

Anafim - Year 3 – Year long Curriculum Plan 2023-2024

Theme: My values, my country: The UK

	Autumn 1 Creation stories	Autumn 2 Festivals of light	Spring 1 Romans	Spring 2 Romans	Summer 1 Rocks, fossils and soil	Summer 2 Anglo-Saxons and Vikings
Culminating Project	Creation stories ipad animations	KS2 Performance	Writing Roman Myths	Roman Boot Camp/ Haggadot	Trip to the Natural History museum to see Mary Anning's finds	Speech performance
Topic and key texts	Creation stories – a variety of creation stories from different religions and cultures. Creation Stories from Around the World by Ann Pilling The Orchard Book of Creation Stories by Margaret Mayo	Festivals of light from around the world – religious and cultural. Non-fiction texts on festivals of light: Diwali Chanukah Christmas Guy Fawkes' Night The story of Rama and Sita, various editions	Changes in Britain from the Stone Age to the Iron Age (Wks 1-3) The Roman Empire The Orchard Book of Roman Myths by Geraldine McCaughrean	The Roman Empire Escape from Pompeii by Christina Balit The Hagaddah/Exodus from Egypt	Examining the geology of the Earth through rocks, fossils and soil. The Pebble in my Pocket by Meredith Hooper and Chris Coady Stone Girl, Bone Girl: The Story of Mary Anning of Lyme Regis by Laurence Anholt The Fossil Girl by Catherine Brighton	Beowulf - Michael Morpurgo Non Fiction texts on Anglo Saxons/ Vikings
Trips/ visitors/ events/ residential		Neasden Mandir	Celtic Harmony Roman St Albans – Verulamium	Roman boot camp in Coldfall Woods	Natural History Museum - fossils	Moat Mount Camping Trip British Museum – Sutton Hoo

<p style="text-align: center;">English</p>	<p>Genre: Narrative, Creative Writing</p> <p>Writing: Use adverbs and verbs for effect. Group ideas in paragraphs. Use connectives.</p> <p>Reading: Inference: “showing not telling”. Understand the feelings and emotions of a character at different stages in a story.</p> <p>Grammar: Use paragraphs to group related ideas and content.</p> <p>Recapping prefixes and suffixes; rules for adding suffixes</p>	<p>Genre: Explanation Texts (Non Fiction)</p> <p>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.</p> <p>Reading: Use technical vocabulary and language.</p> <p>Grammar: Use of subheadings to introduce a paragraph. Use of adjectives and adverbs</p> <p>Rules for adding prefixes</p>	<p>Genre: Myths and Legends</p> <p>Writing: Learning about the structure of a narrative. Planning a narrative. Writing a narrative based on a plan.</p> <p>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.</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>Genre: Historical fiction, adventure</p> <p>Writing: A poem with a narrative arc based on the story</p> <p>The Hagaddah/ Exodus from Egypt</p> <p>Genre: Non fiction, Religious</p> <p>Writing (Haggadah): Diary writing Writing instructions</p> <p>Reading: Predicting Summarising Questioning Clarifying</p> <p>Grammar: Expressing time, place and cause using: Conjunctions Adverbs Prepositions Introducing inverted commas to punctuate speech</p>	<p>Genre: Non-Fiction, biography</p> <p>Writing: Use connectives to signal time, place or sequence. Continue to make writing more exciting through the use of focused vocabulary.</p> <p>Reading: Analyse language. Building on previous Read and perform poetry. Develop a sense of rhythm and metre. Assess and peer assess others’ writing</p> <p>Grammar: Prefixes cont. Possessive apostrophe in plural words Conjunctions Adverbs</p>	<p>Genre: Non-Fiction, Historical fiction</p> <p>Writing: Writing: Write detailed character descriptions and dialogue. Writing in genre - speech Consolidate skills learnt this year. Compare the impact of different writing styles. Editing own and others’ work.</p> <p>Reading: Revise Predicting Summarising Questioning Clarifying</p> <p>Grammar: Fronted adverbials with commas Correctly punctuated speech Consolidate skills acquired throughout the year.</p>
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Science	Trees, plants and growth.	Light and shadows.	Forces and magnets.	Trees, plants and growth.	Animals including humans. Rocks, fossils and soils.	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.
Maths	Number and Place Value Counting on and back Mental addition and Subtraction Written addition and subtraction.	Addition and Subtraction Problem solving Statistics Angles Lines 2-D Shape Perimeter	Multiplication and division Statistics Fractions	Fractions Multiplication Ordering and comparing fractions Adding and subtraction fractions	Division Multiplication, division and fractions Time	Time Problem solving using the four operations Decimals Measuring 3-D Shape
Computing	Online Safety Coding	Spreadsheets	Touch typing Email	Email (cont.) Branching databases	Simulations Graphing	Presenting
Art Design & Technology	Creation animations using iPads and plasticine Draw from imagination and real life	Fireworks embroidery. Colour wheels in paint	Make Roman armour using a range of materials. Make paper maquettes	Use printing to illustrate a story	Stones, rocks, fossils in the woods. Make drawings and paintings Skeletons/parts – card, wood and wire	Make shields/swords/masks and Saxon artefacts Animal forms – Anglo-Saxon art

Jewish Education	Rosh Hashanah Yom Kippur Sukkot Shemini Atzeret Simchat Torah Creation Weekly parsha	Chanukah Shabbat – link use of candles/creation day of rest Weekly parsha	Chumash Study Tu B'shvat Weekly parsha	Pesach Family traditions Purim - Megillah Discussions of Jewish identity within the UK Weekly parsha	Omer – values Yom Hazikaron Yom Ha'atzmaut – Israel Shavuot Weekly parsha	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>British Values</p> <p>Eden Values</p>	<p>Excellence Embracing challenge High expectations Determination effort and resilience Thinking Confidence Pride in our achievements</p>	<p>Responsibility Caring for each other Caring for school Caring for nature and the environment Caring for the wider community Taking responsibility for our learning</p>	<p>Respect Compassion Kindness Valuing all others - children and adults Getting along</p>	<p>Community Unity Celebrating difference/ uniqueness Diversity Inclusion of children with SEN and from different faiths and backgrounds Family</p>	<p>Creativity Courage Curiosity Exploration Innovation Fun Risk taking Innovative teaching and learning</p>	<p>Reflect on all five Eden values</p>
<p>PSHE/RSE</p>	<p>My community and me (Emotional)</p> <p>Zones of Regulation</p>	<p>Supporting friends and other people (Social)</p> <p>Zones of Regulation</p>	<p>Let's go shopping (Economic Wellbeing)</p> <p>Zones of Regulation</p>	<p>Safety and being healthy at home (Physical)</p> <p>Zones of Regulation</p>	<p>Diversity and society (Being a Responsible Citizen)</p> <p>Zones of Regulation</p>	<p>RSE Physical differences between males and females Learning what constitutes appropriate and inappropriate contact How to ask for help if a child feels uncomfortable</p> <p>Zones of Regulation</p>

History			The Stone Age, Iron Age and Bronze(Wks1- 3)	The Roman Empire Find out how Romans conquered other areas. Roman society		Anglo Saxons Scots invasions Invasions, settlements and kingdoms Anglo-Saxon art and culture
Geography	Name and locate different countries of the UK and around the world using maps, atlases and globes. The equator and tropics. Weather survey in school grounds and the woods	Compass points Weather survey in school grounds and the woods – compare a two week period now with a two week period before half term	Know the countries of Europe, climate and topography Settlements eg Skara Brae Use locational language in context of Roman boot camp	Contrast and compare the physical geography of Italy with the UK	Volcanoes Locate volcanoes around the world. Discuss cause and effect of volcanos Draw and write about the different stages of eruption	
Music	Learn to play the recorder across the year Singing - choral, part, round	Composing on tuned and untuned percussion Listening Singing	Play the recorder Music appreciation – Rodeo – The Hoe Down by Aaron Copeland	Play the recorder Understanding musical notation.	Stone age music: Toot, whistle, plunk, boom! Composition and notation in a graphic or other score	Play the recorder Play and perform solo and together Compose own songs.

<p style="text-align: center;">PE</p>	<p>Ball games: basic skills - netball and football</p>	<p>Creative Dance: learning how to choreograph different dances in different styles using a variety of techniques.</p> <p>Gymnastics and movement</p>	<p>Creative Dance continued</p> <p>Ball games: Tag rugby</p>	<p>Gymnastics</p> <p>Outdoor and adventurous activities</p>	<p>Bat/ball Games: Kwik cricket</p> <p>Athletics – track and field, learning the rules and techniques of the events</p> <p>Net Games: Short tennis</p>	<p>Athletics - relay races and track and field athletics.</p> <p>Bat/ball Games continued: playing Kwik cricket and rounders.</p>
<p style="text-align: center;">Hebrew</p>	<p>Core programmes Ivritil (formerly Ivritbecklick Aleph champ for reading</p>	<p>Yom Hooledet – Yom hooledt-Counting 1-20 Vocabulay Zer(bouquet)Matana (present/gift) Yom hooledt(birthday) Kartis bracha (a birthday card) Nerot(candles)ooga(cake)</p>	<p>My school Daya of the week Yom rishon(Sunday) Yom sheni(Monday) Yom shlishi Tuesday) Yom revi'l (Wednesday) Yom chamishi (Thursday) Yom shishi (Friday) Shanat(Saturday)</p>	<p>School sunjects(Chesbon(Math Anglit(English)Moozik a(Music) Hit'amlut(P,E) Omanut(Art)Ivrit(Hebrew) Verbs(Lomed(studying male) Lomedet Studying female) Ma ani lomed? What am I studing</p>	<p>In the classroom part 1 Bakitah yesh in the classroom there is bakita ein Tik (bag) Sefer(book) Kalmar(pencil case) Mahak(a rubber) Developing writing skills in script smaech to Tav</p>	<p>Aleph champ – Using our system of books white to blue children progress in their own level and capacity according to their level Children who finish the blue and have been assessed move to reading books</p>