

Eden Primary Medium Term Planning 2023-24 : Shtillim (Year 2) : Autumn 1

Topic: My Local Area and Jewish Festivals of Tishrei

Overview and Rationale:

Our Year begins looking closely at our topic of 'our Local area' and 'London'. In September we study the meaning of the month of Elul and how it prepares us for the Tishrei festivals. We will learn about Rosh Hashanah (New Year), Yom Kippur (Day of Atonement), Sukkot (Tabernacles), Simchat Torah (finishing and beginning of the Torah). The theme of respect – for ourselves, one another, the Torah and our environment, strongly connects our Jewish Education, PSHE (Personal Social Health Education) and our RE and Diversity curriculum this half term.

In keeping with the Rosh Hashana/Yom Kippur theme of reflection and self examination, the children will write greeting cards to their family and reflecting on what they are thankful for. They will discuss "tashlich" where last years' sins are identified and thrown/washed away and design and make non leather shoes. To mark Simchat Torah, we'll examine the school sefer Torah scroll, winding forward and back to mark the progression of the year. We will learn how to conduct ourselves in holy places, times and around holy objects, particularly in front of the sefer Torah.

We will be looking at Gan Eden. We will find out why the school was named and study the story from Bereshit. We will consider the climate emergency and what we can do to help. We then move on to thinking about our school working environment, namely the attitudes, rules and values we need for a productive year.

Weekly PSHE will focus on mutual respect and class cohesion. We will identify differences across our immediate and wider community. We will discuss and rehearse how to negotiate conflict. RE and diversity will open children up to cultures living alongside our own by comparing Rosh Hashanah with Diwali. Both are family centred, feature traditional, sweet food etc.

Local places of worship will be identified, similarities and differences between them explored. Through Shemini Atzeret, when Jews pray for rain , the question will be put to the children "Why are we praying for rain when we have enough in this country?" so the children can see one of many ways communities can help other communities and understand where this prayer came from.

Children will complete a geographical and historical study of London. This will pair with Art and D&T (Design and Technology) where historic London landmarks will inspire our work. In Geography, we'll approach this in context, beginning to understand the size and shape and of the UK, its nations and capitals before looking more closely at London. We will find out where the name Muswell comes from and we will learn about the differences between human and natural features of the local area. History will begin at home in Muswell Hill, including local Jewish history. In turn, this will feed into our culminating writing project, where the well-liked children's book character "Claude" will be imagined on a new adventure in Muswell Hill. Pride in presentation will be emphasised.

Culminating Project:

Writing our own books, 'Claude in Muswell Hill', set in the local area and based on the book '*Claude in the City*'.

Cross Curricular Thematic Learning

Area of Curriculum And Vocabulary	Content and Knowledge	Skills
<p><u>English</u></p>	<p>Read “Claude in the City” and then Plan own story, “Claude in Muswell Hill”.</p> <p>Understand story structure; beginning, middle and end.</p> <p>Know what an adjective, noun phrase, expanded noun phrase is and how to use them.</p> <p>Understand verbs in present, past and past continuous tense.</p> <p>Writing for Rosh Hashana reflecting on our relationships with our family and saying thank you. Making and writing apple cards.</p>	<p>Create a story map. Describe a setting.</p> <p>Use good descriptive language: adjectives, noun phrases and expanded noun phrases.</p> <p>Compose sentences orally. Write in full sentences with correct and varied punctuation</p> <p>Use capital letters, full stops and exclamation marks to demarcate sentences.</p> <p>Use and differentiate between past tense and past progressive.</p> <p>Form adjectives using <i>-ful, -less</i>. Use <i>-ly</i> to turn adjectives into adverbs</p> <p>Structure, write and present ideas, gaining awareness of audience and purpose.</p> <p>Use the conventions of letter writing. Address, layout, structure, audience, tone.</p> <p>Demonstrate neat handwriting following Penpals scheme</p>
<p><u>Science</u></p> <p>materials shape suitability solid changes properties heat insulators conductors forces squashing bending twisting stretching reflective similarities differences wood metal plastic glass brick rock paper</p>	<p>Materials:</p> <p>The properties and uses of everyday materials including which can be recycled and how (sustainability).</p> <p>Know that some materials can be used to make more than one thing.</p> <p>Find out about Scottish inventor John McAdam’s innovations in road building.</p> <p>Understand how to carry out a</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass brick, rock paper and cardboard for particular uses.</p> <p>Identify materials that can be recycled. Give reasons why recycling is important.</p> <p>Ask simple questions. Know that questions may be answered in different ways. Use scientific language to answer questions. Communicate ideas about findings in a variety of ways.</p>

cardboard uses	comparative /fair test.	Perform simple comparative tests. Identify, group, and classify a selection of items.
<p><u>Jewish Education</u> Tzedakah/Tzedek/Chesed Rosh Hashanah New year Shofar – Tekiah, Shevarim, Teruah Apple Honey Brachot Ha’etz Customs challah Honey cake, symbols Tishrei</p> <p>Tefillah, repentance, teshuvah, fasting, No leather, Jonah, Whale, Bucket filling,</p> <p>Sukkah, brachot, lulav, Etrog, eating, sitting, harvest festival, Mitzvah (good deeds), decorations.</p>	<p>Rosh Hashanah: Name and count notes for each shofar sound (revise). Brachot. Four customs of Rosh Hashanah: round challah, wearing white in synagogue, new foods and symbolic foods for your community.</p>	<p>Say and write traditional greetings (Revise) Recite and follow brachot for apples (Revise). Practise Rosh Hashanah rituals: apple and honey, shofar.</p>
	<p>Yom Kippur: Story of Jonah. Avinu Malkeinu prayer. Rituals of Yom Kippur: fasting, Tefillah/prayer, repentance (teshuvah) and not wearing leather shoes. Know that Yom Kippur occurs 10 days after Rosh Hashanah.</p>	<p>Re-enacting the story of Jonah. Reflecting on my year, how I can be a better member of my community? Design and make shoes from materials in the class (D&T). Sing Avinu Malkeinu.</p>
	<p>Sukkot Know about, and understand traditions to do with Sukkot. Know what comprises the Arbah minim Al netilat lulav Historic and contemporary issues of harvest festival (multi-faith) The mitzvah of living in the Sukkah Blessing: Leshev ba sukkah Mitzvah of beautifying the sukkah</p>	<p>Discuss why we eat/live in the sukkah and why it should be beautiful. Shaking the lulav and Etrog and bracha</p>
<p>Rain, brachot, prayer, charity, synagogue, Torah, cycle, Parsha,</p>	<p>Shemini Atzeret: Prayer for rain, connecting with land of Israel. Know that rain is prayed for so Israel and other countries can have a successful crop and minimise hardship. Know why rain is important in UK and Israel.</p>	<p>We extend our caring for other communities through Tzedakah (charity). Comparing climate and need for rain in UK and Israel.</p>
	<p>Simchat Torah: cycle of reading the Torah.</p>	<p>Discuss the differing customs that take place in the wider school community on Shmini Azeret and Simchat Torah.</p>

<p>Torah reading, beginnings, climate, crops.</p>	<p>Name at least 10 Torah stories in order to experience and participate in celebrating the Torah scroll. Know the constituent parts of a Torah scroll</p>	<p>Winding the Torah to the beginning. Know how to behave in the presence of the Torah Read/sing the brachot for Torah reading.</p>
	<p>Weekly Parsha.</p>	<p>Listen to, discuss and express views about the parsha at a level beyond that at which they can read independently.</p>
<p><u>Geography</u></p> <p>Capital city, London, features, population, united Kingdom, Scotland, Wales, England, Ireland, compare, locate, identify, change, past present.</p>	<p>London. Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</p> <p>Physical and human features of Muswell Hill.</p> <p>Understand the purpose of a Capital city, how this affects population size</p>	<p>Ask and answer geographical questions. E.g. <i>What is it like to live in this place?</i></p> <p>Study and compare source material of localities in the past and present and ask 'How has it changed?'. Describe places using geographical language e.g. physical and human. Talk about ways to improve the locality. Give detailed reasons to support own preferences, likes and dislikes.</p>
<p><u>History</u></p> <p>History, historical, source, memory, interview, 'How do we know?'</p> <p>Past, present, future</p> <p>Compare, same, different</p> <p>Timeline, order, back in time, forwards in time,</p> <p>Muswell Hill,</p> <p>Generation, relatives, related, King, queen, royal family, prime minister, government, war</p> <p>Decade, century, millennium (and the numbers 10 years, 100 years, 1000 years)</p>	<p>Muswell Hill Study changes over time and within living memory.</p> <p>Learn about significant historical events, people and places in the locality (e.g. disused railway parkland walk, original location of Muswell Hill Synagogue).</p> <p>Know some of the history of the Jewish community in Muswell Hill.</p>	<p>Look at evidence, e.g. photographs, personal memories, books about local history, websites.</p> <p>Participate in making a Timeline of Muswell Hill.</p> <p>Recognise ways in which our lives are different from the lives of people in the past.</p>
<p><u>RE and Diversity</u></p> <p>Church, synagogue, Mosque, religion, celebrations, Diwali, Ramadan, Muswell Hill, London</p>	<p>Religions in Muswell Hill Churches in Muswell Hill</p> <p>Other places of worship in Muswell Hill. Understand their significance within communities.</p> <p>Know the synagogues and other</p>	<p>Demonstrate mutual respect.</p> <p>Compare and contrast religious ritual and places of worship.</p> <p>Discuss the religious experiences they participate in at home, school and as part of the community eg charity,</p>

	<p>religious locations they attend.</p> <p>Learn about Diwali (12th November) (Hinduism, Jainism, Sikhism, Buddhism)</p>	<p>London festivals.</p> <p>Discuss differences and similarities between Diwali and Rosh Hashanah/ Yom Kippur. Visualise the overlap by creating a Venn diagram.</p>
<p><u>Art and creativity,</u> <u>Design & Technology</u></p> <p>Connections, drawing, shading, bridge, angle, curve, Keystone, roof, curve, flat, Christopher Wren.</p>	<p>London Buildings and Bridges <i>Lego/ lolly sticks/ paper straws/ masking tape and sellotape/ drawing pencils/ drawing paper</i></p> <p>Bridge building.</p> <p>Observational drawing – construction</p> <p>Making connections between what you see and the marks you make. Understand architecture and building materials.</p> <p>London – Our City. What makes London different from other cities?</p> <p>Sight and smell of River Thames.</p>	<p>Painting and drawing skills</p> <p>Represent buildings in different ways with varying media Shape materials so they can hold mass Observe buildings closely</p> <p>Make a clear representation of various features</p> <p>Design purposeful, functional, appealing products for themselves and others based on design criteria.</p> <p>Using charcoal.</p>
<p><u>PSHE</u></p> <p>Trusted adults, Speak out, identify, belong, differences, school, area, country, world.</p>	<p>Others and me in my class</p> <p>Know and value groups to which I belong: family, classroom, school, clubs, faith group.</p> <p>Know who the appropriate people are to tell when difficulties arise.</p>	<p>Identify groups to which they belong. Identify when I am unhappy/ uncomfortable.</p> <p>Know <i>how</i> to tell appropriate people.</p> <p>Sensitively discuss practical experiences of negotiation over tangible items. Did you get what you want?</p> <p>Begin to identify differences across the individuals in the class, school, area, country, world.</p>
<p><u>Computing</u></p> <p>Search, sharing, filter, display board, internet, email, attachment, reply, private information, public information.</p>	<p><u>Online Safety</u></p> <p>Children can use the search facility to refine searches on Purple Mash by year group and subject.</p>	<p>Children can share the work they have created to a display board. Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.</p>

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
<u>Phonics</u>	Review Phase 5 Begin Phase 6: Split digraph Learn the spellings of homophones and homonyms	Spell and decode words Change y to ies when pluralising or 3 rd person Add ed, er, ing and est to a word ending consonant y. Add ed, er, ing and est to a word ending consonant e. Add ed, er, ing, and est and y to one syllable word ending in a single vowel single consonant.
<u>Guided Reading</u>	Guided Reading Groups developing skills: comprehension and fast and fluent decoding, extended reading over longer texts, responding in writing Class stories, simple chapter books over time read aloud	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
<u>Handwriting</u>	Whole class and small group handwriting sessions following Penpals scheme	Consolidate correct letter formation Develop fluency and neat style.
<u>Maths</u> Numbers to 1,000 Benchmarks	Essentials units: -Securing Fluency to Twenty -Place Value	Use the Essentials scheme to consolidate and develop mathematical skills, with a focus on place value and number fluency.

<p>Multiple of, estimate. Greater than, less than, part, whole, place value, ones, tens, hundred, compare.</p>	<ul style="list-style-type: none"> -Place Value to two digits -Representing, Ordering and -Estimation and Magnitude -Understand part-whole models -Making Tens and Some More -Regrouping Two-Digit Numbers -Comparing Numbers to 100 and Quantities for Measures - Counting On and Back in Ones and Tens from any Number 	
<p><u>Prayer/Tefillah</u></p>	<p>To continue working on the morning prayers. Shema paragraph 2.</p> <p>Know the prayers from the morning service and their meaning</p>	<p>Recognise words that are common in our familiar prayers and recognise familiar prefixes and suffixes (ve and nu)</p>
<p><u>Hebrew</u></p>	<p>House:Items in the house phrases and questions :What is in the house?Ma babayit – Babayit</p> <p>High holidays vocabulary and greetings</p> <p>In my room there is-Bacheder sheli yesh/ Bacheder sheli ein-In my room there isn't</p>	<p>Aleph champ and sifroni scheme – Children progress according to their level using the scheme</p>
<p><u>P.E.</u></p> <p>Balance, Stable, core strength, Co ordination, equipment, dribbling, control, movement, throw, kick, catch, position, Team, co operate, evaluate.</p>	<p>Multi Skills</p> <p>Space Dance</p>	<p>Balance along lines with equipment on head and show control when racing.</p> <p>Balance on equipment with control and co-ordination.</p> <p>Change direction and position of body quickly with good control.</p> <p>Move with equipment (dribbling) with good control, balance and co-ordination</p> <p>Throw, kick and catch a ball successfully with co-ordination and control</p> <p>Change direction and position of body when running with control</p> <p>Co-operate in a team. Compete with self and others. Evaluate and recognise success.</p>

<p>Beat, movement, in time, rhythm, travel, run, jump, turn, gestures, control, perform.</p>		<p>Listen to the beat of the music/tambourine and move in time to it</p> <p>Perform basic dance movements attempting to move in time to the music</p> <p>Perform dance movements mostly in time to the music showing a variety of levels</p> <p>Perform a variety of dance movements to travel when performing e.g. jumping turning, gesturing</p> <p>Remember simple dance moves and perform with control</p>
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