

## Garinim Medium Term Planning

February 2024/Spring Term/Second Half

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

**Interdisciplinary Project:** Superheroes

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

This half term the children will continue looking at their own 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 fictional superheroes, such as 'Superman', 'Batman', 'Iron –Man', 'Spiderman', 'Wonderwoman' and 'Supergirl'. They will discuss different powers, outfits and how to create a fictional superhero of their own. 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 investigate 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 (10<sup>th</sup> February) and Nisan (9<sup>th</sup> April) and introducing the festivals of Purim (23<sup>rd</sup> March) and Pesach (22<sup>nd</sup> April – 30<sup>th</sup> April) which falls during the break.

### **Educational Visit**

For Pesach the Matzah Factory will be invited into school. The rabbi 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
<p>Personal, Social and Emotional Development</p> <p>Partners, listening, sharing, co-operation, taking turns, questions, emotions, Pharaoh, Egypt, Moses, slaves.</p>	<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>Children are 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>Understand that their own actions affect other people, for example, become upset or tries to comfort another child when they realise they have upset them.</p> <p>Show awareness 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>
<p>Communication and Language</p> <p>Key Vocabulary:</p> <p>Super hero, cape, ability, villain/baddy, help, save, destroy, crush, rescue, good behaviour, wrong behaviour, power, good qualities, special powers.</p>	<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 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</p>	<p>Maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>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>Respond to instructions involving a two-part sequence.</p> <p>Listen and respond to ideas expressed by others in conversation or discussion.</p> <p>Follow instructions involving several ideas or actions. Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>Use language to imagine and recreate roles and experiences in play situations. Introduce a storyline or narrative into their play.</p> <p>Use talk to organise, sequence and clarify</p>

	<p>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>Play 10 plagues charades.</p> <p>Children to re-enact the Passover story.</p>	<p>thinking, ideas, feelings and events.</p>
<p>Physical Development/Fine motor skills</p>	<p>Making models for the characters including 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>Use simple tools to effect changes to materials.</p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control</p> <p>Show a preference for a dominant hand.</p>
<p>Mathematics</p> <p>Smaller, larger, smallest, largest, medium, compare, most, least, behind, above, below, above, underneath, first, next, after.</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>Money-recognising coins and ordering by value.</p>	<p>Describe their relative position such as <i>'behind'</i> or <i>'next to'</i>.</p> <p>Order two or three items by length or height.</p> <p>Order two items by weight or capacity.</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>Begin to use everyday language related to money.</p>

<p>Literacy</p> <p>Beginning, middle, end, character, setting, Purim, Esther, Pesach/Passover, haggadah, plague, Moses, Pharaoh, slave, matzah, recipe.</p>	<p>Core texts: <i>Superdaisy, How to Save a Superhero</i></p> <p>Read/listen to/tell/perform 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 from the Pesach Seder or decorate a card with them on.</p>	<p>Begin to read words and simple sentences.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoy an increasing range of books.</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>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Write their own name and other things such as labels and captions</p> <p>Attempt to write short sentences in meaningful contexts.</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p>
<p>Expressive Arts</p> <p>Materials, textures, rubbings, printing, accessories, mixing, seder, seder plate.</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>Explore the different sounds of instruments.</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>

	<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>Decorating four wine cups for each of the cups drunk during the Seder</p> <p>Learning songs about Pesach</p>	<p>Select appropriate resources and adapts work where necessary.</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Create simple representations of events, people and objects.</p> <p>Choose particular colours to use for a purpose.</p> <p>Introduce a storyline or narrative into their play.</p>
<p>Understanding of the world</p> <p>Family, tradition, similarity, difference, change, environment.</p>	<p>How do different families celebrate Pesach?</p> <p>Children will share family traditions</p> <p>Pesach celebrations around the world</p>	<p>Look closely at similarities, differences, patterns and change.</p> <p>Know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Select and use technology for particular purposes.</p>
<p>Jewish Studies</p> <p>Mitzvot, bikur cholim, kibud horim, chesed, four questions, Purim.</p>	<p>Superheroes in Judaism : Mordechai &amp; Esther; Moses &amp; Miriam</p> <p>Mitzvot Superheroes:</p> <p>Bikur Cholim (Visiting the sick) Batman</p> <p>Kibud Horim (Respect your parent) Superman</p> <p>Chesed (Kindness) Catwoman</p> <p>Rosh Chodesh Adar (6<sup>th</sup> Feb)- complete a self portrait on return to school.</p> <p>Rosh Chodesh Nissan (6<sup>st</sup> April)- complete a self-portrait.</p> <p>‘Mah Nishtanah’ : the four questions for Pesach</p> <p>Megillat Esther-the story of Purim.</p>	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know about similarities and Differences between themselves and others, and among families, communities and traditions.</p> <p>Become familiar with the stories and traditions of Judaism</p> <p>Know how and why different holidays are celebrated.</p> <p>Become familiar with simple prayers and their meanings</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>	
Hebrew	<p>Carrying on Ivrit Misaviv La'olam Ivrit (around the world)</p> <p>Songs :Shalom</p> <p>Numbers song 1-10</p> <p>Ivrit misaviv la'olam</p> <p>New songs: Purim and Pesach songs</p> <p>Topics this half term:</p> <p>Yaron's Family- Hamishpacha Shel Yaron</p> <p>Picnic – Words, phrases and verbs: Ani ochel/at ochelet/ata ocel-I eat you eat (boy and girl)</p> <p>Introducing the verb-Ochel/ochelet-eating (boy/girl)</p> <p>Abba ochel- /Imma ochelet(Dad is eating/mum is eating.</p> <p>Chagim(festivals): Purim-Items and vocabulary related. Pesach- Items and vocabulary related.</p>	<p>Listen carefully and join in with songs, sayings and games</p> <p>Count to 10 in Hebrew</p> <p>Respond to simple prompts with single words/short phrases</p> <p>Match vocabulary with pictures, using hearing and beginning to recognise a word or two when written</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>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>
Literacy – phonics  Tricky words, vowels, -ing	<p>review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air Secure spelling</p> <p>Review words with double letters and longer words.</p> <p>Learn words ending in –ing and compound</p>	<p>Begin to read words and simple sentences. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write own name and other things such as labels and captions.</p> <p>Attempt to write short sentences in</p>

	<p>words</p> <p>Learn words with s in the middle /z/ s</p> <p>Learn words ending –s</p> <p>Learn words with –es at end /z/</p> <p>Review all learnt Tricky words taught so far for secure spelling.</p> <p>Learn short vowels CVCC and CCVC</p> <p>Tricky words: some, come, love ,do ,said, so, have, like</p>	<p>meaningful contexts.</p>
Literacy – Reading	<p>Continue 1:1 and small group guided reading session – children apply phonic and sight vocabulary knowledge to read simple texts</p>	<p>Develop phonics skills and whole word recognition</p>
<p>Maths</p> <p>Number bonds, addition, subtraction, tens frame, digit.</p>	<p>Deepening understanding of the numbers up to 10</p> <p>Number bonds to 5 and 10</p> <p>Addition and Subtraction</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 and how they can look on a tens frame</p> <p>Have automatic recall of numbers to five and know some bonds to ten</p> <p>Add and subtract two single-digit numbers and count on or back to find the answer</p>
<p>Understanding the world</p> <p>Seasons, changes, winter, spring, similarities, differences, bark, leaves, compare.</p>	<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 IT equipment.</p> <p>Trip to Coldfall Woods – 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</p>	<p>Comment and ask 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>Talk about the features of their own immediate environment and how environments might vary from one another.</p>

	<p>the woods have changed since their last visit. Does 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>	
<p>Physical Development</p> <p>Jump, land, front, back, direction, catch, receive.</p>	<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>	<p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Begin to use anticlockwise movement and retrace vertical lines.</p> <p>Begin to form recognisable letters.</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eat a healthy range of foodstuffs and understands need for variety in food.</p> <p>Show understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Show understanding of how to transport and store equipment safely.</p> <p>Practice some appropriate safety measures without direct supervision.</p>



## On-going Learning

Area of Curriculum	Content	Skills/knowledge
<p>Jewish Studies</p> <p>Shabbat, brachot, challag, tzedakah.</p>	<p>Daily Tefillah/ prayer: at least twice a week learning something new</p> <p>Review Ma Tov, 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>	<p>Join in with sung and spoken prayers</p> <p>Sing on their own and in a group</p> <p>Recall the prayers and develop confidence in singing them</p> <p>Begin to recall, and initiate role play enacting the Shabbat prayers and rituals</p> <p>Know how we make challah, recognise the ingredients and what steps to take, how to mix and knead the dough, how to shape the loaf.</p> <p>Talk about giving charity.</p>