

Eden Primary Medium Term Planning

Anafim (Year 3) 2023-2024

Theme for year: My country, My values: The UK.

Spring 1: Changes in Britain from the Stone Age to the Iron Age

5 weeks

Dates: 8th Jan – 10th February 2024

Project Launch: *Back in Time day:* Introduce timelines, going back in history, creating a timeline of our own lives, leading to learning about the Stone/Bronze/Iron age.

Culminating Project: Roman Boot Camp bringing together everything learnt including military formations, dress and equipment. (will take place in second half term)

Overview and Rationale:

This topic introduces the children to the concept of prehistory and consolidates their chronological understanding through providing the opportunity to work with much greater intervals of time than in previous topics. BCE dates are introduced for the first time. We will use this opportunity to challenge common misconceptions, such as ‘humans lived alongside dinosaurs’ and ‘prehistoric people were ignorant/uncivilised’/unskilled’. Children will learn about Stone Age technology, societies, lifestyle, i.e. hunting and gathering, homes, clothing, transition from nomadic life to settled living and the development of farming in the Neolithic and Iron Ages, and early art (Lascaux). The children will be introduced to historical sites – Skara Brae, Ness of Brodgar, Stonehenge. Integral to this unit is a visit to the Celtic Harmony learning site in Hertford, where the children will be able to experience Neolithic and Iron Age life in person, see a demonstration of flint knapping, grind wheat, weave cloth, barter for goods, build in wattle, and cook on a fire.

Cross Curricular Thematic Learning

Area of Curriculum	Content	Skills /Knowledge
<p>English</p> <p><u>Key Vocabulary:</u></p> <p>Myth Mythical Plot Character Moral Lesson infer</p>	<p><i>Stone Age Boy</i> By Satoshi Kitamura</p> <p><i>The Orchard book of Roman Myths</i> by Geraldine Mc Caughrean</p> <p>Narrative writing</p> <p>Punctuate direct speech</p> <p>Developing sentence structure and length, vocabulary, adverbs, paragraphs, etc.</p> <p>Write a narrative following the structure and themes of a Roman myth</p>	<p>Reading</p> <ul style="list-style-type: none"> • Read <i>Stone Age Boy</i> • Make inferences from text and from pictures • Read myths form the <i>Orchard</i> book • Identify themes of the myths, structure, plot development, story arc and lesson or moral • Identify how character traits are linked to plot <p>Writing</p> <ul style="list-style-type: none"> • Punctuate direct speech • Use commas correctly in a list or as a pause to separate phrases • Group ideas to form paragraphs • Use a variety of connectives. • Use full stops and capital letters in a sentence. • Use adverbs to make writing more interesting. • Use appropriate and interesting adjectives when describing. • Use a thesaurus to find more interesting and appropriate adjectives. • Use the first two or three letters of a word to check spelling in a dictionary.
<p>Jewish Education</p> <p><u>Key vocabulary:</u></p> <p>Ha'etz, Ha'adamah, Tu B'shvat, Seder, life-cycle, plant, Analyse,</p>	<p>Tu B'shvat</p>	<p>Recite and know meaning of the brachot: Ha'etz, Ha'Adama</p> <p>Participate in a Tu B'Shvat Seder</p> <p>Review the life cycle of a tree relates to the celebration of the festival. Links to science - commencement of the growing year.</p>

<p>research, anniversary, Parsha, Shemot, parshiot Shemot, Vaera, Bo, Beshalach, Yitro, Birchat hamazon, personal, communal, concept, beliefs.</p>	<p>Torah, wellbeing and me</p> <p>Prayer and Spirituality</p>	<p>To participate in a local community environmental project – Coldfall Woods wildflower meadow planting and scarecrow making</p> <p>Design own Tu B’shvat Seder</p> <p>Planting around school</p> <p>Read extracts from and analyse the text of the weekly Parsha (the book of Shemot, parshiot Shemot, Vaera, Bo, Beshalach and Yitro).</p> <p>Name some of the parshiot.</p> <p>Answer and ask questions about the parsha.</p> <p>Begin to use a printed Siddur with an understanding to its arrangement</p> <p>To ask relevant and thoughtful questions about their belief and the belief of others in school and respond thoughtfully showing respect to other vies and beliefs</p> <p>Whole class discussions: Engage in conversation about what personal/communal prayer is, give opinions, ask questions, listen to others</p> <p>Explain which prayers are personal and how we pray on our own</p> <p>Have an understanding and be able to share each others’ views and concept of God</p> <p>Revise birchat hamazon.</p>
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<p>History</p> <p><u>Key vocabulary:</u> <i>Culture, leisure, clothing, diet, religion, source, historical, testimony, archaeological, account of history, BCE, CE, timeline, chronological, Stone Age, Iron Age, Bronze Age, prehistoric, Palaeolithic, Neolithic, Mesolithic, Neanderthals, Homo Sapiens, ancestors, cave art, Skara Brae, Stonehenge, tools, flint</i></p>	<p>Stone, Bronze and Iron Ages.</p> <ul style="list-style-type: none"> • Establishing clear narrative across this period of history. • Understand chronology in historiographical terms. • Understand how our knowledge of the past is constructed from a range of sources. 	<p>Use evidence to describe way of life, actions, culture and leisure activities, including clothing, houses, diet, religion etc.</p> <p>Discuss limitations of historical sources such as written testimony versus archaeological finds.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Explore the idea that there are different accounts of history. Understand that a timeline can be divided into BCE and CE. (Maths link – negative number and timelines).</p> <p>Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.</p>
<p>Creative Arts Art and D&T</p> <p><u>Key vocab:</u> <i>Model, carving, plan, execute, design, print, illustrate, den, weave, wattle, daub, structure.</i></p>	<p>Developing Construction Skills</p> <p>Collaboration. Building on a large scale. Working on variety of scale. Developing modelling and carving skills. Plan and design before building.</p>	<p>Children to research ancient dwellings such as the houses at Skara Brae, learning what materials were used, how they were made and even furnished. Recreating rooms in the woods using natural materials.</p> <p>Den building Building tripods, frames for drying fish, etc in stone age style and tying together using smaller, soft branches.</p> <p>Construct a helmet, sword and shield Make preparatory maquettes Work from a template (helmet) Learn different joining techniques Design emblem for the shield Work with corrugated card for final</p>

		<p>construction</p> <p>Use poster paint applied thickly and evenly, varnished for vibrant finish</p>
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Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
<p>Guided Reading</p> <p><u>Key Vocabulary</u> Summarise Predict Infer Character Setting Clues Decode text</p>	<p>Whole class Guided Reading Class stories Individual and independent reading</p>	<p>Developing four key skills through the use of shared reading and individual reading books: Prediction, summarising, questioning and clarifying.</p> <p>Skills taught through referring to the text and giving justifications and explanations for answers. Working towards leading own group discussions focusing on each particular skills.</p> <p>Developing skills in regards to comprehension, inference, use of language, author’s intentions.</p>
<p>Handwriting</p> <p><u>Key vocab:</u> Join, Ascender, Descender, Break letter, Diagonal, Horizontal.</p>	<p>Daily whole class and small group handwriting lesson following PenPals Year 3 scheme.</p> <p>Following scheme Learning fluency Continuing to learn joins.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of 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.</p>
<p>Phonics and Spelling</p> <p><u>Key vocab:</u> Homophones, Dictate, Prefix, suffix, consonant, prefixes.</p>	<p>Rules for adding prefixes and suffixes</p> <p>Building up own word bank</p> <p>Dictionary use</p> <p>Dictation</p> <p>Homophones</p>	<p><u>Suffixes</u> ‘-ness’ and ‘-ful’ following a consonant.</p> <p>‘less’ and ‘ly’</p> <p><u>Prefixes</u> ‘sub-’ and ‘tele-’</p> <p>‘Mis-’, ‘re-’</p>

	National Curriculum Year 3-4 word list	<p><u>Strategies for learning words:</u> Words with the /j/ sound spelt 'ch'.</p> <p>The /e / sound spelt 'ei', 'eigh', or 'ey'.</p> <p>Words ending with the /g/ sound spelt 'gue'.</p> <p>The /k/ sound spelt '-que'.</p> <p><u>Homophones:</u> <i>here/hear, knot/not, meat/meet, brake/break, grate/great, eight/ate, weight/wait, son/sun.</i></p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
<p>Maths</p> <p><u>Key vocab:</u> <i>Multiplication, division, Multiples of, Array Chart Bar chart Frequency table Carol diagram Frequent Common Venn diagram intersection member</i></p>	Maths Problem solving, fluency and Mental Maths	<p>Multiplication – 3, 4 and 8 Times Tables including Counting</p> <p>Division – 1, 2, 3, 5, 4 and 8 Times Tables</p> <p>Multiplication – Strategy, Associative and Distributive Laws</p> <p>Statistics – Pictograms and Scaled Bar Charts</p> <p>Multiplication and Division Worded Problems</p> <p>Fractions – Finding Fractions of Discrete and</p>

		Continuous Quantities.
	Times Tables: Weekly practice	<p>Know the following times tables: 2, 5, 10, 4, 8 and 3 and can then go on to other times tables I do not know.</p> <p>Know some of the corresponding division facts.</p> <p>Know times tables in any order.</p>
<p>Computing</p> <p><i>Key vocab:</i> <i>Spreadsheets:</i> <i>Advanced mode</i> <i>Bar graph</i> <i>Cell address</i> <i>Data</i> <i>Equals</i> <i>Less than</i> <i>More than</i> <i>Pie chart</i> <i>Quiz tool</i> <i>Spinner tool</i> <i>Table</i></p> <p><i>Touch typing:</i> <i>Keys</i> <i>Posture</i> <i>Spacebar</i> <i>Typing</i></p> <p><i>Email:</i> <i>Address book</i> <i>Attachment</i> <i>Blind Carbon</i> <i>Copy</i> <i>Carbon Copy</i> <i>Communication</i> <i>Compose</i> <i>Email</i> <i>Inbox</i> <i>Link</i> <i>Mind mapping</i></p>	<p>Spreadsheets</p> <p>Touch Typing</p> <p>Email</p>	<p>Creating bar graphs and pie charts. Using more than and spin button tools. Advanced mode and cell addresses.</p> <p>Understand the names of the fingers. Understand what is meant by the home, bottom, and top rows.</p> <p>Develop the ability to touch type the home, bottom, and top rows. Use two hands to type the letters on the keyboard.</p> <p>Touch type using the left hand. Touch type using the right hand. List a range of different ways to communicate. Open an email and respond to it.</p> <p>Compose written rules about how to stay safe using email. Attach work to an email. Know what CC means and how to use it.</p> <p>Read and respond to a series of email communications. Attach files appropriately and use email communication to explore ideas.</p> <p>Know why the terms CC and BCC are used Understand when to use CC or BCC</p>

<p><i>Node</i> <i>Personal information</i> <i>Save to draft</i> <i>Trusted contact.</i></p>		
<p>Science</p> <p><u>Key vocab</u> Magnet, force, surface, contact, material, objects, surface, repel, attract, north pole, south pole, magnetic, poles.</p>	<p>Magnets and Forces</p>	<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p>
<p>Prayer/Tefillah</p> <p><u>Key Vocabulary:</u> Siddur, shacharit, shema, birchat hamazon, Amidah, Bracha, chazzan.</p>	<p>Shacharit Service</p> <p>The Amidah</p> <p>Prayers for Tu B'shvat</p>	<p>To use a printed Siddur with growing confidence, as the texts for regular morning tefillah</p> <p>Be able to identify familiar key tefillot and read aloud in Hebrew.</p> <p>Daily Tefillah with leaders (Chazanim) using their own siddurim.</p> <p>Where to recognise and find prayers in the Siddur.</p> <p>Continue learning shacharit service introducing new prayers such as the second paragraph of the Shema, first three paragraphs of the Amidah and</p>

		<p>birchat hamazon after lunch.</p> <p>Prayers for tubishvat on fruit – ha’etz and ha’dama.</p>
<p>Music</p> <p><u>Key Vocabulary</u></p> <p>Understand the following terms:</p> <p>improvisation (improvise) – when a musician makes up a tune / rhythm within certain boundaries.</p> <p>note (a single sound played of a particular pitch and duration)</p> <p>rest (a duration during which no notes are played)</p>	<p>Stone Age music – and history of music. Watch Disney’s <i>Toot Whistle Plunk Boom</i> cartoon (1953) https://www.youtube.com/watch?v=zjHrmmFIErY about the history of music. Children compose their own stone-age music using instruments they think could have existed at the time, including body percussion. Discuss whether or not they can use metallic instruments – could these have existed in the stone age? How about drums? Wind instruments? Limit the instruments they can use. Write down their pieces using whatever graphic representation they like – exploring notation.</p>	<p>Know that music can be written down (recorded) so that others can read and perform it.</p> <p>Compose a piece using a limited range of instruments</p> <p>Devise own graphic score</p> <p>Sing songs regularly with two or more parts with increasing confidence.</p> <p>Listen with direction to a range of high quality recorded music (e.g. listening out for particular things, raising hand when they hear them).</p> <p>Find the beat (pulse) with increasing confidence when listening to different genres of music.</p>

<p>PSHE (cross curricular art and Topic)</p> <p><u>Key Vocab:</u> <i>Jobs, vocation, stereotypes, records, financial, choices, spending, saving. Yellow zone, red zone, blue zone, green zone, toolbox, tools and strategies, trigger, expected behaviour, ,regulation, sad, bored, tired, sick, happy, focused, calm, proud, worried, frustrated, silly, excited, overjoyed, elated, panicked, angry, terrified</i></p>	<p>Zones of Regulation</p> <p>Torah, Wellbeing and me</p> <p>Study the weekly parasha through the programme Torah, wellbeing and me</p>	<p>Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.</p> <p>Increase their emotional vocabulary so they can explain how they are feeling.</p> <p>Recognise when other people are in different Zones, thus developing better empathy.</p> <p>Develop an insight into what might make them move into the different Zones</p> <p>Make connections between the parasha and our lives</p> <p>Use a range of skills including listening, debating, empathy, paired and group discussion</p>
<p>P.E.</p> <p><u>Key vocab:</u> <i>Flow, Combination, Evaluate, Improve, Stretch, Refine, Curled, Stretched, Strength, Inverted, Jump, Land,</i></p>	<p>Gymnastics</p>	<p>Begin to use skills in different ways and to link them to make actions and sequences of movement.</p> <p>Begin to develop flexibility, control and balance.</p> <p>Begin to communicate with others during physical activities.</p> <p>Begin to compare their performances with previous ones.</p>

<p> <i>Over, Under, Agility, Strength, Technique, Control, Balance, Improve, Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Health and fitness – warm up/ cool down/ heart rate. Create, Combination, Sequence, Space, Movement, Agility, Flexibility, Control, Balance, Timing, Perform.</i> </p>		<p>Begin to recognise their own success.</p>
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