

Garinim Year Long Curriculum Plan 2023-24

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

Mn	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	<u>Let's Start From The Very Beginning...</u> Children will make a book about starting school to help with settling in. Children will become familiar with the classroom and the staff members.	<u>Exhibition in the woods on the theme of 'The Gruffalo'</u> Children will learn about Autumn and the changes in the woods.	<u>Picnic on the Moon</u> Picnic bringing together their knowledge and skills (including the planets, the concept of gravity, how astronauts survive in space).	<u>Haggadah in a Bag!</u> Children will use all their understanding of Pesach to make a Haggadah in which they could use around the Seder table. Children will also design their own cape for Purim to keep them safe.	<u>Once Upon A Time in Garinim...</u> Children will make their own film about a fairy tale and have afternoon movie and popcorn. <u>Fairy Tale books</u> Children will use their knowledge about beginning, middle and end of fairy tales to write their own story.	<u>Garinim Garden Centre</u> Children will grow their own plants and will have a sale for parents. They will reinforce their knowledge of money.
Mini Studio	New beginnings: Seeds , Chagei Tishrai display	Autumnal resources, exploring changes in trees and leaves	Moon rocks- Which planets they arrived from?	Superhero Headquarters	Explore puppet making	Plants and flowers
Trips and Educational Visits		Weekly trips to woods Discover Story Centre Olive Oil Press	Science Museum: Destination Space Exhibition	Matzah Factory Seder in the Woods	Puppet Theatre	Trip to London Zoo

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<p>Key texts: Literacy</p>	<p><u>Books about Starting School:</u> - <i>I am too absolutely small for school</i> by Lauren Child - <i>Chu's First Day in School</i> by Neil Gaiman and Adam Rex - Noah Story - Starting School</p>	<p><u>Stories with Woodland Settings:</u> - <i>We're Going on a Bear Hunt</i> by Michael Rosen - <i>The Gruffalo & The Gruffalo's Child</i> by Julia Donaldson - <i>Owl Babies</i> by Martin Waddell</p>	<p><u>Stories with a space setting:</u> - <i>Whatever Next!</i> by Jill Murphy - <i>Man on the Moon</i> by Simon Bertram - <i>Aliens in Underpants Save the World</i> by Claire Freedman</p>	<p><u>Books about superheroes:</u> - <i>Supertato</i> by Sue Hendra - <i>Super Daisy</i> by Kes Gray - <i>Superkid</i> by Claire Freedman - <i>How to Save a Superhero</i> by Caryl Hart</p>	<p>Traditional tales, including: <i>Little Red Riding Hood</i>, <i>Goldilocks and the Three Bears</i>, <i>Hansel and Gretel</i></p>	<p><u>Fiction about minibeasts:</u> - <i>The Very Hungry Caterpillar</i> by Eric Carle - <i>Tadpole's Promise</i> by Jeanne Willis - Information texts about plants and life cycles</p>
<p>Phonics</p>	<p>Little Wandle Phase 2 Graphemes s a t p i n m d g o c _ c _ e u r h b f l New Tricky Words: is I the</p>	<p>Little Wandle Phase 2 Graphemes ff ll ss j v w x y z zz qu ch sh th ng n_ • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) New Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>Little Wandle Phase 3 Graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words New Tricky Words: was you they my by all are sure pure</p>	<p>Little Wandle Phase 3 Graphemes Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end</p>	<p>Little Wandle Phase 4 Graphemes Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf_xes: –ing, –ed /t/, –ed /id/ /ed/, –est New Tricky Words: said so have li_e some come love do were here little</p>	<p>Little Wandle Phase 4 Graphemes Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf_xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words No New Tricky Words: Review all taught so</p>

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				No New Tricky Words: Review all taught so far	says there when what one out today	far
Continuous Study in Reading	Can continue 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.	Begins to read words and simple sentences. Enjoys an increasing range of books.	Knows that information can be retrieved from books and computers
Continuous Study in Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly Give meaning to marks they make as they draw, write and paint	Write own names and other things such as labels and captions	Form lower-case letters in the correct direction, starting and finishing in the right place	Uses clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence	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	Gives meaning to marks they make as they draw, write and paint.	Begins to break the flow of speech into words. Writes own name and other things such as labels and captions	Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together.	Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning,	To use key features of narrative in their own writing.	Attempts to write short sentences in meaningful contexts Children can spell some multisyllabic words phonetically. Children can also spell some non-

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				representing some sounds correctly and in sequence.		phonetic high frequency words.
Maths	<p>Recognise numbers to 5, linking their names to their value</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Count reliably using number names in order and with one to one correspondence</p>	<p>Compare objects by length, thickness and weight/mass, using appropriate language</p> <p>Notice, describe and extend patterns. In repeating patterns, they think about what part is repeated</p> <p>Compare and classify objects using given criteria and own ideas</p> <p>Compare the amount within groups after classification</p>	<p>Accurately count a set of items, give the value of the set and be able to compare this to</p> <p>Use counting to compare and find a precise numerical difference in wide and varied contexts</p> <p>Develop spatial thinking and spatial language linked to position and direction, both in movements and represented using symbols</p>	<p>Know the position of numbers to 10 and their relationship to other numbers</p> <p>Have a deep understanding of the numbers to 10</p> <p>Have automatic recall of numbers to five and know some bonds to ten</p>	<p>Through a deep understanding of numbers to 10, have automatic recall of number bonds to 5 and some bonds to 10 and compare amounts</p> <p>Have a deep understanding of numbers to 10 and begin to count confidently beyond ten, recognising patterns in the counting system</p>	<p>Explore and represent patterns within numbers up to 10, including doubling and halving</p> <p>To begin to understand the reasons why numbers and quantities can be described as odd or even</p> <p>Have a deep understanding of numbers to 20 and beyond and to count confidently and continue to recognise patterns in the counting system</p>
Physical Education	Children show good control and co-	Children move confidently in a range	Developing balance, agility and co-	Master basic movements	Perform dances using simple	Participate in team games, developing

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	ordination in large and small movements	of ways, safely negotiating space	ordination, and begin to apply these in a range of activities	including running, jumping, throwing and catching	movement patterns	simple tactics for attacking and defending Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe
Continuous study in ICT	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.	Use a shortcut such as an icon on the desktop to navigate to a specific website.	Explore and use tablets e.g. iPad to capture still and moving images.	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.
Understanding the World	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 they do	Designing a hat that won't get wet – investigating materials. Make spacemen using corks and explore floating and	Can you make a superhero figure float as a fun superhero science investigation? Design your own	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>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>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. Channukah – the story of the Maccabees who fought the Syrian Greeks.</p>	<p>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. Space and air travel: first man on the moon, history of different space journeys and rockets, Neil Armstrong, Apollo 13, Amelia Earhart etc.</p>	<p>cape for your superhero.</p> <p>Superheroes from the past: stories about famous people in history for example Golda Meir, Florence Nightingale, Nelson Mandela, etc.</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? Geography through tales or stories from other cultures and countries: find them on globe or world map and look at different</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>
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					landscapes, settings, etc	
Creativity and Outdoor Learning (cross-curricular)	<p>Name writing using different media Holding a pencil and brush correctly. Making connections between what you see and the marks you make.</p> <p>Sensory Experience: Mud/earth - wet and dry.</p> <p>Seeds and plants. What comes from seeds? Nature walks and activities around school.</p>	<p>What is the best material to build a house in the woods? Building a shelter. Local Environment - Immersive Woods Trips Weekly visits to the woods.</p> <p>Constructing using natural materials. Digging. Moulding. Climbing.</p> <p>Constructing using natural materials. Digging. Moulding. Climbing Story telling. Collaborating</p>	Photographic comic strips	Building a shelter for our superhero	Flipcams/iPads to make a film of a traditional tale, edited together from individual scenes the children have acted out and captured.	Making wire bugs.
Jewish Studies	<p>Rosh Hashanah (Blessing for new things) Yom Kippur Sukkot (Blessing for Lulav) Simchat Torah</p>	<p>Tikkun Olam-looking after the woods (introduced with Mitzvah Day)</p> <p><u>Hannukah</u> (Blessing for the</p>	<p>Tu B'Shevat (Blessing for the trees)</p> <p>Rosh Chodesh – cycle of the months and the moon</p>	<p><u>Purim</u> Story of Esther (Megillah)</p> <p>Ani Purim Leitzan katan Chag Purim</p>	<p>Lag B'Omer Shavuot (Blessing on Fruit)</p> <p>Yom Ha'atzmaut</p> <p><u>Morning Prayers</u></p>	<p>Tzedakah Shabbat Tikkun Olam-choosing where to send Tzedakah.</p> <p>Shalom Alechem</p>
We will constantly						

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revise prayers and blessings already learned	Hamotzi <u>Morning Prayers:</u> Modeh Ani Mah Tovv	lighting of the Chanukiah) Henerot Halalu Maoz Tzur <u>Morning Prayers:</u> Hallelu – Part of shacharit Prayers for Shabbat (ima ve'gam aba)	<u>Morning Prayers:</u> Shema Adama V'shamayiim Elohai Neshama	<u>Pesach</u> Haggadah (Four Questions - Mah Nishtanah Echad Mi Yodeh - Who knows one?) <u>Morning Prayers</u> Ozi v'Zimrat Yah	Adonai Sefatai Oseh Shalom	
Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Know and be able to sing some traditional nursery rhymes or chants.	Understand and use correctly the following words to describe sounds: loud / soft (quiet) / fast / slow	Name at least one instrument from each of the following families: strings (e.g.guitar, violin, cello, double bass, harp) brass (e.g.trumpet, trombone, tuba, French horn)	Name at least one instrument from each of the following families: woodwind (e.g. flute, clarinet, oboe, bassoon) percussion (e.g. drum, xylophone, cymbal, maracas)	Know how to look after, hold and play correctly untuned percussion instruments they use at school (including tambourine, triangle, claves, hand drum, guiro and shaker).	Understand that different cultures have different kinds of traditional music. 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, RSE and PSED, British Values	Building a community. Getting to know each other & making	Different Religions and the Light Festivals: Diwali and Christmas	Democracy: Let's vote! Shall we go on a picnic to the moon?	British Values: Freedom and equality: From slaves in	Stranger Danger: how to keep ourselves safe.	Mutual respect

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	<p>friends. Rules and routines. The school environment & resources. Managing change. Growing up and moving on.</p>	<p>Respecting each other. Different faiths and Beliefs. Birth and Birthdays</p>	<p>Where shall we have our picnic? Chinese New Year</p>	<p>Egypt to free people. Easter</p>		
<p>Ivrit(Modern Hebrew)</p>	<p>Ivrit misaviv la'olam)Ivrit around the worls Digital platform developed by the center for educational technology stage 1 Chalav udvash using Bentzi the turtle to introduce words and connectives like and (ve)</p>	<p>Shalom(Hello) Hineh Ani(Here I am)Here is podi(Ani podi)</p>	<p>Boker tov Good morning Eifo podi(where is podi)</p>	<p>Morning brain gym- Counting from 1 to ten colours (Tz'vaim) Body parts directions Yamina smola Kadima achora</p>	<p>Songs Eizeh Tzeva(Which colour) Shalom song Nir'eh nir'eh mi yoshev yafe-Lets see who sits nicely</p>	<p>C Start of stage 2 on the Jigzi platform- Podi's family –Abba .imma. ach achot sabba savta</p>