

Eden Primary Medium Term Planning: Shorashim (Year 1): Spring Term 2nd Half

Houses and Homes

Overview and Rationale:

In the continuation of this theme we will be focussing on instructional writing, from a starting point of a practical building project. We will do lots of speaking and listening, giving and following instructions in order to prepare for the writing task. There are the major festivals of Purim and Pesach and we will look at how these are celebrated in the home and the main rituals that happen during them. We will be learning about Mezuzot and how Jews are commanded to place them on the doorframe in the central Jewish prayer, The Shema. We will also learn about homes in the past in History.

Project Launch: Building a model of The Eiffel Tower by following precise instructions.

Culminating Projects: A Hagaddah (Book for the Seder Service at Pesach)

Topic Based Learning		
Area of Curriculum	Content	Skills / Knowledge
English traditional, modern, recount, retelling, sentence, conjunction, newspaper, fiction, non-fiction	We will begin by working up to writing a set of instructions on how to build an Eiffel Tower. First the children will follow instructions to build it, then through lots of oral work they will learn to give instructions. They will look at the features of an instructional text, then finally write their own. We will write instructions on how to make a shelter for an animal.	<u>Writing:</u> I can write instructions with imperative verbs at the beginning. I can use sequencing words to start my instructions. I can use the coordinating conjunction 'so' and 'and' correctly. <u>Reading:</u> Reading phonically decodable words. Working out unfamiliar words based on the context. Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known 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 Plastic, wood, rubber, fabric, rock, glass, metal, brick, wool, paper, hard, soft, float, sink, properties transparent, opaque.</p>	<p>Materials and Their Properties Testing paper plates for their stiffness Which material is best for a drying up cloth Answering scientific questions</p>	<p>I understand what is comparative and fair testing I can describe what I see. I can draw conclusions. I can explain how the test was fair and why it is important to have fair testing. Which material is best for making curtains?</p>
<p>History Past, present, future, Victorian, Queen Victoria, Monarch,</p>	<p><u>Houses and changes over time</u> How houses have changed over time Compare old artefacts and the modern equivalents</p>	<p>I understand the difference between things that happened in the past and the present. I can describe things that happened to myself and other people in the past. Order a set of events or objects</p>
<p>Creativity Mezuzah Insect Animal Habitat Burrow Den Observational</p>	<p>Building shelters from forest materials. Mezuzah Trips to the woods to find and document insect and animal homes</p>	<p>To decorate a Mezuzah case. Decorating and finishing work. Observational drawing- exploration in the woods.</p>
<p>Religious Education Easter Jesus Christian Christianity</p>	<p>Children will learn the story of Easter and the customs associated with celebrating Easter in homes around the world. We will look at traditions of Christianity to do with worship and celebration in the home.</p>	<p>I know there are different religions in my community. I know about different festivals of different religions and the customs that are followed.</p>
<p>Jewish studies and</p>	<p>Text: We will focus on first verse of the Shema (main Jewish prayer) and look at its translation particularly that it has to be placed on the doorframe</p>	<p>I can say what we are commanded to do in the first verse of the Shema. I know the Shema is an important prayer that you say three times a day.</p>

Tefillah	<p>of the house</p> <p>We will know that this is an important prayer for the family as it instructs the parents to teach it to their children.</p> <p>I can say the first verse of the Shema and say what it is telling us to do</p>	<p>I know the translation of the first two lines.</p> <p>I can recognise familiar words within the Shema (levavacha, nafshacha and mo'odecha</p> <p>I know you have to teach it to your family and you are commanded to love God.</p> <p>To know how the Shema is related to the Mezuzah and the wearing of Tefillin.</p>
<p>Music</p> <p>Rhythm, timing, beat, percussion, pulse, repeating</p>	<p>Know and be able to sing some traditional rhymes or chants, including some from different cultures.</p> <p>To understand the musical terms: beat, rhythm, pitch, tempo, dynamics.</p> <p>To understand that music is an important part of every culture.</p>	<p>I can enjoy singing and sing a variety of songs regularly.</p> <p>I can sing a simple song with others at the same pitch.</p> <p>I can describe and compare sounds using the words correctly: beat, rhythm, pitch, louder, softer, faster, slower, higher, lower.</p>
<p>Computing</p> <p>Animation, Sound effects, Copy, Paste</p>	<p>Animated Story Books</p>	<p>To understand the differences between traditional books and e-books.</p> <p>To add animation to a picture.</p> <p>To add a sound effect to a picture</p> <p>To add a background to the story</p> <p>To use the copy and paste feature to create additional pages</p>
<p>PSHE British Values, SRE Feelings, Emotions, Anger, Sadness, Happiness, Excitement,</p>	<p>Social Relationships- Knowing what to do.</p>	<p>Managing my feelings</p> <p>I have begun to have identified some of my feelings and recognised some of the ways I express them</p> <p>I can set simple but challenging goals for myself.</p> <p>I can talk about change and loss and the associated feelings e.g. losing toys, pets or friends.</p> <p>I can explain how people look after me at home and at school.</p> <p>I know the difference between secrets and surprises.</p>

Non-Thematic Learning		
Area of Curriculum	Content	Skills/Knowledge
Jewish Education	<p>Purim</p> <p>Hear and act out the story of Esther</p> <p>Mishloach Manot</p>	<p>I can retell the story of the major festivals at this time.</p> <p>I can tell you some traditions associated with the festival.</p>

<p>Haggadah Seder, Pesach, Kiddush, Chametz</p>	<p>We will look at a real magillah Order and write main events from the Book of Esther Purim is on 14th Adar</p> <p>Pesach Pesach is on 15th Nissan The Haggadah The Seder Night Getting ready for Passover-the rituals The Seder Plate Song learned (mah nishtanah, avadim hayinu, hallel songs, who knows one, Dayenu, Kiddush) The Story of Passover- Exodus (Yitziat Mitzrayim) Chametz and non-chametz</p>	<p>Purim I can recall key features and events of the story. I can write in my own words the story of Meggilat Esther. I can sing songs and make noise makers I know when Purim is (14 Adar)</p> <p>Pesach I can participate in a Passover Seder and understand key rituals including being able to retell the story. Know and explain what a Seder is and the symbolism of the Seder plate I can recall key events and characters of the story I can make my own Haggadah I know that there are different versions for the Haggadah I know that people celebrate Pesach in different ways or not at all. I can describe how families celebrate Pesach I can participate in cleaning for Pesach in school and at home I know the it's a tradition for the youngest one in the family to say 'Ma Nishtana' I can recite and know meaning of Ma Nishtana I can recite and know the meaning of Dayenu I can say what chametz is and why some people don't eat it on Passover</p>
<p>Little Wandle</p>	<p>Phase 5 continued</p> <p>Revision of phonemes and their graphemes following whole class assessment of phonics.</p>	<p>Ongoing learning of systematic phonics with a focus on segmenting sounds in words for spelling, blending sounds in words for reading and learning alternative spellings of phonemes. Practise using the names of letters alongside letter sounds, and learn to use the appropriate name or sound in different contexts. Ongoing learning and practise of spelling common exception words. Practise of writing and spelling words in sentences, including dictated sentences.</p>
<p>Handwriting Lower case Upper case Join Ascenders Descenders</p>	<p>Forming lower case letters and numbers</p> <p>Joining up diagonal to ascenders</p>	<p>Forming letters and numerals correctly and when writing ensuring their size is consistent Ascenders and descenders correct I can join at and all I can join th, ch, cl</p>
<p>Maths</p>	<p>Addition and subtraction within 20</p>	<p>Illustrate, explain and link addition and subtraction with equations. Apply 'Make Ten' strategy.</p>

Part Whole More Less Fewer Difference Heavy Light Tall Short Taller/tallest Shorter/shortest Longer/longest Shorter/shortest	Numbers to fifty Fractions Measures	Use language to quantify and compare difference. Read, write, represent, compare and order numbers to 50. Identify 1/2 and 1/4 of a shape or object. Find 1/2 and 1/4 of a quantity. Compare and measure lengths and mass using cm and kg. Doubling and halving
Teffilah Kabbalat Shabbat , Birkat Hamazon, Megillah	Morning prayers continues Kabbalat Shabbat Blessing after a meal – Birkat Hamazon Blessings for the Megillah (The story of Esther) The Blessing for wine	I know Adon Olam I know Shalom Aleichem I can recite first paragraph of Birkat Hamazon I know the blessings for the megillah :sheasah nissim, Shehecheyau, Al mikrah Megillah Borei pri hagefen
PE Bounce, Pass, Defend Shoot Control	Ball Skills	I can pass a ball with success I can bounce a ball with some control I can throw a ball to score I can move with a ball in my hands I can throw a ball in different directions with some success I can pass a defender and score