Garinim Medium Term Planning

Spring Term 2: January 4th-February 10th

Theme for the Year: Developing a relationship with our School and Community and Cycles

Interdisciplinary Project: Moon and Space

Overview of Topic: (Big Ideas/Conceptual Understanding)

This topic links in with the monthly cycle of Rosh Chodesh and looking at the cycle of the moon. The core text of Whatever Next will be used to support and enhance the topic. During the first part of the topic we will be thinking about what the children already know and what they would like to learn about space. We will be reading the stories of Whatever Next and The Man on the Moon and becoming very familiar with it in order to be able to retell them accurately. The children's ideas and interests will form the basis of the planning and will be used to decide what areas of space we will investigate further e.g. astronauts, other planets etc.

We will be learning about Rosh Chodesh Shevat (28th January) which takes place during this term and also the festival of Tu b'Shevat (10th February).

Essential Questions:

- What do you know about space?
- What do you think is in Space?
- What do you think the moon is like?
- Who goes into Space? How do they get there?
- What do astronauts eat?
- What is gravity and what does it do?
- What happens in the story Whatever Next?
- What happens in the story Man on the Moon?
- Who are the characters?
- Who is the author?
- What do you know about the Moon?
- Why is the Moon important in the Jewish faith?

Culminating Project: ***'Picnic on the Moon':*** The children will use the story 'Whatever Next!' and Man on the Moon as inspiration to plan their own picnic on the moon. This will include deciding what they need to get ready in order for it to happen e.g. picnic, rocket etc

Thematic Cross Curricular Learning

Area of Curriculum	Content	Skills / Knowledge
Personal, Social and Emotional Development	Role play in a group acting out the story together. Children to explore situations which make them feel happy/sad/bored/lonely/scared. Children to explore situation cards and appropriate ways of reacting in difficult situations.	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
Communication and Language	Tasting space food – (dried foods, jelly, custard etc) Children to talk about what they like/dislike, what they think it is and to name the 'alien foods' Uses language and imagination to recreate the story using role play and retell the story accurately. Children to talk about what they think it is like on the moon – what would you find there? What would you see/smell/feel etc? Would they like it? What would they like/dislike about going into Space? What/who would they need to take with them in order to feel happy? Listen to stories about space and retell them through role play/artwork etc Role playing going up into space in rockets – using junk modelling, cardboard boxes and big bricks	Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e,g, *'This box is my castle.'*. Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.* Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.
Physical Development	Use a range of tools safely and with control to create rockets Throwing and catching using 'flame' ball Choose food for picnic thinking about what they know	Handles tools, objects, construction and malleable materials safely and with increasing control. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively

	about healthy food Using big bricks to create rockets	to form recognisable letters, most of which are correctly formed. Eats a healthy range of foodstuffs and understands need for variety in food. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.
Mathematics	Rocket number lines – ordering numbers, recognising numbers and writing numbers 5 little men in a flying saucer song/Zoom zoom zoom Learning the names and properties of 3D shapes – junk modelling Measuring how far the rocket they make can fly. Guiding a Beebot/each other through space. Comparing and weighing moon rocks and ordering them in relation to weight/size. Comparing and ordering planets in relation to size. Weighing ingredients and sharing food for space picnic.	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Records, using marks that they can interpret and explain. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They solve problems, including doubling, halving and sharing.
Literacy	Story map to retell the story of Whatever Next and Man on the Moon Writing letters to aliens/bear in the story Writing a postcard back home describing what it is like on the moon/in space. Descriptive writing – describing what aliens in space might look like. Labelling of the creations (junk modelling) they have	Beginning to be aware of the way stories are structured. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Looks at books independently Knows information can be relayed in the form of print. Holds books the correct way up and turns pages.

	made e.g. rocket, alien Naming alien with a made up name the ch. can sound out and blend. Picnic list of food they are going to take to the moon Class story – where would we go on a trip into space and who would we meet Non-fiction books about space/moon/astronauts Other stories – Way back home Aliens love underpants Here come the Aliens	Knows that print carries meaning and, in English, is read from left to right and top to bottom. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Gives meaning to marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.
Expressive Arts	Cooking - moon and star biscuits, alien cakes using food colouring Designing and making aliens using different media e.g. paint, collage, junk modelling Creating rockets using junk modelling – small rockets and a large one for the role Making the surfaces of different planets using splatter paint outside Space walk -Moving like astronauts very slowly to electronic music Make different planets out of Papier mache to hang from the ceiling Role play area using all the props from the story Listening to the Planets music and discussing how the different pieces make the children feel. Creating their own 'Hubble' picture. Designing a seder plate.	Begins to build a repertoire of songs and dances. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.
Understanding	Designing a hat that won't get wet –	Comments and asks questions about aspects of their familiar world such as the place where they live or the

of the world	investigating materials Make spacemen using corks and explore floating and sinking (zero gravity) in the water tray by adding plasticine to the feet to make him stand at the bottom. Investigating the best materials to make a rocket. Explore space through books and ICT and investigate how it is different from our environment. Chinese New Year (28th January) – learning about the traditions around Chinese New Year.	natural world. Talks about why things happen and how things work. They talk about the features of their own immediate environment and how environments might vary from one another.
Jewish Studies	Lunar Calender – cycle of the months of the year Stars & Moon – Shabbat times Creation story- Be'reishit. Tu B'Shevat (10th Feb) – taking care of the trees, trees in Judaism and their importance Tu B'Shevat Seder – tasting different grape juices and trying different fruits Blessings surrounding trees e.g. fruit of the trees Names of Hebrew months/days of the week	Enjoys joining in with family customs and routines. They know about similarities and differences between themselves and others, and among families, communities and traditions.
Hebrew	Food and Family I like to eat…… Family members	

Discrete Learning

Area of Curriculum	Content	Skills / Knowledge
Literacy	Sounding out words Recognising high-frequency words Continue developing pencil grip	Begins to read words

Literacy - phonics	Phase 3 letters and sounds	Hears and says initial sounds in words Continues a rhyming string Can orally blend and segment sounds in words
Maths	Counting up to 20 Recognising numbers 0 to 20 Order numbers 0 to 20 Adding and subtracting single digit numbers	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

On-going Learning

Area of Curriculum	Content	Skills / Knowledge
Jewish Studies Tefillah/Prayer	Continue learning Elohai Neshama and other morning prayers Update class siddur Continue learning about Shabbat Rosh Chodesh – cycle of the months and the moon.	
Outdoors education and nature	Taking care of our school garden and plants	