

## Eden Primary Medium Term Planning

### Anafim (Year 3) 2024- 2025

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

**Spring 2: Romans, Purim and Pesach**

**Dates: 24<sup>th</sup> February – 8<sup>th</sup> April( 6 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. 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

Celtic Harmony 31<sup>st</sup> March

**Cross Curricular Thematic Learning**

Area of Curriculum	Content	Skills/ Knowledge
English	Whole class reading text: <b>Escape from Pompeii by Christina Balit</b>  <b>A selection of non-fiction texts and websites on the Romans</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Inference from text and pictures</li> <li>• Understanding about how non-fiction books work – subheadings, picture captions, contents, index etc and using these independently</li> <li>• Predicting</li> <li>• Summarising</li> <li>• Questioning</li> <li>• Clarifying</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Shorter writing: Write a diary entry or letter based on <i>Escape from Pompeii</i></li> <li>• Writing in the humanities based on research on the Romans</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>• Use of simile and metaphor</li> <li>• Possessive apostrophes</li> </ul>
	<b>Megillat Esther</b>	<ul style="list-style-type: none"> <li>• Features of a diary entry or letter based on the story</li> <li>• Use of simile and metaphor.</li> <li>• Possessive apostrophes in plural words</li> </ul>
	<b>The Hagaddah/Exodus from Egypt</b>	<ul style="list-style-type: none"> <li>• Writing instructions (eg for making charoset, laying the seder table)</li> <li>• Write own prayers.</li> </ul>

		<ul style="list-style-type: none"> <li>• Write and illustrate part of the story.</li> <li>• Use relevant vocabulary related to slavery and freedom.</li> </ul> <p><b>Grammar</b> Expressing time, place and cause using: Conjunctions Adverbs Prepositions Introducing inverted commas to punctuate speech</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Jewish Education</b></p> <p><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,</p>	<p><b>Torah, wellbeing and me</b></p>	<ul style="list-style-type: none"> <li>• Read extracts from and analyse the text of the weekly Parsha.</li> <li>• Name some of the parshiot.</li> <li>• Answer and ask questions about the parsha.</li> </ul>
	<p><b>Purim</b> The story of Purim and Esther</p> <p>Whole School Purim celebration; <i>Megillah leyning, dressing up, preparing and giving mishloach manot, matanot laevyomin – caring for the community - Tzedakah Collection</i></p>	<ul style="list-style-type: none"> <li>• Recall key features and events of the story and retell the story of Megillah Esther <a href="#">Esther</a> <ul style="list-style-type: none"> <li>• See our school’s Megillah</li> <li>• Prepare and give mishloach manot</li> <li>• Explain how dressing up is connected to the hidden identity of Esther and God in the story.</li> <li>• Observe and identify the differences between a megillah and a Torah scroll</li> <li>• Participate in matanot laevyonim – caring for the community, giving tzedakah – donating to a local Muswell Hill charity</li> <li>• Know the four mitzvot of Purim (Megillah twice, seudah, mishloach manot, matanot laevyomin)</li> </ul> </li> </ul>
	<p><b>Pesach</b></p> <ul style="list-style-type: none"> <li>• The story of the Exodus: Yitziat Mitzrayim (Exiting of Egypt)</li> </ul>	<ul style="list-style-type: none"> <li>• Can recall the Pesach story especially creation of Am Yisrael (People of Israel)</li> <li>• Can connect the Pesach story with the concept of freedom and peoplehood</li> <li>• Describe how family celebrates Pesach</li> </ul>

borech, hallel, nirtzah.	<ul style="list-style-type: none"> <li>• The Haggadah</li> <li>• The Seder</li> <li>• Traditions and rituals of Pesach</li> <li>• Ma Nishtanah</li> </ul>	<ul style="list-style-type: none"> <li>• Recite and know meaning of Ma Nishtanah</li> <li>• Learn and sing Pesach songs</li> <li>• Know and explain what a seder is and the symbolism of the seder plate – consider organic nature of seder</li> <li>• Explain significance of cleaning, preparing and koshering for Pesach</li> </ul>
	<b>Haggadah</b> <ul style="list-style-type: none"> <li>• Concept of Haggadah as a book, telling of a story and the concept of the Seder/meal at Pesach</li> <li>• Certain aspects of the Haggadah in relation to yearly theme: Four children – different ways to look after the environment, Dayenu – environmental perspective, seder plate – symbolism and organic</li> </ul>	<ul style="list-style-type: none"> <li>• Look at a variety of Haggadot</li> <li>• Make their own Haggadah</li> <li>• Sing Mah Nishtanah and follow words in Hebrew</li> <li>• Revise that a Haggadah is used at Pesach at the seder night and it means to tell a story</li> <li>• Explain that different elements of the seder come in order in the Haggadah (revise)</li> <li>•</li> </ul>
<b>Creative Arts Art and D&amp;T</b>  <i>Key vocab:</i> <i>Model, carving, plan, execute, design, print, illustrate, den, weave, wattle, daub, structure.</i>	<b>Pesach and Purim</b>	<ul style="list-style-type: none"> <li>• Dressing up for Purim – create a costume based on a book character (home task)</li> <li>• Illustrations for Haggadah – use printing to illustrate the story of the exodus</li> <li>• Create colour wheel as seder plate</li> <li>• Use texture to create a collage for an illustration</li> </ul>
	<b>Roman shields</b> Developing Construction Skills  Collaboration. Building on a large scale. Working on variety of scale. Developing, modelling and carving skills.	<ul style="list-style-type: none"> <li>• Construct a helmet, sword and shield</li> <li>• Make preparatory maquettes</li> <li>• Work from a template (helmet)</li> <li>• Learn different joining techniques</li> <li>• Design emblem for the shield</li> <li>• Work with corrugated card for final construction</li> <li>• Use poster paint applied thickly and evenly, varnished for vibrant finish</li> </ul>

	Plan and design before building.	
<b>History</b>	<b>The Romans</b>	<p>Continued from Spring Term 1:          To understand how and why the Romans invaded Britain  <i>What does 'Empire' mean? Why did the Romans think that they could go where they wanted and take over?</i>          Cause and effect – how did Roman innovations affect life in later Britain? (e.g <i>paved roads, city settlements, piped water...</i>)          What was Roman lifestyle like? <i>Religion, government, food, society....</i>          How was the Roman army organised? <i>Why did it need to be organised in this way?</i>          Understand the impact of the Roman Empire on Europe. <i>Life was very similar across the empire...</i></p>
<b>Geography</b>	<b>Italy and Europe</b>	<ul style="list-style-type: none"> <li>• Contrast and compare the physical and human geography of Italy with the UK, using maps and pictures, temperature and population numbers</li> </ul>
<b>Computing</b>	<b>Email (cont.)</b>  <b>Branching databases</b>	<ul style="list-style-type: none"> <li>• See Spring 1</li> <li>• Understand how YES/NO questions are structured and answered.</li> <li>• Use YES/NO questioning to play a simple game with a friend.</li> <li>• Use 'or more' and 'or less' in their questioning.</li> <li>• Contribute to a class branching databases.</li> <li>• Edit and adapt a branching database to accommodate new entries.</li> <li>• Choose a suitable topic for a branching database.</li> <li>• Select and save appropriate images.</li> <li>• Create a branching database.</li> </ul>

	<b>Simulations</b>	<ul style="list-style-type: none"> <li>• Know how to use and debug their own and others branching databases.</li> <li>• Know that a computer simulation can represent real and imaginary situations.</li> <li>• Give examples of simulations used for fun and for work.</li> <li>• Give suggestions of advantages and problems of simulations.</li> <li>• Explore a simulation.</li> <li>• Use a simulation to try out different options and to test predictions.</li> <li>• Evaluate simulations by comparing them with real situations and considering their usefulness.</li> <li>• Analyse choices made using a branching database.</li> <li>• Recognise patterns within simulations and make and test predictions.</li> <li>• the relationships and rules on which the simulations are based.</li> <li>• Evaluate a simulation to determine its usefulness for purpose.</li> <li>• Identify Create a simple simulation.</li> </ul>
<b>Religious Education</b>	<b>Roman religion</b>	<ul style="list-style-type: none"> <li>• Roman gods – who were they?</li> <li>• What did the Romans believe?</li> <li>• Why did they believe in so many gods?</li> <li>• Places of worship - temples</li> </ul>

### Subject Based Learning

<b>Area of Curriculum</b>	<b>Content and knowledge</b>	<b>Skills</b>
<b>Maths</b>	<b>Maths Problem solving, fluency and Mental Maths</b>	<b>Time</b> <ul style="list-style-type: none"> <li>• Understand and use analogue and digital clocks</li> <li>• Measure and calculate intervals of time</li> </ul>

		<ul style="list-style-type: none"> <li>Solve problems involving time</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Understand part whole relationships</li> <li>Understand unit fractions</li> <li>Explore non unit fractions</li> <li>Compare fractions with the same denominator and unit fractions</li> <li>Recognise equivalent fractions</li> <li>Add and subtract fractions with the same denominator</li> </ul>
	<p><b>Mental maths</b> Twice weekly mental maths activities.</p>	<ul style="list-style-type: none"> <li>Number: <ul style="list-style-type: none"> <li>Recognise that two halves/three thirds/four quarters are equal to one whole</li> <li>Count in halves, thirds and quarters within 10</li> <li>Choose and justify efficient calculation strategies for age-appropriate calculations</li> <li>Derive facts from known facts (multiplication / division and addition / subtraction)</li> <li>Introduce counting in tenths during Unit 9</li> <li>Multiply by 10 and 100 recognising the importance of place value</li> <li>Doubles &amp; halves</li> </ul> </li> </ul> <p>Data:</p> <ul style="list-style-type: none"> <li>Read scales in steps of 2, 3, 4, 5 and 10</li> </ul> <p>Shape and measure:</p> <ul style="list-style-type: none"> <li>Identify right angles and that two right angles make a half turn</li> <li>Calculate the perimeter of simple 2-D shapes</li> </ul> <p>Time:</p> <ul style="list-style-type: none"> <li>Tell the time to the nearest minute</li> <li>Tell the time from an analogue clock using Roman numbers I to XI</li> </ul>
<p><b>Guided Reading</b> <i>Key Vocabulary</i> <i>Summarise</i></p>	<p><b>Whole class Guided Reading</b> <b>Class stories</b> <b>Individual and independent reading</b></p>	<ul style="list-style-type: none"> <li>Developing four key skills through the use of shared reading and individual reading books: Prediction,</li> </ul>

<p><i>Predict</i> <i>Infer</i> <i>Character</i> <i>Setting</i> <i>Clues</i> <i>Decode</i> <i>Text</i></p>		<p>summarising, questioning and clarifying.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Developing skills in regards to comprehension, inference, use of language, author's intentions.</li> </ul>
<p><b>Science</b> <u>Key vocab</u> <i>surface,</i> <i>contact,</i> <i>material,</i> <i>objects, surface</i></p>	<p><b>Magnets and forces(continued from first half term)</b></p>	<ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul>
<p><b>Music</b></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</p>	<p><b>Stone Age music – and history of music.</b></p> <p><b>Learning to play the recorder.</b></p>	<ul style="list-style-type: none"> <li>• Children compose their own stone-age music using instruments they think could have existed at the time, including body percussion.</li> <li>• Write down their pieces using whatever graphic representation they like – exploring notation.</li> <li>• Play and perform in solo or ensemble contexts (alone or in a group) with growing confidence.</li> <li>• Understand some basic written musical notation, including crotchets and crotchet rests.</li> <li>• Perform on the recorder with increasing confidence.</li> <li>• Analyse own performance on the recorder.</li> <li>• Experiment with their own forms of musical notation, representing music visually for others to interpret (e.g. drawing a piece of music).</li> </ul>



<p>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, 3 or 2).</p>		
<p><b>Handwriting</b></p>	<p><b>Twice a week whole class and small group handwriting lesson following Penpals scheme.</b></p>	<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 unjoined.</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>
<p><b>Phonics and Spelling</b></p>	<p><b>Spelling rules Following <i>Spelling shed</i></b></p>	<ul style="list-style-type: none"> <li>• Practise/Revise strategies at the point of writing: Have a go Elements from the previous half term that require practice</li> <li>• Strategies at the point of writing: homophones</li> <li>• Prefixes 'super-' and 'auto-'</li> <li>• Proofreading</li> <li>• Words with the /k/ sound spelt 'ch' (Greek in origin)</li> <li>• Strategies for learning words: words from statutory and personal spelling lists</li> </ul>
<p><b>Hebrew</b></p>	<p>Food and drink</p>	<ul style="list-style-type: none"> <li>• Talk about what they eat and drink</li> </ul>

<b>Prayer/Tefillah</b>	Continuing the Shacharit (morning) service	<ul style="list-style-type: none"> <li>• Where to recognise and find prayers in the Siddur.</li> <li>• Learn the following new tefillot:             <ul style="list-style-type: none"> <li>- Asher yatzar</li> <li>- The second paragraph of the shema</li> <li>- The first and second brachot in the Amida</li> </ul> </li> </ul>
<b>PSHE</b>  <u>Key Vocab:</u> <i>Jobs, vocation, stereotypes, records, financial, choices, spending, saving.</i>  <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,</i>	<b>Eden Value: Community</b>	<ul style="list-style-type: none"> <li>• Kehillah Kadusha (holy community) Tzelem Elohim (made in the image) of G-d.</li> <li>• Inclusivity</li> <li>• Unity</li> <li>• Celebrating difference/uniqueness</li> <li>• Diversity</li> <li>• Inclusion of children with SEN and from different faiths and backgrounds.</li> <li>• Family</li> </ul>
	<b>'Let's go shopping.'</b>	<ul style="list-style-type: none"> <li>• Living in the wider world - Economic Wellbeing Let's Go Shopping!</li> <li>• Understand that you can pay for goods in a range of ways.</li> <li>• Keep simple financial records and recognise influences on choices about spending and saving</li> </ul>
	<b>Zones of regulation</b>	<ul style="list-style-type: none"> <li>• Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.</li> <li>• Increase their emotional vocabulary so they can explain how they are feeling.</li> <li>• Recognise when other people are in different Zones, thus developing better empathy.</li> <li>• Develop an insight into what might make them move into the different Zones</li> </ul>

<p><i>angry, terrified</i></p>		
<p><b>P.E.</b></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, Improve, Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Health and fitness – warm up/ cool down/ heart rate. Create, Combination, Sequence, Space, Improvisation, Repetition, Motifs,</i></p>	<p><b>Finishing Gymnastics from last term</b></p>	<ul style="list-style-type: none"> <li>• Bunny hop onto apparatus</li> <li>• Perform mat sequences</li> </ul>
	<p><b>Dance</b></p>	<ul style="list-style-type: none"> <li>• Begin to communicate with others during</li> <li>• physical activities</li> <li>• Begin to perform dances using movement patterns</li> <li>• Compare their performances with previous ones</li> <li>• Recognise own success</li> </ul>
	<p><b>Outdoor and adventurous activities</b></p>	<ul style="list-style-type: none"> <li>• Collaborate with peers to achieve a task.</li> <li>• Communicating in different ways.</li> <li>• Creating orienteering activities, some which link to the exodus from Egypt</li> <li>• Creating maps for orienteering.</li> <li>• Working as part of a team.</li> </ul>

<i>Pattern, Movement, Agility, Flexibility, Control, Balance, Rhythm, Timing, Perform.</i>		
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