

Anafim - Year 3 – Yearlong Curriculum Plans 2020-2021

Theme: My values, my country: The UK

Year 3 Anafim Year long plan 2020-21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Transition back to school/High Holydays/Creation stories	Festivals of light from around the world	Romans	Romans continued	Rocks, fossils and soil	The British seaside
Culminating Project	Creation stories Animations	KS2 Performance for Chanukah and festivals	Roman Myths – trip to St Albans	Roman Boot Camp/ Haggadot	Trip to Celtic Harmony	Seaside creations in art and music

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Topic and key texts</p>	<p>Friendship, kindness and community</p> <p>The Boy, the Mole, the Fox and the Horse by Charlie Mackesy</p> <p>Creation stories – reading and exploring a variety of creation stories from numerous religions and cultures.</p> <p>Creation Stories from Around the World by Ann Pilling</p> <p>The Orchard Book of Creation Stories by Margaret Mayo</p>	<p>Festivals of light from around the world – religious and cultural.</p> <p>Various non-chronological reports on Festivals of Light in Judaism, Hinduism, Sikhism and Jainism and Buddhism.</p> <p>The Iron Man Ted Hughes</p>	<p>The Stone and Iron Age (Wks 1-3) Romans timeline with a focus on British and Jewish History.</p> <p>The Orchard Book of Roman Myths by Geraldine McCaughrean</p>	<p>Continuation of Romans with a focus on the use of sources and artistic representations of Roman Britain.</p> <p>Escape from Pompeii by Christina Balit</p> <p>The Hagaddah/Exodus from Egypt</p>	<p>Examining the geology of the Earth through rocks, fossils and soil.</p> <p>The Pebble in my Pocket by Meredith Hooper and Chris Coady</p> <p>Stone Girl, Bone Girl: The Story of Mary Anning of Lyme Regis by Laurence Anholt</p> <p>The Fossil Girl by Catherine Brighton</p>	<p>Coasts – the coastal experience in British history (connection with tourism).</p> <p>The Sand Horse by Ann Turnbull</p> <p>Seaside Poetry by Shirley Hughes</p>
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Science	Trees, plants and growth. Working scientifically by observing how water is transported in plants. Observing the changes in the trees in Coldfall Woods.	Light and shadows. Working scientifically looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.	Forces and magnets. Working scientifically exploring the strengths of different magnets and finding a fair way to compare them.	Animals including humans. Working scientifically by identifying and grouping animals with and without skeletons and observing and comparing their movement	Rocks, fossils and soils. Working scientifically by researching and discussing the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.	Rocks, Fossils and soils. Working scientifically by observing rocks, including those used in buildings, and exploring how and why they might have changed over time.
Trips/visitors/ events/ residential	Trips to Coldfall Woods		Trip to Roman St Albans – Verulamium	Roman boot camp in Coldfall Woods	Trip to Celtic Harmony	Anafim camping trip
Woods/ Forest School	Weekly forest school trips to Coldfall Woods	Weekly trips to Coldfall Woods	Weekly trips to Coldfall Woods	Roman boot camp in Coldfall Woods.	Weekly trips to Coldfall Woods	Weekly trips to Coldfall Woods
Integration	PSHE, Science, English, Jewish Education	Jewish Education, History, Science	History, Jewish Education, English	History, Jewish Education, English	Science, Geography, English	Geography, History, Art, Music

English	Key Texts:	Key Text:	Key text:	Key Texts:	Key text:	Key Text:
	The Boy, the Mole, the Fox and the Horse by Charlie Mackesy	A range of explanation texts	The Orchard Book of Roman Myths by Geraldine McCaughrean	Escape from Pompeii by Christina Balit	The Pebble in my Pocket by Meredith Hooper and Chris Coady	The Sand Horse by Ann Turnbull
	Creation Stories from Around the World by Ann Pilling	The Iron Man Ted Hughes	<i>Selected Poems</i>	The <i>Hagaddah/Exodus from Egypt</i>	Stone Girl, Bone Girl: The Story of Mary Anning of Lyme Regis by Laurence Anholt	Seaside Poetry by Shirley Hughes
	The Orchard Book of Creation Stories by Margaret Mayo				The Fossil Girl by Catherine Brighton	
	Genre: Narrative, Creative Writing	Genre: Explanation Texts (Non Fiction)	Genre: Myths and Legends	Genre: Non fiction, Religious	Genre: Fiction	Genre: Poetry/Fiction/Adventure
	Writing: Use adverbs and verbs for effect. Group ideas in paragraphs. Use connectives.	Writing: Distinguish between formal and informal writing. Write in a way that hooks the reader. Group ideas into themed paragraphs. Use vocabulary precisely to share information.	Writing: Learning about the structure of a narrative. Planning a narrative. Writing a narrative based on a plan.	Writing: To write own prayers. To use relevant vocabulary related to slavery and freedom. Diary writing Writing instructions	Writing: Use connectives to signal time, place or sequence. Continue to make writing more exciting through the use of focused vocabulary.	Writing: Write detailed character descriptions and dialogue. Consolidate skills learnt this year. Compare the impact of different writing styles. Editing own and others' work.
Reading: Infer "showing not telling". Understand the feelings and emotions of a character at different stages in a story.	Reading: Use technical vocabulary and language.	Reading: Use of exciting language and vocabulary to describe characters and settings as well as emotions. Reading with expression. Identify a problem, events and resolution.	Reading: Predicting Summarising Questioning Clarifying	Reading: Analyse language. Building on previous Read and perform poetry. Develop a sense of rhythm and meter. Assess and peer assess others' writing	Reading: Infer details about a character from illustrations.	

	<p>Grammar: Use paragraphs to group related ideas and content.</p> <p>Handwriting three times a week</p> <p>Weekly spelling lessons</p>	<p>Grammar: Use of subheadings to introduce a paragraph. Use of adjectives and adverbs</p> <p>Rules for adding suffixes.</p> <p>Handwriting three times a week</p> <p>Weekly spelling lessons</p>	<p>Grammar: Use of simile and metaphor.</p> <p>Use of rhyming and syllables.</p> <p>Recapping and new prefixes</p> <p>Possessive apostrophes in plural words</p> <p>Handwriting three times a week</p> <p>Weekly spelling lessons</p>	<p>Grammar: Expressing time, place and cause using: Conjunctions Adverbs Prepositions Introducing inverted commas to punctuate speech</p> <p>Handwriting three times a week</p> <p>Weekly spelling lessons</p>	<p>Grammar: Prefixes cont. Possessive apostrophe in plural words Conjunctions Adverbs</p> <p>Handwriting three times a week</p> <p>Weekly spelling lessons</p>	<p>Grammar: Suffixes Developing sentence structure Punctuating direct speech Using commas after fronted adverbials Consolidate skills acquired throughout the year.</p> <p>Handwriting three times a week</p> <p>Weekly spelling lessons</p>
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Maths	Number and Place Value Addition and Subtraction Mental Maths, fluency and practice	Addition and Subtraction cont. Problem solving Statistics Angles Lines 2-D Shape Perimeter Mental Maths, fluency and practice	Multiplication and division Statistics Mental Maths, fluency and practice	Fractions Multiplication Mental Maths, fluency and practice	Division Multiplication, division and fractions Time Mental Maths, fluency and practice	Time cont. Problem solving using the four operations Decimals Measuring 3-D Shape Mental Maths, fluency and practice
Computing	We are programmers. Programming an animation.	We are bug fixers. Finding and correcting bugs in programs.	We are presenters. Videoing performance.	We are vloggers. Making and sharing a short screencast presentation.	We are communicators. Communicating safely on the internet.	We are opinion pollsters. Collecting and analysing data.
Art, Design & Technology	Creation animations using iPads and plasticine	Creation animations continued using iPads and plasticine.	Creation of Roman armour using a range of materials.	Creation of Roman armour. Mosaic making.	Building Iron Age dwellings and cooking pots in the forest.	Seaside creations and illustrations.
Jewish Education	Rosh Hashanah Yom Kippur Sukkot Shemini Atzeret Simchat Torah Bereshit focus: Creation Weekly parsha	Chanukah (linked with Romans) Shabbat – link use of candles/creation day of rest. Weekly parsha	Focus: Chumash Study Tu B’shvat Weekly parsha	Pesach Family traditions Purim - Megillah Discussions of Jewish Identity within the UK Weekly parsha	Omer – value focus Yom Hazikaron Yom Ha’atzmaut – Israel Focus Shavuot Weekly parsha	Focus on Commentators on Jewish texts Weekly parsha

Hebrew	Talk about themselves Alef Champ reading at each child's own level	Revise numbers and Talk about age Alef Champ reading at each child's own level	Time Alef Champ reading at each child's own level	Talk about what they eat/drink Alef Champ reading at each child's own level	Talk about where they live Alef Champ reading at each child's own level	Consolidation Alef Champ reading at each child's own level
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 country	The importance of the sea in different cultures.

<p style="text-align: center;">Values</p>	<p>Introduce all five Eden values.</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 	<p>Review all five Eden values (British / Eden value)</p> <ul style="list-style-type: none"> • Democracy • Rule of law • Liberty of the individual • Mutual respect and tolerance of different faiths and belief <p>SRE – valuing differences and staying safe</p> <ul style="list-style-type: none"> • Physical differences between males and females • Learning what constitutes appropriate and inappropriate contact • How to ask for help if a child feels uncomfortable
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PSHE/SRE	Transition project – how do we make community? My community and me (Emotional)	Supporting friends and other people (Social)	Let's go shopping (Economic Wellbeing)	Safety and being healthy at home (Physical)	Diversity and society (Being a Responsible Citizen)	My special self (SRE)
History	The history of different cultures and religions including Harvest festivals	Festivals of light in different religions and cultures.	The Stone Age and Iron Age (Wks 1-3) Romans timeline with a focus on British and Jewish History.	Continuation of Romans with a focus on the use of sources and artistic representations of Roman Britain.		
Geography	Cultural beliefs around the world – name and locate different countries using atlases and globes.		Contrast and compare the physical geography of Italy with the UK, with a focus on topography.		Volcanoes/Land formations	Seaside formation History of the seaside in Britain
Music	Learning songs about the environment linked with Succot and Harvest Festivals.	Understanding musical notation. Composing own music. Music appreciation – Rodeo – The Hoe Down by Aaron Copeland	Creating Roman life scenes using drama with a musical theme. Discuss what Roman music would have been like – triumphant etc. Roman musical instruments. The importance of music in Roman times.	Learn to play the recorder.	Performing music to an audience.	Songs linked to the sea. Classical music linked to the seaside eg La mer by Debussy. Noises at the seaside. A day at the seaside – composition (group work).

PE	Ball games and skills focusing on netball and football (socially distanced).	Gymnastics and movement	Dance – learning how to choreograph different dances in different styles using a variety of techniques.	Outdoor games 1 - learning and improving on game skills and tactics. Developing teamwork skills.	Outdoor Games 2 and Athletics 1 Playing competitive games. Athletics – learning rules.	Athletics 2 - relay races and athletics. Learning the rules of and playing quick cricket and rounders.
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