

**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. We will visit local places of worship and identify similarities and differences between them and learn about the Jewish community and synagogues in the local area.

As we start the year with Rosh Hashana there is time for reflection and through this the children will think about 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. 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 self portraits

Culminating Projects: A map of the South Bank made with Laura Fox
Writing about our local area based on the book 'Claude in the City'

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 - 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 as well as the children's own observations from a trip to Muswell Hill	Understand different types of texts.

English	<p>Postcards from holidays.</p> <p>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.</p> <p>Letter writing: sorry notes to family and friends for Yom Kippur.</p> <p>Writing descriptions of themselves.</p>	<p>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.</p>
Science	<p>Learning about the water cycle- evaporation and condensation.</p> <p>Why rain is needed</p> <p>Looking at how water is cleaned</p> <p>Looking at how the local climate differs from Israel (harvest season here and in Israel for Sukkot)</p>	<p>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</p>
	<p>Discussion about Shemini Atzeret</p>	<p>I know that the climate in Israel is hot and dry. Identify seasonal and daily weather patterns in the UK, locate hot and cold areas of the world in relation to equator and poles</p>
Jewish Education	<p>Simchat Torah: cycle of reading the Torah</p> <p>Shemini Atzeret: prayer for rain, connecting with land of Israel,</p>	<p>I know the Torah is started at Simchat Torah and it is the end of Sukkot.</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>
	<p>Tashlich</p>	<p>I know the traditions between Rosh Hashanah and Yom Kippur.</p>
	<p>Learning about Rosh Hashanah and Yom Kippur Learn the dates of both The prayer for the Shofar</p>	<p>I know about, and understand traditions to do with the New Year</p>

	<p>Round Challah White traditionally worn New Food for the new year The Story of Jonah</p>	
	<p>Sukkot: How to say the prayer for the <i>lulav</i> and <i>etrog</i> and how to shake them. To discuss harvest.</p>	<p>I know about, and understand traditions to do with Sukkot.</p>
Geography	<p>Maps and mapping our journey to school</p> <p>Data handling of shops and buildings in Muswell Hill</p> <p>Physical and human features 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? Looking at changes in water as a result of temperature</p>	<p>I ask and answer questions about places and environments. I describe what sort of things I see in a place or environment. I describe places using geography words such as physical and human. I describe what I like and dislike about a place or environment. I talk about ways to improve the locality.</p> <p>I know condensation, evaporation and precipitation.</p>
History	<p>Muswell Hill – changes over time.</p> <p>Use photography, personal memories, books about local history. Timeline of Muswell Hill.</p> <p>Significant historical events, people and places in Muswell Hill.</p> <p>Changes within living memory.</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>
RE and Diversity	<p>Mutual Respect</p> <p>Religions in Muswell Hill Churches in Muswell Hill Other places of worship in Muswell Hill</p> <p>Know the synagogues they go to, the Jewish experiences they participate in at home, school and as part of the community eg charity fun runs, Cherry Tree wood festival, synagogue fun days or celebrations, London festivals and special days.</p>	

Creative Arts including Design Technology	<p>Creating a map of my route to school</p> <p>Bridge building workshop</p>	<p>Painting and drawing skills Mapping out and giving direction</p> <p>Clear representation of various features</p> <p>Design purposeful, functional, appealing products for themselves and others based on design criteria</p>
PSHE	<p>Friendship and Respect</p> <p>Considering rules for the class and the school.</p> <p>Considering how we can improve our behaviour for the following year.</p> <p>Others and me in my class: Know who appropriate people are to tell, know how to tell appropriate people, identify groups to which they belong, begin to identify differences across the individuals in the class, school, area, country , world.</p>	<p>I know the difference between right and wrong</p> <p>I know my behaviour can affect others.</p>
Computing	We are Explorers	<p>Have a clear understanding of algorithms as sequences of instructions</p> <p>Convert simple algorithms to programs</p> <p>Predict what a simple program will do</p> <p>Spot and fix (debug) errors in their programs.</p>

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Phonics	<p>Review Phase 5</p> <p>Begin Phase 6:</p> <p>Split digraph</p> <p>Change y to ies when pluralising or 3rd person</p> <p>Adding ed, er, ing and est to a word ending consonant y.</p>	<ul style="list-style-type: none"> I can spell and decode words

	<p>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</p>	
Guided Reading	<p>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</p>	<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 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	<p>Daily whole class handwriting lesson following Penpals scheme</p>	<p>Consolidate correct letter formation</p>

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: • 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
Maths	Number	<ul style="list-style-type: none"> • use place value and number facts to solve problems

		<ul style="list-style-type: none"> •recognise the place value of each digit in a two-digit number (tens, ones) •identify, represent and estimate numbers to 100 using different representations, including the number line •compare and order numbers from 0 up to 100; use <, > and = signs •recognise the place value of each digit in a three-digit number •read and write numbers to at least 100 in numerals and in words •count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward •count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given number •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
Prayer/Tefillah	To continue working on the morning prayers	<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	We shall do basic gymnastic skills using the mats and how we can move across the mat in different ways.	<p>Forward roll, backward roll, moving across a mat in a safe and clear way</p> <p>Master and apply basic</p>

		movements including running, jumping, throwing and catching as well as developing balance, agility, co-ordination
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