

Garinim Medium Term Planning

Autumn Term 2: November 2016

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

Interdisciplinary Project: Autumn in the Woods

Overview of Topic: (Big Ideas/Conceptual Understanding)

This topic links in with the seasonal cycles of the year and the changes that take place in nature. 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 the woods. We will be reading the core text 'The Gruffalo' and becoming very familiar with it in order to be able to retell it accurately. We will also be reading several other fiction books with a woodland setting including: Little Rabbit Foo Foo, The Nutty Nut Chase and Owl Babies. The children's ideas and interests will be used in planning to help decide how to further investigate woodland creatures, habitats, woodland food and the lifecycle of plants and trees. The children will be exploring lots of Autumnal art and investigating what makes a woodland scene. They will spend time in Coldfall Woods each week collecting and identifying natural objects to use in their own arts and crafts projects. The children will be listening to Vivaldi's L'Autunno from The Four Season's and exploring this in music.

Essential Questions:

- What do you know about the woods?
- What creatures live in the woods?
- What happens to the trees in Autumn?
- What happens to woodland creatures as the months get colder?
- What do creatures eat in the woods?
- How can we identify the natural objects we have found?
- Who are the characters in this story?
- Who is the author?
- What are the main events?
- What instruments can you hear?

Project Launch: The children will visit Discover Children's Story Centre in Stratford for a Dr Seuss's exhibition.

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	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
Communication and Language	<p>Tasting woodland food - (Blackberry pie, elderflower cordial, apple cake etc) Children to talk about what they like/dislike, what they think it is and what else they think they could do with the fruits.</p> <p>Uses language and imagination to recreate the story using role play and retell the story accurately.</p> <p>Children to talk about what they think it is like in the woods - what do you find there? What do you see/smell/feel etc?</p> <p>Children to describe their forthrightly experiences of our woodland walk.</p> <p>Listen to stories with a woodland setting and retell them through role play/artwork etc</p> <p>Use imaginative play in small world to talk through own stories lines.</p>	<p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i></p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Introduces a storyline or narrative into their play.</p>
Physical Development	<p>Use a range of tools safely and with control to create woodland scenes.</p> <p>Begin to form letters correctly to write labels to identify different natural items collected.</p> <p>Using branches to create woodland dens.</p> <p>Using smaller twigs to create 'habitats'.</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>

	<p>Ch to think about healthy recipes for woodland berries.</p> <p>Ch to carefully thread woodland objects to create garlands and hangings.</p> <p>Woodland footsteps-children to transition using fairy steps, Gruffalo strides etc</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p>
Mathematics	<p>Leaf number lines - ordering numbers, recognising numbers and writing numbers</p> <p>Creating repeating patterns using different identified leaves</p> <p>Counting objects found</p> <p>Sorting objects found</p> <p>Saving 10 (20) nuts for hibernation</p> <p>Map of Coldfall Woods</p> <p>Counting Chanukah gelt</p>	<p>Recites numbers in order to 10.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows an interest in representing numbers.</p> <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Children use everyday language to talk about position/distance</p>
Literacy	<p>Story map to retell story of <i>The Gruffalo</i>.</p> <p>Children to re-enact story of <i>The Gruffalo</i></p> <p>Labelling different parts of the <i>Gruffalo</i></p> <p>Children to write speech bubbles for pictures from the story</p> <p>Rhymes</p> <p>Descriptive writing-what are the woods like in Autumn (smells, colours, sights and sounds)</p> <p>Non-fiction books about woodland animals and lifecycles in the woods.</p> <p>Other fiction books with a woodland theme:</p> <p>Little Rabbit Foo Foo</p> <p>Owl Babies</p>	<p>Beginning to be aware of the way stories are structured.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Looks at books independently Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p>

	<p>Bear Hunt</p> <p>Sequencing the story of Channukah</p>	<p>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.</p> <p>Writes own name</p>
Expressive Arts	<p>Printing trees using different materials</p> <p>Leaf prints/rubbings</p> <p>Handprint trees/finger print trees</p> <p>Leaf collages: Leaf faces, Leaf crowns, leaf fireworks.</p> <p>Magic wands-choosing materials in woods to take back to classroom</p> <p>Looking at Autumn represented in art: Monet (Autumn at Argenteuil), Van Gogh (Autumn Grove and The Mulberry Tree in Autumn)</p> <p>Other artists: Roy Nachum (surrealist), Elly Carthy (Autumn leaves), Zina Roitman (autumn)</p> <p>Rosh Chodesh portrait-based on art looked at in class</p> <p>Shoebox theatre backdrop and decorating characters from The Gruffalo</p> <p>Children to design own goonie (Little Rabbit Foo Foo)</p> <p>Making Chanukah cards</p> <p>Chanukah and Christmas window displays</p> <p>Salt dough Channukiah</p> <p>Decorating dreidels</p>	<p>Begins to build a repertoire of songs and dances.</p> <p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p>
Understanding of the world	<p>Autumn changes in nature</p> <p>Children to find out about which animals live in forests, where they live, what they eat and what they do during the cold winter months</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talks about why things happen and how things work.</p>

	<p>Autumn/ Winter festivals</p> <p>Firework night, Chanukah, Christmas</p> <p>What is the best material to build a house in the woods</p> <p>Light and dark - link to Chanukah and Christmas; Talking about their family customs and routines</p> <p>Autumn scents - collect scents in cups as walk through woods</p> <p>Which conker is the hardest? (Experiment) Ch to investigate different methods of hardening conkers and compare results</p> <p>Leaf identification</p> <p>Seed identification</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
Jewish Studies	<p>Rosh Chodesh - Jewish month of Kislev - festival of Chanukah occurs in it.</p> <p>Learn about Channukah</p> <p>Learn about the Channukiah and the shamash</p> <p>Brachot for Channukah</p> <p>Lunar Calendar - cycle of the months of the year</p>	
Hebrew	<p>Food</p> <p>I like to eat.....</p>	

Discrete Learning

Area of Curriculum	Content	Skills / Knowledge
Literacy	<p>Name recognition/writing</p> <p>Developing pencil grip</p> <p>Weekly news and stories</p> <p>Home school reading</p>	<p>Begins to read words</p> <p>Write own name</p>
Literacy - phonics	Phase 2 & 3 letters and sounds	Hears and says initial sounds in words

		<p>Continues a rhyming string</p> <p>Can orally blend and segment sounds in words</p> <p>Recognise phonemes</p>
Maths	<p>Counting up to 10 and beyond</p> <p>Recognising numbers 0 to 10 and beyond</p> <p>Order numbers 0 to 10</p> <p>Calculation</p> <p>One more/one less</p> <p>Recognise and name 3D shapes and describe properties</p> <p>Measurement - linked to weighing programme and beyond</p>	
Physical	<p>Weekly PE lessons based on Start to move programme - developing basic movement skills of stability, locomotion and object control</p>	

On-going Learning

Area of Curriculum	Content	Skills / Knowledge
Jewish Studies Tefillah/Prayer	<p>Continue learning Modeh Ani and other morning prayers</p> <p>Update class siddur</p> <p>Continue learning about Shabbat</p> <p>Introduce wearing kippot when saying blessings</p> <p>Rosh Chodesh - cycle of the months and the moon</p>	
Outdoors education and nature	<p>Taking care of our school garden and plants</p>	