

Eden Primary Medium Term Planning

Anafim (Year 3)

Summer 2, 2017: 7 weeks

Overview and Rationale:

This topic introduces the story of Creation to the children. They will learn about the creation story (Bereishit) in the Torah and other cultures creation stories. We will be looking closely at the Hindu Creation story with Vishnu and Brama. We will also look at creation stories from parts of Africa, China, Aboriginal stories as well as from various American Indian tribes. We will be studying them in detail and discussing how they are similar and different from the Torah's Creation story. We will also be looking at the saying "a light unto the nations" and how we can interpret this in our British society as Jews. We will be focusing on the days of creation where light sources, animals and humans were created. We will be looking at how animals and humans are similar and different focusing closely on skeletons. We will be focusing closely on plants and the importance light plays on their survival. We will take a more closer look at light and light sources in order to help us understand this and get a deeper understanding of why light is so important.

Project Launch:

- a) Where did it all begin?

Culminating Projects:

- a) Creating our own book of creation stories

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	Creation stories – creating their own stories The great Kapok Tree	<ul style="list-style-type: none">• To explore how changes to setting effect character's feelings• To infer details about a character from illustrations, character descriptions and dialogue• To investigate how illustrations influence a reader's experience of a text• To use a thesaurus to expand use of ambitious vocabulary• To develop creative responses to a text through drama, role play, storytelling and photography• To innovate from a familiar text to plan and write own narratives

		<ul style="list-style-type: none"> To self and peer assess writing against a success criteria and respond to suggested improvements
	Wolves, Emily Gravett – non-chronological reports (animal link)	<p>Analyse a number of report texts and note their function, form and typical language features:</p> <ul style="list-style-type: none"> introduction indicating an overall classification of what is being described use of short statement to introduce each new item language (specific and sometimes technical) to describe and differentiate impersonal language mostly present tense
Jewish Education	Weekly Parasha	<ul style="list-style-type: none"> read extracts from and analyse the text the weekly Parsha Link with how this relates to our everyday lives – moral dilemmas Acting out the story in small groups – getting a richer understanding of the parasha
	<p>Bereshit</p> <p>Stories about creation from around the world.</p> <p>Sea, land, forest etc to make a scene.</p>	<p>I can retell the story of Creation I understand the different interpretations of 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 Bereishit in Chumash/Hebrew text</p>
	Chumash	<ul style="list-style-type: none"> Comment on traditional texts in their own words. Read Chumash, siddur etc with vowels 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 a familiar passage from Torah
Religious Education	Creation stories from around the world	<ul style="list-style-type: none"> How they are similar and different to Bereshit? What do they tell us about the customs and beliefs of those

		people?
Science	Animals	<ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Begin to know the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Be able to work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. I can identify different animal bones
	Plants	<ul style="list-style-type: none"> 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 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

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Guided Reading	Guided Reading Groups Class stories	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

		particular skills.
Handwriting	<p>Weekly whole class and small group handwriting lesson</p> <p>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.</p>	<p>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</p> <ul style="list-style-type: none"> • 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	<p>Spelling rules</p> <p>Three times weekly lessons</p> <p>Lesson 1 – introduction to new rule and new spellings</p> <p>Lesson 2 – practicing the new rule through an activity</p> <p>Lesson 3 – spelling challenge</p>	<p>To learn the following suffixes:</p> <ul style="list-style-type: none"> - Sion - tion <p>To learn words with the ending:</p> <ul style="list-style-type: none"> - Our - Or - ous <p>Possessive apostrophe in plural words</p> <p>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>
Other English	<p>Developing sentence structure and length, vocabulary, adverbs, paragraphs, etc.</p>	<p>Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because) adverbs (for example, then, next, soon, therefore), or preposition (for example, before, after, during, in, because of)</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme creating settings, characters and plot</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 proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the

		<p>meaning is clear</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p>
<p>Maths</p>	<p>Re-capping on all topics taught so far.</p> <p>Time</p> <p>Addition and subtraction</p> <p>Fractions</p>	<ul style="list-style-type: none"> • 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 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 • 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 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 subtraction • add and subtract fractions with the same denominator within one whole [for example, $\frac{1}{2} + \frac{1}{2} = 1$] • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above
<p>Times Tables</p>	<p>Weekly practice through Times Table challenges.</p>	<p>I know my 6 and 7 times tables with corresponding division facts.</p> <p>I know the corresponding division facts for the times tables I know</p>

		I know my times tables in any order
Prayer/Tefillah	We will carry on with the Shacharit (morning) service continuing to look closely at the Amidah and becoming more fluent with this.	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. Ul Netilat Yadayim/Hamotzi - how to wash and reciting brachot.
PHSE	Courage British Values:	<ul style="list-style-type: none"> • 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>All areas will be covered throughout the weekly planning.</p> <ul style="list-style-type: none"> -Democracy -Rule of law -Individual liberty -Mutual respect and tolerance of those of different faiths and beliefs and for those without faith.
PE	Sports – working with sports coach on different games. Gymnastics, dance and movement	<ul style="list-style-type: none"> • Play competitive games, modified where appropriate • Quick cricket and rounders – rules and play • Dance – linked with creation stories that can be pictured from recordings made. • Relay races, athletics