

# Yearlong Thematic Study Plans

Anafim/Year 3

2017-18

## Year Theme: My values, My country: The UK

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<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>
<b><u>English</u></b>	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 character descriptions.	Fiction: To use a thesaurus to expand use of ambitious vocabulary. Non-fiction: To write a chronological report about the Romans.	-Poetry: Reading and performing Building vocabulary. 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 infer details about a character from illustrations, character descriptions and dialogue. Reports: Non-chronological reports and their features. Using vocabulary precisely to share information.

<b>Handwriting</b>	We aim to improve on legibility throughout the year with a focus on joining letters correctly and being consistent in own writing.	Carrying on work on joining letters to make words and using this in our own writing.	Continue to practice join, legibility, consistency and quality of handwriting.	Continue to practice join, legibility, consistency and quality of handwriting.	Continue to practice join, legibility, consistency and quality of handwriting.	Continue to practice join, legibility, consistency and quality of handwriting.
<b>Phonics</b>	Phase 5. I can choose the correct digraph or trigraph when spelling words and use this in my own writing I understand alternate 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	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 my own writing	Recap the previously taught prefixes More prefixes: Sub, into, auto, inter, anti, super The suffix : ation The suffix ly 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  Continue with weekly spellings – 5 from Teacher and 5 misspelt words from the week. Peer testing.	Recap the previously taught prefixes More prefixes: Sub, into, auto, inter, anti, super The suffix : ation The suffix ly 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  Continue with weekly spellings – 5 from Teacher and 5 misspelt words from the week. Peer testing.	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 – 5 from Teacher and 5 misspelt words from the week. Peer testing.	To learn the following suffixes: - Sion - tion To learn words with the ending: - Our - Or - ous Possessive apostrophe in plural words Words that are often misspelt when prefixes or suffixes are added  Continue with weekly spellings – 5 from Teacher and 5 misspelt words from the week. Peer testing.
<b>Guided Reading</b>	Key Skill – prediction	Key Skill – Summarising,	Developing – . Working towards	Working towards leading own group	Working towards leading own group	Working towards leading own group

	<p>-What will the author discuss next?</p> <p>-What do you know that helps you 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 you a clue?</p>	questioning, deducing and inferring.	leading own group discussions focusing on particular skills.	discussions focusing on particular skills.	discussions focusing on particular skills.	discussions focusing on particular skills.
<b>Maths</b>	<p>Reasoning within 100.</p> <p>Multiplication and Division Word Problems.</p> <p>Time: analogue, digital and finding how long.</p> <p>Times Tables: Weekly practice through times table challenge on a Friday</p>	<p>Identify, represent and estimate numbers using different representations.</p> <p>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).</p> <p>Compare and order numbers up to 1000.</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Count from 0 in</p>	<p>Recall and use multiplication and division facts for the 3 and 4 multiplication tables.</p> <p>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.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n</p>	<p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Count up and down in tenths</p> <p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Add and subtract fractions with the</p>	<p>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.</p> <p>Recall and use multiplication and division facts for the 3 and 4 multiplication tables</p> <p>•solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems</p>	<p>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.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p>

		<p>multiples of 50 and 100</p> <p>Identify, represent and estimate numbers using different representations.</p> <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).</p> <p>Order and compare numbers beyond 1000.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.</p>	<p>objects are connected to <math>m</math> objects.</p> <p>Interpret and present data using bar charts, pictograms and tables.</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>same denominator within one whole.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Solve problems that involve all of the above.</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm)</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Measure the perimeter of simple 2D shapes.</p> <p>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, <math>5\text{m} = 500\text{cm}</math>).</p>	<p>and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects</p>	<p>Compare durations of events.</p> <p>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Add and subtract fractions with the same denominator within one whole [ for example, <math>\frac{1}{4} + \frac{2}{4} = \frac{3}{4}</math> ].</p> <p>Compare and order unit fractions, and</p>
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		<p>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.</p>				<p>fractions with the same denominators. Solve problems that involve all of the above.</p>
<p><b>Science</b></p>	<p><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</p>	<p><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</p>	<p><b><u>Nutrition</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.</p>	<p><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 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.</p>	<p><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</p>	

		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.		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; 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. Identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.		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.
<b><u>History / Topic /Geography</u></b>	<u>Stone Age</u> 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. Stone Age religion. Stone Age animals		<u>Romans</u> 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 – houses, villas, clothes, schools, food,		<u>Coasts</u> 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 being an island. The impact of the sea on coastal	<u>Creation Stories</u> Creation stories from around the world and other religions

	<p>and hunting. Stone Age homes and buildings. The different periods within the Stone Age and the differences between them as people developed.</p>		<p>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? Roman London</p>		<p>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>	
<b>Jewish Studies</b>	<p>Understand the Vidui (confessions) part of the Yom Kippur service To know the 5 rules to keep on Yom Kippur (Day of Atonement) and how these might differ in different synagogues I know what the Avinu Malchenu is and why it is an important prayer I can reflect on myself and how I can be a better citizen this coming year. The concept of living in a sukkah or</p>	<p>Bronze Age – Abraham and Caananite period Iron Age – Israelites and figures during this key time. Stretching from Joshua’s conquest of the land through the destruction of the First Temple. I can consider the Historical origins of the Chanukah Narrative and how this links to light Making kosher chanukiot Leading blessings, brachot, Maoz</p>	<p>Read extracts from and analyse the text of 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. Comment on traditional texts in their own words. Read Chumash, siddur etc with vowels. Use analytical questioning techniques to explore Jewish texts.</p>	<p>Read extracts from and analyse the text of 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. Comment on traditional texts in their own words. Read Chumash, siddur etc with vowels. Similarities and differences What their Jewish identity means to</p>	<p>Read extracts from and analyse the text of 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. Comment on traditional texts in their own words. Read Chumash, siddur etc with vowels. Use their knowledge of Hebrew words in</p>	<p>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. 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</p>

	<p>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.          How UK community is connected with the land of Israel and communally pray for rain          The cycle of Torah stories through the year          Celebrating the Torah scroll          Prayer for rain in Amidah we say between Shemini Atzeret and Pesach – what does it mean? why do we say it?</p>	<p>Tzur, songs, special foods          designing own driedel games          An understanding of communal Chanukah traditions          Understanding the difference between Hillel and Shammai order of lighting candles          Taking part in Chanukah candle lighting within our community</p>	<p>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>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.          What British values can we see in these coastal towns and how do they affect Britain as a whole.</p>	<p>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 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.          What British values can we see in these coastal towns and how do they effect Britain as a whole.</p>	<p>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.          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.</p>
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<p><b><u>Tefillah</u></b></p>	<p>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 paragraphs of the Amidah. We will also be learning part of Hallel in preparation for Succot.</p>	<p>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'</p>	<p>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 of the Amidah.</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 third paragraph of the Shema and the Amidah as a whole selecting appropriate parts that the children feel are important to them.  Begin working on the Aleynu</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 whole selecting appropriate parts that the children feel are important to them.  Begin working on the Aleynu.</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 Aleynu</p>
<p><b><u>Music</u></b></p>	<p>Learning songs about the Environment linked with Succot and Harvest Festival</p>	<p>Composing own music</p>	<p>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 times.</p>	<p>Music Songs linked to the sea. Classical music linked to the seaside. Noises at the seaside. A day at the seaside – composition (group work) Record music sounds on trip for composition</p>	<p>Performing music to an audience.</p>	<p>•Appreciate a range of music from around the country from different composers •Listen with attention to detail and record sounds •Play and perform in solo and ensemble settings using voices and musical instruments.</p>

<b>Design Technology and Art</b>	Woods trips – creating dwellings, clay pots, baskets from natural materials, tools, brushes and paint to make cave paintings.	Designing and making willow lanterns, on the theme of festivals.	To design and make Roman pots, helmets and shields and mosaics.  10 plague group mosaics.	To design and make Roman pots, helmets and shields and mosaics.	Observational drawings of the coast. Complete a seaside postcard Old and new coastal drawings. Using water colours to paint scenery. Water paintings/drawing. Pottery inspired by the coast.  Sea urchin and star fish observational drawing and sculptures.	Animation of creation stories.
<b>Computing</b>	We are Programmers	We are Bug Fixers	We are presenters	We are Network Engineers	We are communicators	We are opinion pollsters
<b>PHSE</b>	<b>Introduce Eden values and Excellence</b> Lilmod U'Lelemed-to teach and to learn, Derech Eretz – way of the world, Chevruta- learning in collaboration, Lihiyot B'simcha- doing everything with joy and positive attitude -Embracing challenge -High expectations -Determination, effort and resilience	<b>Responsibility</b> Tikkun Olam- repair the world, Tzedakah- charity, Gemilut Hassadim- good deeds, Tzedek Tirdof- pursue justice -Care for each other -Care for school -Care for nature and the environment -Care for the wider community -Taking	<b>Respect</b> Ve'ahavt Lereacha Kamocha-love your neighbour as yourself, Chesed- kindness -Compassion -Kindness -Valuing all others - children and adults -Getting along	<b>Community</b> Kehillah Kadusha- holy community, Tzelem Elohim- made in the image of God -Inclusive -Unity -Celebrating difference/uniqueness -Diversity -Inclusion of children with Sen and from different faiths and backgrounds -Family	<b>Creativity</b> Shivim Panim L'Torah- 70 interpretations of Torah, Elu V'elu- these as well as these are the words of the living God -Courage -Curiosity -Exploration -Innovation -Fun -Risk taking -Innovative teaching and learning	

	-Thinking -Confidence -Pride in our achievements	responsibility for our learning				
<b>P.E</b>	Games skills.	Gymnastics, dance and movement	Sports	Play competitive games, modified where appropriate. Tag Rugby – rules and play focusing on movement and using the apparatus appropriately. Dance – linked with coastal and movements that can be pictured from recordings made.	Sports 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 recordings made. Relay races, athletics.
<b>British Values</b>	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. Looking at people who celebrate Christmas and Diwali.	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.
<b>School Trips</b>	School trip – Stone Age day	School trip – Linked in with Celebrating these festivals	School Trip – Verulamium Museum or Museum of London	School trip – beach trip		School Trip - Camping

<p><b>Religious Education</b></p>	<p>Different communities within the UK          -Ashkenazi and Sephardi communities          -The Jewish Indian community          -Non-Jewish Communities.          -Jewish communities in areas with a small Jewish population.          -Different denominations of Judaism.</p>	<p>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          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>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.          Places of worship – temples.</p>	<p>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.          Places of worship - temples</p>	<p>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.</p>	<p>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 people?</p>
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