

# Yearlong Thematic Study Plans

## Anafim/Year 3 2016-17

### Year Theme: My country: The UK

#### Lucy Gerber

<b>Subject</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Stone Age</b>	<b>Let There Be Light Chanukah</b>	<b>The Romans Purim Pesach</b>	<b>The Romans</b>	<b>The Coast</b>	<b>Creation Story</b>
English	Fiction: Reading and Writing -Word classes: nouns, adjectives, vocabulary, -Descriptions: characters, settings	Fiction: Consolidating good vocabulary and choosing words for impact. -Sentence starters. -Explanation Texts: Looking at how vocabulary is used. -Writing in that style.	Recount: Sequencing events, using recount vocabulary. -Poetry: Use of rhyming and syllables. The importance reading and writing with expression. -Myths and Legends: Writing their own quest myth. Sequencing stories. Developing	Adventure Stories: Analyse language use and connectives to signal time, place or sequence. Identify a problem, events and resolution and use typical characters and settings. Fiction: To use a thesaurus to expand use of	Fiction: To infer details about a character from illustrations, character descriptions and dialogue. -Poetry: Reading and performing Building vocabulary.	Fiction: To infer details about a character from illustrations, character descriptions and dialogue. Reports: Non-chronological reports and their features. Using vocabulary precisely to share information.

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			character descriptions.	ambitious vocabulary.		
Handwriting	Joining whole words  Which letters don't join  Diagonal joins and some horizontal joins  Using more in own writing.  Perfecting handwriting and transferring to all	Carrying on work on joining letters to make words and using this in our own writing.	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the	Weekly whole class and small group handwriting lesson  Copying a poem in neatest handwriting. The children then score themselves out of 10. They then use that piece of writing as a reminder for all their writing that week.	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the

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	writing		letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	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]		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]
<b><u>Phonics</u></b>	Phase 5. I can chose the correct digraph or trigraph when spelling words and use this in my own writing I understand alternate	I can use suffixes  I can use what I do in phonics in my own writing I can learn my spellings and then use them in	Recap the previously taught prefixes More prefixes: Sub, into, auto, inter, anti, super The suffix : ation The suffix ly The suffix ous	Recap the previously taught prefixes More prefixes: Sub, into, auto, inter, anti, super The suffix : ation The suffix ly	To learn the following prefixes: - Re - Sub To learn words with the ending: - sure - ture	To learn the following suffixes: - Sion - tion To learn words with the ending: - Our - Or

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	<p>pronunciations for particular digraphs I understand different spelling rules I know words with endings that sound like shun but are spelt differently I can use different prefixes and suffixes</p>	<p>my own writing</p>	<p>rules when adding suffixes to words ending in e, y and ie Possessive apostrophe in plural words Words that are often misspelt when prefixes or suffixes are added</p> <p>Continue with weekly spellings – 5 from Teacher and 5 misspelt words from the week. Peer testing.</p>	<p>The suffix ous rules when adding suffixes to words ending in e, y and ie Possessive apostrophe in plural words Words that are often misspelt when prefixes or suffixes are added</p> <p>Continue with weekly spellings – 5 from Teacher and 5 misspelt words from the week. Peer</p>	<p>Possessive apostrophe in plural words Words that are often misspelt when prefixes or suffixes are added</p> <p>Continue with weekly spellings – 5 from Teacher and 5 misspelt words from the week. Peer testing.</p>	<p>- ous Possessive apostrophe in plural words Words that are often misspelt when prefixes or suffixes are added</p> <p>Continue with weekly spellings – 5 from Teacher and 5 misspelt words from the week. Peer testing.</p>
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				testing.		
<b>Guided Reading</b>	Key Skill – prediction -What will the author discuss next? -What do you know that helps you to predict the next part of the text? -Are there any clues in titles or headings? -Are there any questions in the text that give you a clue?	Key Skill – Summarising	Developing – 4 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 the	Developing 4 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	Developing 4 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	

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			particular skills.	focusing on the particular skills.	focusing on the particular skills.	
Maths	Reasoning within 100. Multiplication and Division Word Problems. Time: analogue, digital and finding how long. Times Tables: Weekly practice through times table challenge on a Friday	Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number; recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers	Recall and use multiplication and division facts for the 3 and 4 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Count up and down in tenths	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Recall and use multiplication and	Be able to tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and

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		<p>up to 1000. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 50 and 100 Identify, represent and estimate numbers using different representations.</p>	<p>formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Interpret and present data using bar charts, pictograms and tables.</p>	<p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole.</p>	<p>division facts for the 3 and 4 multiplication tables •solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<p>hours. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events. Add and subtract numbers mentally, including: a three-</p>
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		<p>Find 1000 more or less than a given number; recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). Order and compare numbers beyond 1000. Round any number to the nearest 10, 100 or 1000. Solve number</p>	<p>Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p>	<p>Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above. Measure, compare, add and subtract: lengths (m/cm/mm) Solve problems, including missing number problems, using number facts, place value, and more complex</p>		<p>digit number and ones; a three-digit number and tens; a three-digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers.</p>
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		and practical problems that involve all of the above and with increasingly large positive numbers. Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. Add and subtract numbers with up		addition and subtraction. Measure the perimeter of simple 2D shapes. Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units (for example, 5m =		Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Add and subtract fractions with the same denominator within one whole [ for example, + = ]. Compare and order unit fractions, and fractions with the
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		to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and		500cm).		same denominators. Solve problems that involve all of the above.
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		subtraction.				
Science	<b><u>Rocks and Fossils</u></b> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties •describe in simple terms how fossils are formed when things that have lived are trapped within rock •recognise that soils are made from rocks and organic matter	<b><u>Light and Dark</u></b> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are	<b><u>The Romans</u></b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.		<b><u>Magnets and Forces</u></b> Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and	<b><u>Plants</u></b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from

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		formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.			group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. Comparing how	plant to plant. Investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
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					different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into	
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					those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another. Identifying how these properties make magnets useful in everyday items and suggesting	
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					creative uses for different magnets.	
History / Topic / Geography	Late Neolithic hunter-gatherers and early farmers, for example: Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture. Settlers and Skara Brae. Stone Age food and culture.		Roman timeline – ordering dates and understanding the timeline Where the Romans come in history Roman invasions Roman maps – where did they start and then invade The Roman army and Roman armour Roman soldiers (linked to literacy) Roman roads and their impact on today Everyday Roman life		Similarities and differences between coastal town and London Coastal changes Map skills – UK and global maps Drawing maps with keys. Coastal erosion and its impact on people. Everyday life living by the sea Trading with the world – coastal link. The impact of	Creation stories from around the world and other religions

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	<p>Stone Age religion. Stone Age animals and hunting. Stone Age homes and buildings. The different periods within the Stone Age and the differences between them as people developed.</p>		<p>– houses, villas, clothes, schools, food, entertainment, Roman artefacts – what can we learn about life from them. Romans in London – case study of St Albans – then and now comparison. How has St Albans changed? What has been left? What impact do the Romans still have? What would it have been like to live in Roman St Albans?</p>		<p>being an island. The impact of the sea on coastal towns. How have coastal towns changed throughout history. How has tourism changed in coastal towns throughout history. A day at the seaside now and then.</p>	
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			Roman London			
Jewish Studies	<p>Understand the Vidui (confessions) part of the Yom Kippur service</p> <p>To know the 5 rules to keep on Yom Kippur (Day of Atonement) and how these might differ in different synagogues</p> <p>I know what the Avinu Malchenu is and why it is an important prayer</p> <p>I can reflect on myself and how I can be a better citizen this coming</p>	<p>Bronze Age – Abraham and Caananite period</p> <p>Iron Age – Israelites and figures during this key time.</p> <p>Stretching from Joshua’s conquest of the land through the destruction of the First Temple.</p> <p>I can consider the Historical origins of the Chanukah Narrative and how this links to</p>	<p>Read extracts from and analyse the text of the weekly Parsha.</p> <p>Link with how this relates to our everyday lives – moral dilemmas.</p> <p>Acting out the story in small groups – getting a richer understanding of the parasha.</p> <p>Comment on traditional texts in their own words.</p> <p>Read Chumash, siddur etc with vowels.</p>	<p>Read extracts from and analyse the text of the weekly Parsha.</p> <p>Link with how this relates to our everyday lives – moral dilemmas.</p> <p>Acting out the story in small groups – getting a richer understanding of the parasha.</p> <p>Comment on traditional texts in their own words.</p> <p>Read Chumash,</p>	<p>Read extracts from and analyse the text of the weekly Parsha.</p> <p>Link with how this relates to our everyday lives – moral dilemmas.</p> <p>Acting out the story in small groups – getting a richer understanding of the parasha.</p> <p>Comment on traditional texts in their own words.</p> <p>Read Chumash, siddur etc with</p>	<p>Read extracts from and analyse the text the weekly Parsha.</p> <p>Link with how this relates to our everyday lives – moral dilemmas.</p> <p>Acting out the story in small groups – getting a richer understanding of the parasha.</p> <p>I can retell the story of Creation.</p> <p>I understand the different interpretations of</p>

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	<p>year. The concept of living in a sukkah or temporary shelter and why          What does home mean to us?          Learning about those who do not have sufficient housing, homelessness.          Building shelters.          Being aware of our duties to the poor.          Links with immigration in current affairs          Reviewing brachot, blessings.</p>	<p>light          Making kosher chanukiot          Leading blessings, brachot, Maoz Tzur, songs, special foods          designing own driedel games          An understanding of communal Chanukah traditions          Understanding the difference between Hillel and Shammai          order of lighting</p>	<p>Use analytical questioning techniques to explore Jewish texts.          Use their knowledge of Hebrew words in modern Hebrew to learn to understand and comprehend if in traditional texts.          Read/ learn a familiar passage from Torah.          Understanding how our knowledge of the past is constructed from a range of sources.</p>	<p>siddur etc with vowels.          Similarities and differences          What their Jewish identity means to them.          Listen to and talk about their own family practices and begin to understand, value and respect diversity of the Jewish lives in the UK and the different groups in the Jewish Community in UK.          Engage in</p>	<p>vowels.          Use their knowledge of Hebrew words in modern Hebrew to learn to understand and comprehend if in traditional texts.          Read/ learn a familiar passage from Torah          Similarities and differences.          What their Jewish identity means to them.          Listen to and talk about their own family practices</p>	<p>the story.          I know that this creation story is important not just to Jewish people.          I can see how it is different and similar to other creation stories I have looked at.          To know that Bereshit is found in the Torah          Discuss its importance and name given          Look at different interpretations within Judaism          Reading parts of</p>
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	<p>How UK community is connected with the land of Israel and communally pray for rain</p> <p>The cycle of Torah stories through the year</p> <p>Celebrating the Torah scroll</p> <p>Prayer for rain in Amidah we say between Shemini Atzeret and Pesach – what does it mean? why do we say it?</p>	<p>candles</p> <p>Taking part in Chanukah candle lighting within our community</p>		<p>respectful discourse about similarities and differences in Jewish lifestyles and practice.</p> <p>What British values can we see in these coastal towns and how do they affect Britain as a whole.</p>	<p>and 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>Engage in respectful discourse about similarities and differences in Jewish lifestyles and practice.</p> <p>What British values can we see in these coastal towns and how do</p>	<p>Bereishit in Chumash/Hebrew text.</p> <p>Comment on traditional texts in their own words.</p> <p>Read Chumash, siddur etc with vowels.</p> <p>Use analytical questioning techniques to explore Jewish texts.</p> <p>Use their knowledge of Hebrew words in modern Hebrew to learn to understand and</p>
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					they effect Britain as a whole.	comprehend if in traditional texts.
Tefillah	Continue with Birchat Hamazon: grace after meals Looking more closely at where to recognise and find prayers in the Siddur. We will be recapping parts of the Shacharit service we already know and locating them in the Siddur. Looking closely at the second paragraph of the Shema and the first two	Continuing with 2nd paragraph of shema and first 2 paragraphs of Amidah. More of Hallel will be learnt every Rosh Chodesh Beginning to learn 'Anim Zamiroth'	Continue with Birchat Hamazon: grace after meals Looking more closely at where to recognise and find prayers in the Siddur. We will continue the Shacharit service using the Siddurim with children continuing to take a leading role. Looking closely at the second paragraph of the Shema and the rest	Looking more closely at where to recognise and find prayers in the Siddur. We will continue the Shacharit service using the Siddurim with children continuing to take a leading role. Looking closely at the third paragraph of the Shema and the Amidah as a whole selecting	Looking more closely at where to recognise and find prayers in the Siddur. We will continue the Shacharit service using the Siddurim with children continuing to take a leading role. Looking closely at the Amidah as whole selecting appropriate parts that the children feel are important to them.	Looking more closely at where to recognise and find prayers in the Siddur. We will continue the Shacharit service using the Siddurim with children continuing to take a leading role. Looking closely at the Aleynu

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	paragraphs of the Amidah. We will also be learning part of Hallel in preparation for Succot.		of the Amidah.	appropriate parts that the children feel are important to them.  Begin working on the Aleynu	Begin working on the Aleynu.	
Music	Learning songs about the Environment linked with Succot and Harvest Festival	Composing own music	Creating Roman life scenes using drama with musical theme to it. Discuss what Roman music would have been like – triumphant etc Roman musical instruments The importance of music in Roman	Music Songs linked to the sea. Classical music linked to the seaside. Noises at the seaside. A day at the seaside – composition (group work)		<ul style="list-style-type: none"><li>•Appreciate a range of music from around the country from different composers</li><li>•Listen with attention to detail and record sounds</li><li>•Play and perform in solo</li></ul>

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			times. Performing – amphitheatres and why the Roman’s designed them as they did.	Record music sounds on trip for composition		and ensemble settings using voices and musical instruments.
Design Technology	Olympic Stadium Building.  Shelter building.  Animal shelter building – linked with Science about animal homes and habitats.		To create sketch books to record their observations and use them to review and revisit ideas.  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	To create sketch books to record their observations and use them to review and revisit ideas.  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of	Observational drawings at Walton on the Naze.  Complete a seaside postcard  Old and new coastal drawings.  Using water colours to paint scenery.  Water paintings/drawing.  Pottery inspired by	Creation mosaic using objects from the coast and the woods bringing together the years work

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				materials [for example, pencil, charcoal, paint, clay].	the coast.	
Computing	We are Programmers	We are Bug Fixers	We are presenters	We are Network Engineers	We are communicators	We are opinion pollsters
PHSE	<p><b><u>Friendship and Respect</u></b></p> <p>Community - Kehilah Kedusah Collaboration - Chevruta: partnership. Mutual respect (Ve'ahavta lere'echa kamocho: love your neighbour as yourself). Loving kindness</p>	<p><b><u>Determination</u></b></p> <p>High expectations and improvement for all children and adults: (Lihiyot B'simcha: doing everything with joy and a positive attitude).</p>	<p><b><u>Excellence</u></b></p> <p>High expectations and improvement for all children and adults: (Lihiyot B'simcha: doing everything with joy and a positive attitude). Passion for continuous learning for all Cross communal study of Torah and</p>	<p><b><u>Inspiration</u></b></p> <p>Creative Learning: (Lilmod ul'lamed: to teach and to learn, an important value within Judaism, particularly to children as mentioned in the prayer Shema but for adults too). Supportive, safe and inspiring</p>	<p><b><u>Equality</u></b></p> <p>Inclusion (Gmilit chasadim: good deeds; Tikkun olam: repairing the world; Or la'goyim: a light unto the nations) Individuality: (B'tzelem Elohim: in the image of God). Cross communal study of Torah and</p>	<p><b><u>Courage</u></b></p> <p>Loving the world around us: (Tikkun Olam: repairing the world, social action; Tzedek Tirdof: pursue justice). Caring for the world, the environment and the outdoors</p>

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	(Chesed; kindness). Talking about concerns. Discussing our feelings. Listening to one another.		Judaism (Shivim Panim L'Torah: 70 faces of the Torah; Elu V'Elu: these and these are the words of the living God, openness to different interpretations).	learning.	Judaism (Shivim Panim L'Torah: 70 faces of the Torah; Elu V'Elu: these and these are the words of the living God, openness to different interpretations).	
P.E	Working with Riaan on games skills.	Continuing with sports coach Gymnastics, dance and movement	Sports – working with sports coach on different games.	Play competitive games, modified where appropriate. Tag Rugby – rules and play Weekly with Lucy – focusing on movement and using the apparatus	Sports – working with sports coach on different games. Gymnastics, dance and movement	Play competitive games, modified where appropriate. Quick cricket and rounders – rules and play Dance – linked with creation stories that can be pictured from



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				appropriately. Dance – linked with coastal and movements that can be pictured from recordings made.		recordings made. Relay races, athletics.
British Values	All areas will be covered throughout the weekly planning. -Democracy -Rule of law -Individual liberty -Mutual respect and tolerance of those of different faiths and beliefs and for those without faith.	All areas will be covered throughout the weekly planning. -Democracy -Rule of law -Individual liberty -Mutual respect and tolerance of those of different faiths and beliefs and for those without	All areas will be covered throughout the weekly planning. -Democracy -Rule of law -Individual liberty -Mutual respect and tolerance of those of different faiths and beliefs and for those without faith.	All areas will be covered throughout the weekly planning. -Democracy -Rule of law -Individual liberty -Mutual respect and tolerance of those of different faiths and beliefs and for those without faith.	All areas will be covered throughout the weekly planning. -Democracy -Rule of law -Individual liberty -Mutual respect and tolerance of those of different faiths and beliefs and for those without faith.	All areas will be covered throughout the weekly planning. -Democracy -Rule of law -Individual liberty -Mutual respect and tolerance of those of different faiths and beliefs and for those without faith.

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		faith. Looking at people who celebrate Christmas and Diwali.				
<b>School Trips</b>	School trip – Hackney Archive centre – under the Museum of London	School trip – Linked in with Celebrating these festivals	School Trip – Verulamium Museum or Museum of London	School trip – beach trip		School Trip - Camping
<b>Religious Education</b>	Different communities within the UK -Ashkenazi and Sephardi communities -The Jewish Indian community -Non-Jewish Communities.	Using cave paintings and art – what do we think the Stone Age people would have believed in? Bronze Age – religion in Britain during this time	Roman gods – who were they. What did the Roman’s believe? Why did they believe in so many gods? Worshipping Boudicca and other great leaders.	Roman gods – who were they What did the Roman’s believe? Why did they believe in so many gods? Worshipping Boudicca and other great	Christianity and its importance in a coastal town. Significance of the church at the heart of the community. What other religions are found in coastal areas.	Creation stories from around the world. How they are similar and different to Bereshit? What do they tell us about the customs and beliefs of those

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**Lucy Gerber**

	<p>-Jewish communities in areas with a small Jewish population. -Different denominations of Judaism.</p>	<p>Comparing their religious beliefs with Jewish beliefs. I know which other religions celebrate festivals of light I understand why and how light is important in other religions I know the key customs and beliefs around these important festivals</p>	<p>Places of worship – temples.</p>	<p>leaders. Places of worship - temples</p>		<p>people?</p>
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