

## Garinim-Reception Yearlong Curriculum Plan 2017-2018

Theme: Developing a Relationship with our School and our Community/Cycles.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Excellence	Responsibility	Respect	Community	Creativity	Review all values
Thematic learning	<b><u>Starting School</u></b>	<b><u>Once Upon a Wood</u></b> <b><u>Chanukah</u></b>	<b><u>Moon and Space</u></b>	<b><u>Superheroes</u></b> <b><u>Purim</u></b> <b><u>Pesach</u></b>	<b><u>Fairy Tales</u></b>	<b><u>In the Garden</u></b>
Key texts: Literacy	Books about starting school e.g I am absolutely too small for school – Lauren Child, Harry and the Dinosaurs Go to School (Harry & His Bucketful of Dinosaurs)-Ian Whybrow	Stories with woodland setting e.g. Bear Hunt, The Gruffalo, The Gruffalo’s Child, Owl Babies  Poems about winter festivals	Core fiction: Whatever Next!-Jill Murphy, Man on the Moon. Fantasy stories e.g. Aliens in Underpants Save the World- Claire Freedman	Books about superheroes: Super Daisy by Ces Gray Freedman How to Save a Superhero by Caryl Hart	Traditional tales e.g. Little Red Riding Hood, Goldilocks and the Three Bears, Hansel and Gretel	Fiction about minibeasts e.g. The Hungry Caterpillar – Eric Carle, Tadpole’s Promise-Jeanne Willis Information texts about plants and life cycles Instruction writing
Letters and Sounds Programme	Phase 1  Aspects 1-7: <ul style="list-style-type: none"> <li>• Environmental sounds,</li> <li>• instrumental sounds,</li> <li>• body percussion,</li> <li>• rhythm and rhyme,</li> <li>• alliteration,</li> <li>• voice sounds,</li> <li>• oral blending and segmenting.</li> </ul>	Phase 2 (6 weeks)  Letter sets 1-5  High Frequency Words: is, it, in, at, and.  Tricky words: the, to, go, no, l.	Phase 2/3 (12 weeks)  Consolidate and revise Phase 2, letter sets 1-5  Start Phase 3, letter sets 6-7  Introduce Phase 3 digraphs trigrams.	Phase 3  Phase 3 digraphs and trigraphs.  Phase 3 high frequency words.  Phase 3 tricky words.	Phase 3  Finish and consolidate: Phase 3 digraphs and trigraphs.  Phase 3 high frequency words.  Phase 3 tricky words.	Phase 4  Consolidation of Phase 2 and 3.  Reading 2+syllable words.  Reading adjacent consonants  Phase 4 tricky words
Continuous Study in Reading	<ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> </ul>					

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	<ul style="list-style-type: none"> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul>
Continuous Study in Handwriting	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>
Continuous Study in Writing	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels and captions.</li> <li>• Attempts to write short sentences in meaningful contexts</li> <li>• Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</li> <li>• To use key features of narrative in their own writing.</li> </ul>
Continuous Study in Maths	<ul style="list-style-type: none"> <li>•Recognise some numerals of personal significance.</li> <li>•Recognises numerals 1 to 5.</li> <li>•Counts up to three or four objects by saying one number name for each item.</li> <li>•Counts actions or objects which cannot be moved.</li> <li>•Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> </ul>
Continuous study	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-</li> </ul>

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in Physical Education	<p>ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>					
Maths	Counting up to 10 and beyond Recognising numbers 0 to 10 Order numbers 0 to 10 Recognising familiar shapes in the environment e.g. 2D shapes	Calculation One more/one less Recognise and name 3D shapes and describe properties Measurement – linked to weighing programme and beyond	Counting up to 20 Recognising numbers 0 to 20 Order numbers 0 to 20 Adding and subtracting single digit numbers	Calculation – addition and subtraction. Estimating numbers of objects they can see. Develop written methods when working with numbers. Begin to count on or back to find the answer when solving a problem. Names of common 3D shapes. To begin to use language related to size and to compare and order objects by size	Doubling and halving Practical problem solving Recognising and writing numbers to 20 Begin to record the results of their observations e.g. increase in number of tadpoles, when solving problems	Practical problem solving. Starting to solve problems that involve combining groups of 2, 5 or 10 (OMS-counting in 5s, pairing socks etc) Sharing resources into equal groups. Begin to record the results of their observations e.g. increase in items of recycling in recycling bins.
<p><b>Continuous Scientific Study</b> Cycles:</p> <ul style="list-style-type: none"> <li>• Developing an understanding of the structures and systems inherent in our lives that are important for meaningful living</li> <li>• Developing a deep understanding of the concepts of cycles, repetition and growth</li> </ul>						
<b>Science</b>	Children to plant seeds to represent themselves, and to learn how to care for them. Children to observe	Autumn changes in nature Children to find out about which animals live in forests, where they live,	Designing a hat that won't get wet – investigating materials. Make spacemen using corks and	Can you make a superhero figure float as a fun superhero science investigation?	Seasonal changes in Winter and Spring looking at the trees/landscape – how has it changed/changing –	.Life cycles of plants Parts of plants Life cycles of mini-beasts Parts of animals Life cycles of

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	<p>the change that happens with the seeds over time. Children to collect items from a nature walk around the school grounds. Children to observe the colours and textures of the leaves and seeds they find.</p>	<p>what they eat and what they do during the cold winter months Autumn/ Winter festivals Firework night, Chanukah, Christmas Light and dark – link to Chanukah and Christmas; Talking about their family customs and routines Autumn scents – collect scents in cup as walk through woods Leaf identification Seed identification.</p>	<p>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.</p>	<p>Design your own cape for your superhero.</p>	<p>what can you see/hear/smell etc? Capturing these observations using various pieces of ICT equipment. Trip to the wood – how has it changed/stayed the same? Is there any new growth yet? Looking at different trees and thinking about their similarities/differences e.g. comparing bark/leaves. Importance of trees (linked with Tu B'shevat) Why are trees so important? What do we need them for?</p>	<p>animals/humans To use different ICT and programmable toys (beebots) to support learning e.g. digi microscopes, visualizer, cameras, flip cameras etc Minibeast hunt Planting in garden Observe butterfly, tadpoles etc Thinking about next year-where will the children be, what will be the same/different? Ordering pictures of themselves over the year and noticing changes/similarities</p>
<p><b>Creativity/ Outdoor and Forest Education and Trips</b></p>	<p>Nature walks and activities around school.</p>	<p>What is the best material to build a house in the woods? Building a shelter. Discovering and exploring, found natural materials as art resources.  Trip to Discovery Children Centre.  Weekly trips to the</p>	<p>Picnic on the moon!  Designing a planet – thinking about what a planet is made from - gases, rocks, water, and what things live and grow on their planets – plants, animals, people, aliens!</p>	<p>Matzah Factory  Building a shelter for our superhero.  Designing superhero capes. Thinking about how a cape protects you, and what special powers it might give you.</p>	<p>Flipcams/iPads to make a film of a traditional tale, edited together from individual scenes the children have acted out and captured.  Creating a immersive woodland scene and pop up characters from known stories.</p>	<p>Using recycled materials to design and create insect sculptures.</p>

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		woods with Laura.				
Jewish Studies	<b>Rosh Hashana (New Year) Yom Kippur Sukkot</b>	Tikun Olam-looking after the woods (introduced with mitzvah day)  Hannukah	Tu B'iShvat  Rosh Chodesh – cycle of the months and the moon.	Purim- Haggadah and Pesach work	Lag B'Omer Shavuot Yom Ha'atzmaut	Tzakah Shabbat Tikun Olam- choosing where to send Tzedakah.
<b>Continuous Musical Study</b>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.					
<b>Diversity, RE and PSED, British Values</b>	Building a community. Getting to know each other & making friends. Rules and routines. The school environment & resources. Managing change. Growing up and moving on. Birth and birthdays. Me and my family.	Different Religions and the Light Festivals Respecting each other. Different faiths and Beliefs.	Democracy: Let's vote! Where shall we have our picnic? Shall we go on a picnic to the moon?			Mutual respect
<b>Tefillah/Prayer</b> We will constantly revise prayers and blessings already learned	Hamotzi Morning Prayers- Modeh Ani Mah Tov Prayer for Lulav Shechechyanu	Hallelu Prayers for Shabbat (ima ve'gam aba) Blessing for the lighting of the Menorah Henerot Halalu Maoz Tzur	Shema Blessings for the trees Adama V'shamayim Elohai Neshama Oseh Shalom	Mah Nishtanah	Blessing on Fruit Ozi v'Zimrat Yah	Shalom Alechem
Class Assembly		Winter Show				End of Year Assembly

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