

Garinim-Reception Yearlong Curriculum Plan 2018-2019

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Values	Community	Responsibility	Respect	Creativity	Excellence	Review all values
Thematic learning	Starting School	Autumn in the Woods, Chanukah and Winter festivals	Moon and Space	Superheroes Purim Pesach	Fairy Tales: Once Upon a Wood.	In the Garden
Culminating Project	Writing a book about starting school	Presentation/Exhibition in the Woods on theme of The Gruffalo End of term assembly/celebration	Picnic on the moon!	Haggadah in a bag!	Make a film about a fairy tale and movie afternoon with popcorn Fairy Tale books	Garinim Garden Centre sale
Trips and Educational Visits		Weekly trips to woods Discover Story Centre Olive Oil Press		Matzah Factory	Puppet Theatre	Trip to a nature centre Mini-beast trip
Key texts: Literacy	Books about starting school e.g I am absolutely too small for school – Lauren Child, Chu’s First Day in School by Niel Gaiman& Adam Rex	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: Supertato by Sue Hendra, Super Daisy by Ces Gray Superkid by Clair 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	Phase 1 Aspects 1-7: • Environmental sounds,	Phase 2 (6 weeks) Letter sets 1-5	Phase 2/3 (12 weeks) Consolidate and	Phase 3 Phase 3 digraphs and trigraphs.	Phase 3 Finish and consolidate:	Phase 4 Consolidation of Phase 2 and 3.

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	<ul style="list-style-type: none"> instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, Oral blending and segmenting. 	<p>High Frequency Words: is, it, in, at, and.</p> <p>Tricky words: the, to, go, no, I, into.</p>	<p>revise Phase 2, letter sets 1-5</p> <p>Start Phase 3, letter sets 6-7</p> <p>Introduce Phase 3 digraphs trigraphs.</p>	<p>Phase 3 high frequency words.</p> <p>Phase 3 tricky words.</p>	<p>Phase 3 digraphs and trigraphs.</p> <p>Phase 3 high frequency words.</p> <p>Phase 3 tricky words.</p>	<p>Reading 2+syllable words.</p> <p>Reading adjacent consonants</p> <p>Phase 4 tricky words</p>
Continuous Study in Reading	<ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. 					
Continuous Study in Handwriting	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practice these 					
Continuous Study in Writing	<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. 					

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	<ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • 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 • Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. • To use key features of narrative in their own writing. 					
Continuous Study in Maths	<ul style="list-style-type: none"> •Recognise some numerals of personal significance. •Recognises numerals 1 to 5. •Counts up to three or four objects by saying one number name for each item. •Counts actions or objects which cannot be moved. •Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. 					
Continuous study in Physical Education	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 					
Continuous study in ICT	<ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. • Interact and explore their environment using a range of multimedia equipment, including digital cameras, video cameras, microscopes etc. This could also include the use of tablets e.g. iPad to capture still and moving images • Use a shortcut such as an icon on the desktop to navigate to a specific website. • Use ICT to sort and sequence objects on a screen or interactive whiteboard. • Use a variety of electronic toys in play situations, e.g., dance mats, Bee-bots, and remote control toys, using basic directional language. 					
Maths	Counting up to 10 and beyond	Calculation One more/one	Counting up to 20 Recognising	Calculation – addition and	Doubling and halving	Practical problem solving.

Garinim-Reception Yearlong Curriculum Plan 2018-2019

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	Recognising numbers 0 to 10 Order numbers 0 to 10 Recognising familiar shapes in the environment e.g. 2D shapes	less Recognise and name 3D shapes and describe properties Measurement – linked to weighing programme and beyond	numbers 0 to 20 Order numbers 0 to 20 Adding and subtracting single digit numbers	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	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	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.
Continuous Scientific Study Cycles: <ul style="list-style-type: none"> Developing an understanding of the structures and systems inherent in our lives that are important for meaningful living Developing a deep understanding of the concepts of cycles, repetition and growth 						
Science	Children to plant seeds to represent themselves, and to learn how to care for them. Children to observe the change that	Autumn changes in nature Children to find out about which animals live in forests, where they live, what they eat and what	Designing a hat that won't get wet – investigating materials. Make spacemen using corks and explore floating and sinking (zero	Can you make a superhero figure float as a fun superhero science investigation? Design your own cape for your	Seasonal changes in Winter and Spring looking at the trees/landscape – how has it changed/changing – what can you	.Life cycles of plants Parts of plants Life cycles of mini-beasts Parts of animals Life cycles of animals/humans

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	<p>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>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>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>superhero.</p>	<p>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>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>Creativity</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. Weekly trips to the woods with Laura.</p>	<p>Photographic comic strips</p>	<p>Building a shelter for our superhero</p>	<p>Flipcams/iPads to make a film of a traditional tale, edited together from individual scenes the children have acted out and</p>	<p>Making wire bugs.</p>

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Jewish Studies	Rosh Hashanah Yom Kippur Sukkot Simchat Torah	Tikkun Olam- looking after the woods (introduced with mitzvah day) Hannukah	Tu B'Shevat Rosh Chodesh – cycle of the months and the moon.	Purim Haggadah and Pesach work	Lag B'Omer Shavuot Yom Ha'atzmaut	Tzedakah Shabbat Tikkun Olam- choosing where to send Tzedakah.
Continuous Musical Study	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.					
Diversity, RE and PSED, British Values	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.	Different Religions and the Light Festivals: Diwali and Christmas Respecting each other. Different faiths and Beliefs.	Democracy: Let's vote! Shall we go on a picnic to the moon? Where shall we have our picnic? Chinese New Year	British Values: Freedom and equality: From slaves in Egypt to free people. Easter	Stranger Danger: how to keep ourselves safe.	Mutual respect
Tefillah/Prayer We will constantly revise prayers and blessings already learned	Hamotzi Morning Prayers- Modeh Ani Mah Tovu Prayer for Lulav Shechechyanu	Hallelu Prayers for Shabbat (ima ve'gam aba) Blessing for the lighting of the	Shema Blessings for the trees Adama V'shamayim Elohai Neshama	Mah Nishtanah	Blessing on Fruit Ozi v'Zimrat Yah	Shalom Alechem

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		Chanukiah Henerot Halalu Maoz Tzur	Oseh Shalom			
Class Assembly		Winter Show				End of Year show