

Eden Primary Medium Term Planning 2023-4

Shorashim (Year 1): Autumn Term 2

Fascinating Families

Overview and Rationale:

In the continuation of this theme we shall be looking at how families are different and respecting this. We shall look at how different families pray and their festivals at this time of year. We will be looking at families in the Torah. We consider the following questions:

How diverse is our community?

What festivals occur at this time of year in our locality and how do they all represent family?

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

Who were Maccabee family and what did they do?

How did the Jewish people come to be in Egypt?

How is the climate different in some of the countries our family members come from?

What are the families in the orchestra?

Project Launch: The Story of Abraham

Culminating Projects: A Family Tea Party

Topic Based Learning

Area of Curriculum	Content	Skills / Knowledge	Vocab
English	Narrative Writing creatively and imaginatively using Martha Maps It Out by Leigh Hodgkinson as a stimulus. Writing non fiction Writing factual recounts Recounting Stories Writing about the main features of the stories of Hannukah, Diwali and Christmas	Writing a sequence of sentences that make a short story. Using simple conjunctions-and, but, because. Spelling all of the phase 4 common words correctly and some of the phase 5 words Using phonic knowledge from phase 4 and phase 5 to spell unknown words Discussing the significance of the title and events Making inferences on the basis of what is being said and done	Full stops Capital letters Finger spaces Sounding out Adjectives Recount

		Predicting what might happen on the basis of what has been read so far	
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. Looking at how the length of day changes Ourselves Carrying on work on the senses.</p>	<p>Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p>Using secondary sources to gain scientific information.</p>	<p>Seasons Spring, Summer, Autumn, Winter Seasonal change Data Weather Daylight</p>
Geography	<p>Climate difference around the world: We will specifically look at countries that our families are from and what they would be wearing in that country at the current time</p>	<p>Use basic geographical vocab to refer to key physical features Use basic geographical vocab to refer to key human features Be able to verbalise and write about similarities and differences between the features of the two localities Ask questions about the weather and seasons Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer Express opinions about the seasons</p>	<p>Climate Town City Farm Rural Urban Rainfall Wind speed</p>
Creativity	<p>Designing a teapot Portraits of our family Self portraits Art appreciation- looking at portrait painters (Modigliani/Van Gogh) Family Tea Party</p>	<p>Designing Drawing Forming a partnership with an elderly relative Collaboration Family and community – local and Jewish. What is family? Baking. Singing Designing teapot templates/ceramic teapots/ceramic marker pens/paper bunting to decorate/family tree templates</p>	<p>Design Paint Portrait Community Artist Van Gogh Modigliani Ceramic</p>
Outdoor Learning (Cross-	Weather Study: What are the features of the changing seasons?	<p>Understand how the local environment changes from autumn to winter. Observe the differences in weather, e.g. take</p>	<p>Seasons Spring, Summer,</p>

curricular: Geography/Science)		temperature, wind speed, etc, measurements during each visit. Sketch/photograph the same area each visit and observe changes/compare to previous visits Verbalise and write about the changes observed Use findings to create a weather study display	Autumn, Winter Seasonal change Data Weather Daylight
Religious Education	The Light festivals – the stories of Diwali and the Nativity	Recognise different family stories that are important to different religions. Recognise that different religions have different customs.	Diwali Rama Sita Nativity Christmas Mary Joseph Jesus
Jewish studies	The stories of Abraham, Isaac and Jacob The story of Joseph The Maccabee Family and how their unity saved Israel Blessings on candles, Maoz tzur and other Hanukah songs	Know the reason behind the major Jewish Festivals. Know that family was important in the stories of the Torah. Know stories about the Patriarchs. Know the names of the three Patriarchs and the four Matriarchs. Know how the Jewish People came to be in Egypt. Know why Hanukah is celebrated.	Patriarchs Matriarchs Abraham, Jacob, Isaac Leah, Rachel, Rebecca, Sarah Egypt Chanukah Maccabees
Music	The Orchestral families of instruments Music Appreciation – Young Person’s Guide to the Orchestra	Know whether an instrument is woodwind, brass, stringed or percussion Know how each of these is played Listen with concentration and understanding to a range of high-quality recorded music	Orchestra Woodwind String Brass Percussion
Computing	Pictograms	Discuss and illustrate the transport used to travel to school. Contribute to the collection of class data. Use these illustrations to create a simple pictogram. Discuss and illustrate the transport used to travel to	Data Pictogram

		school. Contribute to the collection of class data. Use these illustrations to create a simple pictogram.	
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Discrete Learning:

Area of the Curriculum	Content	Skills/Knowledge	
Jewish Ed	Ongoing: Learning about the weekly parsha Learning about Chanukah and the miracle	Knowing stories from the Torah Knowing why certain Jewish customs occur Knowing the story Knowing the miracle is the oil lasting	
Phonics	Little Wandle – Autumn 2 (Phase 5)	<p>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shae /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked Teach spelling the words said, so, have, like, some, come, were, there Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words Practise reading sentences Practise writing sentences Weeks 5–7 – Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned Teach alternative pronunciations of graphemes for reading (about</p>	

		four per week) Practise reading and spelling words with adjacent consonants and words with newly learned phonemes	
Handwriting	Families of letters that are formed similarly	Zig zag family Practising vowels Capital letters	
Maths	Geometry Numbers to Ten Numbers to 20	Names and properties of 2-D and 3-D shapes Solving problems using part or whole Equality and alance Essentials Units: Making 10 and Some More Estimating and Ordering, 1 More and 1 Less Doubling and Halving Odd and Even Numbers	Shapes: triangle, pyramid, circle, sphere, square, cub, rectangle, cuboid Equal Balanced More, less, fewer Double Half Odd Even
Tefillah	Prayer for Lighting Hanukah candles Maoz Tzur and Hanerot Hallalu (Hanukah Songs) As well as these focus prayers we will also be revising our learning of Shabbat prayers and songs and Prayers and songs from the morning service continuously throughout the year.	Know important prayers, blessings and songs	
PSHE British Values SRE	Learning about Money	Total amounts of money and find change Know the difference between a need and a want Understand money is a finite resource Make informed decisions on how to spend money	Money Cash Change Spending
PE	Dance Games	Moving in time Working with a partner Recall and carry out a sequence of movements Pass a ball Bounce balls with control Throw a ball to score	Dance Sequence Co-ordination Bounce Catch
Hebrew	Chanukah	Vocabulary Hineh ani (Here I am) Eifo-Where	

		Eizeh kef Unit 3 Mishpacha(family)Learn the vocabulary associated with the holiday of Chanukah.	
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