

Garinim Yearlong Curriculum Plan 2024-25

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thematic learning	Starting School and Jewish holidays of Tishrei	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	<p><u>All About Me booklet</u></p> <p>Children will make a book about starting school to help with settling in. Children will become familiar with the classroom and the staff members.</p>	<p><u>Exhibition/Show in the woods on the theme of 'The Gruffalo'</u></p> <p>Children will learn about Autumn and the changes in the woods.</p>	<p><u>Picnic on the Moon</u></p> <p>Picnic bringing together their knowledge and skills (including the planets, the concept of gravity, how astronauts survive in space).</p>	<p><u>Haggadah in the Bag</u></p> <p>Children will use all their understanding of Pesach to make a Haggadah in the bag which they could use around the Seder table.</p>	<p><u>Once Upon a Time in Garinim...</u></p> <p>Children will make their own show about a fairy tale and have afternoon movie and popcorn.</p> <p><u>Fairy Tale books</u></p> <p>Children will use their knowledge about beginning, middle and end of fairy tales to write their own story.</p>	<p><u>Garinim Garden Centre</u></p> <p>Children will grow their own plants and will have a sale for another class. They will reinforce their knowledge of money.</p>
Mini Studio	New beginnings: Seeds, Chaggei Tishrei display	Autumnal resources, exploring changes in trees and leaves	Moon rocks -which planets they arrived from?	Superhero Headquarters	Explore puppet making	Plants and flowers

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Trips and Educational Visits		Weekly trips to woods Discover Children's Story Centre Olive Oil Press workshop	Science Museum: Destination Space Exhibition	Matzah Factory Seder with Y1 and Y2	Puppet Theatre	Trip to the local Nature Reserve
Key texts: Literacy	<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	<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	<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	<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	Traditional tales, including: <i>Little Red Riding Hood</i> , <i>Goldilocks and the Three Bears</i> , <i>Hansel and Gretel</i> , <i>Jack and the Beanstalk</i>	<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
Phonics	Little Wandle Letters and Sounds Revised Phase 2 graphemes s a t p i n m d g o c k ck e u r h b f l New tricky words: is I the	Little Wandle Letters and Sounds Revised Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats, sits)	Little Wandle Letters and Sounds Revised Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	Little Wandle Letters and Sounds Revised Phase 3 graphemes Review Phase 3 • words with double letters, longer words, words with two	Little Wandle Letters and Sounds Revised Phase 4 graphemes Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC	Little Wandle Letters and Sounds Revised Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC

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		<ul style="list-style-type: none"> • words ending in s /z/ (his) and with –s /z/ added at the end (bags, sings) <p>New tricky words: put pull full as and has his her go no to into she push he of we me be</p>	<p>New tricky words: was you they my by all are sure pure</p>	<p>or more digraphs, words ending in –ing, compound words</p> <ul style="list-style-type: none"> • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end <p>No new tricky words: review all taught so far</p>	<ul style="list-style-type: none"> • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est <p>New tricky words: said so have like some come love do were here little says there when what one out today</p>	<ul style="list-style-type: none"> • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words <p>No new tricky words: review all taught so far</p>
Continuous Study in Reading	<p>Can continue a rhyming string</p> <p>Hears and says the initial sound in words</p>	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading books.</p>	<p>Begins to read words and simple sentences.</p> <p>Enjoys an increasing range of books.</p>	<p>Knows that information can be retrieved from books and computers.</p>
Continuous Study in Handwriting	<p>Sits correctly at a table, holding a pencil comfortably and correctly</p>	<p>Writes own name and starts writing other things such as labels and captions.</p>	<p>Forms lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>Uses clearly identifiable letters to communicate meaning, representing some</p>	<p>Forms capital letters</p> <p>Forms digits 0-9</p>	<p>Understands which letters belong to which handwriting ‘families’ (i.e. letters that are formed in</p>

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	Gives meaning to marks they make as they draw, write and paint.			sounds correctly and in sequence.		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, representing some sounds correctly and in sequence.	Uses key features of narrative in their own writing.	Attempts to write short sentences in meaningful contexts. Can spell some multisyllabic words phonetically. Children can also spell some non-phonetic high frequency words.
Maths	Early Mathematical experiences Pattern and Early Number	Numbers within 6 Addition and subtraction within 6 Measures Shape and sorting	Numbers within 10 Calendar and time Addition and subtraction within 10 Grouping and Sharing	Number patterns within 15 Doubling and halving Shape and pattern	Securing addition and subtraction facts Number patterns within 20 Number patterns beyond 20	Money Measures Exploration of patterns within number

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Physical Education	Children show good control and co-ordination in large and small movements.	Children move confidently in a range of ways, safely negotiating space.	Developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including running, jumping, throwing and catching.	Perform dances using simple movement patterns.	Participate in team games, developing 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	Autumn changes in nature.	Designing a hat that won't get wet –	Can you make a superhero figure float as a fun	Seasonal changes in Winter and Spring; looking at the	Life cycles of plants Parts of plants

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	<p>learn how to care for them. Children to observe the change that 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>Children to find out about animals which live in forests, where they live, what they eat and what they do 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>investigating materials. Make spacemen using corks and explore floating and 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>superhero science investigation? Design your own cape for your superhero. Superheroes living in the cities and travelling round the world to come to the rescue. Geography through stories set in different countries and time zones. Find them on globe or world map and learn about different time zones, hemispheres and seasons. Superheroes from the past (stories about famous people in history) and present.</p>	<p>trees/landscape – how has it changed- what can you see/hear/smell etc? Capturing these observations using various pieces of ICT equipment. Trips to the woods – 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; 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</p>	<p>Life cycles of mini-beasts Parts of animals Life cycles of animals/humans Use of different ICT and programmable toys (beebots) to support learning e.g. digi microscopes, visualizer, cameras, flip cameras etc. Minibeast hunt Planting in garden Observing butterfly, tadpoles etc Thinking about next year-where will the children be, what will be the same/different?</p>
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					different landscapes, settings, etc.	
Creativity and Outdoor Learning	<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>Using drills to make necklaces/bracelets with conkers.</p>	<p>What is the best material to build a house in the woods? Building a shelter. Local environment - immersive woods trips weekly.</p> <p>Constructing using natural materials. Digging, moulding, climbing.</p> <p>Story-telling and collaborating.</p>	Building rockets and spaceships.	<p>Building a shelter for our superhero.</p> <p>Building superheroes cities in the woods.</p>	<p>Preparing the show and acting it out in front of the audience. Children preparing tickets, invitations, props, the setting, costumes and rehearsing acting out the scenes from the story.</p>	<p>Making wire bugs.</p> <p>Building bug hotels.</p> <p>Minibeast hunts.</p>

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<p>Jewish Studies</p> <p>We will constantly revise prayers and blessings already learned</p>	<p>Rosh Hashanah (Blessing for new things) Yom Kippur Sukkot (Blessing for Lulav) Simchat Torah</p> <p>Hamotzi</p> <p><u>Morning prayers:</u> Modeh Ani Mah Tovu</p>	<p>Tikkun Olam-looking after the woods (introduced with Mitzvah Day)</p> <p><u>Chanukah</u> (Blessing for the lighting of the Chanukiah) Henerot Halalu Maoz Tzur</p> <p><u>Morning prayers:</u> Hallelu – Part of shacharit Prayers for Shabbat (ima ve'gam aba)</p>	<p>Tu B'Shevat (Blessing for the trees)</p> <p>Rosh Chodesh – cycle of the months and the moon</p> <p><u>Morning prayers:</u> Shema Adama V'shamayim Elohai Neshama</p>	<p><u>Purim</u> Story of Esther (Megillah)</p> <p>Ani Purim Leitzan katan Chag Purim</p> <p><u>Pesach</u> Haggadah (Four Questions - Mah Nishtanah Echad Mi Yodeh - Who knows one?)</p> <p><u>Morning prayer:</u> Ozi v'Zimrat Yah</p>	<p>Lag B'Omer Shavuot (Blessing on Fruit) Torah</p> <p>Yom Ha'atzmaut</p> <p><u>Morning prayers:</u> Adonai Sefatai Oseh Shalom</p>	<p>Tzedakah Shabbat Tikkun Olam-choosing where to send Tzedakah.</p> <p>Shalom Alechem</p>
<p>Music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Know and be able to sing some traditional nursery rhymes or chants.</p>	<p>Understand and use correctly the following words to describe sounds: loud / soft (quiet) / fast / slow.</p>	<p>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).</p>	<p>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).</p>	<p>Know how to look after, hold and play correctly untuned percussion instruments (including tambourine, triangle, claves, hand drum, guiro and shaker).</p>	<p>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.</p>

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						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 friends. Rules and routines. The school environment & resources. Managing change. Growing up and moving on.	Different religions and festivals of the light: Diwali and Christmas. Respecting each other, different faiths and beliefs. Birth and birthdays.	Democracy: Let's vote! Shall we go on a picnic to the moon? Where shall we have our picnic? Chinese New Year	British Values: Freedom and equality: from slaves in Egypt to free people. Easter	Stranger Danger: how to keep ourselves safe.	Mutual respect