

Eden Primary Medium Term Planning : Shtillim (Year 2) : Spring 1, 2019 (8th January – 15th February)

London Transport

Overview and Rationale:

The focus of this term’s work is how **London Transport** has changed over time and how this resulted in a shift of the Jewish community from the East End to North London after the development of the tube. By the end of the topic the children will know the main geographical features of London and the different types of transport that are available. We will study maps of different types. We will look at how people get around in London and learn about the arrival of new modes of transport, such as the Emirates cable car and the DLR. We will hear first hand about how to keep safe on the underground and how traffic and people keep flowing in a busy city. We will also be looking at how London can become more eco-friendly as pollution continues to rise, and we will discuss, through enjoying the story *Katie in London*, what it would be like to fly around London on a lion’s back!

Project Launch: Reading ‘Katie in London’ and discussing, drawing, writing and doing drama based on the story.

Culminating Projects: Designing and making our own models : a new mode of transport for London

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
<p>English</p>	<p><i>Katie in London</i> – a story set in London</p> <p>Using the book as a starting point to create information guides to London landmarks and about travelling in London.</p> <p>Use reference books, the internet , tube maps, timetables, travel apps and photos to obtain information.</p>	<ul style="list-style-type: none"> ○ Read and understand different types of non-fiction texts. ○ Read and respond in writing to a story set in London ○ Write character descriptions ○ Write from different points of view ○ Take notes and make lists ○ Plan and write non-fiction reports and descriptions ○ Use new vocabulary from reading when writing ○ Use a range of simple formats to capture key points, e.g. a flow chart or table
<p>Science</p>	<p>Materials: Investigate and learn about a variety of materials and their properties.</p> <p>Understand that different materials have different properties that affect their suitability for different uses</p> <p>Find out about some inventors and</p>	<ul style="list-style-type: none"> ○ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ○ Select materials for use in design and making which are suitable for the purpose ○ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. ○ Carry out a fair test using different materials to investigate their properties

	<p>scientists and their discoveries of new materials which have helped transport, eg McAdam and Tarmac, Dunlop and rubber tyres</p>	<ul style="list-style-type: none"> o Research areas which cannot be investigated practically
<p>Jewish Education</p>	<p>Shabbat in London Know the importance of Shabbat and the Shabbat Table. (including candle lighting, Kiddush, ha motzi, havdala)</p> <p>How do families in our school/communities in London celebrate Shabbat?</p> <p>What might be different about travel on Shabbat?</p> <p>Scrolls and guides Make links between guide books to places and the Torah. Investigate parchment –what material is it? How is it different from paper? Why is a sacred book sacred? Consider a time line of holy books from the first scrolls through to books and now a siddur phone app.</p> <p>Tu b'Shevat (20th/21st January)</p>	<ul style="list-style-type: none"> o Investigate the different celebrations of Shabbat including family rituals at home, other communal Shabbat celebrations o Understand and explain that Shabbat is a day of rest, peace and relaxation and how it relates to the story of creation o Talk about, compare and explain their own experience of Shabbat o Explore the weekly Parasha and what lesson for life it teaches o Understand that the Torah is a guide book for life. o Investigate pieces of parchment obtained from a sofer stam. o Behave appropriately around the Sefer Torah <p>Enjoy a Tu b'Shevat fruit seder in class.</p>
<p>History</p>	<p>Develop knowledge of chronology through making a time line</p> <p>Use pictures, books and objects in school, in museums and via the internet to gain historical information to say how transport has changed over time in London, particularly since 1900</p> <p>Describe the differences between then and now</p>	<ul style="list-style-type: none"> o Make a London transport time line o Observe or handle sources of evidence to ask questions and find answers to questions about the past. o Use artefacts, pictures, stories, the internet etc. to investigate the past. o Sort objects and pictures into chronological order o Think about the effect the creation of the tube had on people. o Research how people travelled before the tube? o Visit to the London Transport Museum and participate in workshop (In spring 2 but related to this topic)
<p>Geography</p>	<p>Know the points of a compass</p> <p>Know that London is the capital city of the United Kingdom and the United Kingdom is made up of England, Scotland, Northern Ireland and Wales.</p>	<ul style="list-style-type: none"> o Plan routes and give directions. o Use the Internet to find out about places. o Describe physical and human features of places. o Use geographical vocabulary. o Follow maps and plans.

	<p>Recognise, and locate on a map, some of London's most famous landmarks, and some of the landmarks of Jewish London.</p> <p>Understand that London is built around the river Thames and how important this river was to the development of London.</p> <p>Understand how people affect the environment.</p> <p>Know how the changes in transport in London have affected where communities live and how easily places can be accessed.</p>	
<p>Religious Education, Diversity and British and Jewish Values</p>	<p>How did people arrive in London? Where have they come from? Where have they settled?</p> <p>Where in London can we see the influence of different groups of people with different cultures and identities?</p> <p>Incorporate Jewish values into our own lives at school and at home, in our city and in our country.</p>	<ul style="list-style-type: none"> o Explore and discuss the connection between middot, mitzvot and being a London citizen with special reference to Pirkei Avot o Talk about how to be a responsible member of the British (and London) Community. Select and engage in a national campaign or charity project o Begin to understand the concepts of individual liberty, of asylum and protection, and of assimilation into a new society while maintaining cultural and religious identity
<p>Creative Arts including Design Technology</p>	<p>Making vehicles; Research different forms of London transport Discuss and understand the different parts of a moving vehicle. Make a chassis and axles. Design a vehicle for London 2050. Make a solar buggy from recycled materials.</p>	<ul style="list-style-type: none"> o Generate ideas based on investigations of products and materials o Plan what to do next based on experience of working with materials and components. o Select appropriate tools, techniques and materials, explaining my choices. o Assemble, join and combine materials and components in a variety of ways to make functional products.
<p>Computing</p>	<p><i>We are researchers</i> unit of work from the Rising Stars scheme. To make a presentation about an area of London transport</p> <p>Know how to keep safe by alerting an adult if a page seems unsafe or inappropriate.</p>	<ul style="list-style-type: none"> o Use the internet to obtain and present information. o Work collaboratively with others. o Add questions to a mind map. o Add information from independent research to a mind map. o Locate information from one or more relevant websites o Search for information on a small number of sites using a custom search engine.

Music	Learn and sing some London transport-themed songs from different times in the past	<ul style="list-style-type: none"> o Sing in unison and in parts o Sing a round o Enjoy participating in whole class singing sessions
Personal, Social, and Health Education	<p>Empathy: Reggio Inspired Curriculum Project</p> <p>Keeping money safe Understand where money comes from, how to keep it safe and know that it can be used for different purposes, including spending and saving.</p>	<ul style="list-style-type: none"> o Why is empathy important? o Can children learn empathy? o Look at how people make money in London, different jobs etc. o Think about what we can do with our money – spend / save. o Children to have a budget and a catalogue to decorate their bedroom – what will they buy?

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Phonics / Spelling	<p>The /s/ sound spelt c before e, i and y</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>The /a/ sound spelt –y at the end of words</p> <p>Spell high frequency words/CEW in the spelling test schedule.</p>	<ul style="list-style-type: none"> o Use spelling journals to keep track of high frequency words and words we use in our writing that we need to remember how to spell. o Use the method ‘Look, say, cover, write, check’ to learn new words o Find patterns in words and identify word ‘families’ to make spelling easier. <p>floor, behind, both, even, past, plant, poor, child(ren), old, break, father, bath, find, wild, gold, steak, class, hour, mind, climb, hold, pretty, grass, move, kind, only, everybody, beautiful, pass, prove</p>
Guided Reading	Guided Reading Groups reading a range of fiction, non-fiction and poetry	<ul style="list-style-type: none"> o Develop fast and fluent decoding in order to read fluently aloud and silently o Extend reading over longer texts to develop reading ‘stamina’ o Responding in writing to comprehension questions. o Finding the evidence in the text to support answers to comprehension questions
Handwriting	3x a week whole class handwriting lesson following Penpals scheme	<ul style="list-style-type: none"> o Diagonal and horizontal joins o Letters that don’t join
Maths	<p>Multiplication and division</p> <p>2, 5 and 10 times tables</p> <p>Fluency</p> <p>Problem solving</p>	<ul style="list-style-type: none"> o Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers o Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs o Solve problems involving multiplication and division, using

	Games	<ul style="list-style-type: none">○ Ball skills practise including throwing and catching○ Running, marking, tag, partner work, team work○ Small team games incorporating these skills
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