

Garinim Medium Term Planning

September 2016/Autumn Term/First Half

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

Interdisciplinary Project: Starting School

Overview of Topic: (Big Ideas/Conceptual Understanding)

The first topic of the year has been planned to reflect the beginning of a new phase of the children's lives and education. During the first term we will be thinking about how to live and learn in our new space, how to care for it and how to make it our own. These ideas will be closely related to and interwoven with the concept of new beginnings, the new school year and the ideas of the Jewish holidays of Tishrei, the first month at the start of the new Jewish year.

At this time of year a main priority in the classroom is always building community, creating an enabling learning environment, developing strong relationships, learning helpful routines and understanding expectations.

Essential Questions:

- Where were we before starting at Eden? How are things the same/different now the children have started school?
- How can we make sure that we feel secure and happy in a new environment such as our new school?
- How can we create a good environment to learn in?
- How do we care for and get to know each other, our new school and its resources?
- What is important about Tishrei and the beginning of the Jewish new year?
- What are the children's hopes for the new year? What would we like to learn this year?
- What is Yom Kippur? What do we need to say sorry for?
- What is Sukkot? What do we harvest at this time of year?
- What is the Torah?

Project Launch: Starting School

Thematic Cross Curricular Learning

Area of Curriculum	Content	Skills / Knowledge
Personal, Social and Emotional Development	<p>Carpet and circle times allowing children to think about and discuss ideas about how to care for our school, the people in our school community and our materials and resources</p> <p>Children given opportunities to learn how to care for our outside space, including the plants and garden e.g. planting seeds, watering the plants.</p> <p>Time given for children to explore the classroom and school to develop familiarity.</p> <p>Opportunities to meet other members of staff e.g. other teachers visiting the class and reading them a story, taking the register down to Louise.</p> <p>Carpet and circles to help develop routines and class guidelines for a happy and safe learning environment.</p> <p>Family book to be created with their family to allow the children to talk about their home life.</p>	<p>Initiates conversations, attends to and takes account of what others say</p> <p>Take steps to resolve conflicts with other children e.g. finding a compromise</p> <p>Confident to speak to others about own needs, wants, interests and opinions</p> <p>Understands that own actions affect other people</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</p>
Communication and Language	<p>Name games.</p> <p>Opportunities to talk about their nursery/families and what they are looking forward to learning in Garinim.</p> <p>Children given opportunities to listen to a wide range of stories, both in smaller and larger groups. For example starting school stories and stories about Jewish festivals.</p> <p>Circle time to enable children to share what they did over the different holidays e.g. during Rosh haShana.</p> <p>Permanent home corner to allow children to imagine and recreate different roles.</p> <p>Outside role play-Schools.</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity</p> <p>Listen attentively in a range of situations</p> <p>Use language to imagine and recreate roles and experiences in play situations</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduce a storyline or narrative into their play</p>
Literacy	<p>Lots of opportunities for children to have stories read to them and to explore books independently</p>	<p>Link sounds to letters, naming and sounding the letters of</p>

	<p>e.g. Ari and the Sukkah Express, books familiar to the children such as Not Now Bernard.</p> <p>Range of books available related to starting school and the Jewish festivals celebrated in Tishrei.</p> <p>Shared writing about how to care for the classroom e.g. how to look after the book corner/resources/each other.</p> <p>Name cards, self-registration and class lists available to children to help them recognise and write their name.</p> <p>Introduction to News and Stories-children to draw/write what they have done over the weekend.</p>	<p>the alphabet.</p> <p>Begin to read words and simple sentences.</p> <p>Enjoy an increasing range of books</p> <p>Knows that information can be retrieved from books and computers</p> <p>Give meaning to marks they make as they draw, write and paint</p> <p>Begin to break the flow of speech into words.</p> <p>Hear and say the initial sound in words.</p> <p>Segment the sounds in simple words and blend them together.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Write own name and other things such as labels, captions.</p>
Expressive Arts	<p>Children to learn 'Patish, Masmer', a Hebrew song about building a Sukkah.</p> <p>Explore different media available by creating artwork about Rosh Hashannah and Sukkot e.g. communal collage and Sukkah decorations.</p> <p>Artwork about food to decorate role play area.</p> <p>First Rosh Chodesh self-portrait.</p> <p>Children to create a card to write to someone they</p>	<p>Sing a few familiar song</p> <p>Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p>Use various construction materials</p> <p>Engages in imaginative role-</p>

	<p>like using the materials available to them on the creative trolley.</p> <p>Permanent home corner to allow sustained role play.</p> <p>OHP for creating patterns.</p>	<p>play based on own first-hand experiences</p>
Understanding of the world	<p>Children to plant seeds to represent themselves, and to learn how to care for them.</p> <p>Children to observe the change that happens with the seeds over time.</p> <p>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>Develop an understanding of growth, decay and changes over time</p> <p>Show care and concern for living things and the environment</p>
Jewish Studies	<p>The Jewish Holidays of Tishrei/First month of the new Jewish year</p> <ul style="list-style-type: none"> • Rosh Hashannah: making group cards, Rosh Hashannah greetings. • Sukkot: the sukkah, temporary dwelling in the desert, <i>lulav</i> and <i>etrog</i> (the four species of Sukkot), blessings for sitting in the sukkah, decorating the sukkah and eating lunch in the sukkah • Simchat Torah: the Torah, the yearly cycle of Torah reading starting with the story of creation/Bereishit <p>Tefillah/Prayer: Ha'Motzi, the blessing said before children eat their lunch in Café Eden.</p> <p>Developing our Rosh Chodesh (new month) ritual for the new year: children to create a self-portrait every month using different media allowing them to have a set of portraits so they can see the changes in their ability over the year.</p>	<p>Show interest in the lives of people who are familiar to them</p> <p>Remembers and talks about significant events in their own experience</p> <p>Recognise and describe special times or events for family or friends</p>
Hebrew	<p>To learn the greetings for hello and goodbye and become comfortable using them daily.</p> <p>Children to learn 'Ugah, ugah, ugah' and respond to the words which ask them to sit and to stand up.</p> <p>To learn 'Niair' song about sitting nicely and listening.</p>	

Discrete Learning

Area of Curriculum	Content	Skills / Knowledge
Literacy	<p>Name recognition/writing</p> <p>Home school reading programme</p> <p>Class story time</p>	<p>Begins to read words</p> <p>Write own name and other things such as labels, captions.</p> <p>Begin to read words and simple sentences.</p> <p>Enjoy an increasing range of books</p> <p>Knows that information can be retrieved from books and computers</p>
Literacy - phonics	<p>Phase 1 Letters and sounds</p> <p>Phase 2 to begin before half term if children are ready (or for HAs).</p>	<p>Hears and says initial sounds in words</p> <p>Continues a rhyming string</p> <p>Can orally blend and segment sounds in words</p> <p>Recognise phonemes s a t p i n</p>
Maths	<p>Counting up to 10 and beyond</p> <p>Recognising numbers 0 to 10</p> <p>Order numbers 0 to 10</p> <p>Recognising familiar shapes in the environment e.g. 2D shapes</p>	<p>Recognises numbers 0 to 10 and beyond</p> <p>Orders numbers 0 to 10 and beyond</p> <p>Name familiar and common 2D Shapes</p> <p>Begin to count to 10 and beyond</p>

On-going Learning

Area of Curriculum	Content	Skills / Knowledge
Jewish Studies Tefillah/Prayer	Introduction of daily prayer: What is prayer?	

	<p>Introduce class siddur and begin to add blessings/prayers as the children learn them</p> <p>Develop class ritual of getting ready for Shabbat: challah baking, Shabbat songs, stories</p> <p>Blessing for challah and for being in the sukkah</p> <p>Rosh Chodesh - cycle of the months and the moon</p>	
Outdoors education and nature	Taking care of our school garden and plants	