

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

My Local Area and Jewish Festivals

Overview and Rationale:

This topic starts by considering our school working environment and the attitudes and the rules we need. We will then move on to self-portraits and writing a description of ourselves by appearance and character. Children will complete a geographical and historical study of our local area. We will find out where the name Muswell comes from and we will get to know the local area better through visits. We will learn about geographical and features and the differences between human and natural features of the local area. In keeping with the Rosh Hashana theme of 'reflection' the children will reflect on what they like about their local area and what could improve it. The children will also find out about Muswell Hill's past and from this will think about the hardships our ancestors experienced and discover that some communities still have those difficulties.

As Rosh Hashana approaches there is a time for reflection and through this the children will reflect on what can be done, and what they can do, to build their class and school community for this year around the values of our school to improve their school community. The children will also think about what is meant by the word "community" and the different types of community that there are that they belong to and how to cooperate within them. The children will study the Jewish holidays at this time of year. Through Shemini Atzeret, when Jews pray for rain, the question will be put to the children "Why are we praying for rain when we have so much in this country?" so the children can see one of many ways communities can help other communities and understand where this prayer came from.

Project Launch: New rules and Olympic self portraits

Culminating Projects: Map of my local area and journey to school

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	Using Claude in the City to create own book about Claude in Muswell Hill	<ul style="list-style-type: none">- Adjectives and use of good descriptive language- Writing in full sentences with correct and varied punctuation- Joined up neat handwriting- Planning a story- Beginning, middle and end of a story- Setting description

	The use of reference books, internet and photos to obtain information	Understand different types of texts.
English	Writing for Tashlich (throwing away in the stream): the ways in which we have misbehaved from the previous year in order to have a fresh start. Writing a book for the new Reception children about Eden Primary Writing about the water cycle and their own prayer for rain. Writing descriptions of themselves.	Write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts.
Science	Learning about the water cycle- evaporation and condensation. Why rain is needed Looking at how water is cleaned	I use my knowledge to identify a range of common materials and some of their properties. I recognise and describe similarities and differences between the materials I observe, using these to sort them into groups. I recognise and describe ways in which some materials are changed by heating or cooling or by processes such as bending or stretching
	Looking at the different materials that buildings are made out of in the local area	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
	Discussion about Shemini Atzeret	I know that the climate in Israel is hot and dry.
Jewish Education	Simchat Torah: cycle of reading the Torah	I know the Torah is started at Simchat Torah and it is the end of Sukkot.

	<p>Shemini Atzeret: prayer for rain, connecting with land of Israel,</p>	<p>I know that rain is prayed for so Israel and other countries can have a successful crop and eliminate hardship.</p> <p>I know we are praying for other communities, not just my own.</p> <p>We extend our caring for other communities through Tzedakah (charity).</p>
	Tashlich	I know the traditions between Rosh Hashanah and Yom Kippur.
	<p>Learning about Rosh Hashanah and Yom Kippur</p> <p>Learn the dates of both</p> <p>The prayer for the Shofar</p> <p>Round Challah</p> <p>White traditionally worn</p> <p>New Food for the new year</p> <p>The Story of Jonah</p>	I know about, and understand traditions to do with the New Year
	<p>Sukkot: How to say the prayer for the <i>lulav</i> and <i>etrog</i> and how to shake them.</p> <p>To discuss harvest.</p>	I know about, and understand traditions to do with Sukkot.
Geography	<p>Looking at pictures and other artefacts that inform us about the history and geography of Muswell Hill</p> <p>Talking about how hard it would be to carry water from the well to home. Does the whole world have the luxury of running water?</p> <p>Looking at changes in water as a result of temperature</p> <p>Discussing what they like and feel could be better in the school and local area</p> <p>Describing what they have seen in the local area. Is it man made or natural?</p>	<p>I observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I use artefacts, pictures, stories, the Internet and databases to investigate the past.</p> <p>I recognise that my life is different from the lives of people in the past.</p> <p>I know condensation, evaporation and precipitation.</p> <p>I ask and answer questions about places and environments.</p> <p>I describe what sort of things I see in a place or environment. I describe places using geography words such as physical and human.</p> <p>I describe what I like and dislike about a place or environment.</p> <p>I talk about ways to improve the</p>

		locality.
Creative Arts including Design Technology	Creating a map of my route to school Creating and developing the book corner – London Bus and Bus stop	Painting and drawing skills Mapping out and giving direction Clear representation of various features
PSED	Friendship and Respect Writing rules for the class and the school Considering how we can improve our behaviour for the following year	I know the difference between right and wrong I know my behaviour can affect others.
Computing	Scratch animations – my journey to school	Have a clear understanding of algorithms as sequences of instructions Convert simple algorithms to programs Predict what a simple program will do Spot and fix (debug) errors in their programs.

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Phonics	Split digraph Change y to ies when pluralising or 3 rd person Adding ed, er, ing and est to a word ending consonant y. Adding ed, er, ing and est to a word ending consonant e. Adding ed, er, ing, and est and y to one syllable word ending in a single vowel single consonant. The spellings of homophones and homonyms	<ul style="list-style-type: none"> I can spell and decode words
Guided Reading	Guided Reading Groups developing skills: comprehension and fast and fluent decoding, extended reading over longer texts, responding in writing Class stories, simple chapter books over time read aloud	<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

		<p>graphemes taught so far, especially recognising alternative sounds for graphemes</p> <ul style="list-style-type: none"> • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • 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	Daily whole class handwriting lesson following Penpals scheme	Horizontal joins Break letters
Other English	Developing sentence structure and length, vocabulary, connectives, paragraphs, etc.	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by:

		<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear
<p>Maths unit 1</p>	<p>Exploring calculation strategies</p>	<ul style="list-style-type: none"> • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers • add and subtract numbers mentally, including: a three-digit number and

		<p>ones; a three-digit number and tens; a three-digit number and hundreds (Y3)</p> <ul style="list-style-type: none"> • 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 unit 2	Money	<ul style="list-style-type: none"> • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Maths unit 3	Measuring length	<ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales • compare and order length and record the results using $>$, $<$ and $=$
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 sports day and other athletics</p>	<p>Forward roll, backward roll, moving across a mat in a safe and clear way</p> <p>Running, long jump, athletics</p>