

Medium Term Planning

Eden Primary Medium Term Planning: Shorashim (Year 1) : Autumn

Fascinating Families

Overview and Rationale:

This project looks at what is a family, the roles within a family, what is similar and different about different families including animal families. Children will also learn about the family of Joseph. Children will explore where the families of their classmates come from and link it to the world map. Children will look at photographs and interview members of their family to see how their lives were different to their own. Children will explore the Mitzva of 'kavod Zaken', respecting and honouring the elderly, and create a tea party for special elderly members of their family. They will find old family recipes, create and plan their party and host the event. They will learn about celebrations and how different families celebrate winter festivals as well as learning about the family of Jesus.

What is a family? Who is in your family? What are the different roles in your family?

What can we say about the diversity of families in our class? (Culture, background, language, religions, etc, etc)

What can we say about what is similar and what is different about families in our class?

What makes our family special/unique?

How can we use different information sources to find out about the lives of others?

How can we represent our family?

Project Launch: We will start by Reading **But Martin** by June Counsel and discuss our similarities and differences. Through this we will discuss how it can feel to start a new class and set rules for the class.

Culminating Projects: Family Tea Party

Topic Based Learning

Area of Curriculum	Content	Skills / Knowledge
English	<p>Poetry Reciting familiar poems by heart</p> <p>Story Writing Children will write their own stories using <i>Happy Family series as astimulus</i></p> <p>Interviewing relatives about family stories Writing questions, writing answers, asking questions clearly and listening and responding to answers.</p> <p>Recount Children will learn the features of a recount and write their own based on real and fictional experiences.</p> <p>Writing/Handwriting Children will write menus and invitations to their tea party.</p> <p>Comprehension Children will discuss what is happening in the books, why events happened, why the author makes word choices.</p>	<p>Narrative: Write own version of a familiar story using a series of sentences to sequence events. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events.</p>
Science	<p>Weather and seasons around the world Documenting changes in weather and time over the winter season</p> <ul style="list-style-type: none"> • Children will make charts and graphs documenting the changes in weather and the length of the day as we move into winter. • Children will document how much rainfall we receive and compare it to other places in the world. <p>Our bodies</p> <ul style="list-style-type: none"> • 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>observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p> <p>Gathering and recording data to help in answering questions. Asking simple questions and recognising that they can be answered in different ways</p>

<p>Geography</p>	<ul style="list-style-type: none"> • Where in the world are our families from? How does that make us different and unique? Children will look at the world map and look at the journey their family has taken to arrive in London. • Countries and continents, locating countries of family origins • Clothes around the world – what do people wear around the world? How does this relate to the climate? 	<p>I can ask and answer questions about places.</p>
<p>History</p>	<ul style="list-style-type: none"> • My Family History: historical sources: how do we find out about the past? What is a primary source? • Interviewing and questioning family members about the past • Past and present: Difference and similarities between families photos and from the present and the past • How can we tell if something is old or new? Looking at old photographs and how clothes have changed over the years • Looking for clues and hints about the past in old photographs. 	<p>I use evidence to answer questions about things that happened in the past.</p> <p>I use artefacts, pictures, stories, the Internet and databases to investigate the past.</p> <p>I recognise the difference between the past and the present.</p> <p>I place events in the order that they happened.</p>
<p>Art/Design & Technology</p>	<ul style="list-style-type: none"> • Designing and painting tea cups and pots • Designing and printing table cloths • Creating bunting • Baking family recipes and making a recipe book 	<p>I respond to ideas and create my own work.</p> <p>I explore materials and methods.</p> <p>I try out my own ideas.</p> <p>I say what I think and feel about the work of others.</p> <p>I say what I think and feel about what I have done in my own work.</p>
<p>Religious Education</p>	<ul style="list-style-type: none"> • The Light festivals. <p>As well as learning about Hannukah we will learn about Diwali and Christmas and the similarities and differences between Judaism,</p>	<p>I recognise different family stories that are important to different religions.</p> <p>I recognise that different religions have different</p>

	Hinduism, Sikhism and Christianity.	customs
Jewish studies Including Tefillah	<ul style="list-style-type: none"> The New Year Festivals: in Year One we will have a focus on what Jewish families do at this time. Prayer for the Lulav and The Sukkah Who were the first <i>Fascinating Family</i> in the Torah Hannukah around the world - How do different communities celebrate Hannukah? Individual family Hannukah and other festival traditions Abraham and his family tree Joseph - Children will learn about the Biblical family of Joseph, explore sibling rivalry and learn some of the names of Joseph's family. The Maccabee Family and how their unity saved Israel Blessings on candles, maoz tzur and other Hannukah songs Prayer: Those listed above and Adon Olam	<p>I know the reason behind the major Jewish Festivals</p> <p>I know that family was important in the stories of the Torah</p> <p>I know important prayers and blessings</p>
Music and singing	<p>Sing songs about families</p> <p>Listen to the compositions of Johann Strauss I (Radetzky March) and Johann Strauss II (The Blue Danube)</p> <p>Listen to the music of acts with family in them</p> <p>The Carpenters (Top of the World)</p> <p>Beach Boys (Wouldn't it be Nice)</p> <p>Oasis (The Masterplan)</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>
Computing	We are treasure Hunters	Using Programmable toys
PSHE British	Different types of families	Mutual Respect

Values SRE	Different Religions have different beliefs (through the light festivals). To name body parts	Gender differences
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Non Thematic		
Letters and Sounds	Phase 4	<p>Practising grapheme recognition (for reading) and recall (for spelling)</p> <p>Teaching blending for reading CVCC and CCVC words</p> <p>Teaching segmenting for spelling CVCC and CCVC words</p> <p>Practising reading and spelling words with adjacent consonants</p> <p>Teaching and practising high-frequency (common) words</p> <p>Practising reading and spelling two-syllable words</p> <p>Practising reading and writing and sentences</p>
Letters and Sounds	Phase 5	<ul style="list-style-type: none"> – Practise reading and spelling words with adjacent consonants and words with newly learned graphemes – Learn new phoneme /zh/ in words such as treasure – Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked – Teach spelling the words said, so, have, like, some, come, were, there – Practise reading and spelling high-frequency words – Practise reading and spelling polysyllabic words – Practise reading sentences – Practise writing sentences

		<p>Weeks 5–7 – Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned</p> <p>– Teach alternative pronunciations of graphemes for reading (about four per week)</p> <p>– Practise reading and spelling words with adjacent consonants and words with newly learned</p>
Handwriting	Families of letters that are formed similarly	<p>Coadg</p> <p>Lihmnb</p> <p>V w</p> <p>Vowels</p> <p>Diagonal join to ascender at al th ch cl</p>
Maths	Numbers to 10	<ul style="list-style-type: none"> • count to ten, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 10 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 • given a number, identify one more and one less • count in multiples of twos
	Addition and subtraction within 10	<ul style="list-style-type: none"> • represent and use number bonds and related subtraction facts [within 10] • add and subtract one-digit numbers [to 10], including zero • 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
	Shapes and patterns	<ul style="list-style-type: none"> • recognise and name common 2D and 3D shapes, including: 2D shapes [for example, rectangles (including squares), circles and triangles]; 3D shapes [for example, cuboids (including cubes), pyramids and spheres • describe position, direction and movement, including whole, half, quarter and three-quarter turns
	Numbers to 20	<ul style="list-style-type: none"> • count to twenty, 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 • count in multiples of twos and fives
	Addition and subtraction within 20	<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 • 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	Balancing and moving	master basic movements including running, jumping, throwing and catching, as well as

	Team races	developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending
Values	<p>Excellence</p> <p>Throughout the first half term we will be looking at excellence in our work and how we can present it well. The children will be encouraged to work more independently and to adopt a “have a go attitude.” Through the work on the New Year Festivals we will talk about learning habits and attitudes that can start at the new year but also be used throughout the whole year.</p> <p>Responsibility</p> <p>The majority of the work we are doing on responsibility is the project we are doing with Jewish Care. Through this the children will learn how they can help and care for older members of the community. We will also look at how the children can take responsibility in their own homes with their families.</p>	<ul style="list-style-type: none"> • Embracing challenge • High expectations • Determination, effort and resilience • Thinking • Confidence • Pride in our achievements • Care for each other • Care for school • Care for nature and the environment • Care for the wider community • Taking responsibility for our learning