,</i> <i>focused, calm,</i> <i>proud,</i> <i>worried,</i> <i>frustrated,</i> <i>silly, excited,</i> <i>overjoyed,</i> <i>elated,</i> <i>panicked,</i> <i>angry, terrified</i></p>	<p>Zones of Regulation</p> <p>Introduction to the resource</p> <p>Introduce the zones and what each one means</p>	<p>Understand what it means to be regulated</p> <p>Understand the different zones and what each one means</p>

**Subject Based Learning**

Area of Curriculum	Content and knowledge	Skills
<p><b>Guided Reading</b></p> <p><u>Key Vocabulary</u> Summarise Predict Infer Character Setting Clues Decode text</p>	<p>Guided Reading</p> <p>Stories: picture books, short stories and short novels.</p> <p>Myths, stories with distinct historical or geographical settings.</p>	<p>Comprehension and decoding, extended reading over longer texts, responding in writing.</p> <p>Class stories, continuing with sharing and discussion about more challenging chapter books.</p> <p>Prediction - what will the author discuss next?</p> <p>What helps to predict the next part of the text?</p> <p>Are there any clues in titles or headings?</p> <p>Are there any questions in the text that give us clues?</p>
<p><b>Handwriting</b></p> <p><u>Key Vocabulary</u> Join Ascender Descender Break letter Diagonal horizontal</p>	<p>Weekly whole class and small group handwriting lesson following <i>Penpals for Handwriting</i> scheme.</p>	<p>Review of all letter formations and learn new joins.</p> <p>Revising joins</p> <p>Which letters don't join</p> <p>Diagonal joins and some horizontal joins</p> <p>Joining more in own writing</p> <p>Improving handwriting and transferring to all writing</p>
<p><b>Phonics and Spelling</b></p> <p><u>Key Vocabulary</u> Homophone Suffix Prefix Chunking Apostrophe contraction</p>	<p>Revision of Phonics and Spelling rules from Year 2</p> <p>Children to have own word book for use of unfamiliar and new words / own dictionary and for their weekly spellings.</p>	<p>Suffixes: -es, -er, -ed, -ing Prefixes un-, dis-, Apostrophes for contraction Strategies for learning words Rarer GPCs for ei: vein, aigh in straight, ey in they</p> <p>Homophones: break/brake Grate/great, weight/wait son/sun</p>
<p><b>Maths</b></p>	<p>Learn key objectives through daily</p>	<p>Place Value and Regrouping</p>



<p><u>Key Vocabulary</u> Place value-ones, tens, hundreds, thousands, 2 digit number, 3 digit number, inverse, fact family, addition, addend, sum of, is equal to, greater than, less than (and signs &lt;, &gt;)</p>	<p>numeracy lesson</p>	<p>Number sense and exploring calculation strategies</p> <p>Graphs</p>
<p><b>Mental Maths</b></p>	<p>Daily practice.</p>	<p>Place value, number system and number sense</p> <p>2, 5 and 10 times tables then 4 and 8 times tables, 3 and 6 times tables. Then 'easy' tables and associated tricks. 9, 11. Know some of the corresponding division facts for the times tables; Answer times tables in any order</p> <p>Mental Fluency – four rules</p>
<p><b>Prayer/Tefillah</b></p> <p><u>Key vocabulary</u> Birkat Hamazon Siddur hallel</p>	<p>Consolidate knowledge of the prayers the children know</p> <p>Begin to read the prayers in their siddur (prayer book)</p>	<p>Begin to learn Birkat Hamazon: Grace after Meals.</p> <p>Revise parts of the Shacharit service and locate them in the Siddur.</p> <p>Learning parts of Hallel in preparation for Succot.</p>
<p><b>PE</b></p> <p><u>Key Vocabulary</u> evaluate improve control</p>	<p>Ball games: basic skills - focusing on netball and gymnastics</p>	<p>Warming up and cooling down.</p> <p>Gymnastics Perform a teddy bear roll, rocket jump and bunny hop</p>

<p>balance stimulus unison canon level pathway teddy bear roll bunny hop apparatus mat</p> <p><i>warm up, cool down, heart rate, jog, gentle, sustain, intense defend, attack, chest pass, bounce pass, shoulder pass, stride stop, pivot, mark, space, rules, tactics, shoot, control, possession</i></p>		<p>Perform matching and mirroring balances with a partner</p> <p>Bunny hop onto apparatus</p> <p>Perform a sequence on mats</p> <p>Netball skills: Passing, stride stop, pivot, dodge, mark and shoot.</p> <p>Working as a partner and as part of a team.</p>
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