

Eden Primary Medium Term Planning: Shorashim (Year 1) : Spring Term 1

Houses and Homes

Overview and Rationale:

This project is based on houses and homes. We will hear stories about houses and children will learn about the essential features of a home and discuss what they think makes a home a home. In science they will investigate different materials and their properties and then use this knowledge to explore the best materials for house/home building. We will be learning about Hamzas and Jewish and other blessings for the home. We will also learn about different Jewish artefacts that can be found in the home. We will learn about homes around the world and how climate affects their design. We will also learn about Tu B'Shevat.

Project Launch: What makes a home? Children to write and draw their responses on large cut outs in the shape of a home.

Culminating Projects: Making Hansas from plaster moulds

Topic Based Learning		
Area of Curriculum	Content	Skills / Knowledge
English Repetition, repeating, traditional, modern, recount, sentence, conjunction.	Writing related to traditional repeating stories We will be looking at a traditional version of The Three Little Pigs and explored the repetition within it. Comparing Similar Texts We will compare the traditional version of <i>The Three Little Pigs</i> . <i>The Three Little Wolves and the Big Bad Pig</i> <i>The True Story of the Three Little Pigs</i>	<u>Writing:</u> Using phonic knowledge to help spell words. Spelling common words from phase 5 Using full stops and capital letters. Writing a recount of a story. Writing successive sentences Looking at how repetitive texts build up Retelling stories Using capital letters and full stops Using and as a conjunction Using adjectives and adverbs to enhance their sentences

		<p><u>Reading:</u> Read phonically decodable words. Work out unfamiliar words based on the context. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and joining in with predictable phrases Discuss word meanings, linking new meanings to those already known Making inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far</p>
<p>Science</p> <p>Plastic, wood, rubber, fabric, rock, glass, metal, brick, wool, paper, hard, soft, float, sink, properties transparent, opaque.</p>	<p><u>Features and properties of materials</u></p> <p>Sorting and classifying materials.</p> <p>Finding pairs of opposites to describe materials (hard/ soft, bendy, stiff)</p> <p>Which material is best for curtains and other items in the home?</p> <p>Which materials are good to make an umbrella from and why.</p> <p>Looking at the ideas about materials to build houses in The Three Little Pigs</p>	<p><u>Materials and their properties</u></p> <p>Grouping materials Use senses to explore and recognise the similarities and differences between materials Sort objects into groups on the basis of simple material properties [for example, roughness, hardness, shininess, ability to float, transparency and whether they are magnetic or non-magnetic] Recognise and name common types of material [for example, metal, plastic, wood, paper, rock] and recognise that some of them are found naturally Find out about the uses of a variety of materials [for example, glass, wood, wool] and how these are chosen for specific uses on the basis of their simple properties. Sort everyday objects into those that are made from just one material, those that are made of two etc.</p>
<p>Geography</p> <p>England, Scotland, Northern Ireland, Wales, climate, urban, rural. Wood, brick, tile, slate, thatch.</p>	<p><u>Different Houses around the World</u></p> <p>We will study different homes in the UK and from other countries and discuss why they are built in these ways and why certain materials are used.</p> <p>What are the four countries of the United Kingdom? Look at a world map and understand some basic ideas about climate related to homes.</p> <p>Look at the map of the Journey the Children of Israel took when leaving Egypt.</p>	<p>Study pictures/videos of a locality and ask geographical questions e.g. <i>What is it like to live in this place?</i></p> <p>Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p>

Creativity	Making a 3D Model of a house	Plan and create models of houses and homes in both 2D and 3D. Make a hamsa from a mould and a cast.
Religious Education Bible, Qu'ran, Guru Granth Sahib, Veda, siddur, chumash.	Special books and artefacts that are in homes from different religions.	Understand why books are special to pupils and others. Hear and/or read a variety of religious stories about people, their words, beliefs and practices and realise why these are important. Understand why these writings are important and special to the various religious communities Understand that there are similarities and differences both within and between religions on how the sacred texts are used to inform beliefs.
Jewish Studies Shabbat, guests, candles, meal, mezuzah, Kiddush cup, Havdalah, hamsa, birkat habayit.	<p>We will be looking at traditions in the home within Judaism:</p> <p>Getting ready for Shabbat and festivals in the home</p> <p>The mitzvah (commandment) of opening up your home to visitors and those less fortunate</p> <p>Artefacts in the home such as the Mezuzah, candle sticks, wine cup, Hanukiah, Siddurim, Havdalah Set etc</p> <p>Birkat Habayit (blessing for the house)</p> <p>We will study Birkat Habayit and write our own versions to go with the Hamsas we are making.</p> <p>Children will begin to understand value and engage in respectful discourse about the diversity of the Jewish lives of their peers and others in the community - with key emphasis on family events, practices and traditions.</p> <p>I know that the laws that govern Jewish life (with family and body emphasis) have origins in Torah for example explain that Shabbat, kashrut, respecting one's family, looking after body are lessons we learn from the Torah</p> <p>Name family rituals from home and notice/explain how they are similar or different to other families in the class</p>	<p>Know how homes are important in Judaism and other faiths</p> <p>Recognise common artefacts to do with Judaism and say how they are used and when.</p> <p>Know what Birkat Habait is</p> <p>Write a blessing for a home</p> <p>Know that some religions bless their home differently</p>

	I know that Shabbat starts with Kiddush and ends with a Havdallah.	
Tefillah	Birchat Habayit- Blessing for the home Shabbat blessings	Know important prayers and blessings Learn the blessings for Kabbalat Shabbat
Music Rhythm, timing, beat, percussion	We will be looking at rhythm, pulse and creating a beat using our hands, feet and percussion instruments. We will listen to and discuss different pieces of music with specific reference to instruments in an orchestra.	Listen to the environment around me and describe what I hear. Create musical motifs both rhythmically and freely using the environment as stimulus. Structure my ideas into a piece of music. Learn musical language appropriate to the task

Discrete Learning

Curriculum Area	Content	Skills/Knowledge
<p>Jewish Education</p> <p>Tu B'shvat, trees, environment fruits, species.</p>	<p>Tu B'Shvat</p> <p>Judaism on health- V'nishmartem Le Nafshotechem – take care of yourself soul and body</p>	<p>Know about Tu B'Shevat and its date (and translation) is 15th Shevat</p> <p>Know the importance of trees</p> <p>Name/sort interesting and unfamiliar fruits and vegetables</p> <p>Know that looking after ourselves and our body are lessons we learn from the Torah</p>
<p>Tefillah</p> <p>Borei pri ha'etz/ha adamah/hagafen; kiddush</p>	<p>Continue with morning prayers with special attention to the first verse of the Shema</p> <p>I can say the blessings for fruit and vegetables (Tu B'Shevat)</p> <p>Friday Night – Kabbalat Shabbat and Kiddush</p>	<p>I know morning prayers: Modeh Ani Elohai Neshama Mah Tov Oseh Shalom Adon Olam Hallel Shema</p> <p>Shalom Aleichem Lecha Dodi</p> <p>Blessing over the candles Blessing over the wine Blessing over the challah</p> <p>I know Ha Etz and Ha Adamah (Tu Bishvat)</p>
<p>PSHE</p> <p>British Values</p> <p>Emotion, friendship, feelings, talents, opinions, fairness, kindness.</p>	<p>Social Relationships</p> <p>Beginning to understand myself and others.</p>	<p>Understanding my feelings</p> <p>Describe who a friend is and what a friend does.</p> <p>Describe and begin to value individuality and to recognise and celebrate emotions, gifts and talents.</p> <p>Share opinions with everyone in the class, one at a time.</p> <p>Say when something is fair or unfair, kind or unkind, right or wrong.</p> <p>Know what to do if unhappy with things that happen.</p>

Phonics: Little Wandle	Phase 5	<p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.</p> <p>Teach alternative spellings of phonemes for spelling.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Learn spelling the tricky word for Phase 5.</p> <p>Practise reading and spelling high-frequency words. Practise reading and spelling polysyllabic words.</p> <p>Practise reading sentences.</p> <p>Practise writing sentences.</p>
Handwriting - Penpals	Forming lower cases letters	<p>Reviewing formation of the 4 main handwriting families: Long Ladder Family One Armed Robots Family Curly Caterpillar Family Zig Zag Family Forming all capital letters.</p>
Maths	<p>Shape: 2D, 3D, shape, flat, curved, straight, circle, rectangle, square, triangle, pentagon, hexagon, edge, face, corner, vertices.</p> <p>Measures: Always, never, often, sometimes, usually, once, twice First, second, third, etc. Estimate, close to, length, width, height, depth</p> <p>Sequencing Events: Time, days of the week, day, week, weekend, month, year, months of the year, date, seasons, birthday, holiday, morning, afternoon, evening, night, bedtime, midnight, dinner time, playtime, Today, yesterday, tomorrow</p> <p>Numbers to Twenty</p>	<p>Properties of 2d and 3d shapes</p> <p>The Language of Comparing Length, Height, Mass and Speed</p> <p>Sequencing days of the week and months of the year</p> <p>Adding using 'Think 10' Subtraction using 'Think 10' Equality and Balance Part or Whole Unknown</p>
PE	Winter dance	<p>Listen to the beat of the music/tambourine and sometimes move in time to it.</p> <p>Perform basic dance movements attempting to move in time to the music.</p>

		<p>Perform basic dance movements with some control</p> <p>Perform dance movements showing a variety of levels.</p> <p>Use basic dance movements to travel e.g. jumping and turning.</p> <p>Co-operate with my partner/group to make a dance.</p>
	Ball Skills	<p>Pass a ball with success</p> <p>Bounce a ball with some control</p> <p>Throw a ball to score</p> <p>Move with a ball in my hands</p> <p>Throw a ball in different directions with some success</p> <p>Pass a defender and score</p>
<p>Computing</p> <p>Up, down, left, right, forwards, backwards, function, movement.</p>	<p>Lego Builders</p> <p>Maze Explorers</p>	<p>Understand the importance of following instructions.</p> <p>Understand the functionality of the basic direction keys in Challenges 1 and 2.</p> <p>Use the direction keys to complete the challenges successfully</p>
Hebrew	Shabbat	<p>Nerot (candles), Challah, Kidush, Siddur (prayer book), Kippah, mapah (table cloth), Shulchan (table), Prachim (flowers).</p> <p>* Connective words and = ve</p> <p>Songs: Who loves the Shabbat? מי אוהב את השבת?</p> <p>What's on the Shabbat Table? מה על השולחן לשבת?</p>