

## **Garinim Medium Term Planning (Summer Term/Second Half 5<sup>th</sup> May -21<sup>st</sup> July)**

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

**Interdisciplinary Projects:** In the Garden and Moving on to Year 1

**Overview of Topic:** (Big Ideas/Conceptual Understanding)

This topic fits in with our theme of the year 'Cycles' and we will be looking at the life cycles of different plants and animals plus the cycles of the days of the week and the seasons and learning about changes that happen over time. We will be learning about the different mini-beasts that we can find in our garden and the children's interests will be the focus for the different mini-beasts that we look at in more detail. We will be using our knowledge of the life cycles of plants and animals to create a healthy garden environment to encourage the growth of plants and mini-beasts (e.g. creating mini-beast habitats and planting seeds). At the end of this topic there will be a trip to 'Haringey Nature Reserve' where the children will be able to explore the life cycles of different plants and animals.

In the final few weeks of the term we will start to reflect on how the children have changed over the course of the year, what they have learnt and what new skills they have developed. We will then look at where they will be moving to after the Summer Holidays. We will explore what they should expect in Year 1 and prepare them for the transition.

### **Essential Questions:**

- What do we need to create a healthy garden where things can live and grow?
- What do plants need to grow?
- Why do we need mini-beasts in our garden?
- What is a mini-beast?
- What are the similarities and differences in the lifecycles of different mini-beasts?
- What is the best environment for different mini-beasts to live?
- What does our life cycle look like?
- What do we need to be healthy?
- What changes happen during different cycles?

**Project Launch:** Role play set up as garden centre.

**Culminating Project:** Visit to Haringey Nature Reserve

## Thematic Cross Curricular Learning

Area of Curriculum	Content	Skills / Knowledge
Personal, Social and Emotional Development	<p>Rules/Health and safety for working with mini-beasts and planting seeds</p> <p>Children to share what they already know about different life cycles (including their own) and the changes that happen in them.</p> <p>Children to create their own Ten commandments thinking about what rules are important to keep so that everyone is happy.</p> <p>Work based on appropriate stories: The Something Else, The Bad-Tempered Ladybird and The Rainbow Fish. Children to explore how to be a good friend and work towards writing 'commandments' for how to treat each other at school and outside.</p> <p>Exploring appropriate ways to stand up for ourselves.</p> <p><b><u>Courage: Olympic Value</u></b></p> <ul style="list-style-type: none"> <li>• <b>Loving the world around us:</b> (<i>Tikkun Olam</i>: repairing the world, social action; <i>Tzedek Tirdof</i>: pursue justice) Children will learn about Lag Ba'Omer and the pupils of Rabbi Akiva</li> <li>• <b>Caring for the world, the environment and the outdoors:</b> Children will continue to collect money for charity every Friday, they then will need to think about which charity they would like to donate the money to. We will explore the different charities they suggest and vote for it.</li> </ul>	<p>Aware of the boundaries set, and of behavioural expectations in the setting.</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> <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>
Communication and Language	<p>Read and listen to different types of fiction and non-fiction books. For example Hungry Caterpillar, Jack and the Beanstalk, The Odd Egg, The Tadpole's Promise and non-fiction books about life cycles</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>Oral re-telling of stories</p> <p>Role play – garden centre,</p> <p>Listening to and retelling the story of Shavuot</p> <p>Choosing a project to donate the Tzedakah to which ties in with the topic i.e. RSPCC</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’ questions about their experiences and in response to stories or events.</p>
Physical Development	<p>How to keep healthy – food and exercise</p> <p>Looking at the changes that happens during exercise</p> <p>Using different tools safely e.g. gardening tools</p> <p>Digging worm patch/planting seeds</p> <p>Israeli Dances Festival</p> <p>Role play climbing up the mountain using the climbing frame</p>	<p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Practices some appropriate safety measures without direct supervision.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>
Mathematics	Minibeast/plant surveys Present information in	Counts an irregular

	<p>pictogram/graph and analyse results</p> <p>Sort out sets of mini-beasts into wings/no wings etc</p> <p>Sorting healthy/not healthy</p> <p>Measure length of different mini-beasts/plants</p> <p>Mini-beast patterns</p> <p>Tadpole diary – looking at number/size of tadpoles</p> <p>Sorting/classifying vegetables</p> <p>Sorting and counting natural objects.</p> <p>Ladybird doubles</p> <p>Butterfly symmetry</p> <p>Sequence life cycles</p> <p>Counting of the Omer</p> <p>Looking at different fruits and counting the seeds</p>	<p>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 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>They solve problems, including doubling, halving and sharing.</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>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
Literacy	<p>Bean/tadpole diary-labels and entries.</p> <p>Mini-beast encyclopaedia, reference books, online</p> <p>Lift the flap book – who lives here?</p> <p>Posters –looking after plants/mini-beasts</p> <p>Role play – garden centre, pet shop</p> <p>Non-fiction and fiction books about plants and</p>	<p>They demonstrate understanding when talking with others about what they have read.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by</p>

	<p>mini-beasts</p> <p>Making own story book by retelling Tadpole's Promise and thinking up a different ending.</p> <p>The story of Shavuot and why people celebrate it.</p> <p>Reading stories about Israel for Yom Ha'atzmaut</p> <p>Writing their name in English and Hebrew using feather quills</p>	<p>their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Gives meaning to marks they make as they draw, write and paint.</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 label and captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p>
Expressive Arts	<p>Music related to mini-beast songs</p> <p>Mini-beast sound making</p> <p>Creating 2D and 3D mini-beasts</p> <p>Role play – garden centre/mini-beast world</p> <p>3D life cycle models</p> <p>Observational drawings of plants/tadpoles/caterpillars</p> <p>Construct mini-beast habitats out of different materials</p> <p>Mini-beast pattern printing</p> <p>Self-portraits for Rosh Chodesh</p> <p>Songs about the Ten Commandments, farming etc</p> <p>Israeli Dance Festival</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</p>

		and join materials they are using.
Understanding of the world	<p>Life cycles of plants</p> <p>Parts of plants</p> <p>Life cycles of mini-beasts</p> <p>Parts of animals</p> <p>Life cycles of animals/humans</p> <p>To use different ICT and programmable toys (beebots) to support learning e.g. digi microscopes, visualizer, cameras, flip cameras etc</p> <p>Minibeast hunt</p> <p>Planting in garden</p> <p>Observe butterfly, tadpoles etc</p> <p>Our health</p> <p>Joining in with customs and routines – school Yom Ha’atzmaut celebration</p> <p>Looking at different foods from Israel</p> <p>Introducing Rising Stars</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 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>
Jewish Education	<p>Life cycles of plants</p> <p>Parts of plants</p> <p>Life cycles of mini-beasts</p> <p>Parts of animals</p>	

	<p>Life cycles of animals/humans</p> <p>To use different ICT and programmable toys (beebots) to support learning e.g. digi microscopes, visualizer, cameras, flip cameras etc</p> <p>Minibeast hunt</p> <p>Planting in garden</p> <p>Observe butterfly, tadpoles etc</p> <p>Our health</p> <p>Joining in with customs and routines</p>	
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### Discrete Learning

Area of Curriculum	Content	Skills / Knowledge
Literacy	<p>Handwriting (penpals): Practice book 2</p> <p>Forming letters ...zigzag family</p>	<p>Shows a preference for a dominant hand.</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>To form letters correctly with a good pencil grip</p>
Literacy - phonics	<p>Phase 4 Phonics</p> <p>Revising '5 things for a Super Sentence'</p> <p>Reading and spelling all phase 2-4 high frequency words</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in</p>

		<p>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>
Maths	<p>Practical problem solving</p> <p>Starting to solve problems that involve combining groups of 2, 5 or 10 (OMS-counting in 5s, pairing socks etc)</p> <p>Sharing resources into equal groups.</p> <p>Begin to record the results of their observations e.g. increase in number of bugs in the garden.</p>	<p>Using quantities and objects, they add and subtract two 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>

### 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: Elohai Neshama, first paragraph of Shema, Hallelujah</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>Litter pick in Coldfall Woods</p> <p>Changes that are happening in Summer</p> <p>Harvesting radishes and planting new vegetables/fruit for a continuous crop.</p> <p>Looking out for different wildlife as butterflies come into the garden etc.</p>	
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