

Year 2021	Termly Theme and National Curriculum Focus	Sequence of learning through the term covering all curriculum areas.					
<b>Year B</b>  <b>LONDON AND BEYOND</b>  <b>SPRING 1</b>  <b>Literacy:</b> - Write your own creative story based on an adventure in London - Historical fiction – stories about children during the war: -tea stained letters  <b>Maths:</b> According to groups  <b>Science:</b> Electricity  <b>Geography:</b> Place knowledge  <b>History:</b> London history, evacuation, blitz etc  <b>Art and Design:</b> Steven Fisher  <b>Design and Tech:</b>	<b>LONDON AND BEYOND</b>  <b>SPRING 1</b>  <b>Literacy:</b> - Write your own creative story based on an adventure in London - Historical fiction – stories about children during the war: -tea stained letters  <b>Maths:</b> According to groups  <b>Science:</b> Electricity  <b>Geography:</b> Place knowledge  <b>History:</b> London history, evacuation, blitz etc  <b>Art and Design:</b> Steven Fisher  <b>Design and Tech:</b>	<u>Week 1: 5<sup>th</sup> – 8<sup>th</sup> Jan</u>  <b>JEWISH VALUE:</b>  Trust	<u>Week 2: 11<sup>th</sup> – 15<sup>th</sup> Jan</u>  <b>JEWISH VALUE:</b>  Resilience	<u>Week 3: 18<sup>th</sup> – 22<sup>nd</sup> Jan</u>  <b>JEWISH VALUE:</b>  Appreciating others	<u>Week 4: 25<sup>th</sup> -29<sup>th</sup> Jan</u>  <b>JEWISH VALUE:</b>  Happiness	<u>Week 5: 1<sup>st</sup> – 5<sup>th</sup> Feb</u>  <b>JEWISH VALUE:</b>  Being a leader	<u>Week 6: 8<sup>th</sup> – 12<sup>th</sup> Feb</u>  <b>JEWISH VALUE:</b>  Sharing
		<b>PSHE:</b>  Discuss what we as individual are responsible.... I am responsible for?  Identifying risks and dangers including drugs, alcohol and smoking - discuss if children have felt at any point that they were exposed negatively to these	<b>PSHE:</b>  The importance of 'NO'. Role play scenarios where children can practise saying no	<b>PSHE:</b>  Identify fire routes at school, what would you do in the fire? Draw the fire route to reinforce	<b>PSHE:</b>  Talk about what happens when your hurt yourself, how can we ensure that we don't get infections. Simple first aid practise	<b>PSHE:</b>  Play a game to practise and identify emergency numbers	
		<b>SCIENCE:</b>  Electricity	<b>SCIENCE:</b>  Introductory into electricity	<b>SCIENCE:</b>  Investigating simple circuits and all its parts	<b>SCIENCE:</b>  Investigating simple circuits and all its parts	<b>SCIENCE:</b>  Designing a circuit	<b>SCIENCE:</b>  Making own circuits
		<b>GEOGRAPHY:</b>  Introduction into London and beyond (Cross-curricula lesson with History)	<b>GEOGRAPHY:</b>  Learning how to use a tube and bus map to get to different places/landmarks in London	<b>GEOGRAPHY:</b>  locate different continents, countries, cities and oceans.  Using a world map, atlas, globe.	<b>GEOGRAPHY:</b>  Discuss possible similarities and differences to some places/landmarks in London	<b>GEOGRAPHY:</b>  Create a poster to promote the local area- identify key aspects  Consolidate on the key ideas discussed during the term	

<p>Ration food menu</p> <p><b>Religious Event:</b> Lead of Kodesh to decide according needs of children and families</p> <p><b>Computing:</b></p> <p><b>Music:</b></p> <p>Appreciate and understand a wide range of music</p> <p>Perform as a group</p> <p><b>PSHE:</b></p> <p>Keeping myself safe</p> <p><b>Physical development:</b></p> <p>Invasion games</p> <p><b>Trips:</b></p> <p>Science circuit workshop</p> <p><b>SLT:</b> Communication and Social explorers</p> <p><b>OT:</b> Upon advice of OT</p> <p><b>Therapist:</b></p> <p>Dramatherapy 1:1 or group sessions</p>	<p><b>HISTORY:</b></p> <p>Look at London and its landmarks</p> <p>Look at photos of what London looked like years ago -discuss as a class</p>	<p><b>HISTORY:</b></p> <p>Look at a timeline of London history and identify key points (including the evacuation and blitz)</p> <p>Relook at the picture of London and talk about the damage it did and what London looked like afterwards.</p>		<p><b>HISTORY:</b></p> <p>Watch a video depicting life in that time</p> <p>Roleplay life during that time, from bomb shelters to food rationing</p>		<p><b>HISTORY:</b></p> <p>Discuss how it must have felt to be a child living in those times, what emotions would you have felt</p> <p>Write a letter from a child talking about what happens in a day</p>
		<p><b>ART AND DESIGN:</b></p> <p>Watch a short video about Steven Fisher the artist and look at his drawings of skylines</p> <p>Explore pencil markings to create shadings, thin and thick lines. Choose picture of the London skyline and start your drawing</p>	<p><b>ART AND DESIGN:</b></p> <p>Continue to draw your skyline and put on display</p>		<p><b>DESIGN AND TECH:</b></p> <p>Look at different foods that were accessible in the war through pictures. How would you feel?</p> <p>Use foods accessible to create a meal, how would you make it interesting? List ingredients needed.</p>	
			<p><b>MUSIC:</b></p> <p>Listen to songs played in the war including 'pack up your troubles'</p> <p>What are the lyrics- discuss and write down key points</p>	<p><b>MUSIC:</b></p> <p>What are the main messages of these songs?</p> <p>Talk about the tempo and how does it make us feel?</p>	<p><b>MUSIC:</b></p> <p>Choose a song as a group and practise singing it</p>	<p><b>MUSIC:</b></p> <p>Perform song</p>

		<p><b>JEWISH STUDIES:</b></p> <p>In depth Parasha learning of Shemot.</p>	<p><b>JEWISH STUDIES:</b></p> <p>Parasha and topic of Shabbat introduced. Learning about where the law of Shabbat came from and introducing the 39 melachot of Shabbat</p>	<p><b>JEWISH STUDIES:</b></p> <p>Parasha and continued 39 melachot learning on Shabbat.</p>	<p><b>JEWISH STUDIES:</b></p> <p>Parasha and Tu Bishvat learning – the origin of Tu Bishvat and how we celebrate it.</p>	<p><b>JEWISH STUDIES:</b></p> <p>Parasha and Purim learning. Recapping the story of Purim, the characters and lessons we learn from Megillat Esther.</p>	<p><b>JEWISH STUDIES:</b></p> <p>Parasha and continued Purim learning about connecting the story with the laws of the Chag and Ta'anit Esther.</p>
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