

## Garinim Medium Term Planning 2024-25

Autumn 1 2024

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

Interdisciplinary Project: Starting School

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

The first topic of the year has been planned to reflect the beginning of a new phase of the children's lives and education. During the first term we will be thinking about how to live and learn in our new space, how to care for it and how to make it our own. These ideas will be closely related to and interwoven with the concept of new beginnings, the new school year and the ideas of the Jewish holidays of Tishrei, the first month at the start of the new Jewish year.

At this time of year, a main priority in the classroom is always building community, creating an enabling learning environment, developing strong relationships, learning helpful routines and understanding expectations.

### Essential Questions:

- Where were we before starting at Eden? How are things the same/different now the children have started school?
- How can we make sure that we feel secure and happy in a new environment such as our new school?
- How can we create a good environment to learn in?
- How do we care for and get to know each other, our new school and its resources?
- What is Judaism?
- What is Tefillah?
- What is important about Tishrei and the beginning of the Jewish New Year?
- What are the children's hopes for the New Year? What would we like to learn this year?
- What is Yom Kippur? What do we need to say sorry for?
- What is Sukkot? What do we harvest at this time of year?
- What is the Torah?

## Project Launch: Starting School

Each child will receive a home visit to create links with school before they start, to start to make relationships with the teachers in the classroom and to create excitement about coming to their new school.

## Culminating Project: Writing a book about starting school

Children will write *All About Me* - a book about their start at Eden Primary.

## **Thematic Cross Curricular Learning**

<b>Area of Curriculum</b>	<b>Content</b>	<b>Skills / Knowledge</b>
Personal, Social and Emotional Development	<p>Whole School Values: Community</p> <p>Building a community: Getting to know each other and making new friends.</p> <p>Expected behaviour: Rules and routines in and around the school.</p> <p>Managing change, growing up and moving on.</p> <p>Carpet and circle times allowing children to think about and discuss ideas about how to care for our school, the people in our school community and our materials and resources.</p> <p>Children given opportunities to learn how to care for our outside space, including the plants and garden e.g. planting seeds, watering the plants.</p> <p>Time given for children to explore the classroom and school to develop familiarity.</p> <p>Opportunities to meet other members of staff e.g. other teachers visiting the class.</p> <p>Carpet and circles to help develop routines and class guidelines for a happy and safe learning environment.</p> <p>Family book to be created with their family to allow the children to talk about their home life.</p>	<p>A child initiates conversations, attends to and takes account of what others say.</p> <p>Takes steps to resolve conflicts with other children e.g. finding a compromise.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Understands that own actions affect other people.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression.</p>

<p>Communication and Language</p>	<p>Name games.</p> <p>Opportunities to talk about their nursery/families and what they are looking forward to learning in Garinim.</p> <p>Children given opportunities to listen to a wide range of stories, both in smaller and larger groups. For example, starting school stories and stories about Jewish festivals.</p> <p>Circle time to enable children to share what they did over the different holidays e.g. during Rosh Hashannah.</p> <p>Permanent home corner to allow children to imagine and recreate different roles.</p> <p>Outside role play e.g. playing schools.</p>	<p>A child maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Listens attentively in a range of situations.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>
<p>Literacy</p>	<p>Lots of opportunities for children to have stories read to them and to explore books independently e.g. 'Starting School', 'Topsy and Tim's First Day in School', 'Chu's First Day in School' and books familiar to the children such as 'Not Now Bernard'.</p> <p>Range of books available related to starting school and the Jewish festivals celebrated in Tishrei.</p> <p>Writing a book about starting school to help with settling in. Children will get familiar with the school building and the staff members.</p> <p>Environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting.</p> <p>Shared writing about how to care for the classroom e.g. how to look after the book corner/resources/each other.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Give meaning to marks they make as they draw, write and paint.</p>	<p>A child links sounds to letters, naming and sounding the letters of the alphabet.</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> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Hear and say the initial sound in words.</p> <p>Segments the sounds in simple words and blends them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p>

	<p>Name cards, class lists available to children to help them recognise and write their name.</p> <p>Introduction to News and Stories-children to draw/write what they have done over the weekend.</p>	<p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p>
Expressive Arts and Music	<p>Children to explore different media available by creating artwork about Rosh Hashanah and Sukkot e.g. communal collage and Sukkah decorations.</p> <p>Artwork about food to decorate role play area.</p> <p>First Rosh Chodesh self-portrait.</p> <p>Children to create a card to write to someone they like using the materials available to them on the creative trolley.</p> <p>Permanent home corner to allow sustained role play.</p>	<p>A child sings a few familiar songs.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Uses various construction materials.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p>
Understanding the world	<p>Children to plant seeds to represent themselves, and to learn how to care for them.</p> <p>Children to observe the change that happens with the seeds over time.</p> <p>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>A child develops an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p>
Jewish Studies	<p>The Jewish Holidays of Tishrei/First month of the new Jewish year</p> <ul style="list-style-type: none"> <li>• Rosh Hashanah: Rosh Hashanah wishes on apples.</li> <li>• Yom Kippur - saying sorry, Story of Jonah, adults fast and go to the synagogue.</li> <li>• Sukkot: the sukkah, temporary dwelling in the desert, lulav and etrog (the four species of Sukkot), blessings for sitting in the sukkah, decorating the sukkah and eating lunch in the sukkah.</li> </ul>	<p>A child shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p>

	<ul style="list-style-type: none"> <li>• Simchat Torah: the Torah, the yearly cycle of Torah reading starting with the story of creation/Bereishit</li> </ul> <p>Tefillah/Prayer: Ha'Motzi, the blessing said before children eat their lunch in Café Eden.</p> <p>Developing our Rosh Chodesh (new month) ritual for the new year: children to create a self-portrait every month using different media allowing them to have a set of portraits so they can see the changes in their ability over the year.</p>	<p>Recognises and describes special times or events for family or friends.</p> <p>Hears shofar.</p> <p>Names and eats special foods: apple and honey, round challah.</p> <p>Says traditional greetings and makes cards with them in writing.</p> <p>Recites brachot.</p> <p>Reflects on the past year and the year to come.</p> <p>Explains how to be better friends and family members.</p> <p>Talks about the mitzvot and rituals of holidays of Tishrei.</p> <p>Behaves carefully and respectfully when in the presence of a Torah scroll.</p> <p>Explains that the Torah contains special stories and names some of them.</p>
Hebrew	<p>Children to learn the greetings for <i>hello</i> and <i>goodbye</i> and become comfortable using them daily.</p> <p>Children to learn 'Ugah, ugah, ugah' and respond to the words which ask them to sit and to stand up.</p> <p>Children to learn 'Patish, Masmer', a Hebrew song about building a Sukkah.</p> <p>Children to learn 'Nireh' song about sitting nicely and listening.</p>	<p>A child says simple greetings in Hebrew.</p> <p>Responds to simple cues spoken in Hebrew.</p>

## Discrete Learning

Area of Curriculum	Content	Skills / Knowledge
Literacy	<p>Name recognition/writing</p> <p>Home school reading programme</p> <p>Class story time</p> <p>Starting school book - All About Me</p>	<p>A child begins to read words and simple sentences.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p>
Literacy - phonics	<p>Little Wandle Revised</p> <p>Phase 2 GPC's</p> <p>Books: 'Oi Frog', 'What the Ladybird Heard'.</p>	<p>A child hears and says initial sounds in words.</p> <p>Continues a rhyming string.</p> <p>Can orally blend and segment sounds in words.</p> <p>Recognises phonemes: s a t p i n m d g o c k c k e u r h b f l.</p> <p>Recognises tricky words: I, is, the.</p>
Maths	<p>Early mathematical experiences: classifying, matching, comparing and ordering.</p> <p>Pattern and Early Number</p>	<p>A child can:</p> <ul style="list-style-type: none"> <li>• classify objects based on one attribute</li> <li>• identify the complement of a set</li> <li>• match equal sets using one-to-one correspondence</li> <li>• match unequal sets using one-to-one correspondence</li> <li>• compare objects according to size</li> <li>• compare sets without counting</li> </ul>

		<ul style="list-style-type: none"> <li>• order objects according to length or height</li> <li>• order sets without counting.</li> </ul> <p>A child can:</p> <ul style="list-style-type: none"> <li>• recognise, create and describe patterns</li> <li>• describe and create patterns that are the same and different</li> <li>• count 1, 2 or 3 objects, images or sounds reliably</li> <li>• recognise if a number of objects is the same or different</li> <li>• recognise the numerals 1,2 and 3</li> <li>• create representations for numbers 1,2 and 3.</li> </ul>
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### On-going Learning

Area of Curriculum	Content	Skills / Knowledge
<p>Jewish Studies</p> <p>Tefillah/Prayer</p>	<p>Introduction of daily prayer: what is a prayer?</p> <p>Introduce class siddur and begin to add blessings/prayers as the children learn them.</p> <p>Develop class ritual of getting ready for Shabbat: challah baking, Shabbat songs, stories.</p> <p>Blessing for challah</p> <p>Rosh Chodesh - cycle of the months and the moon.</p>	<p>A child knows why people pray.</p> <p>Knows there are different prayers for different things/occasions.</p> <p>Begins to be able to recite prayers and blessings.</p>

<p>Creativity, Outdoors education and nature</p>	<p>Holding a pencil and brush correctly.</p> <p>Making connections between what you see and the marks you make.</p> <p>Seeds and plants. What comes from seeds?</p> <p>Sensory experiences: mud/earth - wet and dry.</p> <p>Taking care of our school garden and plants.</p>	<p>A child knows the correct way to grip a pencil and a paintbrush and knows that they can be different.</p> <p>Engages in imaginative mark making and assigns meaning to the marks they make.</p> <p>Knows that all plants start as seeds.</p> <p>Can use the correct vocabulary and differentiate different textures.</p>
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