

Garinim Medium Term Planning (Feb 25th -April 12th 2018/Spring Term 2)

Theme for the Year: Cycles

Interdisciplinary Project: Superheroes

Overview of Topic: (Big Ideas/Conceptual Understanding)

This half term the children will continue looking at their strengths and what makes them unique as well as real life heroes- making a link between good qualities in people and important jobs. The children will become familiar with the different superheroes, such as 'Superman', 'Batman', 'Iron -Man', 'Spiderman', 'Wonderwoman' and 'Supergirl'. They will learn about different powers, outfits and how to create a superhero. The children will then use their knowledge of the qualities, the powers and the description of the character needed to write a story and make an illustrated storybook (paper or iPad).

The children will be investigating what makes a good superhero, using different artistic methods to create their outfits, and then making a model which they can use to act out possible ideas to support their story writing. They can photograph scenes from their story to illustrate their book.

We will also be learning about the Jewish months of Adar (6th February) and Nisan (6th April) and introducing the festivals of Purim (21st March) and Pesach (20th April) which fall within this term.

Educational Visit:

For Pesach the Matzah Factory will be invited into school. The rabbis will show the children how *matzot* are made, from grinding the wheat to rolling the dough and baking it in the oven.

Essential Questions:

- What do you know about Superheroes?
- What special powers do they have?
- What other qualities do they need to have to be superheroes?
- What stories do you know that have superheroes?
- How do we structure a superhero story?
- What happens in the beginning/middle/end of a story?
- Can superhero be bad as well? Can they do wrong things?
- Where are the stories set?
- Which superhero would you like to be?
- Which special powers would you like have?
- Which outfit will you choose to go with your special powers?

Project Launch: Read the stories 'Super Daisy' and 'How to Save a Superhero'. Where is the story set? What characters can you see? Show the children the small world set up as a story scene with lots of superheroes; children to talk about what characters they can see and do and what special powers they might have.

Culminating Project: Superheroes Books- Children will do this by planning and writing their own story. They will and create their own superhero, which they will take photos of for the illustrations in their book. At the end each child will have their own superhero illustrated story book. Parents will be invited in to the classroom to read their children's stories with them.

After their learning on Pesach the children will have produced their own Haggadah in a bag filled with items that represent the festival.

Thematic Cross Curricular Learning

Area of Curriculum	Content	Skills / Knowledge
Personal, Social and Emotional Development	<p>Working in small groups/partners to come up with ideas about their superheroes special powers.</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 stories.</p> <p>Using ICT equipment to capture and explore different emotions.</p> <p>Discussions that arise about Pharaoh and the treatment of the Jewish people.</p>	<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>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</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>
Communication and Language	<p>Characters in stories: Hot seating - teacher, then children to 'become' a character and children to ask them questions e.g. to Daisy 'How does it feel to be a superhero?'</p> <p>A variety of stories involving superheroes : Superman, Spiderman, Supergirl and Wonderwoman</p> <p>Following instructions in order to make a superhero and carry out research.</p> <p>Listen to and share ideas about what is happening in a</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</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>Responds to instructions involving a two-part sequence.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p>

	<p>story and then making up their own story.</p> <p>Sharing ideas about alternative powers for Spiderman and Batman</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 story we have looked at?</p> <p>After hearing the story of Pesach thinking of questions to ask to find out more information.</p> <p>10 plagues charades.</p> <p>Children to re-enact the Passover story.</p>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</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>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
<p>Physical Development/Fine motor skills</p>	<p>Making models for the characters using scissors</p> <p>Drawing pictures and writing labels/captions when designing their story and superheroes</p> <p>Throwing and catching balls in P.E, children will use their special powers to catch and throw magic.</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>
<p>Mathematics</p>	<p>Comparing and ordering sizes of different objects e.g. big, medium and small.</p> <p>Comparing and ordering capacity of containers e.g. Which bowl will hold the most rainfall?</p> <p>Positional language for superheroes e.g. Supergirl is behind/above/below the tree.</p> <p>Mathematical language when creating superhero model e.g. head is smaller than the tummy, Batman is in front of the Batmobile</p> <p>Time language to order the story - first, later, after etc</p> <p>Introduce money-recognising coins and ordering by value.</p>	<p>Can describe their relative position such as 'behind' or 'next to'.</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>Literacy</p>	<p>Core texts: Superdaisy, How to Save a Superhero?</p> <p>A variety of stories with superheroes.</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 superheroes books.</p> <p>To label/write sentences when drawing pictures/designing their superhero models.</p> <p>Learn about Megillot Esther and retell it.</p> <p>Learn about the story of Pesach and why Jewish people celebrate it</p> <p>Story map of Pesach to retell it</p> <p>Glossary and pictures explaining what different words mean, such as haggadah, plague etc</p> <p>Writing a recipe for Matzah</p> <p>Write the four questions or decorate a card with them on.</p>	<p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by 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>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.</p>
<p>Expressive Arts</p>	<p>Use musical instruments to create sound effects to go with their story.</p> <p>Design and make their 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 as puppets, models.</p> <p>Mixing paint to make new colours to decorate their work.</p> <p>Experimenting with different materials e.g. to make trees/puppets/houses for their scenes.</p> <p>Creating their own Seder plate designs</p>	<p>Explores the different sounds of instruments.</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> <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>

	<p>Decorating four wine cups for each of the cups drunk during the Seder</p> <p>Learning songs about Pesach</p>	<p>Create simple representations of events, people and objects.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p>
Understanding of the world		<p>Looks closely at similarities, differences, patterns and change.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</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>They select and use technology for particular purposes.</p>
Jewish Studies	<p>Superheroes in the Torah : Mordechai & Esther</p> <p style="text-align: center;">Moses & Miriam</p> <p>Mitzvot Superheroes:</p> <p>Bikur Cholim (Visiting the sick) Batman</p> <p>Kibud Horim (Respect your Mum and dad) Superman</p> <p>Chesed (Kindness) Catwoman</p> <p>Rosh Chodesh Adar (6th Feb)-to complete self portrait on return to school.</p> <p>Rosh Chodesh Nissan (6st April)-to complete self-portrait.</p> <p>'Mah Nishtanah' : the four questions for Pesach</p> <p>Megillat Esther-the story of Purim.</p> <p>Customs surrounding Purim.</p> <p>Pesach: Making a Haggadah to bring home for the seder in a bag</p> <p>The story of the Exodus.</p> <p>How different families celebrate Pesach.</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 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 meanings</p>
Hebrew	<p>Colours and Numbers</p> <p>Yesh li</p> <p>Pesach related vocabulary</p>	

Discrete Learning

Area of Curriculum	Content	Skills / Knowledge
Literacy- Handwriting	<p>To continue name recognition/writing</p> <p>Developing pencil grip</p> <p>Penpals handwriting program - learning how to write the curly caterpillar letters: c,a,d,o,s,g,q,e,f</p>	<p>Begins to write words and sentences</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>
Literacy - phonics	<p>Phase 3 letters and sounds: teaching the remaining single letter phonemes, introducing two and three letter phonemes, practising blending to read, segmentation for spelling, introduce new tricky and high frequency words, reading two syllable words and practising reading and writing captions and sentences</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences. 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>
Literacy - Guided reading	<p>Continue 1:1 guided reading session - children apply phonic and sight vocabulary knowledge to read simple texts</p>	
Maths	<p>Counting up to 20 and above, ordering the numbers.</p> <p>Recognising and writing numbers up to 20 correctly.</p> <p>Calculation - addition and subtraction.</p> <p>Estimating numbers of objects they can see.</p> <p>Develop written methods when working with numbers.</p> <p>Begin to count on or back to find the answer when solving a problem.</p> <p>Names of common 3D shapes and their properties.</p> <p>To begin to use language related to size and to compare and order objects by size.</p>	<p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</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>Children count reliably with numbers from one to 20, place them in order</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p>
Understanding the world	<p>Seasonal changes in Winter and Spring 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 finished.</p> <p>Children to draw/write about how they think the woods have changed since their visit in December. 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 their superheroes.</p>	
Physical Development	<p>Children will develop a take-off action for a variety of jumps and the correct landing technique. (develop lunge technique, bent knees, upright body to front, side and back)</p> <p>Children will learn to anticipate the direction and appropriate action needed to receive a variety of equipment. To trap a ball with hands and feet</p>	

On-going Learning

Area of Curriculum	Content	
Jewish Studies	<p>Daily Tefillah/ prayer: at least twice a week learning something new</p> <p>Review Ma Tovv, Modeh ani, Hallelu: Elohai Neshama, Adama V'Shamayim, and The Shema.</p> <p>New Tefillot/Prayers-Lecha Dodi</p> <p>Children to talk more about their own Shabbat rituals. Blessing for wine and candles. Challah baking.</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>	