

Eden Primary Medium Term Planning 2024-5

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	Vocabulary
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 Predicting what might happen on the basis of what has been read so far	Conjunctions Recounting/retelling Hannukah Christmas Diwali

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. Looking at how the length of day changes</p> <p>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>Observe/observations Change Autumn Winter Spring Summer</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>Physical, human, similarities, difference Record</p>
Creativity	<p>Designing a teapot Portraits of our family Self portraits Art appreciation- looking at portrait painters (Modigliani and Freud, 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>	
Outdoor Learning (Cross-curricular: Geography/Science)	<p>Weather Study: What are the features of the changing seasons?</p>	<p>Understand how the local environment changes from autumn to winter. Observe the differences in weather, e.g. take 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</p>	<p>Observe, temperature</p>

		Use findings to create a weather study display	
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.	Culture, Diwali, Hindu,
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.	
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	Woodwind, brass, string, percussion, in
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 school. Contribute to the collection of class data. Use these illustrations to create a simple pictogram.	Data, travel, pictogram

Discrete Learning:

Area of the Curriculum	Content	Skills/Knowledge	
Jewish Ed	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	parasha
Phonics	Little Wandle – Autumn 2 (Phase 5)	/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	

		<p>/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</p> <p>Teach spelling the words said, so, have, like, some, come, were, there</p> <p>Practise reading and spelling high-frequency words</p> <p>Practise reading and spelling polysyllabic words</p> <p>Practise reading sentences</p> <p>Practise writing sentences</p> <p>Weeks 5–7 – Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned</p> <p>Teach alternative pronunciations of graphemes for reading (about four per week)</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned phonemes</p>	
Handwriting	Families of letters that are formed similarly	<p>Zig zag family</p> <p>Practising vowels</p> <p>Capital letters</p>	
Maths	<p>Numbers to 20</p> <p>Addition and subtraction within 20</p>	<p>count to and across [20], forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>read and write numbers from 1 to 20 in numerals and words</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>count in multiples of two and five (during Do Nows and transitions) 5. Addition and subtraction within 20 (Augmentation and reduction) (2 weeks)</p> <p>represent and use number bonds and related subtraction facts within 20 add and subtract one-</p>	<p>Representation, multiples, number bonds, addition, subtraction, equals</p>

		<p>digit and two-digit numbers to 20, including zero</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p>	
Tefillah	<p>Prayer for Lighting Hanukah candles</p> <p>Maoz Tzur and Hanerot Hallalu (Hanukah Songs)</p> <p>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.</p>	Know important prayers, blessings and songs	
PSHE British Values SRE	Learning about Money	<p>Total amounts of money and find change</p> <p>Know the difference between a need and a want</p> <p>Understand money is a finite resource</p> <p>Make informed decisions on how to spend money</p>	
PE	<p>Dance</p> <p>Games</p>	<p>Moving in time</p> <p>Working with a partner</p> <p>Recall and carry out a sequence of movements</p> <p>Pass a ball</p> <p>Bounce balls with control</p> <p>Throw a ball to score</p>	Teamwork, bounce, pass, over.under arm throw, throw
Hebrew	Chanukah	Learn the vocabulary associated with the holiday of Chanukah.	