

Eden Primary Medium Term Planning: Shorashim (Year 1): Summer Term 2017 1st Half Term

Keeping Fit

Overview and Rationale:

This topic has a science focus. The children will learn the names and functions of different parts of the body as well as exploring how their bodies may be similar or different to others. Children will explore their senses and learn how they use them to encounter the world. Children will learn about looking after their body and that to stay healthy it is important to eat healthily and have good body hygiene.

Key Ideas and Essential Learning: Children will learn that they have different parts in their body which have different functions. They need to look after their body to keep it healthy. Sometimes people get sick but we can try and prevent that through healthy living. Some people are born with or become disabled – this is when someone has a part of their body which does not work in the same way as other people. The environment may need to be adapted to support disabled people and the children will learn about some ways this can be done. They will learn about the life of Louis Braille and Stevie Wonder and their contribution to society.

We will also be continuing our work on Homes by visiting Windsor Castle.

Key Questions:

How do we explore, find out and encounter the world around us?

What are our senses and how do they work?

How is your body similar, different to an adult's?

Why do we need to wash our hands? What are germs?

What else can I do to stay healthy?

What do I need to eat to stay healthy?

What is a disability? How can disabled people's lives be supported? How have the lives of disabled people changed over time?

Project Launch: Jim and the Beanstalk (Raymond Briggs) which is about how parts of the body get weaker and how they can be corrected.

Thematic Learning

Area of Curriculum	Content	Skills / Knowledge
English	<p>Stories related to own experiences: <u>Through My Window by Toni Bradman</u> Children will write their own version of the story (which is about a child on a day home from school because she is ill) and write about being sick and what you might do at home.</p> <p>Poetry Children will write senses poems and explore descriptive and exciting vocabulary</p> <p>Explanation Children will write a guide to keeping healthy including the importance of why you should wash your hands before food and after the toilet.</p>	<p>Stories</p> <ul style="list-style-type: none"> • Notice familiar and unfamiliar settings and based on real-life. • Notice features of typical settings. • Respond by making links with own experience of settings <p>Poetry</p> <ul style="list-style-type: none"> • observe details of first hand experiences using the senses and describe; • list words and phrases <p>Explanation</p> <ul style="list-style-type: none"> • Read captions, pictures and diagrams on wall displays and in simple books that explain a process • Draw pictures to illustrate a process and use the picture to explain the process orally • Asks questions to extend their understanding and knowledge • Write a series of sentences to explain a simple, process based on first-hand experience
Science	<p>Children will learn about their 5 senses and explore and describe how they use their senses. Children will learn vocabulary relating to their senses such as hot, sweet, salty, soft</p> <p>Children will learn and label different parts of their body.</p> <p>Children will learn about germs and the importance of keeping hands clean</p>	<ul style="list-style-type: none"> • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

	<p>Compare their bodies to those of others (animals and humans)</p> <p>Recognise some of the trees and plants that grow in Coldfall woods</p>	
History	<p>Children will learn about the life of Louis Braille and Stephen Hawkins and their contribution to the lives of disabled people.</p> <p>They will compare how their lives and the lives of disabled people have changed over time</p>	<ul style="list-style-type: none"> • I know about the lives of significant individuals in the past who have contributed to national and international achievements. • I can compare aspects of life in different periods
Art/Design & Technology	<p><u>Healthy Eating</u></p> <p>To make healthy dishes</p>	
Jewish Studies	<p>Lag Ba’Omer is at the end of this topic – children will learn about the different trees - this will also mark the introduction for the next topic – A Day in the Park.</p> <p>Lishmor et nafshotechem – children will learn that it is a Jewish concept to ‘guard your soul’ and stay healthy.</p> <p>Morning blessings said in services relating to keeping healthy and thanking God for sight, working bones, standing upright.</p> <p>Knowing that a Kosher diet can also be healthy. How do we make food kosher. What are the laws of Kashrut</p>	<ul style="list-style-type: none"> • I know the reason we celebrate Lag Ba’Omer and I can recall the story. I can role play as Rabbi Akiva and his followers, continuing my studies in the woods. • I understand that British values incorporates basic freedoms and rights • I know that it is a Jewish concept to ‘guard your soul’ and stay healthy. • I know various morning prayers.
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.</p> <p>We shall have a special focus on the Shema</p>	<p>I can sing and say prayers and tell you what they mean</p>

	<p>and the translation of the first verse to Brachot/blessings on fruit and vegetables. (Tu bishvat)</p> <p><u>Shabbat</u> On-going challah baking Singing and learning Shabbat songs with Avivit Learning 'veshamru' sung on Shabbat morning</p>	
Computing	<p>We are Storytellers The children will make talking books</p>	<p>use sound recording equipment to record sounds develop skills in saving and storing sounds on the computer develop collaboration skills as they work together in a group understand how a talking book differs from a paper-based book talk about and reflect on their use of ICT share recordings with an audience.</p>
Music	<p>Investigate which senses we use to listen and make music. Compose and perform a piece of music to accompany a poem using sounds in different ways.</p>	<ul style="list-style-type: none"> • I can recognise and explore how sounds can be made and changed.
PSHE British Values SRE	<p>Recognise the key members of the Royal Family and where they live</p>	<p>To know the United Kingdom is a sovereign state and such has a royal family To know that the Royal Family help with charity</p>
PSHE	<p>How would you feel if you didn't have all your senses? How do you use your senses to communicate with other people? How do we interact with people who may not have all their senses? To relaxation is important and discover different ways to relax.</p>	<ul style="list-style-type: none"> • I can practise empathy and put myself in someone's place
Citizenship	<p>To know how medicines can help us and how they should be handled. To know how germs can be passed on and how to prevent this.</p>	
PSHE: Olympic	<p><u>Equality</u></p> <ul style="list-style-type: none"> • Inclusion (<i>Gmilut chasadim</i>: good 	<ul style="list-style-type: none"> • Inclusion • Equality

Values	<p>deeds; <i>Tikkun olam</i>: repairing the world; <i>Or la'goyim</i>: a light unto the nations)</p> <ul style="list-style-type: none"> • Individuality: (<i>B'tzelem Elohim</i>: in the image of God) • Cross communal study of Torah and Judaism (<i>Shivim Panim L'Torah</i>: 70 faces of the Torah; <i>Elu V'Elu</i>: these <u>and</u> these are the words of the living God, openness to different interpretations) <p>We will be looking at the Paralympics and how the competitors have determination.</p>	
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Non Thematic Learning		
Letters and Sounds	Phase 5	<p>Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</p> <ul style="list-style-type: none"> – Teach spelling the words little, one, do, when, what, out – Practise reading and spelling high-frequency words – Practise reading and spelling polysyllabic words – Practise reading sentences – Practise writing sentences – Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned – Teach alternative spellings of phonemes for spelling – Practise reading and spelling words with adjacent consonants and words with newly learned graphemes – Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked – Practise reading and spelling high-frequency words – Practise reading and spelling

		<p>polysyllabic words</p> <ul style="list-style-type: none"> – Practise reading sentences – Practise writing sentences
Handwriting	Introducing diagonal joins	<p>Diagonal Join to Ascenders</p> <p>Disgonal joins to letters with no ascenders</p>
Maths	Numbers to 100	<ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers from 1 to 20 in numerals and words • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • recognise the place value of each digit in a two-digit number (tens, ones) (Y2) • identify, represent and estimate numbers to 100 using different representations (Y2) • given a number, identify one more and one less • read and write numbers to at least 100 in numerals and in words

	<p>Adding and subtracting within 100</p>	<ul style="list-style-type: none"> • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • 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 (Y2) • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
PE	<p>Team Sports</p> <p>Volleyball</p> <p>Netball/basketball</p> <p>Football</p> <p>Dance and Movement</p>	<p>Passing and working collaboratively</p> <p>Controlling balls</p> <p>Moving to balls</p> <ul style="list-style-type: none"> ▪ Use simple dance vocabulary to describe movements performed. ▪ Remember short sequences of movements.

Geography	To know where the 4 countries of the United Kingdom are.	<ul style="list-style-type: none">• To know the United Kingdom is made of four countries with 4 capitals
Jewish Studies	Continuous work on Parshe	<ul style="list-style-type: none">•