

## Shorashim-Year 1 Yearlong Curriculum Plan 2017-2018

### Theme: Me, My Family and Taking Care of Myself

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

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	<ul style="list-style-type: none"><li>• CCVC words</li><li>• Practising reading and spelling words with adjacent consonants</li><li>• Teaching and practising high-frequency (common) words</li><li>• Practising reading and spelling two-syllable words</li><li>• Practising reading and writing and sentences.</li></ul>		
<b>Continuous Study in Reading</b>	<ul style="list-style-type: none"><li>• apply phonic knowledge and skills as the route to decode words</li><li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>• read other words of more than one syllable that contain taught GPCs</li><li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li><li>• 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</li></ul>		

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	<ul style="list-style-type: none"><li>• reread these books to build up their fluency and confidence in word reading</li><li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>○ being encouraged to link what they read or hear to their own experiences</li><li>○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>○ recognising and joining in with predictable phrases</li><li>○ learning to appreciate rhymes and poems, and to recite some by heart</li><li>○ discussing word meanings, linking new meanings to those already known</li></ul></li><li>• understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none"><li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>○ checking that the text makes sense to them as they read, and correcting inaccurate reading</li><li>○ discussing the significance of the title and events</li><li>○ making inferences on the basis of what is being said and done</li><li>○ predicting what might happen on the basis of what has been read so far</li></ul></li><li>• participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• explain clearly their understanding of what is read to them</li></ul>
<b>Continuous Study in Handwriting</b>	<ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly</li><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form capital letters</li><li>• form digits 0-9</li><li>• understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li></ul>
<b>Continuous Study in Writing</b>	<ul style="list-style-type: none"><li>• leaving spaces between words</li><li>• joining words and joining clauses using 'and'</li><li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li><li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li></ul>

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<b>Thematic Maths</b>	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?
<b>Non Thematic Maths</b>	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
<b>Science</b>	Parts of the body	Links to healthy eating and hygiene – tea party	Waterproofing Which material is best for curtains ? (opaque v transparent, absorbent and not absorbent) Materials	Animals in the wild Name animals Herbivore, carnivore and omnivore Male and female needed to reproduce	Senses Hygiene.	Identify and name common plants and trees. Name different parts of plant (stem, branches, roots, leaves) and what they do. Explanations Trip to Alexandra Park.
<b>Continuous Scientific Study</b>	Weather and seasons					
<b>Humanities</b>	Own personal history. How we have changed Personal History Interviewing grandparents. Geography w-Where did	Where our families come from. Locating on map of the world. Where do we live- Locate houses on	How houses have changed over time Trip to Windsor Castle Who are the Royal Family	Visit from Dogs' Trust Look at the map of the Journey the Children of Israel took when leaving	Disability Helen Keller Tanni Grey Thompson Braille Florence	Able to name different parts of a locality and their purpose (Alexandra Park)

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	we go on our summer holidays Identify that different parts of the world have different climates.	a local map. Realise that there are different ways of representing the world from Street maps to World Maps and globes The different families in Bereshit. Walk around the locality of the school to identify different types of abodes	What are the four countries of the United Kingdom Tate Britain– Rachel Whiteread.	Egypt. What would the weather have been like? Identify on the World map where certain animals come from.	Nightingale/ Mary Seacole	
<b>Creativity</b>	Making representations of our family trees. Visits From Grand Parents. Portraits and self Portraits.	Visiting Jewish Care home and working with the residents to create elements for a Family Tea Party. Making bunting, table mats teapots.	Research work by artist Rachel Whiteread, focusing on 'house' – making plaster cast sculptures of rooms to make a collaborative house/home.  Trip to Windsor Castle Trip to Tate Britain- Rachel Whiteread.	Kentish Town Farm  Observational drawings of animal and human skeletons.  Creative research and making representations of plant and blood cells.	Make a healthy recipe book. Observational drawings of ingredients, taking photos of baking process and end products.  Chris Kitch to come in and talk about he devises a menu for his restaurant. Yahli's dad as well One day special sort	Trip to Alexandra Park. Including orienteering.  Map work including Sound Maps of the Coldfall Woods
<b>Jewish Studies</b>	Rosh Hashanah Yom Kippur <b>Sukkot</b>	Abraham's Family Draw a family tree Jacob's family.	Mezuzah What other objects do you find in a	Purim- Haggadah and Pesach work	Lag B'Omer Shavuot Parshe	Mitzvot Shabbat_What time does it start-What

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	<b>Parshe</b>	Know the story of Jacob Hannukah and the Maccabee Family Parshe	Jewish Home? Which of them relate to Shabbat? Parshe 15 Shevat Seder	Parshe		can you do or not do on Shabbat?
<b>Hebrew</b>	Tishrei Chagim Shabbat(focus words) Blending(letter vowel) Reading	Home(Bayit) Chanukka Blending Reading	Toys Members of family(revision)	Colours Numbers Reading Blending	Numbers In the class Reading Blending(two and three syllables)	Food and the weather Reading Blending
<b>Diversity, Religious Education and Personal, Social and Health Education, British Values.</b>	Types of Family-How there are many 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, Studying Famous British People	How are gardens different-why do some people need parks-Does every one have a garden? Mutual respect
<b>Forest School</b>		Wood Trip- Drawing trees	Build a shelter.	Finding mini habitats		Maps of wood (and Alexandra Palace)
<b>Tefillah</b> 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
<b>Sex and Relationships Education</b>	Body Parts	Family		Friendships	Choices	
<b>Continuous Musical Study</b>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <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> </ul>					

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	<ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
<b>Continuous study in Physical Education</b>	<ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns</li> </ul>					
<b>IT</b>	1.1 We are treasure hunters Using Programmable toys to get from one place on a map to another	1.5 We are storytellers Producing a talking book	1.3 We are painters Illustrating an e-book	1.4 We are collectors Using IT to present facts about farm animals	1.2 We are TV chefs Making a video, Using a video camera	1.6 We are celebrating Creating a digital card.
<b>Values</b>	Excellence	Responsibility	Respect	Community	Creativity	Review and revise