

Eden Primary Medium Term Planning

Anafim (Year 3)

Summer 1, 2017: 5 weeks

The Coast

Overview and Rationale:

In this project children will learn about the countries of the UK and how it is an island. They will identify the UK on different maps and look at where it is in relation to Europe and on a globe. They will look at what it means to be an island and how that affects things such as trade. We will be visiting Walton on the Naze, a coastal town and using this as a case study for comparing with London and our local area. We will be looking at how life is similar and different there to the children's life in London. We will be looking at how their lives in the coastal town are affected by the coast and how this impacts on their day to day lives. We will be looking at coastal erosion and how the coast is changing. The children will visit a coastal town and find out how their lives differ in terms of what things there are to do and what it is like living in a rural town by the sea. We will link this with British values and how this can be seen in the coastal town we visit. This will then be contrasted with their own lives and living in a big city. The children will look at tourism and why people like to visit the coast and think about the attractions and activities they could do. The children will also look at the Jewish communities in coastal towns and see how the Jewish way of living is different in a coastal town to London. In science children will learn about magnets and compasses and how these can be used in exploration.

Project Launch:

- a) Visit to Walton on the Naze – a coastal town

Culminating Projects:

- a) Poster created of their time in Walton-on-the-Naze

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	The green ship by Quentin Blake – narrative	<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

		<ul style="list-style-type: none"> • 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 • To self and peer assess writing against a success criteria and respond to suggested improvements
	Poetry – sea and coastal link	Reading and performing Building vocabulary Group and individual performances Learning off by heart
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
	A Jewish coastal community	<ul style="list-style-type: none"> • 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 respectful discourse about similarities and differences in Jewish lifestyles and practice • Look at the history of the Jewish community in Muswell Hill, London, England. • British values linked to the coast • What British values can we see in these coastal towns and how do they effect Britain as a whole.
Religious Education	Christianity and its importance in a coastal town	<ul style="list-style-type: none"> • Significance of the church at the heart of the community • What other religions are found in coastal areas
Geography	Coastal town comparison	<ul style="list-style-type: none"> • Similarities and differences between coastal town and London

		<ul style="list-style-type: none"> • 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 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
Creative Arts	<p>Art:</p> <ul style="list-style-type: none"> • 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 the coast 	<ul style="list-style-type: none"> •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 [for example, pencil, charcoal, paint, clay]
Science	Forces and magnets	<ul style="list-style-type: none"> • 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 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 <ul style="list-style-type: none"> • comparing how 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;

		<p>sorting materials into 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;</p> <ul style="list-style-type: none"> Identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.
Computing and E-Safety	<ul style="list-style-type: none"> Creating a video using Movie Maker– editing their work. Linked with Coastal topic Importance of consent for videoing – Esafety Uploading videos – safety around this 	<ul style="list-style-type: none"> Select, sue and combine a variety of software on a range of digital devices to design and create a range of programs Work with various forms of input and output Use technology safely, respectfully and responsibly Developing skills in spoken language, particularly participating in presentations and performances

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	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 <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	Spelling rules Three times weekly lessons	To learn the following prefixes: - Re - Sub To learn words with the ending: - sure - ture Possessive apostrophe in plural words Words that are often misspelt when prefixes or suffixes are added Continue with weekly spellings.
Other English	Developing sentence structure and length, vocabulary, adverbs, paragraphs, etc.	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) composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme creating settings, characters and plot evaluate and edit by: 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 meaning is clear using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech
Maths	6 and 8 times tables	<ul style="list-style-type: none"> 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

	<p>Multiplication and division word problems</p> <p>(Length), weight & volume</p>	<p>division facts for the 3 and 4 multiplication tables</p> <ul style="list-style-type: none"> • 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 • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm)
Times Tables		<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> <p>I know my times tables in any order</p>
Prayer/Tefillah	<p>We will continue to look closely at the Amidah and becoming more fluent with this. We will be looking at prayers said on Yom Haatzmaut as well as other prayers we see as important to us as a class.</p>	<p>Reciting the Shabbat Morning Kiddush and Yigdal.</p> <p>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 a whole selecting appropriate parts that the children feel are important to them.</p> <p>Begin working on the Aleynu.</p>
Jewish Education	<p>Omer:</p> <p>Yom Hazikaron/Yom haatzmaut:</p>	<p>Explain why we count the days between Pesach and Shavuot and its relevance to</p>

