

Eden Primary Medium Term Planning : Shtillim (Year 2) : Spring 1

London transport

Overview and Rationale:

The focus of this term's work is how London Transport has changed over time and how this has affected human geography and how this resulted to a shift of the Jewish community from the East End to North London. By the end of the topic the children will have an understanding of the main geographical features of London and the different types of transport that are available. We will look at how people get around in London and the arrival of new modes of transport such as the Emirates cable car and the DLR. We will hear from a train driver on the Northern line about a day's work driving on one of London's busiest tube lines. We will be continuing to develop our knowledge of key landmarks in London developing an understanding of tourism. We will also be looking at how London can become more eco-friendly as pollution continues to rise.

Project Launch: Visitor – Lucy – train driver

Culminating Projects: Creating an eco-friendly mode of transport for London.

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	Katie in London Using the book to create information booklets for tourists about London landmarks and travelling in London.	<ul style="list-style-type: none">- Character descriptions- Writing from different points of view- Note taking- Creating non-fiction – explanation texts- make use of words collected from reading and work in other subjects in own oral and written explanations- explore ways of writing ideas in shortened forms, e.g. notes or lists, to understand that some words are more essential to meaning than others- draw on and use new vocabulary from reading explanatory texts- make use of simple formats to capture key points, e.g. flow chart

	Travelling in London – shape poetry	<ul style="list-style-type: none"> • generate own lists of (and discuss) synonyms and antonyms, their similarities and differences of meaning, and their spelling • experiment with alliteration to create humorous and surprising combinations • make adventurous word choices to describe closely observed experiences • discuss and share ideas about words and phrases that create effects • create a pattern or shape on the page
English	The use of reference books, internet , tube maps, timetables and photos to obtain information	Understand different types of texts.
Science	Forces Looking at how different vehicles work How forces can make something move-why aren't wheels round? Why are rails smooth?	To know about forces and how they can be sources differently for transport (fossil fuel, electricity, animals. To know forces can change the shape or position of an item
	McAdam and Tarmac Dunlop and rubber tyres	I know of important inventors in science
Jewish Education	Garden of Eden – story of creation	Focus on the garden of Eden in understanding the idea of guardianship of the world. Knowing this it is therefore a Jewish responsibility to look after the world and be environmentally friendly.
History	Looking at pictures , books, museums and the internet to gain historical information to say how transport has changed in London particularly since 1900	I observe or handle evidence to ask questions and find answers to questions about the past. I use artefacts, pictures, stories, the Internet and databases to investigate

	Make a transport time line	the past.
Geography	<p>Famous landmarks-what are their purposes? Reading tube maps using grid references Knowing North, South, East, and West (and north west, etc.) London is the capital city of the United Kingdom and the United Kingdom is made up of England, Scotland, Northern Ireland and Wales. Knowing that London is built around the river Thames and how the river Thames was important to the development of London. Planning routes and giving directions. Know how the changes in transport in London have affected where communities live and how easily places can be accessed</p>	<p>I use information (including the Internet) and my own observations to help me to ask and answer questions about places and environments. I recognise how people affect the environment. I use information that is given to me to find out about places or environments. I make my own observations. I use the Internet to find out about places. I make notes about the features that give places their character I describe physical and human features of places. I use geographical vocabulary. I write and present my findings. I can follow maps and plans</p>
Creative Arts including Design & Technology	<p>Making vehicles using axles. Making vehicles that float.</p>	<p>I generate ideas based on my investigations of products. I plan what to do next based on my experience of working with materials and components. I assemble, join and combine materials and components in a variety of ways to make functional products. I select appropriate tools, techniques and materials, explaining my choices.</p>
Creative Arts including Design & Technology	<p>Studying posters and signs from the underground. Knowing their purpose and how they are designed to catch the eye</p>	<p>I can design a poster I can design and plan before making I can choose the correct materials I can say what I like/do not like about my outcome</p>
PSED	<p>Friendship and Respect Writing rules for the class and the school Considering how we can improve our behaviour for the following year</p>	<p>I know the difference between right and wrong I know my behaviour can affect others.</p>
Computing	<p><i>We are researchers</i> To make a presentation about an area of London transport (power point)</p>	<p>Use the internet to obtain information, collaborate, mind map, present Safety: to alert adult if a page</p>

		seems unsafe or rude.
Music	Write and perform a piece of music that describes transport	I can compose a simple piece of music using tuned and untuned percussion I will select sounds and patterns of sounds to describe an event I will record my composition so it can be played at a different time I will work collaboratively with others.
PSED	To discuss who uses London Transport To know that some users may need help for different reasons. What signs can we look for that show people need help?	To know that we are part of a community that can offer help to others

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Phonics / Spelling	3 x a week whole class spelling followed by activity	The /s/ sound spelt c before e, i and y The /l/ or /əl/ sound spelt –le at the end of words The /l/ or /əl/ sound spelt –al at the end of words The /aɪ/ sound spelt –y at the end of words
Guided Reading	Guided Reading Groups developing skills: comprehension and fast and fluent decoding, extended reading over longer texts, responding in writing Comprehension practise	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read words containing common suffixes

		<ul style="list-style-type: none"> • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading.
Handwriting	3x a week whole class handwriting lesson following Penpals scheme	Horizontal joins Break letters
Maths	Addition and subtraction word problems	<ul style="list-style-type: none"> • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods • estimate the answer to a calculation and use inverse operations to check answers (Y3)
Maths	2, 5 and 10 times tables	<ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication

		<p>(\times), division (\div) and equals ($=$) signs</p> <ul style="list-style-type: none"> • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Maths	Multiplication and division	<ul style="list-style-type: none"> • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Prayer/Tefillah	<p>To continue working on the morning prayers</p> <p>To begin learning the 2nd and 3rd paragraphs of the Shema</p>	<p>I know the prayers from the morning service and their meaning</p> <p>I can recognise words that are common in our familiar prayers and recognise familiar prefixes and suffixes (ve and nu)</p>
PE	<p>We shall do basic gymnastic skills using the mats and how we can move across the mat in different ways.</p> <p>We will learn games skills for tag rugby</p>	<p>Forward roll, backward roll, moving across a mat in a safe and clear way</p> <p>Running, marking, tag, partner work, team work</p>