

## **Eden Primary Medium Term Planning : Shorashim (Year 2) : Spring Term 2017**

### **Houses and Homes**

#### **Overview and Rationale:**

In this topic, children will learn about the essential features of a home and discuss what they think makes a home a home. They will learn about both animal and human homes and consider what they all have in common and how and why they are different. In science they will investigate different materials and their properties and then use this knowledge to explore the best materials for house/home building. Children will learn about how and why houses have changed over time and the reasons for these differences. Children will think about their own home and possible dangers within it. They will learn about ways they can keep safe and share this knowledge with others. Children will learn about the features of a Jewish home. They will explore the notion of and create a *mezuzah*, a scroll placed on the door both at home and at school. Children will relate that to the *Shema* they have learned last term and write their own prayers for their homes. They will look at the traditional text of *Birchat Habayit*, prayer for the home, and write their own. They will consider 'What do we wish for our homes and families?'

**Project Launch:** We will go for a walk around the local area to look at the different types of homes there are.

**Culminating Projects:** . Making a Mezuzah.

## Topic Based Learning

Area of Curriculum	Content	Skills / Knowledge
English	<p><u>Writing related to traditional Tales</u>            The Three Little Pigs            Comparing texts-The True Story of the Three Little Pigs            Hansel and Gretel</p> <p><u>Writing related to instructions</u>            Instructions for making an animal home              Instructions for keeping safe at home              Instructions for building a strong home.</p> <p><u>Writing related to reports</u>            Writing a report on animal homes</p> <p><u>Writing related to poetry</u>            Prayer for the home              Learning and reciting 'This is the House that Jack Built'</p>	<p>Traditional Tales - Fairy tales            Write a retelling of a traditional story</p> <p>Instructions: Following a practical experience, write up the instructions for making an animal home            Make a home safety poster</p> <p>Report writing: simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general</p> <p>Read, Write and perform free verse; recite familiar poems by heart.</p>
Science	<p><u>Features and properties of materials</u></p> <p>Children will sort materials, learn about their properties and consider their suitability for building a home.</p> <p>They will use the book <i>The Three Little Pigs</i> to explore suitable materials and</p>	<p><u>Sc3 Materials and their properties</u>            Knowledge, skills and understanding            Grouping materials            1. Pupils should be taught to: a. use their senses to explore and recognise the similarities and differences between materials b. sort objects into groups on the</p>

	<p>other possibilities for building.</p> <p>Children will test ideas for building materials suitable for castles.</p> <p><u>Hazards at home</u></p> <p>Children will learn the risks associated with hot water, fire hazards, electricity and tripping. They will explore why these things are hazardous and how to manage them.</p> <p><a href="http://www.bbc.co.uk/news/science-environment-27040636">http://www.bbc.co.uk/news/science-environment-27040636</a></p>	<p>basis of simple material properties [for example, roughness, hardness, shininess, ability to float, transparency and whether they are magnetic or non-magnetic] c. recognise and name common types of material [for example, metal, plastic, wood, paper, rock] and recognise that some of them are found naturally d. find out about the uses of a variety of materials [for example, glass, wood, wool] and how these are chosen for specific uses on the basis of their simple properties</p>
Geography	<p><u>Different Houses around the World</u></p> <p>We will study different settlements and learn the difference between city, town and village.</p>	<ul style="list-style-type: none"> <li>• I will know some key features of human geography</li> </ul>
History	<p><u>Houses and changes over time</u></p> <p>Children will learn about how homes have been different in the past. They will explore castles and their uses over time.</p> <p>They will explore who has lived in Buckingham Palace and make a timeline of the Royal Family</p>	<ul style="list-style-type: none"> <li>• I recognise the difference between the past and the present.</li> <li>• I place events in the order that they happened.</li> <li>• I place objects in order of age.</li> </ul>
Art/Design & Technology	<p><u>Building a home</u></p> <p>Children will design and build a home for a stuffed toy</p> <p>Children will design and make a mezuzah to place their prayer inside.</p>	<p>I generate ideas for purposeful designs. I use models, pictures and words to describe what I want to do. I explain what I am making and which tools I am using. I talk about my own and other people's work and</p>

	Children will look at different homes and their features	describe how a product works.
Religious Education	Children will learn the story of Easter and the customs associated with celebrating Easter in homes around the world. We will look at traditions of Christianity to do with home and traditional Christian artefacts found in the home.	I know that there are different religions in my community.  I know about the different festivals of different religions and the customs that are followed.
Jewish studies	<p>We will be looking at traditions around the home for Judaism including</p> <ul style="list-style-type: none"> <li>• Getting ready for Shabbat and festivals</li> <li>• The mitzvah of opening up your home to visitors and less fortunate</li> <li>• Artefacts such as the Mezuzah, candle sticks, wine becker, Hanukah, Siddurs</li> <li>• How some Jewish artefacts (i.e.) Candlesticks are more holy than others (Meaty washing up brush)</li> <li>• We will know there were important Jewish biblical families and the 12 tribes –Focus on the flags.</li> </ul> <p>Text We shall focus on the Shema and look at its translation, particularly soul, might and heart. We will know that this is an important prayer for the family as it instructs the parents to teach it to their children.</p> <p><u>Tu B'Shevat</u> Seder: a celebratory meal/service looking at fruits that come from the trees Songs Trees as homes for different animals and birds</p> <p><u>Purim</u> Children will learn the Purim story and create a class Megillah. Children will also know the 4 main rituals associated with Purim: matanot la evionim (gifts for the poor), mishloach manot (sending gifts of food) , reading megillah (the story of Esther), seudah (eating Purim celebratory meal) Rewriting the story of Purim, using actions and music to retell.</p>	<p>I know how homes are important in Jewish and other faiths I know why trees are important to sustain life. I can retell the story of the major festivals at this time. I can tell you some traditions associated with the festival. I can participate in a Passover seder and understand key rituals including being able to retell the story.</p>

	<p><u>Pesach</u>  Create a haggadah for use at a Passover seder which includes:  -Song learned (mah nishtanah, avadim hayinu, hallel songs, who knows one, dayenu, Kiddush)  -the story of Passover written in the children's own words  -the order of the seder  -children's questions and ideas.</p> <p>Children will learn and understand that:  -Pesach celebrates the Exodus, the freedom of the Jews and the creation of their peoplehood.  -the difference between chametz and non-chametz  -the rituals relating to getting ready for Pesach  -the story of the Exodus  -the rituals of the seder meal  -that people celebrate Pesach differently or not at all.  -what the items on the seder plate represents  -the four sons and what they could mean  -dayenu- what are we thankful for?</p>	
Tefillah	<p>Children will review and say all the prayers that they have learned on a regular basis ensuring that they know and understand the words.  We shall have a special focus on the Shema and the translation of the first verse to  Brachot/blessings on fruit and vegetables. (Tu bishvat)  <u>Shabbat</u>  On-going challah baking  Singing and learning Shabbat songs with Avivit  Learning 'veshamru' sung on Shabbat morning</p>	I can sing and say prayers and tell you what they mean
Music and singing	We will work with musical instruments to recreate a poem about a home with musical accompaniment.	use their voices expressively and creatively by singing

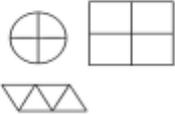
	<p>We will learn Uptown Passover and sing it. We will listen to classical house music.</p>	<p>songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
Computing	<p>We are painters.</p> <p>We are Collectors</p>	<p>This unit will enable the children to:</p> <ul style="list-style-type: none"> <li>• use the web safely to find ideas for an illustration</li> <li>• select and use appropriate painting tools to create and change images on the computer</li> <li>• understand how this use of ICT differs from using paint and paper</li> <li>• create an illustration for a particular purpose</li> <li>• know how to save, retrieve and change their work</li> <li>• reflect on their work and act on feedback</li> </ul> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> <li>• find and use pictures on the web</li> <li>• know what to do if they encounter pictures that cause concern</li> <li>• group images on the basis of a binary (yes/no) question</li> <li>• organise images into more than two groups according to clear rules</li> <li>• sort (order) images according to some criteria</li> <li>• ask and answer binary (yes/no) questions about</li> </ul>

		their images.
PSHE British Values SRE	Knowing that some people do not have good living conditions around the world and how charity can support them. Tie in with Red Nose Day. How to respect other people's property.	Mutual Respect Charity Helping others  Gender differences
Olympic Values	Rachel Whiteread : how she was determined to create excellent art and therefore won the Turner Prize. Looking at how the Red Nose activities began and how Lenny Henry inspired us all to do it.	Excellence and Inspiration

(Planning continues below)

Non Thematic Learning

<p>Letters and Sounds</p>	<p>Phase 5</p>	<p>Teach reading the words <a href="#">water</a>, <a href="#">where</a>, <a href="#">who</a>, <a href="#">again</a>, <a href="#">thought</a>, <a href="#">through</a>, <a href="#">work</a>, <a href="#">mouse</a>, <a href="#">many</a>, <a href="#">laughed</a>, <a href="#">because</a>, <a href="#">different</a>, <a href="#">any</a>, <a href="#">eyes</a>, <a href="#">friends</a>, <a href="#">once</a>, <a href="#">please</a></p> <ul style="list-style-type: none"> <li>– Teach spelling the words <a href="#">little</a>, <a href="#">one</a>, <a href="#">do</a>, <a href="#">when</a>, <a href="#">what</a>, <a href="#">out</a></li> <li>– Practise reading and spelling high-frequency words</li> <li>– Practise reading and spelling polysyllabic words</li> <li>– Practise reading sentences</li> <li>– Practise writing sentences</li> <li>– Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned</li> <li>– Teach alternative spellings of phonemes for spelling</li> <li>– Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</li> <li>– Teach spelling the words <a href="#">oh</a>, <a href="#">their</a>, <a href="#">people</a>, <a href="#">Mr</a>, <a href="#">Mrs</a>, <a href="#">looked</a>, <a href="#">called</a>, <a href="#">asked</a></li> <li>– Practise reading and spelling high-frequency words</li> <li>– Practise reading and spelling polysyllabic words</li> <li>– Practise reading sentences</li> <li>– Practise writing sentences</li> </ul>
<p>Handwriting</p>	<p>Introducing diagonal joins</p>	<p>Diagonal Join to Ascenders Diagonal joins to letters with no ascenders</p>

<p>Maths</p>	<p><b>Multiplication and division facts</b></p> <ul style="list-style-type: none"> <li>count in multiples of twos, fives and tens (copied from <i>Number and Place Value</i>)</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>Use practical apparatus, arrays and images to help solve multiplication and division problems such as: Ben had 5 football stickers. His friend Tom gave him 5 more, how many does he have altogether? Share 12 sweets between two children. How many do they each have?</li> <li>Find half of and double a number or quantity: 16 children went to the park at the weekend. Half that number went swimming. How many children went swimming? I think of a number and halve it. I end up with 9, what was my original number?</li> </ul>
	<ul style="list-style-type: none"> <li><b>Fractions</b></li> </ul> <p><b>Recognising Fractions:</b></p> <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul>	<p>Children should be able to :</p> <p>Use practical apparatus and images to recognise, find and name fractions of objects, shapes or quantities, such as:</p> <p>Here is a set of 12 pencils. How many is half the set?</p>  <p>Shade <math>\frac{1}{4}</math> of each shape.</p>  <p>Four children share 12 strawberries into equal parts.</p>  <p>How many strawberries will each child have?</p>

	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>• Lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)</li> <li>• Mass, weight (e.g. heavy/light, heavier than, lighter than)</li> <li>• Capacity and volume (e.g. full/empty, more than, less than, half full, quarter)</li> <li>• Time (e.g. quicker, slower, earlier, later)</li> </ul> </li> <li>• Measure and begin to record the following: <ul style="list-style-type: none"> <li>• Length and height</li> <li>• Mass/weight</li> <li>• Capacity and volume</li> <li>• Time (hours, minutes, seconds)</li> </ul> </li> <li>• Recognise and know the value of different denominations of coins and notes</li> <li>• Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</li> <li>• Recognise and use language relating to dates, including days of the week, weeks, months and years</li> </ul> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>• Use their experience of standard units to make realistic estimates, answering questions such as: <ul style="list-style-type: none"> <li>○ Is the table taller or shorter than a metre?</li> <li>○ Is this doll taller or shorter than one of the class rulers?</li> <li>○ Does this bottle hold more or less than the litre jug?</li> <li>○ Which of these things do you think will weigh less than a kilogram?</li> </ul> </li> <li>• Use standard units to measure and compare objects. For example, they place metre sticks end-to-end to find out how much wider the hall is than the classroom. They use a litre jug to measure how much more the washing-up bowl holds than the cola bottle.</li> <li>• Distinguish coins by sorting them and start to understand their value. They begin to recognise that some coins have a greater value than others, and will buy more: for example, 2p is worth more than 1p; 5p is worth more than 2p; £2 is worth more than £1. They play money games and collect 1p or 2p coins to the value of 10p and begin to count up 'how much this is altogether'. They extend their activities in the classroom shop, paying for items that cost 1p, 3p, 5p, 7p or 9p using only 2p coins, and receiving the appropriate amount of change in 1p coins. They use coins to help them to respond to questions such as: <ul style="list-style-type: none"> <li>○ Michael had £5. He spent £3. How much did he have left?</li> <li>○ Rosie had a 10p coin. She spent 3p. How much change did she get?</li> <li>○ How much altogether is 1p and 2p and 5p?</li> <li>○ Sunita spent 5p and 6p on toffees. What did she pay altogether?</li> <li>○ Chews cost 2p each. How much do three chews cost?</li> <li>○ An apple costs 12p. Which two coins would pay for it? What combinations of 3 coins would pay for it?</li> </ul> </li> <li>• Continue to develop the concept of time in terms of time</li> </ul>
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		<p>passing and sequencing events in familiar story or day-to-day routines.</p> <ul style="list-style-type: none"> <li>○ They use terms such as morning, afternoon and evening, yesterday and tomorrow.</li> <li>○ They learn to order the days of the week and learn that weekend days are Saturday and Sunday.</li> <li>○ They listen to stories and rhymes about time, such as The Very Hungry Caterpillar or The Bad-Tempered Ladybird by Eric Carle, Monster Monday by Susanna Gretz or Hard Boiled Legs by Michael Rosen and Quentin Blake.</li> </ul> <ul style="list-style-type: none"> <li>● Order the months of the year</li> <li>● Read time to the hour and half hour on a clock with hands and recognise half past the hour in day-to-day routines. They use time lines or clocks to help them to respond to questions such as: <ul style="list-style-type: none"> <li>○ It's half past seven. What time will it be in four hours' time? What time was it two hours ago?</li> </ul> </li> <li>● John went to the park at 9 o'clock. He left at half past eleven. How long was he at the park?</li> </ul>
	Addition and subtraction within 100	<ul style="list-style-type: none"> <li>● represent and use number bonds and related subtraction facts within 100</li> <li>● add and subtract one-digit and two-digit numbers to 100, including zero</li> <li>● read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>● solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>71 = \square - 9</math></li> </ul>
PE	Team Sports  Rugby	Passing and working collaboratively Controlling balls Moving to balls

	<p>Netball/basketball</p> <p>Football</p> <p>Dance and Movement</p>	<ul style="list-style-type: none"><li>▪ Use simple dance vocabulary to describe movements performed.</li><li>▪ Remember short sequences of movements.</li></ul>
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