

Year 2021	Termly Theme and National Curriculum Focus	Sequence of learning through the term covering all curriculum areas.					
Year B	<b>LONDON AND BEYOND</b>  <b>SPRING 1</b>  <b>Literacy:</b> - Historical fiction – stories about children during the war: - Write your own story based on the war -tea stained letters  <b>Maths:</b> According to groups  <b>Science:</b> Electricity  <b>Geography:</b> World geography  <b>History:</b> London history, evacuation, blitz etc  <b>Art and Design:</b> World skylines  <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>  Being resilient	<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?	<b>PSHE:</b> 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> Recap the first aid ideas from the week before - role play practise on a friend
		<b>SCIENCE:</b>	<b>SCIENCE:</b> Introduction to 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 circuits	<b>SCIENCE:</b> Making own circuits
		<b>GEOGRAPHY:</b> Introduction to world geography	<b>GEOGRAPHY:</b> Teaching world maps Learning the continents and oceans	<b>GEOGRAPHY:</b> Locating countries and major cities around the world using atlases, globes, maps and digital/computer mapping	<b>GEOGRAPHY:</b> Different biomes around the world, e.g. deserts, tundra etc.	<b>GEOGRAPHY:</b> Looking at housing around the world depending on the weather in that area	<b>GEOGRAPHY:</b> Mountaineering activity in the forest – finding hidden items by reading a map in teams

<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> Dramatherapy 1:1 or group sessions</p>	<p><b>HISTORY:</b></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 Great Fire of London, the Blitz etc.</p>	<p><b>HISTORY:</b></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><b>HISTORY:</b></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><b>ART AND DESIGN:</b></p> <p>Looking at different skylines from around the world and why they are famous – what buildings make them famous, e.g. London Eye, Big Ben</p>	<p><b>ART AND DESIGN:</b></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</p>	<p><b>ART AND DESIGN:</b></p> <p>Complete your skyline - 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><b>DESIGN AND TECH:</b></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><b>MUSIC:</b></p> <p>What are the lyrics - discuss and write down points on sugar paper.</p>	<p><b>MUSIC:</b></p> <p>Talk about the tempo and how does it make us feel?</p>	<p><b>MUSIC:</b></p> <p>What are the main messages of these songs?</p>	<p><b>MUSIC:</b></p> <p>Choose a song as a group and practise</p>	<p><b>MUSIC:</b></p> <p>Practise 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>