

Shorashim-Year 1 Year Long Curriculum Plan 2023-24

Theme: Me, My Family and Taking Care of Myself

	Term1	Term2	Term 3	Term 4	Term 5	Term 6
Topic Theme	Fascinating Families Chagei Tishrei: Rosh Hashanah, Yom Kippur, Sukkot- How are our families celebrating	Fascinating Families	Houses and Homes/ Purim	Houses and Homes cont./ Pesach	Fighting Fit	Life in Alexandra Park and Beyond
Culminating Project	Pictorial family Tree	Tea Party – we will holding a tea party a as celebration of our learning about families, particularly focussing on our elderly relatives and members of the community	Making Mezuzot: An artefact found on doors of the Jewish home that contain the	Haggadot (A book for the Passover Seder Service)	Class recipe book that records the healthy foods that the children make.	Class poetry book/ poetry recital
Key Text	Stella Brings the Family (Schiffer)	Martha Maps It Out (Hodgkinson)	The Three Little Pigs (Trad) The True Story of the Three Little Pigs (Scieszka)	The Three Little Wolves and the Big Bad Pig (Trivizas)	Stevie Wonder, Stephen Hawking (Vegas) Leo and the Octopus (Marinov)	Non-fiction texts on wildlife. Michael Rosen Bananas in My ears and Mustard, Custard, Grumble Belly and Gravy
Creativity	Observational drawings of seeds Planting seeds Making family trees Self-portraits Young and Old Project where the children will visit Lady Sarah	Design a natural Chanukiah Young and Old Project where the children will visit Lady Sarah Cohen House and work with the residents (ongoing)	Making mezuzot Understanding moulds and castings Finding out about Rachel Whiteread. Making different houses Young and Old Project	Creating a class Megillah (scroll with the story of the Book of Esther) Making our own Haggadot. Making Hamzas and working with plaster	Cooking healthy recipes Kashrut Young and Old Project where the children will visit Lady Sarah Cohen House and work with the	Finding out about animal skeletons Still life drawings Making skeletons with hinges

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	Cohen House and work with the residents (ongoing)		where the children will visit Lady Sarah Cohen House and work with the residents (ongoing)	Young and Old Project where the children will visit Lady Sarah Cohen House and work with the residents (ongoing)	residents (ongoing)	
Tefillah We will constantly revise prayers and blessings already learned	Prayer for the shofar (Rams horn that is blown to announce New Year) Prayer for Lulav (Palm leaves used in the festival of Sukkot) Shechechyanu (Blessing when something is done for the first time)	Blessing for the lighting of the Hannukiyah (Hanukah candlestick) Hanerot Hanukah Song) Adon Olam (Song in the morning service)	First Verse of Shema	Adonai Siftai (Morning service prayer) Birkat habayit (prayer for blessing the home)	Birchat Hamazon (First Verse) Pokeach ivrim Sha'asar li col zarci (Morning blessings)	Friday night service Shalom Alechem (Song sung to welcome in the Shabbat on Friday night)
Continuous Jewish Studies	Parshiot (Weekly portion of the Torah that is read)- Each week the story of the Parsha is shared Tzedakah. (Charity)- We will collect money for charity and each term discuss different groups that might need this money and choose one. To learn the names of the months of the year and knowing Rosh Chodesh is important by visiting a tree and seeing how it changes throughout the year					
Jewish Studies	Rosh Hashanah Yom Kippur Sukkot How family is important in Judaism Look at where our families come from and connections to Israel.	To know the stories of the three Patriarchs and 4 Matriarchs. Know the story of Joseph and how the Jews ended up in Egypt. Hannukah and the Maccabee Family	Mezuzah and other artefacts in the Jewish home, both holy and ordinary. Important people in a Jewish community – rabbi, chazan	Hamzas and blessing the home Purim- Haggadah and Pesach work Know the story of Passover (Prince of Egypt)	Lag B'Omer Shavuot Kashrut Respect for animals and other people	Mitzvot Shabbat (Commandments for Sabbath) What time does it start? What does Judaism say one can do or not do on Shabbat?

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English	Writing:	Writing short description Writing recounts of stories Writing labels	Writing descriptions Writing creative stories	Writing sequences of sentences to retell a story	To write from another's point of view.	To write a biography. To write reports	To write non chronological reports To write poetry (in the style of Michael Rosen)
	Reading and spelling	Phase 4 phonics Revise high frequency words	Phase 5 phonics High Frequency words Split digraphs	Phase 5 phonics High Frequency words Finding inference in a text	Phase 5 phonics High Frequency words Reading words with suffixes (ing, ly, er est) Explaining why characters did as they did in a story	Compound words Words with prefix un Scan and locate information in a non-fiction text	Phase 6 Phonics Spelling longer words Would, could and should Explaining what is happening in poems Scan and locate information in a non-fiction text
	Grammar	Writing sentences with full stops and capital letters. Write names with capital letters	Using simple conjunctions and, but or because.	Using adjectives Question marks Exclamation marks Plurals with s and es	Using adverbs Comma separating two adjectives	Apostrophe In contractions Powerful vocabulary	Apostrophe in singular ownership A wider range of conjunctions .
Maths	Positional language Numbers to ten	Numbers to ten continued Numbers to twenty	Comparing Measures Sequencing events Numbers to 20	Numbers to 20 continued Money Non standard measures	Multiplication Division Time Fractions	Numbers to one hundred Place Value	
Science	Weather and Seasons	Weather and seasons	Materials Sorting and classifying	Materials Experimenting, asking	Hygiene and keeping clean	Animals in the wild Name animals	

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	Senses	Senses	materials Which materials are found in our homes Which are natural/ man made	questions and recording data. Making bricks from ice and plaster of Paris- which can be reversed? Which material is best for curtains? (opaque v transparent, absorbent and not absorbent)	Healthy diet and sorting foods into the five categories Fair testing- which is best for cleaning a stain off a shirt-salt, washing powder, just water?	Herbivore, carnivore and omnivores. Male and female needed to reproduce Basic food chains. Name mammal, fish, amphibian, marsupial Knowing a male and female is needed to create life
Continuous Scientific Study	Weather and seasons Adopt a plant Seasonal plants					
History	Our own personal history Asking questions from a primary source about the past (Grandparent) Finding out about changes in the recent past- How were things different for your parents at school?		Looking at homes in the past- Visit to an old home What did Victorians have that we don't in their houses?	Events beyond living memory that are significant nationally or globally. The building of the pyramids	Learning about individuals that are significant globally- Louis Braille inventing Braille.	Learning about the history of local buildings- The TV studios in Alexandra park and how television has changed.
Geography	Looking at the world map on the globe and locating where our families come from. Knowing there are 7 continents and 5	Study aerial photos of the school. What are the features of our local area? Climate difference around the world,	Walk around the local area to form and explain opinions Looking at the different types of houses there are in		To compare our locality to another part of the UK and through this learn geographical vocab such as <i>beach, coast,</i>	Make a map of the route to the park Make a map of an imaginary park Orienteering using N, E , S ,W

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	oceans and being able to recognise them on a map	particularly countries that our families are from	the locality. Comparing houses in our locality to a house elsewhere in the world.		<i>forest, mountain, sea, river</i>	
Hebrew	Tishrei Chagim Shabbat(focus words) Blending(letter vowel) Reading Member of family	Home(Bayit) Chanukka Blending Reading	Toys Members of family (revision)	Colours Numbers Reading Blending	Numbers In the class Reading Blending(two and three syllables)	Food and the weather Reading Blending
Diversity, Religious Education	Types of Family-How there are many types of family Do all families pray in the same place?	Respecting each other Different faiths and Beliefs Diwali Story Nativity	How we can help people who do not have homes Charms etc that different faiths have in their houses	Easter Story	Disability and Aging Eid	Special books and stories from them (New Testament, Qu'ran, Puranas)
Sex and Relationships Education and Personal, Social and Health Education	Health & Wellbeing Physical Keeping Safe and Healthy	Economic Wellbeing Learning about Money	Social Relationships Beginning to understand me and others	Social Relationships Knowing What To Do	Health and Wellbeing Sex and relationships. Growing and Caring for ourselves	Being a Responsible Citizen Taking Part and Belonging

Music	<u>Music appreciation</u> Pieces of Music that link with families- (Strauss the elder and younger), Carpenters and Oasis). Identifying	<u>Orchestral Families</u> Young Person's Guide to the Orchestra Knowing the families of the orchestra and	<u>Composition</u> No Place like home By Kerry Andrews Listening Responding to start and stop	<u>Composition</u> No Place like home By Kerry Andrews Writing a story with sound effects	<u>Music appreciation</u> Stevie Wonder Beethoven Singing	<u>Music Appreciation</u> Carnival of the Animals (Saint Saens)(Kanneh Mason Family Version)
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	differences and similarities	the sounds they make				Composing
IT	Online Safety Grouping and Sorting	Pictograms	Lego Builders Maze Explorers	Animated Story Books	Coding	Spreadsheets Technology outside School
PE	Continuous study- Leap into Life					
	Gymnastics Basic Skills	Games (Sending) Dance	Games (Receiving) Dance	Gymnastics Games (Travelling)	Gymnastics Athletics	Dance Games (Parachute)