

Houses and Homes

Overview and Rationale:

In this topic, children will learn about the essential features of a home and discuss what they think makes a home a home. They will learn about both animal and human homes and consider what they all have in common and how and why they are different. In science they will investigate different materials and their properties and then use this knowledge to explore the best materials for house/home building. Children will learn about how and why houses have changed over time and the reasons for these differences. Children will think about their own home and possible dangers within it. They will learn about ways they can keep safe and share this knowledge with others. Children will learn about the features of a Jewish home. They will explore the notion of and create a *mezuzah*, a scroll placed on the door both at home and at school. Children will relate that to the *Birkat Habayit* and write their own prayers for their homes. They will consider 'What do we wish for our homes and families?'

Project Launch: We shall start by looking at the traditional text "The House that Jack Built" and the similar, but more modern, text "The House that Zac Built." We are also visiting Kensington Palace.

Culminating Projects:

Writing their own prayer for their home.

Making a Haggadah (The book for the Passover Seder Service)

(Planning continues below)

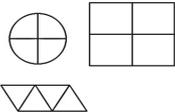
Topic Based Learning

Area of Curriculum	Content	Skills / Knowledge
English	<p><u>Writing related to Traditional repeating stories</u> The House that Jack Built and the House that Zac Built.</p> <p><u>Writing related to traditional Tales</u> The Three Little Pigs Comparing texts-The True Story of the Three Little Pigs The Three Little Wolves and the Big Bad Pig</p> <p><u>Writing related to instructions</u> Instructions for making an animal home Instructions for keeping safe at home</p> <p><u>Writing related to prose</u> Prayer for the home</p>	<p>Read, Write and preform free verse; recite familiar poems by heart. Recognising repetitive texts and the style in which they are written Traditional Tales - Fairy tales Write a retelling of a traditional story</p> <p>Instructions: Following a practical experience, write up the instructions for making an animal home Make a home safety poster</p>
Science	<p><u>Features and properties of materials</u></p> <p>Waterproofing</p> <p>Which material is best for curtains? (opaque v transparent, absorbent and not absorbent)</p> <p>Sorting and classifying materials</p> <p>Scientific changes-what happens to salt when you put it in water?</p> <p>Making bricks from ice and plaster of Paris- which can be reversed?</p> <p>Going to the woods to look for animal habitats and making shelters for animals.</p> <p><u>Hazards at home</u></p> <p>Children will learn the risks associated with hot water, fire hazards, electricity and tripping. They will explore why these things are hazardous and how to manage them.</p>	<p><u>Materials and their properties</u> Knowledge, skills and understanding Grouping materials</p> <p>1. Pupils should be taught to: a. use their senses to explore and recognise the similarities and differences between materials b. sort objects into groups on the basis of simple material properties [for example, roughness, hardness, shininess, ability to float, transparency and whether they are magnetic or non-magnetic] c. recognise and name common types of material [for example, metal, plastic, wood, paper, rock] and recognise that some of them are found naturally d. find out about the uses of a variety of materials [for example, glass, wood, wool] and how these are chosen for specific uses on the basis of their simple properties</p>

Geography	<p><u>Different Houses around the World</u></p> <p>We will study different homes both in the UK and from other countries.</p> <p>What are the four countries of the United Kingdom?</p> <p>Look at the map of the Journey the Children of Israel took when leaving Egypt.</p> <p>.</p>	<p>Study pictures/videos of a locality and ask geographical questions e.g. <i>What is it like to live in this place?</i></p> <p>Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p>
History	<p><u>Houses and changes over time</u></p> <p>How houses have changed over time</p> <p>A study of Kensington Palace? Which toys did Queen Victoria play with?</p> <p>Who are the Royal Family?</p> <p>Compare old artefacts and the modern equivalents</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects</p>
Art/Design & Technology	<p><u>Building a home</u></p> <p>Children will design and make a mezuzah to place their prayer inside.</p> <p>Children will look at different homes and their features</p> <p>Moulds and casts and finding out about the work of Rachel Whiteread .</p> <p>Making casted Hamzas (Hand symbol that represents a good luck charm for the home) and connecting to the work on Birkat Habayit (Blessing for the Home)</p> <p>Children will design and build a home for a minibeast. We will do this through trips to the woods.</p>	<p>I can generate ideas for designs.</p> <p>I can use models, pictures and words to describe what I want to do.</p> <p>I can explain what I am making and what tools I am using.</p> <p>I can talk about my own, and other people's, work</p>
Religious Education	<p>Children will learn the story of Easter and the customs associated with celebrating Easter in homes around the world.</p> <p>We will look at traditions of Christianity to do with worship and celebration in the home.</p> <p>We will look at the shrines of other religions.</p>	<p>I know there are different religions in my community.</p> <p>I know about different festivals of different religions and the customs that are followed.</p>

Jewish studies	<p>We will be looking at traditions around the home for Judaism including</p> <ul style="list-style-type: none"> • Getting ready for Shabbat and festivals • The mitzvah of opening up your home to visitors and less fortunate • Artefacts such as the Mezuzah, candle sticks, wine becker, Hanukah, Siddurs • How some Jewish artefacts (i.e.) Candlesticks are more holy than others, (Meaty washing up brush) Siddur more holy than Hebrew dictionary <p>Text: We shall focus on the Shema (main Jewish prayer) and look at its translation particularly that it has to be placed on the doorframe.</p> <p>We will know that this is an important prayer for the family as it instructs the parents to teach it to their children.</p> <p>We will study Birkat HaBayit (a blessing for the home) and write our own blessings for the home.</p> <p>We shall make our own Mezuzot a small box that is placed on every doorframe in a Jewish house that contains the Shema).</p> <p><u>Pesach</u> Create a haggadah for use at a Passover seder which includes:</p> <ul style="list-style-type: none"> -Song learned (mah nishtanah, avadim hayinu, hallel songs, who knows one, Dayenu, Kiddush) -the story of Passover written in the children's own words -the order of the seder -children's questions and ideas. <p>Children will learn and understand that:</p> <ul style="list-style-type: none"> -Pesach celebrates the Exodus, the freedom of the Jews and the creation of their peoplehood.-We will act out this story -the difference between chametz and non-chametz -the rituals relating to getting ready for Pesach -the story of the Exodus -the rituals of the seder meal -that people celebrate Pesach differently or not at all. -what the items on the seder plate represents -the four sons and what they could mean -Dayenu- what are we thankful for? 	<p>I know how homes are important in Jewish and other faiths</p> <p>I know why trees are important to sustain life.</p> <p>I can retell the story of the major festivals at this time.</p> <p>I can tell you some traditions associated with the festival.</p> <p>I can participate in a Passover seder and understand key rituals including being able to retell the story.</p>
Tefillah	<p>We will study Birkat HaBayit (The blessing for a home)</p> <p>We shall have a special focus on the Shema (main Jewish Prayer) and the translation of the first verse.</p> <p>Brachot/blessings on fruit and vegetables. (Tu bishvat)</p>	<p>I can sing and say prayers and tell you what they mean</p>
Music and singing	<p>We will work with musical instruments to recreate a poem about a home with musical accompaniment.</p>	<p>use their voices expressively and</p>

		<p>creatively by singing songs and speaking chants and rhymes (The House that Jack Built, I know an old Lady the Swallowed a Fly)</p> <ul style="list-style-type: none"> • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music
Computing	<p>We are painters.</p> <p>We will be using drawing apps to draw and paint pictures of the three little pigs</p> <p>We are Collectors</p> <p>We will be saving pictures of traditional stories and sorting them into folders so they can be retrieved.</p>	<p>This unit will enable the children to:</p> <ul style="list-style-type: none"> use the web safely to find ideas for an illustration select and use appropriate painting tools to create and change images on the computer understand how this use of ICT differs from using paint and paper create an illustration for a particular purpose know how to save, retrieve and change their work reflect on their work and act on feedback <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> find and use pictures on the web know what to do if they encounter pictures that cause concern group images on the basis of a binary (yes/no) question organise images into more than two groups according to clear rules sort (order) images according to some criteria ask and answer binary (yes/no) questions about their images.
British Values	<p>I know that there is a Royal Family and can identify the main members.</p> <p>I collect Tzedokah</p>	<p>Mutual Respect</p> <p>Charity</p> <p>Helping others</p>

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 polysyllabic words – Practise reading sentences – Practise writing sentences
Handwriting	Forming letters correctly and introducing diagonal and horizontal joins	<p>Diagonal Join to Ascenders Diagonal joins to letters with no ascenders</p>
Maths	<p>Multiplication and division facts</p> <ul style="list-style-type: none"> • <i>count in multiples of twos, fives and tens</i> <p>Problem solving</p> <ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Use practical apparatus, arrays and images to help solve multiplication and division problems such as: Ben had 5 football stickers. His friend Tom gave him 5 more, how many does he have altogether? Share 12 sweets between two children. How many do they each have? • Find half of and double a number or quantity: 16 children went to the park at the weekend. Half that number went swimming. How many children went swimming? I think of a number and halve it. I end up with 9, what was my original number?
	<ul style="list-style-type: none"> • Fractions <p>Recognising Fractions:</p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<p>Children should be able to :</p> <p>Use practical apparatus and images to recognise, find and name fractions of objects, shapes or quantities, such as:</p> <p>Here is a set of 12 pencils. How many is half the set?</p>  <p>Shade $\frac{1}{4}$ of each shape.</p> 

		<p>Four children share 12 strawberries into equal parts.</p>  <p>How many strawberries will each child have?</p>
	<p>Measurement</p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • Lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) • Mass, weight (e.g. heavy/light, heavier than, lighter than) • Capacity and volume (e.g. full/empty, more than, less than, half full, quarter) • Time (e.g. quicker, slower, earlier, later) • Measure and begin to record the following: <ul style="list-style-type: none"> • Length and height • Mass/weight • Capacity and volume • Time (hours, minutes, seconds) • Recognise and know 	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Use their experience of standard units to make realistic estimates, answering questions such as: <ul style="list-style-type: none"> ○ Is the table taller or shorter than a metre? ○ Is this doll taller or shorter than one of the class rulers? ○ Does this bottle hold more or less than the litre jug? ○ Which of these things do you think will weigh less than a kilogram? • Use standard units to measure and compare objects. For example, they place metre sticks end-to-end to find out how much wider the hall is than the classroom. They use a litre jug to measure how much more the washing-up bowl holds than the cola bottle. • Distinguish coins by sorting them and start to understand their value. They begin to recognise that some coins have a greater value than others, and will buy more: for example, 2p is worth more than 1p; 5p is worth more than 2p; £2 is worth more than £1. They play money games and collect 1p or 2p coins to the value of 10p and begin to count up 'how much this is altogether'. They extend their activities in the classroom shop, paying for items that cost 1p, 3p, 5p, 7p or 9p using only 2p coins, and receiving the appropriate amount of change in 1p coins. They use coins to help them to respond to questions such as: <ul style="list-style-type: none"> ○ Michael had £5. He spent £3. How much did he have left? ○ Rosie had a 10p coin. She spent 3p. How much change did she get? ○ How much altogether is 1p and 2p and 5p? ○ Sunita spent 5p and 6p on toffees. What did she pay altogether? ○ Chews cost 2p each. How much do three chews cost? ○ An apple costs 12p. Which two coins would pay for it? What combinations of 3 coins would pay for it? • Continue to develop the concept of time in terms of time passing and sequencing events in familiar story or day-to-day routines. <ul style="list-style-type: none"> ○ They use terms such as morning, afternoon and evening, yesterday and tomorrow. ○ They learn to order the days of the week and learn that weekend days are Saturday and Sunday. ○ They listen to stories and rhymes about time, such as The Very Hungry Caterpillar or The Bad-Tempered Ladybird by Eric Carle, Monster Monday by Susanna Gretz or Hard Boiled Legs by Michael Rosen and Quentin Blake. • Order the months of the year

	<p>the value of different denominations of coins and notes</p> <ul style="list-style-type: none"> Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) Recognise and use language relating to dates, including days of the week, weeks, months and years <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<ul style="list-style-type: none"> Read time to the hour and half hour on a clock with hands and recognise half past the hour in day-to-day routines. They use time lines or clocks to help them to respond to questions such as: <ul style="list-style-type: none"> It's half past seven. What time will it be in four hours' time? What time was it two hours ago? John went to the park at 9 o'clock. He left at half past eleven. How long was he at the park?
	<p>Addition and subtraction within 100</p>	<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 100 add and subtract one-digit and two-digit numbers to 100, 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 $71 = \square - 9$
PE	<p>Team Sports</p> <p>Rugby</p> <p>Netball/basketball</p> <p>Football</p> <p>Dance and Movement- We will be following the BBC scheme, "Let's Move"</p>	<p>Passing and working collaboratively</p> <p>Controlling balls</p> <p>Moving to balls</p> <p>§ Use simple dance vocabulary to describe movements performed.</p> <p>§ Remember short sequences of movements.</p>
PSHE	<p>Empathy: Reggio Inspired Curriculum Project (60-90 minutes per week)</p>	

	Beginning to Understand me and others.	Know the qualities that make a good friend, begin to understand the ways that they are unique, begin to understand that others may be different from them, explore the ideas of "fairness, right and kind
Non Thematic Jewish Studies	<p><u>Tu B'Shevat</u> Learning which foods come from trees and which grow in or on ground and knowing whether to say Beray peri Haetz or Ha'Adamah Also to know how trees are important for irrigation.</p> <p><u>Purim</u> Children will learn the Purim story and create a class Megillah. Children will also know the 4 main rituals associated with Purim: matanot la evionim (gifts for the poor), mishloach manot (sending gifts of food) , reading megillah (the story of Esther), seudah (eating Purim celebratory meal) Rewriting the story of Purim, using actions and music to retell.</p>	<p>I know that Tu B'Shaevat is the birthday of the trees. <input type="checkbox"/> and when to say them.</p> <p>I know the story of Purim I know the four main customs of Purim.</p>
Tefillah	<p>To say and sing songs form the Shacharit (morning) service. (Daily)</p> <p><u>Shabbat</u> Singing and learning Shabbat songs Learning 'veshamru' sung on Shabbat morning</p>	I can sing and read common prayers in the Jewish faith
Music	We shall follow the Music Express scheme of work.	<p>I can explore and describe the sounds different instruments make. I can explore the duration of the sounds instruments make and how the different ways I use them can affect this.</p>