**Eden Primary Medium Term Planning**

**Anafim (Year 3)**

**Summer 2, 2024**

**Volcanoes**

In this project children will learn how volcanoes are formed, looking at causes and effects as well as locations on the world map. They will study how human Geography has changed over time, including the formation of islands.

Children will link their prior knowledge of UK and the world , including location of Pompeii/Naples and looking at Iceland as volcanic island.

**Overview and Rationale:**

**Project Launch:** Seaside Poetry by Shirley Hughes

**Culminating Project:** Creating selfie themed sculptures.

**Cross Curricular Thematic Learning**

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| **Area of Curriculum** | **Content and Knowledge** | **Skills**  |
| English | Seaside Poetry by Shirley HughesOdd and the Frost giantsLetter and Postcard Writing | Comparing poemsIdentifying the patterns within the poemWriting our own poemsWrite detailed introductions including scene setting and character description.Describing characters using extended noun phrasesDeveloping stories using paragraphs to structure eventsPlan and write a legend/mythWriting recounts with a firm conclusionSetting out a letter correctlyKnowing the difference between a formal letter and informal one.Knowing when to use yours sincerely and yours faithfullyConsolidate skills acquired throughout the year.Compare the impact of different writing styles and genres. |
| Geography | Volcanoes | Locate volcanoes around the world.Discuss cause and effect of volcanoesLook at volcanic islands e.g. IcelandDraw and write about the different stages of eruption |
| History | Anglo-Saxons and Vikings | Learn about Scots invasions Understand invasions, settlements and kingdomsBe able to comment on Anglo-Saxon art and cultureTalk about the effects of Viking invasionKnow and understand the chronology of invasions and the beginning of Britain as a unified state |
| RE | The stories of Jesus | We will hear some of the parables that Jesus told when he lived by the sea at Galilee  |

**Subject Based Learning**

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| **Area of Curriculum** | **Content and knowledge** | **Skills** |
| Guided Reading | Guided Reading explicit teaching skills Class stories  | Developing four key skills through the use of shared reading and individual reading books:Prediction, summarising, **questioning and clarifying.** Skills taught through referring to the text and giving justifications and explanations for answers. Working towards leading own group discussions focusing on the particular skills.  |
| Handwriting | Weekly whole class and small group handwriting lesson | 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.Increase the legibility, consistency and quality of their handwriting. |
| Phonics and Spelling | Spelling rulesThree times weekly lessonsLesson 1 – introduction to new rule and new spellingsLesson 2 – practicing the new rule through an activityLesson 3 – spelling challenge |  To learn the following suffixes:* sion
* tion

To learn words with the ending:* our
* or
* ous

Possessive apostrophe in plural wordsWords that are often misspelt when prefixes or suffixes are addedContinue with weekly spellings – 5 from Teacher and 5 misspelt words from the week. Peer testing. Use of commas in lists.Revision of homophones. |
| Other English | Developing sentence structure and length, vocabulary, adverbs, paragraphs, etc. | Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because)Using adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of)Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.Organising paragraphs around a theme.Creating settings, characters and plot.Evaluate and edit writing byassessing the effectiveness of their own and others’ writing and suggesting improvements,proposing changes to grammar and vocabulary to improve consistencyincluding the accurate use of pronouns in sentences andproof-read for spelling and punctuation errorsRead aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clearusing commas after fronted adverbialsIndicating possession by using the possessive apostrophe with plural nounsUsing and punctuating direct speech |
| Maths | Problem solvingPlace value and decimalsMeasures3D shapes | Securing the application of the four operations and developing reasoning.Calculating ten times greater and ten times smallerRegroupingEstimating, comparing, and roundingSolving problems relating to measuresBuilding 3D shapesIdentifying key properties of 3D shapes |
| Multiplication Tables | Weekly practice through Multiplication Tables challenges.  | I know my 6 and 7 times tables with corresponding division facts.I know the corresponding division facts for the times tables I knowI know my times tables in any order |
| Science | Rocks, soils and fossilsAnimals including humans | Continuation of 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. |
| Creative Arts | ArtDT |  Make shields/swords/masks and Saxon artefactsAnimal forms – Anglo-Saxon artViking art and crafts |
| Prayer/Tefillah | Continuing to look closely at the Amidah, paragraphs 2 and 3 of the Shema and becoming more fluent with this.  | Looking more closely at where to recognise and find prayers in the Siddur with children continuing to take a leading role |
| PSHE | Relationships and Emotions. Valuing Differences and Staying Safe (RSE)(Please note we are covering the Y2 objectives for SRE as well as Y3 due to last year’s lockdown)Heads Up Kids Year 3  | To reflect and celebrate achievementThinking about the future and planning for successKnowing when to ask for helpKnowing how to ask for helpLearning vocabulary to explain emotions and feelingsTo introduce the concept of male and female and gender stereotypesTo identify differences between males and femalesTo explore some of the differences between males and females and to understand how this is part of the lifecycleTo focus on sexual difference and name body partsTo consider touch and to know that a person has the right to say what they like and dislikeTo explore different types of families and who to go to for help and supportExpanding emotional literacyChallenging thoughts that may not be true such as loneliness in the playgroundFriendships |
| PE | Sports – playing games   | Play competitive games, modified where appropriateQuick cricket and rounders – including* Passing
* Blocking
* Attacking and defending
* aiming

Sports Day events* Working in teams
* Relays
* Racing against each other
* Racing against the clock
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| Computing | We are opinion pollstersPresenting  | * understand some elements of survey design
* understand some ethical and legal aspects of online data collection
* gain skills in using charts to analyse data
* gain skills in interpreting results.
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| History | Anglo-Saxons and Vikings |  * use evidence to discuss the Anglo-Saxon/ Viking way of life
* use sources to compare and contrast ways of life
* understand the importance of historical evidence and testimony
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