

## Garinim Medium Term Planning

January 2024/Spring Term/First Half

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

**Interdisciplinary Project:** Off to the Moon

**Overview of Topic:** (Big Ideas/Conceptual Understanding)

This topic links in with the monthly cycle of Rosh Chodesh (the new month) and looking at the cycle of the moon. The core text of *Whatever Next* will be used to support and enhance the topic. During the first part of the topic we will be thinking about what the children already know and what they would like to learn about Space. We will be reading the story of *Whatever Next* and becoming familiar with it in order to be able to retell it accurately. The children's ideas and interests will form the basis of the planning and will be used to decide what areas of space we will investigate further e.g. astronauts, other planets, etc.

We will be learning about Rosh Chodesh Shevat which takes place during this term and also the festival of Tu b'Shevat (25<sup>th</sup> of January).

**Essential Questions:**

- What do you know about Space?
- What do you think is in Space?
- What is the moon?
- How is Space explored?
- What is gravity and what does it do?
- What can we learn from the book *Whatever Next*?
- What do you know about the Moon?
- Why is the Moon important in the Jewish faith?

**Project Launch:** The children will make their own Garinim Spaceship Station.

**Culminating Project:** The children will use the story 'Whatever Next!' as inspiration to plan their own picnic on the moon. This will include deciding what they need to get ready in order for it to happen e.g. picnic, rocket, spacesuit, helmet, etc. Children will also visit Destination: Space exhibition at the Science Museum.

**Thematic Cross Curricular Learning**

Area of Curriculum	Content	Skills / Knowledge
Personal, Social and Emotional Development  Emotion, feeling, reaction, happy, pleased, comfortable, sad, bored, lonely, scared/frightened.	Role play in a group acting out the story together.  Children to explore different situations which make them feel happy/sad/bored/lonely/scared.  Children to explore situation cards and appropriate ways of reacting in difficult situations.  How do astronauts feel in space? Are they	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  Understand that own actions affect other people, for example, becomes upset or tries to comfort another children when they realise they have upset them.  Aware of the boundaries set, and of behavioural expectations in the setting.

	lonely? What can they take to keep them company? Children to act out different scenarios.	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
Communication and Language  Key Vocabulary:  Moon, stars, sun, planet, Earth, Mars, Neptune, Pluto, Saturn, Jupiter, Venus, Mercury, Uranus, light, dark, meteor, rocket, space station, astronaut, orbit, new moon, full moon, craters, solar system.	Tasting space food – (dried foods, jelly, custard etc) Children to talk about what they like/dislike, what they think it is and to name the ‘alien foods’.  Use language and imagination to recreate a story using role play and retell the story accurately.  Children to talk about what they think it is like on the moon – what would you find there? What would you see/smell/feel etc? Would they like it? What would they like/dislike about going into Space? What/who would they need to take with them in order to feel happy?  Listen to stories about space and retell them through role play/artwork etc  Role playing going up into space in rockets – using junk modelling, cardboard boxes and big bricks	Listen to others one to one or in small groups, when conversation interests them.  Listens to stories with increasing attention and recall  Build up vocabulary that reflects the breadth of their experiences.  Use talk in pretending that objects stand for something else in play, e.g, ‘ <i>This box is my castle.</i> ’.  Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i>  Uses language to imagine and recreate roles and experiences in play situations.  Introduce a storyline or narrative into their play.
Physical Development  Healthy, nutritious, vitamins, protein, variety, throwing, catching, safety, risks.	Use a range of tools safely and with control to create rockets.  Throwing and catching using ‘flame’ ball.  Choose food for picnic thinking about what they know about healthy food.  Using big bricks to create rockets.  See writing and handwriting below.	Handle tools, objects, construction and malleable materials safely and with increasing control.  Begin to use anticlockwise movement and retrace vertical lines in writing  Begin to form recognisable letters.  Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.  Eat healthy range of foodstuffs and understands need for variety in food.  Understand the need for safety when tackling new challenges, and considers and manages some risks.  Understand how to transport and store equipment safely.  Practise some appropriate safety measures without direct supervision.
Mathematics	Rocket number lines – ordering numbers,	Count reliably with numbers from one to 20, place them in order and say which number is

<p>Cube, cuboid, cylinder, ordering, weight, compare, share.</p>	<p>recognising numbers and writing numbers.</p> <p>5 little men in a flying saucer song/Zoom zoom zoom</p> <p>Learning the names and properties of 3D shapes – junk modelling.</p> <p>Measuring how far the rocket they make can fly.</p> <p>Guiding a Beebot/each other through space.</p> <p>Comparing and weighing ‘moon rocks’ and ordering them in relation to weight/size.</p> <p>Comparing and ordering planets in relation to size.</p> <p>Weighing ingredients and sharing food for space picnic.</p>	<p>one more or one less than a given number.</p> <p>Record using marks that they can interpret and explain.</p> <p>Begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.</p> <p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>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>They solve problems, including doubling, halving and sharing.</p>
<p>Literacy</p> <p>First, next, then, moon, cold, dark, dusty, bright.</p>	<p>Story map to retell the story of Whatever Next.</p> <p>Writing letters to aliens/bear in the story.</p> <p>Writing a postcard back home describing what it is like on the moon/in space.</p> <p>Descriptive writing – describing what aliens in space might look like.</p> <p>Labelling of the creations (junk modelling) they have made e.g. rocket, alien.</p> <p>Naming alien with a made up name the children can sound out and blend.</p> <p>Picnic list of food they are going to take to the moon.</p> <p>Class story – where would we go on a trip into space and who would we meet.</p> <p>Non-fiction books about space/moon/astronauts.</p> <p>Other stories – Way back home</p> <p style="padding-left: 40px;">Aliens love underpants</p> <p style="padding-left: 40px;">Here come the Aliens</p>	<p>Beginning to be aware of the way stories are structured.</p> <p>Listen to stories with increasing attention and recall.</p> <p>Describe main story settings, events and principal characters.</p> <p>Show interest in illustrations and print in books and print in the environment.</p> <p>Look at books independently</p> <p>Know information can be relayed in the form of print.</p> <p>Hold books the correct way up and turn pages.</p> <p>Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Enjoy an increasing range of books.</p> <p>Know 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>Use some clearly identifiable letters to</p>

		communicate meaning, representing some sounds correctly and in sequence.
Expressive Arts  Collage, modelling, materials, surfaces, textures, splatter, planets, props.	<p>Cooking - moon and star biscuits, alien cakes using food colouring.</p> <p>Designing and making aliens using different media e.g. paint, collage, junk modelling.</p> <p>Creating rockets using junk modelling – small rockets and a large one for the role-play area.</p> <p>Making the surfaces of different planets using splatter paint outside.</p> <p>Space walk -Moving like astronauts very slowly to electronic music.</p> <p>Make different planets to hang from the ceiling.</p> <p>Role play area using all the props from the story.</p> <p>Listening to the Planets music by Holst and discussing how the different pieces make the children feel.</p>	<p>Begins to build a repertoire of songs and dances.</p> <p>Uses various construction materials.</p> <p>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Join construction pieces together to build and balance.</p> <p>Realises tool can be used for a purpose.</p> <p>Explore what happens when they mix colours.</p> <p>Experiment to create different textures.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Construct with a purpose in mind, using a variety of resources.</p> <p>Use simple tools and techniques competently and appropriately.</p>
Understanding of the world  Water, wet, floating, sinking, waterproof, materials.	<p>Designing a hat that won't get wet – investigating different materials.</p> <p>Make spacemen using corks and explore floating and sinking in the water tray by adding plasticine to the feet to make him stand at the bottom.</p> <p>Investigating the best materials to make a rocket.</p> <p>Explore space through books and ICT and investigate how it is different from our environment.</p>	<p>Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about why things happen and how things work.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>

<p>Jewish Studies</p> <p>Rosh Chodesh, new moon, full moon, crescent moon, lunar calendar, months, Shevat.</p>	<p>Rosh Chodesh – New month, Jewish month of Shevat: Where does it fall within the cycle of the year? e.g. What will be happening in Coldfall woods during this month (lifecycle of tree).</p> <p>Lunar Calendar – cycle of the months of the year</p> <p>Rosh Chodesh – cycle of the months and the moon.</p>	<p>Join in with family customs and routines.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p>Hebrew</p>	<p>Songs: Hokey Cokey -revision-</p> <p>Colours song(Eizeh tzeva )-revision</p> <p>Shalom song – revision</p> <p>Ivrit msaviv laolam-Ivrit around the world</p> <p>Phrases and questions-</p> <ul style="list-style-type: none"> <li>• How old are you?</li> <li>• I am five(boy and girl) Ben kamma ata- Ani ben chamesh Ani bat chamesh</li> </ul> <p>Topics :</p> <ul style="list-style-type: none"> <li>• Yellow picnic -Naming different yellow items to go on a picnic: Corn-Teeras Leemon-Lemon etc</li> </ul> <p>Shani’s Family-Members of the family</p> <p>Chagim- Tu bishvat –Tu bishavat songs</p>	<p>Begin to repeat words and phrases and joins in with familiar Hebrew songs.</p>

### Discrete Learning

Area of Curriculum	Content	Skills / Knowledge
<p>Literacy</p> <p>Capital letters, tricky words, finger spaces, stretching, pencil grip.</p>	<p>Sounding out words</p> <p>Recognising high-frequency words (it, in, and, the, all, her)</p> <p>Writing tricky words: she, he, we, me, was, my, you and they</p> <p>Weekly 1:1 reading sessions</p> <p>Writing Super Sentences: Capital letters at the beginning of the sentence, finger spaces, full stops and stretching the words to hear all the</p>	<p>Begin to read words</p>

	<p>sounds</p> <p>Continue developing pencil grip</p>	
<p>Literacy – phonics</p> <p>Tricky words, blending, sounding, rhyming.</p>	<p>Continue phase 3 Little Wandle</p> <p>Digraphs/ Trigraphs : ai ee igh oa, oo oo ar or, ur ow oi ear air er</p> <p>words with double letters: dd mm tt bb rr gg pp ff and longer words</p> <p>Tricky words: was, you, they, my, by all, are sure pure</p> <p>Blending and sounding out words (cvc and cvcc)</p> <p>Spelling high frequency words</p>	<p>Hear and says initial sounds in words</p> <p>Continue a rhyming string</p> <p>Can orally blend and segment sounds in words</p>
<p>Mathematics</p> <p>Up, down, forward, backward, left, right, difference, compare, more less.</p>	<p>Comparing numbers</p> <p>Finding differences</p> <p>Position and direction</p>	<p>Accurately count a set of items, give the value of the set and be able to compare this to the amounts in other sets.</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>Jewish Studies</p> <p>Tu b'Shevat, blessing, fruits, dates, pomegranates, apples, grapes, figs, oranges.</p>	<p>Tu b'Shevat-the festival for trees.</p>	<p>Introduce Tu b'Shevat seder-trying a new fruit and saying the blessing.</p> <p>Learn the life cycle of a tree. Name at least 15 types of fruit.</p>
<p>Handwriting</p>	<p>Penpals Workbook Two</p> <p>To continue name recognition/writing</p> <p>Developing pencil grip</p> <p>Penpals handwriting program – learning how to write the long ladder letters l, i, t, u, j, y</p> <p>One-armed robot letters: r,b,n,h,m,k,p</p> <p>Weekly handwriting sessions</p>	<p>Begin to form recognisable letters.</p> <p>Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>

### On-going Learning

Area of Curriculum	Content	Skills / Knowledge
Jewish Studies Tefillah/Prayer	Continue learning morning prayers Teaching Adon Olam Continue learning about Shabbat Blessing for fruit (Tu Bi'shvat)	
Outdoors education and nature	Taking care of our school garden and plants	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.