

Eden Primary Medium Term Planning : Shtillim (Year 2) : Spring 1, 2024

London Transport

Overview and Rationale:

The focus of this term's work is how **London Transport** has changed over time and how this resulted in a shift of the Jewish community from the East End to North London after the development of the tube. By the end of the topic the children will know the main geographical features of London and the different types of transport that are available. Our work on maps will inform our thinking about how to get around London and we will learn about the arrival of new modes of transport, such as the Emirates cable car, the DLR, London Overground and Crossrail. We will hear first hand about how to keep safe on the underground and how traffic and people keep flowing in a busy city. We will also be looking at how London can become more eco-friendly as pollution continues to rise, and we will discuss, through enjoying the story *Katie in London*, what it would be like to fly around London on a lion's back!

Project Launch: Reading 'Katie in London' and discussing, drawing, writing and doing drama based on the story.

Culminating Projects: Designing and making our own models : a new mode of transport for London

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English Non-fiction, guide book, tourist, information, research, layout, notes	<i>Katie in London</i> – a story set in London Using the book as a starting point to create information guides to London landmarks and about travelling in London. Use reference books, the internet, tube maps, timetables, travel apps and photos to obtain information.	<ul style="list-style-type: none">○ Read and understand different types of non-fiction texts.○ Read and respond in writing to a story set in London○ Write character descriptions○ Write from different points of view○ Take notes and make lists○ Plan and write non-fiction reports and descriptions○ Use new vocabulary from reading when writing○ Use a range of simple formats to capture key points, e.g. a flow chart or table
Science Adult, teenager,	Animals including Humans Taking pulse after and before exercise	<ul style="list-style-type: none">○ notice that animals, including humans, have offspring which grow into adults

<p>child, baby, offspring, reproduction, carnivore, herbivore, habitat, hygiene, cleanliness.</p>	<p>Understand the Eatwell plate Food chains Sorting animals into carnivores, herbivores etc</p>	<ul style="list-style-type: none"> ○ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ○ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene ○
<p>Jewish Education Torah, parsha, sofer, parchment, holiness/kedushah, scroll, book, Tu B'Shevat, life cycle, deciduous, evergreen, blossom, fruit.</p>	<p>Scrolls and guides Make links between guide books to places and the Torah. Investigate parchment – what material is it? How is it different from paper? Why is a sacred book sacred? Consider a time line of holy books from the first scrolls through to books and now a siddur phone app. Tu b'Shevat (24th and 25th January)</p>	<ul style="list-style-type: none"> ○ Explore the weekly Parasha and what lesson for life it teaches ○ Understand that the Torah is a guide book for life. ○ Investigate pieces of parchment obtained from a sofer's stamp. ○ Behave appropriately around the Sefer Torah <p>Recite and know meaning of the bracha ha'etz</p> <p>Participate in a Tu B'Shvat Seder</p> <p>Explain how the life cycle of a tree relates to the celebration of the festival (Year 2 Science)</p> <p>To participate in a local community environmental project</p>
<p>History Chronology, change, past, sources, primary, secondary, Engineering, congestion, solution, Metropolitan railway, construction, commuter, steam</p>	<p>Develop knowledge of chronology through making a time line. Use pictures, books and objects in school, in museums and via the internet to gain historical information to know how transport has changed over time in London, particularly since 1900.</p>	<ul style="list-style-type: none"> ○ Make a London transport time line ○ Observe or handle sources of evidence to ask questions and find answers to questions about the past. ○ Use artefacts, pictures, stories, the internet etc. to investigate the past. ○ Sort objects and pictures into chronological order ○ Think about the effect the creation of the tube had on

<p>train, diesel, horse-drawn carriage, omnibus, tram, bus, Routemaster, tube, tunnel.</p>	<p>Describe the differences between then and now</p>	<p>people.</p> <ul style="list-style-type: none"> ○ Research how people travelled before the tube? ○ Visit to the London Transport Museum and participate in workshop (Spring 1 or 2)
<p>Geography</p> <p>United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, ocean, continent, Thames, trade, docks, tube, stations, lines, access, accessibility.</p>	<p>Know the points of a compass</p> <p>Know that London is the capital city of the United Kingdom and the United Kingdom is made up of England, Scotland, Northern Ireland and Wales.</p> <p>Recognise, and locate on a map, some of London's most famous landmarks, and some of the landmarks of Jewish London.</p> <p>To use the index on the Tube map to locate stations, identify different symbols on the tube map and work out routes from one station to the other.</p> <p>Understand that London is built around the river Thames and how important this river was to the development of London.</p> <p>Know how the changes in transport in London have affected where communities live and how easily places can be accessed. Also look at how Jewish communities have moved due to this.</p>	<ul style="list-style-type: none"> ○ Plan routes and give directions. ○ Use the Internet to find out about places. ○ Describe physical and human features of places. ○ Use geographical vocabulary. ○ Follow maps and plans. ○ A parent who works for TFL will come in and give a talk.
<p>Religious Education, Diversity and British and Jewish Values</p>	<p>How did people arrive in London? Where have they come from? Where have they settled?</p>	<ul style="list-style-type: none"> ○ Explore and discuss the connection between middot, mitzvot and being a London citizen with special reference to Pirkei Avot

<p>Immigration, emigration, migrant, refugee, settle, culture, neighbourhood, neighbour, Londoner, asylum, protection, society.</p>	<p>Where in London can we see the influence of different groups of people with different cultures and identities?</p> <p>Incorporate Jewish values into our own lives at school and at home, in our city and in our country.</p>	<ul style="list-style-type: none"> ○ Talk about how to be a responsible member of the British (and London) Community. Select and engage in a national campaign or charity project ○ Begin to understand the concepts of individual liberty, of asylum and protection, and of assimilation into a new society while maintaining cultural and religious identity
<p>Creative Arts including Design Technology</p> <p>Chassis, axles, wheels, fuel, design, plan, improve, evaluate, assemble, tools, techniques, materials.</p>	<p>Making vehicles; Research different forms of London transport Discuss and understand the different parts of a moving vehicle. Make a chassis and axles. Design a vehicle for London 2050.</p>	<ul style="list-style-type: none"> ○ Generate ideas based on investigations of products and materials ○ Plan what to do next based on experience of working with materials and components. ○ Select appropriate tools, techniques and materials, explaining my choices. ○ Assemble, join and combine materials and components in a variety of ways to make functional products.
<p>Computing</p> <p>Spreadsheet, row, column, total, cells, data, toolbox, table, block graph.</p>	<p>Spreadsheets</p>	<p>This unit will enable the children to:</p> <ul style="list-style-type: none"> ○ Explain what rows and columns are in a spreadsheet. ○ Open, save and edit a spreadsheet. ○ Add images from the image toolbox and allocate them a value. ○ Add the count tool to count items. ○ Make a table and block graph.
<p>Music</p>	<p>London transport-themed songs from different times in the past.</p> <p>Ensemble is a group of performers each with a different, important role. Rhythm, crotchets and quavers. A quaver is half as</p>	<ul style="list-style-type: none"> ○ Sing in unison and in parts ○ Sing a round ○ Enjoy participating in whole class singing sessions ○ Read and write crotchet and quaver rhythms.

	<p>long as a crotchet. Two quavers are equal to the length of one crotchet.</p> <p>Composition: Know some historically important composers including Handel.</p> <p>Composer is the writer of a piece of music. They use their knowledge and experience to piece together music from pitch, melody, rhythm, tempo.</p> <p>Conducting: Know that the conductor is the leader during the rehearsal and the performance.</p>	<ul style="list-style-type: none"> ○ Group composition: compose own piece of music to a brief of depicting a place in London. Use instruments to recreate characteristics of transport. ○ Take turns leading group performance and following the conductor. Signalling to ensemble members when to start and stop
<p>Personal, Social, Health and Economic Education</p> <p>Money, wages, bank earning, saving, spending, budget.</p>	<p>Keeping money safe</p> <p>Understand where money comes from, how to keep it safe and know that it can be used for different purposes, including spending and saving.</p>	<ul style="list-style-type: none"> ○ Look at how people make money in London, different jobs etc. ○ Think about what we can do with our money – spend / save. ○ Children to have a budget and a catalogue to decorate their bedroom – what will they buy?

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
<p>Phonics / Spelling</p> <p>floor, behind, both, even, past, plant, poor, child(ren), old, break, father, bath, find, wild, gold, steak, class, hour, mind, climb, hold, pretty ,</p>	<p>The /s/ sound spelt c before e, i and y</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Spell high frequency</p>	<ul style="list-style-type: none"> ○ Use spelling journals to keep track of high frequency words and words we use in our writing that we need to remember how to spell. ○ Use the method ‘Look, say, cover, write, check’ to learn new words ○ Find patterns in words and identify word ‘families’ to make spelling easier.

grass, move, kind, only, everybody, beautiful, pass, prove	words/CEW in the spelling test schedule.	
Hebrew	Writing in block Toys I have/Where is.... Letter names	Developing writing skills in block letters: Kaff--Pei Toys- Kubah (cube), Rakevet (train), Kadur (ball), telephone, Boobah (doll), Korkinet (scooter), Lego. Yesh li/Ein li- I have I do not have Eifo ha...where is the.. Consolidating reading skills using short, simple texts.for example: Babayit yesh boobah...Bacheder ein kadoor.... Introducing the names of letters: Look alike letters and sound alike letters for example: vav and zayin, hai and cheit etc.
Guided Reading	Guided Reading Groups reading a range of fiction, non-fiction and poetry	<ul style="list-style-type: none"> ○ Develop fast and fluent decoding in order to read fluently aloud and silently ○ Extend reading over longer texts to develop reading 'stamina' ○ Responding in writing to comprehension questions. ○ Finding the evidence in the text to support answers to comprehension questions
Handwriting	3x a week whole class handwriting lesson following Penpals scheme	<ul style="list-style-type: none"> ○ Diagonal and horizontal joins ○ Letters that don't join
Maths	Addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Inverse relationship between addition and subtraction. Comparison: Know the link	<ul style="list-style-type: none"> ○ Adding more than two single digit numbers using reordering, e.g. to make tens. ○ Pupils use cuisinaire rods on a number line to show their reordering. ○ Use inverse relationship between addition and subtraction to check calculations and missing number problems. ○ Missing number problems in a range of contexts including

	<p>between 'difference' and subtraction.</p> <p>'Rebalancing' when adding and subtracting 9 or 11 in order to 'think 10'.</p> <p>'Commutative law' – addition can be done in any order and subtraction cannot.</p> <p>Doubling and near doubles.</p> <p>Money</p> <p>Count in steps of 2, 3, and 5 from 0</p> <p>Estimation</p>	<p>measures.</p> <ul style="list-style-type: none"> ○ Use a beadstring and multilink to move one of the beads or blocks so 9 or 11 becomes a 10. ○ Use think addition for subtraction. So 14- 8 becomes “what do I need to add to 8 to make 14?” ○ Use inverse using part-whole models. ○ Understand difference when comparing numbers on number lines to other models. ○ Compare values in variety of contexts including measures. <ul style="list-style-type: none"> ○ Using doubles and near doubles. ○ Finding the <i>nearest</i> multiple of 10. ○ I can choose a strategy between doubling/near doubling, rebalancing, regrouping and concrete resources. <ul style="list-style-type: none"> ○ Recognise and use symbols four pounds and pence. ○ Find different combinations of coins that equal the same amounts of money. ○ Apply range of mental calculation strategies to real life problems. <ul style="list-style-type: none"> ○ Estimate on a number line using <ul style="list-style-type: none"> ○ benchmarks including estimating measures.
<p>Prayer/Tefillah</p>	<p>Continue working on the morning prayers and Havdalla</p>	<ul style="list-style-type: none"> ○ Know the prayers from the morning service and their meaning ○ Recognise words that are common

	Begin learning the 1 st paragraph of the Shema.	in our familiar prayers and recognise familiar prefixes and suffixes (ve and nu)
PE	<p>Gymnastics</p> <p>Balance, co-ordination, agility, jump, roll.</p> <p>Dodgeball Social Focus Teamwork, competition, personal best, communication, sporting behaviour.</p>	<ul style="list-style-type: none"> • Can master basic movements such as jumping and begin to apply these in a range of activities. • Can demonstrate agility, balance, co ordination. • To compete against ourselves and set personal best. • To learn to communicate with others through a game. • To compete positively when working as part of a team.