

Shorashim (Year 1) Medium Term Planning 2024-5

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	Vocabulary
English	Descriptive writing Writing descriptions of ourselves and our families Narrative Children will write their own stories using 'Stella Brings	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	Family, different, traditions.

	<p>the 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</p> <p>Children will make charts and graphs documenting the changes in weather and the length of the day as we move into winter.</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>Observation, summer, winter, spring, autumn, change/s, hot, cold, rain, transition, recording</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 and West) to describe the location of features on a map.</p>	<p>Continents, oceans, North, South, East, West, climates,</p>

		Ask questions about the weather and seasons. Express opinions about the seasons Choose appropriate clothes for different times of year/different countries and climates	
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	Past, future, now, then, chronological, timeline,
Creativity	Autumn observational drawing and painting Making pictorial family tree Design and Technology - making frame	Observational drawing of roots Holding a pencil and brush correctly Colour mixing and shading Looking closely at things and making verbal and visual observations Mud/earth – wet and dry Pots, seeds, compost/labels/drawing pencils/brushes/paints/drawing paper Observing change over time (cross circular with Science)	Observation/al drawing, mixing,
Outdoor Learning (cross-curricular)	Visiting woods What can we learn about families from the woods? Start weather study (see Autumn 2).	Seasonal changes, Jewish Months	Log circle, safe, explore, Tool Talk
Religious Education	Diversity of families in our community Do all families pray and if so do they pray in the same place?	To recognise I live in a diverse society. To identify where the four major religions pray.	Diversity, community, traditions, Christianity, Judaism, Islam, Hinduism
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 Who was the first <i>Fascinating Family</i> in the Torah?	Know the date of Rosh Hashanah. Know Rosh Hashanah is the new year. Know the Chagim are a time of reflection. Know Sukkot is 8 days long and ends with Simchat Torah. Know the Torah is rewound and starts again	Rosh Hashana, chaggim, Yom Kippur, Lulav, Etrog, Sukkah,

		<p>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.</p>	
Music	<p>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)</p>	<p>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</p>	Pitch, tone, instruments, voice, music, sound

Discrete Learning

Area of Curriculum	Content	Skills/Knowledge	
Phonics	Little Wandle – Autumn 1 (Phase 4)	<p>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</p>	Phonemes, graphemes, diagraph, trigraph, split diagraph, split trigraph, sound buttons, tricky words, segmenting, blending

		<p>Teaching and practising high-frequency (common) words</p> <p>Practising reading and spelling two-syllable words</p> <p>Practising reading and writing and sentences</p>	
Reading	<p>Guided Reading Groups</p> <p>Home School Reading</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters 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>	<p>Phonemes, graphemes, diagraph, trigraph, split diagraph, split trigraph, sound buttons, tricky words, segmenting, blending</p>
Handwriting	<p>Families of letters that are formed similarly</p>	<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>Numbers to 10</p> <p>Addition and subtraction within 10</p>	<p>Counting to and across 100, forwards and backwards, beginning with zero or one, or from any given number</p>	<p>Equation, plus, add, is equal to, symbol, sign, addition, whole part</p> <p>Pattern, after, repeating pattern, before, next</p>

	<p>Shapes and patterns Numbers to 20 Addition and subtraction within 10</p>	<p>Counting, reading and writing numbers to 100 in numerals and numbers one to 20 in numerals and words; counting in multiples of two, five and ten Given a number within 100, identifying one more and one less 4. Representing and using number bonds and related subtraction facts within 20 Solving one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and solving missing-number problems</p>	<p>First, now, represent, equation, number line, add, more, number track</p>
PE	<p>Gymnastics Basic skills</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> To perform basic gymnastic shapes Performing sequences of movements To perform shapes balances and jumps using the apparatus <p>Basic Skills</p> <ul style="list-style-type: none"> Different ways of moving Throwing and catching 	<p>Stretch, balance, Tension, zig-zag, Travelling, Jumping, Climbing, Repeat, Sequence, Space, Perform, Adapt, Direction, Speed, Levels, Shapes - Pike, Star, Straddle, Straight, Tuck, Landing,</p> <p>Health and fitness – warm up/ cool down</p>
Computing	<p>Online Safety Exploring Purple Mash Grouping and Sorting</p>	<p>Logging in Retrieving work Knowing their own folder is a private place Representing different ways of sorting and grouping using Computing Technology</p>	<p>Log in, login, keyboard, space, enter, tools, Purple Mash, group, sort, 2go, technology,</p>
Tefillah	<p>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</p>	<p>Recite the important blessings.</p>	<p>Kippa, Shema, Mod'e Ani, Birkat Hamazon, Shechechyanu</p>

	be revising our learning of Shabbat prayers and prayers from the morning service continuously throughout the year.		
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	
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)	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)