

Shorashim-Year 1 Yearlong Curriculum Plan 2016-2017

Theme: Me, My Family and Taking Care of Myself

	Term1	Term2	Term 3	Term 4	Term 5	Term 6
Topic Theme	Fascinating Families	Fascinating Families	Houses and Homes	Animals and Animal	Fighting Fit	A day in Alexandra Park
Literacy	Happy Families (Ahlberg) Stories with predictable phrasing Labels and captions Personal recounts Reciting Familiar Poems by heart	Fascinating Families Mrs Large (Murphy) Stories with predictable phrasing Labels and captions Personal recounts Poems by heart	Three Little Pigs Hansel and Gretel Peepo (Ahlberg) Contemporary fiction Write poetry Reports	Families Non Fiction Reference books Contemporary fiction Write poetry Instructions	Traction Man Traction Man and Turbo Dog Avocado Baby Reports	Explanations Park Brochure Traditional tales
Letters and sounds	Phase 4 Revision <ul style="list-style-type: none"> Practising grapheme recognition (for reading) and recall (for spelling) Teaching blending for reading CVCC and CCVC words Teaching segmenting 	Phase 5 Reading <ul style="list-style-type: none"> Teaching further graphemes for reading Teaching alternative pronunciations for graphemes Practising recognition of graphemes in reading words Teaching and practising reading high-frequency (common) words Practising reading two-syllable and three-syllable words Practising reading sentences Spelling <ul style="list-style-type: none"> Teaching alternative spellings for phonemes Learning to spell and practising high-frequency words Practising spelling two-syllable and three-syllable words 	Phase 6 Teaching spelling <ul style="list-style-type: none"> Introducing and teaching the past tense Investigating and learning how to add suffixes Teaching spelling long words Finding and learning the difficult bits in words Learning and practising spellings Application of spelling in writing Knowledge of the spelling system			

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	<p>for spelling CVCC and CCVC words</p> <ul style="list-style-type: none"> • Practising reading and spelling words with adjacent consonants • Teaching and practising high-frequency (common) words • Practising reading and spelling two-syllable words • Practising reading and writing and sentences. 	<ul style="list-style-type: none"> • Practising writing sentences 	
<p>Continuous Study in Reading</p>	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 		

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	<ul style="list-style-type: none">• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings• read other words of more than one syllable that contain taught GPCs• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words• reread these books to build up their fluency and confidence in word reading• develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none">○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently○ being encouraged to link what they read or hear to their own experiences○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics○ recognising and joining in with predictable phrases○ learning to appreciate rhymes and poems, and to recite some by heart○ discussing word meanings, linking new meanings to those already known• understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none">○ drawing on what they already know or on background information and vocabulary provided by the teacher○ checking that the text makes sense to them as they read, and correcting inaccurate reading○ discussing the significance of the title and events○ making inferences on the basis of what is being said and done○ predicting what might happen on the basis of what has been read so far• participate in discussion about what is read to them, taking turns and listening to what others say• explain clearly their understanding of what is read to them
Continuous Study in Handwriting	<ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• begin to form lower-case letters in the correct direction, starting and finishing in the right place• form capital letters• form digits 0-9

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	<ul style="list-style-type: none"> understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these 					
Continuous Study in Writing	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using 'and' beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 					
Thematic Maths	Handprints- Counting in 5s and tens Footprints- counting in 2 10 fingers-number bonds to ten. How many different ways can you make ten using 2 addition signs and an equal ? etc	Mass weight and Capacity Shape Which shapes tessellate? Can you design a tessellating shape?	3d shape Make a number machine that adds the number of vertices and faces and take away the edges. What do you notice?	Sorting Venn Diagrams Sets Carroll Diagrams	Time How many jumps, etc can you do in a given time? How can you represent this pictorially?	Measurement- length and height Reading maps How many different routes can you find to get from Alexandra Palace to Eden Primary?
Non Thematic Maths	Numbers to ten Addition and subtraction to ten	Shapes and Pattern Numbers to 20 Addition and subtraction to 20	Exploring calculation strategies within 20 Time Numbers to 40	Adding and subtracting within 40 Length, weight and mass	Numbers to 100 Addition and subtraction to 100 How many different ways can you make x	Money Multiplication and Division
Science	Parts of the body	Links to healthy eating and hygiene – tea party	Waterproofing Which material is best for curtains ? (opaque v transparent,	Animals in the wild Name animals Herbivore, carnivore and omnivore	Senses Hygiene.	Identify and name common plants and trees. Name different parts of plant

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			absorbent and not absorbent) Materials			(stem, branches, roots, leaves) and what they do. Explanations
Continuous Scientific Study	Weather and seasons					
Humanities	Growing up changes Historical families Personal History Interviewing grandparents.	Where our families come from The different families in Bereshit.	How houses have changed over time	Visit from Dogs' Trust	Disability Helen Keller Tanni Grey Thompson Braille Florence Nightingale/ Mary Seacole	Able to name different parts of a locality and their purpose (Alexandra Park)
Creativity	Models of our family Colour and Vision (Natural History Museum) Visit to Jewish Care Home	Visit to Jewish Care Home Family Tea Party Teapots Wood Trip- Drawing trees	Buildings Making a whole Class Doll's house with furniture Museum of Early Childhood Visit to Jewish Care Home	Kentish Town Farm Visit to Jewish Care Home Insect homes and bug homes	Visit to Jewish Care Home Big Skeletons Leaf cells and Blood cells Trip to Queen Elizabeth Park with Reception	Visit to Jewish Care Home
Jewish Studies	Rosh Hashanah Yom Kippur Sukkot Parshe Abraham's Family Draw a family tree Jacob's family	Hannukah and the Maccabee Family Parshe	Mezuzah What other objects do you find in a Jewish Home? Which of them relate to Shabbat? Parshe	Purim- Haggadah and Pesach work Parshe	Lag B'Omer Shavuot Parshe	Mitzvot Shabbat_What time does it start-What can you do or not do on Shabbat?

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			15 Shevat Seder			
Diversity, Religious Education and Personal, Social and Health Education. British Values.	Types of Family	Different Religions and the Light Festivals Similarities and differences between Judaism and Hinduism Respecting each other. Different faiths and Beliefs	How we can help people who do not have homes Tolerance	How to care for animals, including pets.	Disabled people, refer back to Paralympics Studying Famous British People	How are gardens different-why do some people need parks-Does every one have a garden? Mutual respect
Olympic Values	Friendship and Respect	Determination	Excellence	Inspiration	Equality	Courage
Forest School		Wood Trip- Drawing trees	Build a shelter.	Finding mini habitats		Sound maps of wood (and Alexandra Palace)
Tefillah We will constantly revise prayers and blessings already learned	Pokeach ivrim Sha'asar li col zarci Prayer for the shofar Prayer for Lulav Shechechyanu	Blessing for the lighting of the Menorah Henerot Adon Olam	First Verse of Shema	Adonai Sifta Mah Nishtanah Had Gadyah	Birchat Hamazon (First Verse) Ha Etz Hadamah	Shalom Alechem
Sex and Relationships Education	Body Parts	Family		Friendships	Choices	
Continuous Musical Study	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically 					

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	<ul style="list-style-type: none">• listen with concentration and understanding to a range of high-quality live and recorded music• experiment with, create, select and combine sounds using the inter-related dimensions of music.				
Continuous study in Physical Education	<ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities• participate in team games, developing simple tactics for attacking and defending• perform dances using simple movement patterns				
Class Assembly				All About the Farm	