

## Eden Primary Medium Term Planning: Shorashim (Year 1): Spring Term 2<sup>nd</sup> Half

### Houses and Homes

#### Overview and Rationale:

In the continuation of this theme we will be focussing on the many alternative versions of the traditional tale “The Three Little Pigs” and how these are written. There are the major festivals of Purim and Pesach and we will look at how these are celebrated in the home and the main rituals that happen during them. We will be learning about Mezuzot and how Jews are commanded to place them on the doorframe in the central Jewish prayer, The Shema. We will also be looking at fair testing in science and will learn about homes in the past in History.

**Project Launch:** Object Handling – comparing a household item from the past with a contemporary version and generating questions

**Culminating Projects:** A Hagaddah (Book for the Seder Service at Pesach)

Topic Based Learning		
Area of Curriculum	Content	Skills / Knowledge
English  traditional, modern, recount, retelling, sentence, conjunction, newspaper, fiction, non-fiction	<p>Throughout this term we will continue looking at alternative versions of the Three Little Pig Story. These include The True Story of the Three Little Pigs (Jon Scieszka) and The Three Little Wolves and the Big Bad Pigs (Eugene Trivizas).</p> <p>They will write an alternative version of the story with their own animal characters.</p> <p>We will write instructions on how to make a shelter for an animal.</p>	<p><u>Writing:</u> I can write alternative stories based on The Three Little Pigs. I can use the subordinating conjunction ‘because’ and the coordinating conjunction ‘but’ correctly. I can write compound sentences. I can write instructions with imperative verbs at the beginning.</p> <p><u>Reading:</u> Reading phonically decodable words. Working out unfamiliar words based on the context. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far</p>

<p>Science Plastic, wood, rubber, fabric, rock, glass, metal, brick, wool, paper, hard, soft, float, sink, properties transparent, opaque.</p>	<p>Materials and Their Properties Testing paper plates for their stiffness Which material is best for a drying up cloth Answering scientific questions</p>	<p>I understand what is comparative and fair testing I can describe what I see. I can draw conclusions. I can explain how the test was fair and why it is important to have fair testing. Which material is best for making curtains?</p>
<p>History Past, present, future, Victorian, Queen Victoria, Monarch,</p>	<p><u>Houses and changes over time</u> How houses have changed over time Compare old artefacts and the modern equivalents</p>	<p>I understand the difference between things that happened in the past and the present. I can describe things that happened to myself and other people in the past. Order a set of events or objects</p>
<p>Creativity/ Forest School  Mezuzah Insect Animal Habitat Burrow Den Observational</p>	<p>Mezuzah  Trips to the woods to find and document insect and animal homes</p>	<p>To a Mezuzah case. Decorating and finishing work. Observational drawing- exploration in the woods.</p>
<p>Religious Education  Easter Jesus Christian Christianity</p>	<p>Children will learn the story of Easter and the customs associated with celebrating Easter in homes around the world. We will look at traditions of Christianity to do with worship and celebration in the home.</p>	<p>I know there are different religions in my community. I know about different festivals of different religions and the customs that are followed.</p>

Jewish studies and Tefillah	Text: We will focus on first verse of the Shema (main Jewish prayer) and look at its translation particularly that it has to be placed on the doorframe of the house We will know that this is an important prayer for the family as it instructs the parents to teach it to their children. I can say the first verse of the Shema and say what it is telling us to do	I can say what we are commanded to do in the first verse of the Shema. I know the Shema is an important prayer that you say three times a day. I know the translation of the first two lines. I can recognise familiar words within the Shema (levavacha, nafshacha and mo'odecha I know you have to teach it to your family and you are commanded to love God. To know how the Shema is related to the Mezuzah and the wearing of Tefillin.
Music  Rhythm, timing, beat, percussion, pulse, repeating		I can listen to the environment around me and describe what I hear I can create musical motifs both rhythmically and freely using the environment as stimulus I can structure my ideas into a piece and notate my ideas graphically I can use musical language appropriate to the task
Computing  Animation, Sound effects, Copy, Paste	Animated Story Books	To understand the differences between traditional books and e-books. To add animation to a picture. To add a sound effect to a picture To add a background to the story To use the copy and paste feature to create additional pages
PSHE British Values, SRE Feelings, Emotions, Anger, Sadness, Happiness, Excitement,	Social Relationships- Knowing what to do.	<b>Managing my feelings</b> I have begun to have identified some of my feelings and recognised some of the ways I express them I can set simple but challenging goals for myself. I can talk about change and loss and the associated feelings e.g. losing toys, pets or friends. I can explain how people look after me at home and at school. I know the difference between secrets and surprises.

### Non-Thematic Learning

Area of Curriculum	Content	Skills/Knowledge
Jewish	<b>Purim</b>	I can retell the story of the major festivals at this time.

<p>Education</p> <p>Haggadah Seder, Pesach, Kiddush, Chametz</p>	<p>Hear and act out the story of Esther Mishloach Manot We will look at a real magillah Order and write main events from the Book of Esther Purim is on 14th Adar</p> <p><b>Pesach</b> Pesach is on 15th Nissan The Haggadah The Seder Night Getting ready for Passover-the rituals The Seder Plate Song learned (mah nishtanah, avadim hayinu, hallel songs, who knows one, Dayenu, Kiddush) The Story of Passover- Exodus (Yitziat Mitzrayim) Chametz and non-chametz</p>	<p>I can tell you some traditions associated with the festival.</p> <p><b>Purim</b> I can recall key features and events of the story. I can write in my own words the story of Meggilat Esther. I can sing songs and make noise makers I know when Purim is (14 Adar)</p> <p><b>Pesach</b> I can participate in a Passover Seder and understand key rituals including being able to retell the story. Know and explain what a Seder is and the symbolism of the Seder plate I can recall key events and characters of the story I can make my own Haggadah I know that there are different versions for the Haggadah I know that people celebrate Pesach in different ways or not at all. I can describe how families celebrate Pesach I can participate in cleaning for Pesach in school and at home I know the it's a tradition for the youngest one in the family to say 'Ma Nishtana' I can recite and know meaning of Ma Nishtana I can recite and know the meaning of Dayenu I can say what chametz is and why some people don't eat it on Passover</p>
<p>Letters and Sounds</p>	<p>Phase 5 continued</p> <p>Revision of phonemes and their graphemes following whole class assessment of phonics.</p>	<p>I can recognition and recall of graphemes and different pronunciations of graphemes as they are learned I know alternative spellings of phonemes for spelling I can practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words Practise reading sentences Practise writing sentences</p>
<p>Handwriting Lower case Upper case Join Ascenders Descenders</p>	<p>Forming lower case letters and numbers</p> <p>Joining up diagonal to ascenders</p>	<p>Forming letters and numerals correctly and when writing ensuring their size is consistent Ascenders and descenders correct I can join at and all I can join th, ch, cl</p>

<p>Maths</p> <p>Part Whole More Less Fewer Difference Heavy Light Tall Short Taller/tallest Shorter/shortest Longer/longest Shorter/shortest</p>	<p>Numbers to twenty</p> <p>Money</p> <p>Measures</p>	<p>Language and Problem Solving (part or whole unknown)</p> <p>Comparison (difference, more, less, fewer) including Statistics</p> <p>Coins and Combinations to 20p</p> <p>Ordering and Comparing</p> <p>Counting in 2s, 5s 10s</p> <p>Non-standard Measures and Introducing Simple Standard Measures</p>
<p>Teffilah Kabbalat Shabbat , Birkat Hamazon, Megillah</p>	<p>Morning prayers continues Kabbalat Shabbat Blessing after a meal – Birkat Hamazon Blessings for the Megillah (The story of Esther) The Blessing for wine</p>	<p>I know Adon Olam I know Shalom Aleichem I can recite first paragraph of Birkat Hamazon I know the blessings for the megillah :sheasah nissim, Shehecheyau, Al mikrah Megillah Borei pri hagefen(</p>
<p>PE Bounce, Pass, Defend Shoot Control</p>	<p>Ball Skills</p>	<p>I can pass a ball with success I can bounce a ball with some control I can throw a ball to score I can move with a ball in my hands I can throw a ball in different directions with some success I can pass a defender and score</p>