

Anafim - Year 3 – Yearlong Curriculum Plans 2018-2019

Theme: My values, My country: The UK

	Autumn 1 “Let there be light”	Autumn 2 “And behold, there was light”	Spring 1 “What have the Romans ever done for us?”	Spring 2 (Continued)	Summer 1 “The Stone Age rocks!”	Summer 2 “Oh I do like to be beside the seaside”
Culminating Project	Creation stories Animations	KS2 Performance	Roman Myths	Roman Boot Camp/ Haggadot	Trip to Celtic Harmony	Seaside creations in art and music
Topic	Creation stories – reading and exploring a variety of creation stories from numerous religions and cultures.	Festivals of light from around the world – religious and cultural.	The Roman timeline (With a focus on British and Jewish History)	Continuation of Romans	Stone Age – people and lifestyle	Coasts – the coastal experience in British history (connection with tourism).
Science	Plants and growth.	Light and Shadows	Forces and Magnets	Nutrition	Rocks, Fossils and Soils	Rocks, Fossils and Soils

<p style="text-align: center;">English</p>	<p>Key Text: <i>Into the Forest</i></p> <p>Genre: Adventure, Creative Writing</p> <p>Skills: Making writing more exciting by using adverbs and verbs. Describing settings Describing emotions Inferring “showing not telling”</p>	<p>Key Text: <i>Unicorns</i></p> <p>Genre: Explanation Texts (Non Fiction)</p> <p>Key Skills: Learn how to distinguish between formal and informal writing. Use of technical vocabulary and language. Writing in a way that hooks the reader. Grouping ideas into themed paragraphs. Use of subheadings to introduce a paragraph. Using vocabulary precisely to share information.</p>	<p>Key text: <i>The Orchard Book of Roman Myths</i></p> <p><i>Selected Poems</i></p> <p>Genre: Myths and Legends</p> <p>Key Skills: Learning about the structure of a narrative. Planning a narrative. Writing a narrative based on a plan. Use of exciting language and vocabulary to describe characters and settings as well as emotions Identify a problem, events and resolution and use typical characters and settings.</p> <p>Poetry: Use of rhyming and syllables. The importance reading and writing with expression. Use of simile and metaphor.</p>	<p>Key Texts: <i>The Hagaddah/Exodus of Egypt</i></p> <p>Genre: Religious</p> <p>Key Skills: To be able to reflect on freedom.</p> <p>To be able to write own prayers.</p> <p>To be able to use relevant vocabulary related to slavery and freedom.</p> <p>To be able to think of examples of modern day slavery.</p>	<p>Key text: <i>Mr Stink Selected Poems</i></p> <p>Genre: Fiction</p> <p>Analyse language used. Use connectives to signal time, place or sequence. Continue to make writing more exciting through the use of focused vocabulary.</p> <p>Poetry: Building on previous poetic skills. Ability to Read and perform poetry. Develop a sense of rhythm and meter.</p>	<p>Key Text: <i>The Green Ship</i></p> <p>Genre: Fiction/Adventure</p> <p>To infer details about a character from illustrations. Write detailed character descriptions and dialogue. Consolidate skills acquired throughout the year.</p>
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Maths	Number and Place Value Addition and Subtraction	Addition and Subtraction cont. Multiplication and division	Multiplication and division Measurement: Money Geometry	Measurement: Length and perimeter Fractions	Fractions Measurement: Time	Statistics Measurement: Mass and Capacity
Computing	We are Programmers	We are vloggers	We are communicators	We are presenters	We are bug fixers	We are opinion pollsters
Art	Creation Animations	Creation Animations (willow lanterns)	Creation of Roman battle gear	Continuation of Roman battle gear Mosaics	Building stone age dwellings and pots in the forest	Seaside creations and illustrations.
Jewish Education	Rosh Hashannah Yom Kippur Sukkot Smini Atzeret Simcht Torah Bereishit focus: Creation	Channukah (linked with Romans) Shabbat – link use of candles/creation day of rest.	Focus: Chumash Study Tu B'shvat Purim -- Meggillah Discussions of Jewish Identity within the UK	Pesach Family traditions	Omer – value focus Yom hazikaron Yom Haatzmaut – Israel Focus Shavuot Parsha focus	Focus on Commentators on Jewish texts
Hebrew	Talk about themselves	Revise numbers and Talk about age	Time	Talk about what they eat/drink	Talk about where they live	Consolidation
Tefillah	Consolidate prayers learned last year. Introduce: Birkat Hamazon Hallel for Sukkot	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 the rest of the Amidah	Begin working on the Aleynu	Looking more closely at where to recognise and find prayers in the Siddur as well as the order of the shacharit service as a whole	Consolidation of prayers learned this year.

RE and Diversity	Religious/cultural beliefs revolving around creation	Religious/cultural celebrations of Festivals of light	Importance of Trees in different cultures and religions	Family traditions on Pesach	Israel as a multicultural city	Seeing the sea as a way to connect and interact with other cultures around the world.
Values	<p>Introduce all 5 Eden values, then...</p> <p>Excellence (British / Eden value)</p> <ul style="list-style-type: none"> • Embracing challenge • High expectations • Determination effort and resilience • Thinking • Confidence • Pride in our achievements 	<p>Responsibility (British / Eden value)</p> <ul style="list-style-type: none"> • Caring for each other • Caring for school • Caring for nature and the environment • Caring for the wider community • Taking responsibility for our learning 	<p>Respect (British / Eden value)</p> <ul style="list-style-type: none"> • Compassion • Kindness • Valuing all others - children and adults • Getting along 	<p>Community (British / Eden value)</p> <ul style="list-style-type: none"> • Unity • Celebrating difference/ uniqueness • Diversity • Inclusion of children with SEN and from different faiths and backgrounds • Family 	<p>Creativity (British / Eden value)</p> <ul style="list-style-type: none"> • Courage • Curiosity • Exploration • Innovation • Fun • Risk taking • Innovative teaching and learning 	Review all 5 Eden values (British / Eden value)
PSHE/SRE	About Me (Emotional)	Supporting Friends and other people (Social)	Let's Go Shopping (Economic Wellbeing)	Safety and Healthy at home (Physical)	Diversity and Society (Being a Responsible Citizen)	My Special Self (SRE)
History	Learn about history of different cultures religions	<i>Continued with an emphasis on festivals of light</i>	Roman history	Roman and Jewish history continued		

Geography	Cultural beliefs around the world – name and locate different countries	<i>Continued with an emphasis on festivals of light</i>	Roman Migration around the world		Volcanoes/Land formations	Seaside formation History of the seaside in Britain
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 times.	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.	Performing music to an audience	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
PE	Ball games and skills	Gymnastics	Dance	Outdoor games 1	Outdoor Games 2 and Athletics 1	Athletics 2