

Shorashim (Year 1) Medium Term Planning 2023-24

Autumn Term 1

Interdisciplinary Theme: Fascinating Families

Overview and Rationale:

This project looks at what a family is, the roles within a family, what is similar and different about different families. We will be finding out about how diverse the families that make up our community are and recognising and celebrating differences. We will be reading stories that are about families and comparing these texts.

What is a family? Who is in your family? What are the different roles in your family?

What can we say about the diversity of families in our class? (culture, background, language, religions, etc.)

What can we say about what is similar and what is different about families in our class?

What makes our family special/unique?

How can we represent our family?

Who were the important families at the beginning of the Torah?

Project Launch: Making pictorial family trees using photos

Culminating Project:

Topic Based Learning

Area of Curriculum	Content	Skills/Knowledge	Vocab
English	Descriptive writing Writing descriptions of ourselves and our families Narrative Children will write their own stories using 'Stella Brings the	Writing Using phonic knowledge to help spell words Spelling common words from phase 4 Using full stops and capital letters Writing a recount of a story	Full stops Capital letters Finger spaces Sounding out

	<p>Family' by Miriam Schiffer. This story, about a girl with two dads and how she experiences Mothers' Day, will enable the class to discuss different types of families (two mums, two dads, single parents, separated parents, step-families etc).</p> <p>Interviewing relatives about family stories Writing questions, writing answers, asking questions clearly and listening and responding to answers.</p> <p>Comprehension Children will discuss what is happening in the books, why events happened, why the author makes word choices.</p> <p>Labels Writing labels for our family pictures</p>	<p>Writing successive sentences</p> <p>Reading Discussing the significance of the title and events 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>	
Science	<p>Weather and seasons around the world (Continuous over the year) Documenting changes in weather and time over the winter season Children will make charts and graphs documenting the changes in weather and the length of the day as we move into winter. We will "adopt" a tree and photograph it every first day of the Jewish month to observe the changes over the year.</p> <p>Senses – What are our five senses? What do they help us understand?</p>	<p>Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p>Gathering and recording data to help in answering questions. Asking simple questions and recognising that they can be answered in different ways Senses –simple experiments https://kidshealth.org/en/kids/experiment-main.html</p>	<p>Seasons Spring, Summer, Autumn, Winter Seasonal change Data Weather Daylight</p>
Geography	<p>Where in the world are our families from? Look on the world map and the map of the UK to locate countries our parents and grandparents came from.</p>	<p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Finding the seven continents and five oceans on the world map Express own views about people, places and environment Use simple compass directions (North, South, East</p>	<p>Map Continents Countries Island Oceans Atlantic Pacific Indian</p>

		and West) to describe the location of features on a map. Ask questions about the weather and seasons. Express opinions about the seasons Choose appropriate clothes for different times of year/different countries and climates	Arctic Europe Africa Asia Americas
History	My Family History: historical sources: how do we find out about the past? What is a primary source? Interviewing and questioning family members about the past including grandparents and parents Making a timeline of our own lives - how have we changed?	Recognising change within recent time Using primary resources to obtain historical information Sequencing events in our own history	Source Timeline Family tree Generation
Creativity	Autumn observational drawing and painting Making pictorial family tree Design and Technology - making frame	Holding a pencil and brush correctly Colour mixing and shading Looking closely at things and making verbal and visual observations Seeds and plants. What comes from seeds? Mud/earth – wet and dry Pots, seeds, compost/labels/drawing pencils/brushes/paints/drawing paper Observing change over time (cross circular with Science)	Pencil Brush Observe Sculpture
Outdoor Learning (cross-curricular)	Visiting woods for the Adopt A tree project What can we learn about families from the woods? Start weather study (see Autumn 2).	Seasonal changes, Jewish Months	Seasons Spring, Summer, Autumn, Winter Seasonal change Data Weather Daylight
Religious Education	Diversity of families in our community Do all families pray and if so do they pray in the same place?	Recognise that we live in a diverse society. Identify where the four major religions pray.	Christianity, Islam, Hinduism, church, mosque, mandir
Jewish Studies	The New Year Festivals: in Year One we will have a focus on what Jewish families do at this time. The Story of Jonah	Know the date of Rosh Hashanah. Know Rosh Hashanah is the new year. Know the Chagim are a time of reflection.	Rosh Hashanah Yom Kippur Sukkot

	Who was the first <i>Fascinating Family</i> in the Torah?	Know Sukkot is 8 days long and ends with Simchat Torah. Know the Torah is rewound and starts again on Simchat Torah. Know Adam and Eve were the first family in the Torah. (Adam's Animals PJ library) Know that God commanded Adam to care and tend for the Earth.	Simchat Torah Torah Sukkah Lulav Etrog
Music	Listen to songs about families Listen to the compositions of Johann Strauss I (Radetzky March) and Johann Strauss II (The Blue Danube) Listen to the music of acts with family in them: The Carpenters (Top of the World) Beach Boys (Wouldn't it be Nice) Sister Sledge (We are Family)	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality recorded music	Rhythm Beat Chant

Discrete Learning

Area of Curriculum	Content	Skills/Knowledge	Vocab
Phonics	Little Wandle – Autumn 1 (Phase 4)	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each: Practising grapheme recognition (for reading) and recall (for spelling) Teaching blending for reading CVCC and CCVC words Teaching segmenting for spelling CVCC and CCVC words Practising reading and spelling words with adjacent consonants Teaching and practising high-frequency (common) words Practising reading and spelling two-syllable words Practising reading and writing and sentences	
Reading	Guided Reading Groups Home School Reading	Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters	

		<p>or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p>	
Handwriting	Families of letters that are formed similarly	<p>Long ladder family – l, i, t, u, l y</p> <p>One armed robot family – r, b, n, h, m, k, p</p> <p>Curly caterpillar family – c, a, d, o, s, g, q, e, f</p>	
Maths	<p>Positional Language</p> <p>Numbers to Ten</p>	<p>Geometry – Positional Language Including Ordinal Numbers</p> <p>Numbers to Ten – Finding Patterns in Numbers (including subitising)</p> <p>Numbers to Ten – Counting and Comparison (more, less, fewer)</p> <p>Numbers to Ten – Estimating and Ordering</p> <p>Numbers to Ten – Regrouping the Whole</p> <p>Numbers to Ten – Part Whole Addition and Subtraction</p>	<p>Position</p> <p>Direction</p> <p>Left</p> <p>Right</p> <p>Forwards</p> <p>Estimate</p> <p>Order</p> <p>Part</p> <p>Whole</p> <p>Add</p> <p>Subtract</p> <p>Sum</p> <p>More, less, fewer</p> <p>Compare</p>

PE	Gymnastics Basic skills	Gymnastics <ul style="list-style-type: none"> To perform basic gymnastic shapes Performing sequences of movements To perform shapes balances and jumps using the apparatus Basic Skills <ul style="list-style-type: none"> Different ways of moving Throwing and catching 	Movement Sequence Over arm Under arm Throw Catch Balance Jump
Computing	Online Safety Exploring Purple Mash Grouping and Sorting	Logging in Retrieving work Knowing their own folder is a private place Representing different ways of sorting and grouping using Computing Technology	Log in Password Privacy Online safety
Tefillah	Prayer for lighting the festival candles Prayer for apple and honey Prayer for blowing the Shofar Prayer for the Lulav and The Sukkah (Tabernacles) Prayer for new things (Shechechyanu) As well as these focus prayers we will also be revising our learning of Shabbat prayers and prayers from the morning service continuously throughout the year.	Recite the important blessings.	
PSHE	Keeping Safe and Healthy	Understand why it is important to keep clean, dress and undress myself Understand why I need to rest and sleep Recognise dangers at home Recognise dangers in my locality	Safety Clean Hygiene Rest Sleep
Hebrew	Terms for family members	Understand: abba, imma, saba, savta, ach, achot. Introducing 'ach gadol' (big brother), ach katan' (little brother) achot gdola,(big sister), Achot ktana (little sister), tinok (baby boy), tinoket (baby girl) dod (uncle) , doda (aunt)	

