

Garinim Medium Term Planning (Summer Term/First Half 24th April – 26th May)

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

Interdisciplinary Projects: Once Upon a Wood
Yom Ha'atzmaut (Tuesday 2nd May)

Overview of Topic: (Big Ideas/Conceptual Understanding)

This topic relates to the year's theme of CYCLES and builds on the previous topic of 'Going to the Woods in Autumn' where the children learnt about the cycle of the seasons and the changes that happen in nature. This half term the children will continue looking at the changes of the seasons, Spring to Summer, making a link to traditional tales set in the woods. The children will become familiar with traditional tales that are set in the woods, such as 'Goldilocks' and 'Snow White' and 'Little Red Riding Hood'. They will learn about different characters, settings and how to structure a story. The children will then use their knowledge of the seasons, the woods and traditional tales to write a story and make an illustrated storybook (paper or iPad).

The children will be investigating what makes a woodland scene, using different artistic methods to create their scene, and then making a shoe-box theatre which they can use to act out possible ideas to support their story writing. They can photograph scenes from their theatre and from woodland small world to illustrate their book.

Children will look at the yearly cycle of Jewish festivals and will be learning about Yom Ha'atzmaut and Shavuot. For Yom Ha'atzmaut they will be taking part in a day of celebration learning about different aspects of Israel. Shavuot will be taking place after the children have broken up for the half term holidays, however, they will be counting the 49 days from the end of Passover to the beginning of Shavuot, 'Counting of the Omer', and in the days after half term they will learn about why and how people celebrate Shavuot and will create their own Ten Commandments.

Essential Questions:

- What do you know about the cycle of the seasons?
- What is a cycle?
- What other cycles do you know about?
- What season are we in now and what are the features of it? How do we identify what season we are in?
- What stories do you know that are set in the woods?
- What is a traditional tale?
- How do we structure a story?
- What is a wood?
- What do the woods look like in different seasons?
- Where are traditional tales set?
- What happens in the beginning/middle/end of a story?

Project Launch: Read the story of Goldilocks and the Three Bears. Where is the story set? What characters can you see? Show the children the small world set up as a woodland scene with lots of traditional characters; children to talk about what characters they can see and what they notice about it.

Culminating Project: The children will use the inspiration of the traditional tales they have read along with their knowledge of the woods and seasons to create their own story books. They will do this by planning and writing their own story and creating their own woodland small world scene, which they will take photos of for the illustrations in their book. At the end each child will have their own traditional tale illustrated story book.

Thematic Cross Curricular Learning

Area of Curriculum	Content	Skills / Knowledge
Personal, Social and Emotional Development	<p>Ideas about their traditional story.</p> <p>Talking partners- listening and sharing ideas during carpet times.</p> <p>Speaking and listening work based on hot-seating the teacher/teaching assistant/other pupils in character to explore their emotions in relation to different parts of the traditional tales (How did you feel when you saw Goldilocks in your bed? How did you feel when you saw someone had eaten your breakfast without asking? What could Goldilocks have done to show you that she was sorry? Do you think it is safe to walk through the forest by yourself? Would it have been kinder to eat a sandwich rather than grandma? Could the woodcutter have called the RSPCA rather than threatening the wolf?)</p> <p>Using ICT equipment to capture and explore different emotions.</p> <p>Equality: Olympic Value</p> <ul style="list-style-type: none"> • Inclusion: Little Red Riding Hood was very kind to her grandma and did 'Bikur Cholim'- She wasn't feeling well and she went to visit her bringing her a basket full of goodies. Also, it was very kind of the woodcutter to come and help Little Red Riding Hood even though he didn't know her. • Individuality: We should all be kind and helpful and always do our best to help others because we have the spark, every one of us have a little piece of G-d inside and we have to live our lives accordingly. 	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Can describe self in positive terms and talk about abilities.</p>

	<ul style="list-style-type: none"> • Cross communal study of Torah and Judaism <p>Children will play games with rules and will have to stick to the rules and take turns giving them the opportunity to resolve minor disagreements by listening to each other and come up with a fair solution.</p> <p>Children will share ideas about an alternative ending to Goldilocks and the Three Bears (how could the conflict have been resolved?) children will find ways to manage their feelings and maintain control.</p> <p>Children will talk about what is acceptable and unacceptable behaviour.</p>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow the rules.</p>
<p>Communication and Language</p>	<p>Characters in traditional tales: Hot seating – teacher, then children to 'become' a character and children to ask them questions e.g. to Goldilocks 'Why did you go into the bears house?', to bears 'How did you feel when you found your chair was broken?'</p> <p>A variety of stories involving woods/traditional stories.</p> <p>Following instructions in order to make puppets/shoebox/carry out research.</p> <p>Listen to and share ideas about what is happening in a story or when making up their own story.</p> <p>Making up stories involving characters/settings they have been learning about and recreate them in their play.</p> <p>Retelling the stories they have heard in talk partners, through role play and when looking at and reading books.</p> <p>Sharing ideas about their story and explain their ideas and thoughts to each other and in whole class shared writing.</p> <p>Looking at authors of each of the books covered-Who is the author of the traditional tales we have looked at? (Most traditional tales do not have an author but are 'retold' by other people using their own words-this is one of the differences between</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</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> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They answer 'how' and 'why'</p>

	traditional tales and fiction/story books we have looked at)	questions about their experiences and in response to stories or events.
Physical Development	<p>Learning Israeli Dances</p> <p>Making puppets for the characters using scissors</p> <p>Drawing pictures and writing labels/captions when designing their story and setting</p>	<p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Shows a preference for a dominant hand.</p>
Mathematics	<p>Comparing and ordering sizes of different objects e.g. big, medium, small (Goldilocks/looking at sizes of trees in the woods)</p> <p>Comparing and ordering capacity of containers e.g. Which bowl will hold the most porridge?</p> <p>Positional language for characters in the forest e.g. The wolf is behind/above/below the tree</p> <p>Mathematical language when creating story shoe box e.g. House is bigger than the tree, Goldilocks is in front of the house</p> <p>Mathematical language to order the story – first, later, after lunch etc</p> <p>Introduce money-recognising coins and ordering by value.</p>	<p>Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Beginning to use everyday language related to money.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>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.</p> <p>Using quantities and</p>

		<p>objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Orders and sequences familiar events.</p> <p>They solve problems, including doubling, halving and sharing.</p>
Literacy	<p>Core texts: Goldilocks, Little Red Riding Hood, Hansel and Gretel.</p> <p>A variety of stories set in the woods.</p> <p>Write/draw their own story using characters/settings from stories they know.</p> <p>Retell a story using a story map/drawing/role play.</p> <p>Children to learn about the structure of a story - beginning, middle, end (story mountain) and characters/settings.</p> <p>Independent reading of traditional tales.</p> <p>To label/write sentences when drawing pictures/designing their story scene.</p>	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels and captions</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They demonstrate understanding when talking with others about what they have read. Uses vocabulary and forms of speech that are increasingly influenced by</p>

Expressive Arts	<p>Use musical instruments to create sound effects to go with their story box.</p> <p>To design and make their shoe box story scene using different media.</p> <p>Tree rubbings in Coldfall Woods to explore different textures.</p> <p>Printing of leaves/trees.</p> <p>Making accessories for their story, such puppets, trees, furniture.</p> <p>Mixing paint to make new colours to decorate their work.</p> <p>Observational drawings of the trees in the woods.</p> <p>Experimenting with different materials e.g. to make trees/puppets/houses for their scenes.</p> <p>To use role play to recreate stories they know and the stories they have made up.</p>	<p>their experiences of books..</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</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> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>
Understanding of the world	<p>Seasonal changes in Spring and Summer looking at the trees/landscape – how has it changed/changing – what can you see/hear/smell etc?</p> <p>Capturing these observations using various pieces of ICT equipment.</p> <p>Trip to the wood – how has it changed/stayed the same? Is there any new growth yet?</p> <p>Looking at different trees and thinking about their similarities/differences e.g. comparing bark/leaves.</p> <p>Using the camera to take photos of the woods and to photograph their story scenes when</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about</p>

	<p>finished.</p> <p>Importance of trees (linked with Tu B'shevat) Why are trees so important? What do we need them for?</p> <p>Children to draw/write about how they think the woods have changed since their visits in December and then again in March. Will it look the same/different? Why?</p> <p>Looking at non-fiction books related to life cycle of trees and seasons.</p> <p>Using Flipcams/iPads to make a film of a traditional tale, edited together from individual scenes the children have acted out and captured.</p>	<p>changes.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p>Jewish Education</p>	<p>Holiday of Shavuot: the giving of the Torah at Mount Sinai</p> <p>Morning prayers-continue learning and discussing the more recent prayers (Elohai, Oseh Shalom, Ozi ve'Zimrat Yah)</p> <p>Rosh Chodesh portraits</p> <p>Yom Ha'atzmaut</p> <p>Shabbat Blessings</p> <p>Counting the Omer</p> <p>Reviewing cycle of the year</p>	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know about similarities and</p> <p>Differences between themselves and others, and among families, communities and traditions.</p> <p>Children are familiar with the stories and traditions of Judaism</p> <p>Children know how different holidays are celebrated and why?</p> <p>Children are familiar with simple prayers and their</p>

		meanings
Hebrew	See additional document	

Discrete Learning

Area of Curriculum	Content	Skills / Knowledge
Literacy	Handwriting (penpals) Forming letters ...one-armed robot family and curly caterpillar letters.	Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. To form letters correctly with a good pencil grip
Literacy - phonics	Start phase 4 letters and sounds – practising previously learned phonemes and reading/writing cvcc and ccvc words. Writing sentences. Reading and spelling all phase 2-4 high frequency words	Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels and captions. Attempts to write short sentences in meaningful contexts.
Maths	Calculation – addition and subtraction.	Using quantities and objects, they add and subtract two

	<p>Estimating numbers of objects they can see.</p> <p>Doubling and halving</p> <p>Practical problem solving</p> <p>Recognising and writing numbers to 20</p> <p>Begin to record the results of their observations e.g. increase in number of Flowers, when solving problems</p>	<p>single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Records, using marks that they can interpret and explain.</p> <p>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.</p>
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On-going Learning

Area of Curriculum	Content	Skills / Knowledge
<p>Jewish Studies</p> <p>Tefillah/Prayer</p>	<p>Daily Tefillah/ prayer: at least twice a week learning something new</p> <p>New Tefillot/Prayers: Ozi V'Zimrat Yah</p> <p>Rosh Chodesh – cycle of the months and the moon</p> <p>Tzedakah/Charity: weekly Tzedakah giving and thinking about where our money goes</p>	
<p>Outdoors education and nature</p>	<p>To look after our outside space</p> <p>Changes that are happening in spring and summer</p> <p>Frequent visits to the woods.</p>	