**Garinim Medium Term Planning - Summer 2**

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

Interdisciplinary Projects: In the Garden and Moving on to Year 1

Overview of Topic:

This topic fits in with our theme of the year, ‘Cycles’. We will be learning about the life cycles of different plants and animals, plus the cycles of the days of the week and the seasons and learning about changes that happen over time. We will be learning about the different mini-beasts that we can find in our garden and the children’s interests will be the focus for the different mini-beasts that we look at in more detail. We will be using our knowledge of the life cycles of plants and animals to create a healthy garden environment to encourage the growth of plants and mini-beasts (for example, creating mini-beast habitats and planting seeds). At the end of this topic there will be a trip to ‘Haringey Nature Reserve’, where the children will be able to explore the life cycles of different plants and animals.

In the final few weeks of the term, we will start to reflect on how the children have changed over the course of the year, what they have learnt and what new skills they have developed. We will then look at where they will be moving to after the Summer Holidays. We will explore what they should expect in Year 1 and prepare them for the transition.

Essential Questions:

* What do we need to create a healthy garden where things can live and grow?
* What do plants need to grow?
* Why do we need mini-beasts in our garden?
* What is a mini-beast?
* What are the similarities and differences in the lifecycles of different mini-beasts?
* What is the best environment for different mini-beasts to live?
* What does our life cycle look like?
* What do we need to be healthy?
* What changes happen during different cycles?

Project Launch: Role play area set up as garden centre

Culminating Project: A visit to the Railway Field local nature reserve

**Thematic Cross Curricular Learning**

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| **Area of Curriculum** | **Content** | **Skills / Knowledge** |
| Personal, Social and Emotional Development | Rules/Health and safety for working with mini-beasts and planting seedsChildren to share what they already know about different life cycles (including their own) and the changes that happen in them.Children to create their own Ten commandments thinking about what rules are important to keep so that everyone is happy.Work based on appropriate stories: The Something Else, The Bad-Tempered Ladybird and The Rainbow Fish. Children to explore how to be a good friend and work towards writing ‘commandments’ for how to treat each other at school and outside.Exploring appropriate ways to stand up for ourselves.**Caring for the world, the environment and the outdoors:** Children will continue to collect money for charity every Friday, they then will need to think about which charity they would like to donate the money to. We will explore the different charities they suggest and vote for it.  | Aware of the boundaries set, and of behavioural expectations in the setting.Explains own knowledge and understanding, and asks appropriate questions of others.Can describe self in positive terms and talk about abilities.Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. |
| Communication and Language | Read and listen to different types of fiction and non-fiction books. For example Hungry Caterpillar, Jack and the Beanstalk, The Odd Egg, The Tadpole’s Promise and non-fiction books about life cyclesOral re-telling of storiesRole play – garden centre, Listening to and retelling the story of ShavuotChoosing a project to donate the Tzedakah to which ties in with the topic i.e. RSPCC | Maintains attention, concentrates and sits quietly during appropriate activity.Two-channelled attention – can listen and do for short span.They give their attention to what others say and respond appropriately, while engaged in another activity.Listens and responds to ideas expressed by others in conversation or discussion.Uses language to imagine and recreate roles and experiences in play situations.Introduces a storyline or narrative into their play.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.They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. |
| Physical Development | How to keep healthy – food and exerciseLooking at the changes that happens during exerciseUsing different tools safely e.g. gardening toolsDigging worm patch/planting seedsRole play climbing up the mountain using the climbing frame | They handle equipment and tools effectively, including pencils for writing.Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.Practices some appropriate safety measures without direct supervision.Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. |
| Mathematics | Minibeast/plant surveys Present information in pictogram/graph and analyse resultsSort out sets of mini-beasts into wings/no wings etcSorting healthy/not healthyMeasure length of different mini-beasts/plantsMini-beast patternsTadpole diary – looking at number/size of tadpolesSorting/classifying vegetablesSorting and counting natural objects.Ladybird doublesButterfly symmetrySequence life cyclesContinue counting of the OmerLooking at different fruits and counting the seeds | Counts an irregular arrangement of up to ten objects.Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.Records, using marks that they can interpret and explain.Begins to identify own mathematical problems based on own interests and fascinations.They solve problems, including doubling, halving and sharing.Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |
| Literacy | Bean/tadpole diary-labels and entries.Mini-beast encyclopaedia, reference books, online Lift the flap book – who lives here?Posters –looking after plants/mini-beastsRole play – garden centre, pet shopNon-fiction and fiction books about plants and mini-beastsMaking own story book by retelling The Very Hungry Caterpillar and creating their own counting book. Making own story book by retelling Tadpole’s Promise and thinking up a different ending.The story of Shavuot and why people celebrate it.Writing their name in English and Hebrew using feather quills | They demonstrate understanding when talking with others about what they have read.Begins to read words and simple sentences.Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.Enjoys an increasing range of books.Gives meaning to marks they make as they draw, write and paint.Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.Writes own name and other things such as label and captions.Attempts to write short sentences in meaningful contexts. |
| Expressive Arts | Music related to mini-beast songsMini-beast sound makingCreating 2D and 3D mini-beastsRole play – garden centre/mini-beast world3D life cycle modelsObservational drawings of plants/tadpoles/caterpillarsConstruct mini-beast habitats out of different materialsBio-mechanical examination/exploration - how to build an insect.Mini-beast pattern printingSelf-portraits for Rosh Chodesh - Sivan and introducing the festival of Shavuot Songs about the Ten Commandments, farming etcIsraeli Dance Festival | Children sing songs, make music and dance, and experiment with ways of changing them.They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Understands that different media can be combined to create new effects.Manipulates materials to achieve a planned effect.Constructs with a purpose in mind, using a variety of resources.Uses simple tools and techniques competently and appropriately.Selects appropriate resources and adapts work where necessary.Selects tools and techniques needed to shape, assemble and join materials they are using. |
| Understanding of the world | Life cycles of plantsParts of plantsLife cycles of mini-beastsParts of animalsLife cycles of animals/humansTo use different ICT and programmable toys (beebots) to support learning e.g. digi microscopes, visualizer, cameras, flip cameras etcMinibeast huntPlanting in gardenObserve butterfly, tadpoles etcOur healthLooking at different foods from IsraelContinue work with Purple Mash  | Children know about similarities and differences in relation to places, objects, materials and living things.Children talk about past and present events in their own lives and in the lives of family members.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.Looks closely at similarities, differences, patterns and change.Talks about why things happen and how things work.Developing an understanding of growth, decay and changes over time.Shows care and concern for living things and the environment.Uses ICT hardware to interact with age-appropriate computer software.They know about similarities and differences between themselves and others, and among families, communities and traditions. |
| Jewish Education | Know that Shabbat comes once a week on a SaturdayIt marks the day that God rested, when the world was created |  |

**Discrete Learning**

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| **Area of Curriculum** | **Content** | **Skills / Knowledge** |
| Literacy | Handwriting (penpals): Practice book 2Forming letters: zigzag letter family (z, x, v, w, y and k) are made up of diagonal writing movements. | Shows a preference for a dominant hand.Begins to use anticlockwise movement and retrace vertical lines.Begins to form recognisable letters.Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.To form letters correctly with a good pencil grip |
| Literacy - phonics | Phase 4 PhonicsRevising ‘5 things for a Super Sentence’Reading and spelling all phase 2-4 high frequency words | Links sounds to letters, naming and sounding the letters of the alphabet.Begins to read words and simple sentences.Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.Writes own name and other things such as labels and captions.Attempts to write short sentences in meaningful contexts. |
| Maths | Doubling and halvingOdd and evenCounting beyond 20 | Solve problems, including doubling, halving and sharingCount reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number |

**On-going Learning**

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| Area of Curriculum | Content | Skills / Knowledge |
| Jewish StudiesTefillah/Prayer | Daily Tefillah/ prayer: at least twice a week learning something newNew Tefillot/Prayers: first paragraph of ShemaRosh Chodesh – cycle of the months and the moonTzedakah/Charity: weekly Tzedakah giving and thinking about where our money goes |  |
| Outdoors education and nature | To look after our outside spaceLitter pick in Coldfall WoodsChanges that are happening in SummerHarvesting radishes and planting new vegetables/fruit for a continuous crop.Looking out for different wildlife as butterflies come into the garden etc. |  |