

Garanim Medium Term Planning 2024-2025

Autumn 2 2024

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

Interdisciplinary Project: Autumn in the Wood

Overview of Topic: (Big Ideas/Conceptual Understanding)

This topic links in with the seasonal cycles of the year and the changes that take place in nature. 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 the woods. We will be reading the core text *The Gruffalo* and becoming very familiar with it in order to be able to retell it accurately. We will also be reading several other fiction books with a woodland setting including: *We're Going on a Bear Hunt*, *Little Rabbit Foo Foo*, *The Nutty Nut Chase* and *Owl Babies*. The children's ideas and interests will be used in planning to help decide how to further investigate woodland creatures, habitats, woodland food and the lifecycle of plants and trees. The children will be exploring lots of Autumnal art and investigating what makes a woodland scene. They will spend time in Coldfall Woods each week collecting and identifying natural objects to use in their own arts and crafts projects. The children will be listening to Vivaldi's *L'Autunno* from *The Four Seasons* and exploring this in music.

Essential Questions:

- What do you know about the woods?
- What creatures live in the woods?
- What happens to trees in Autumn?
- What happens to woodland creatures as the months get colder?
- What do creatures eat in the woods?
- How can we identify the natural objects we have found?
- Who are the characters in this story?
- Who is the author?
- What are the main events?
- What instruments can you hear?

Project Launch: The children will visit Discover Children's Story Centre in Stratford for an immersive adventure which will take us through a fantastical circus tent and into the woods. In amongst the trees children will find a marvellous Monster Funfair. The session will provide a wide range of interactive activities that use creative play to engage children and support development of communication, creativity, and literacy skills.

Culminating Project:

Presentation/Exhibition/Show in the Woods on theme of *The Gruffalo*
End of term assembly/celebration

Thematic Cross Curricular Learning

Area of Curriculum	Content	Skills / Knowledge
Personal, Social and Emotional Development	<p>Role play in a group</p> <p>Acting out the story together</p>	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>
Communication and Language	<p>Tasting woodland food - (blackberry pie, elderflower cordial, apple cake etc.). Children to talk about what they like/dislike, what they think it is and what else they think they could do with the fruits.</p> <p>Using language and imagination to recreate the story through role play and retelling the story accurately.</p> <p>Talking about what the children think it is like in the woods - what do you find there? What do you see/smell/feel etc?</p> <p>Describing children's weekly experiences of their woodland walks.</p> <p>Listening to stories with a woodland setting and retell them through role play/artwork etc.</p> <p>Using imaginative play in small world to talk through own stories lines.</p>	<p>A child listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recalls main characters and events.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i></p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Introduces a storyline or narrative into their play.</p>
Physical Development	<p>Using a range of tools safely and with control to create woodland scenes.</p> <p>Beginning to form letters correctly to write labels to identify different natural items collected.</p> <p>Using branches to create woodland dens.</p>	<p>A child handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p>

	<p>Using smaller twigs to create 'habitats'.</p> <p>Thinking about healthy recipes for woodland berries.</p> <p>Threading carefully woodland objects to create garlands and hangings.</p> <p>Woodland footsteps - children to transition using fairy steps, Gruffalo strides etc.</p>	<p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eats a healthy range of foods and understands need for variety in food.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p>
<p>Maths</p>	<p>Numbers within 6</p> <p>Addition and subtraction within 6</p> <p>Measures</p> <p>Shape and sorting</p>	<p>A child can:</p> <ul style="list-style-type: none"> -say which number is one more or one less than a given number, -estimate a number of objects and check by counting, -count reliably with numbers from 1 to 6, -create representations for numbers 1-6, -place numbers 1-6 in order, -say which number from 1 to 6 is one more or one less than a given number, -recognise the numerals 1-6, -understand the conservation of number, -add and subtract two single-digit numbers, -estimate a number of objects and check by counting up to 6, -introduce the concept of 0 as the empty set, -subitise within 5, -represent and use number bonds within 5,

		<ul style="list-style-type: none"> -use quantities and objects to add and subtract two single-digit numbers, -use everyday language to talk about size, weight, capacity, -estimate, measure, weigh and compare and order objects, -compare objects and quantities, -solve size problems related to measures, -explore characteristics of everyday objects and shapes and use mathematical language to describe them, -show an interest in shape and space by playing with shapes by sustained construction activity, -explore characteristics of everyday objects and shapes (focusing on 3-D shapes), -use positional language, -use mathematical language associated with shape, -classify and sort everyday objects.
Literacy	<p>Story map to retell the story of <i>The Gruffalo</i></p> <p>Acting out the story of <i>The Gruffalo</i></p> <p>Labelling different parts of the <i>Gruffalo</i></p> <p>Writing speech bubbles for pictures from the story</p> <p>Rhymes</p> <p>Descriptive writing-what are the woods like in Autumn (smells, colours, sights and sounds)</p> <p>Non-fiction books about woodland animals and lifecycles in the woods</p> <p>Other fiction books with a woodland theme:</p> <p><i>Little Rabbit Foo Foo</i>, <i>Owl Babies</i>, <i>The Nutty Nut Chase</i>, <i>The Gruffalo's Child</i>, <i>We're Going on a Bear Hunt</i></p> <p>Sequencing the story of Chanukah</p>	<p>A child begins to be aware of the way stories are structured.</p> <p>Listens to stories with increasing attention and recalls main events and characters.</p> <p>Describes main story settings, events and principal characters.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Looks at books independently.</p> <p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read</p>

		<p>from left to right and top to bottom.</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>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name</p>
Expressive Arts	<p>Printing trees using different materials</p> <p>Leaf prints/rubbings</p> <p>Handprint trees/finger print trees</p> <p>Leaf collages: leaf faces, leaf crowns, leaf fireworks.</p> <p>Magic wands-choosing materials in woods to take back to classroom.</p> <p>Looking at Autumn represented in art: Monet (Autumn at Argenteuil), Van Gogh (Autumn Grove and The Mulberry Tree in Autumn).</p> <p>Other artists: Roy Nachum (surrealist), Elly Carthy (Autumn leaves), Zina Roitman (Autumn)</p> <p>Rosh Chodesh portrait-based on art looked at in classroom.</p> <p>Shoebox theatre backdrop and decorating characters from <i>The Gruffalo</i>.</p> <p>Children to design own goonie (Little Rabbit Foo Foo).</p> <p>Making Chanukah cards</p>	<p>A child begins to build a repertoire of songs.</p> <p>Uses various construction materials.</p> <p>Begins to construct and stack blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p>

	<p>Chanukah and Christmas window displays</p> <p>Salt dough/clay Chanukiah</p> <p>Decorating dreidels</p>	<p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p>
Understanding the world	<p>Autumn changes in nature</p> <p>Finding out about which animals live in forests, where they live, what they eat and what they do during the cold winter months</p> <p>Autumn/ Winter festivals</p> <p>Firework night, Chanukah, Christmas</p> <p>What is the best material to build a house in the woods</p> <p>Light and dark - link to Chanukah and Christmas; talking about their family customs and routines</p> <p>Autumn scents - collect scents in cup as walk through woods</p> <p>Chanukah - the story of the Maccabees who fought the Syrian Greeks.</p> <p>Which conker is the hardest? Children to investigate different methods of hardening conkers and compare results</p> <p>Leaf identification</p> <p>Seed identification</p> <p>Why and how leaves change colours (science experiment)</p>	<p>A child comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talks about why things happen and how things work.</p> <p>Talks about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Develops an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Makes observations of animals and plants and explains why some things occur, and talk about changes.</p>
Jewish Studies	<p>Rosh Chodesh - Jewish month of Kislev.</p> <p>Learning about Channukah</p> <p>Learning about the Chanukiah and the shamash</p>	<p>A child retells Chanukah story</p> <p>Participates in candle lighting and explains how to light the Chanukiah</p>

	<p>Brachot for Chanukah</p> <p>Lunar calendar - cycle of the months of the year</p> <p>Tikkun Olam-looking after the woods</p> <p>Mitzvah Day</p> <p>Connecting Jewish, British and School values</p> <p>Charitable acts connected to holidays</p> <p>Tzedakah (Charity) - launching the tzedakah project with children donating money on Fridays each week</p>	<p>Recites brachot and sings first verse of Maoz Tzur</p> <p>Sings Chanukah songs</p> <p>Plays dreidel games</p> <p>Explains the idea of a miracle</p> <p>Has an understanding of: bein adam l'makom (a commandment between a person and God) by showing respect during t'fillah, Torah, holy objects and bein adam l'chavero (a commandment between a person and another person) by respecting property, each other, family, teachers and friends</p> <p>Makes informed decisions regarding the recipient of Tzedakah as a class</p> <p>Participates in communal chesed (acts of loving kindness) projects</p>
Hebrew	<p>My Family</p> <p>Ima, Aba, ach gadol, ach katan, ahot, mishpacha</p>	

Discrete Learning

Area of Curriculum	Content	Skills / Knowledge
Literacy	Name recognition/writing Developing pencil grip Weekly News and Stories Home-school reading	Begins to read words Writes own name
Literacy - phonics	Little Wandle Revised Phase 2 graphemes	Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with -s /s/ added at the end (hats, sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags, sings) Tricky words: put pull full as and has his her go no to into she push he of we me be A child hears and says initial sounds in words Continues a rhyming string Orally blends and segments sounds in words Recognises phonemes
Maths	Numbers within 6 Addition and subtraction within 6 Measures Shape and sorting	See above: Maths section
Physical	Weekly PE lessons developing basic movement skills of stability, locomotion and object control	

Development		
ICT	Interacting and exploring children's environment using a range of multimedia equipment, including digital cameras, microscopes etc. This could also include the use of tablets e.g. iPad to capture still and moving images.	A child recognises that a range of technology is used in places such as homes and schools. Selects and uses technology for particular purposes.

On-going Learning

Area of Curriculum	Content	Skills / Knowledge
Jewish Studies Tefillah/Prayer	Continuing to learn Modeh Ani and other morning prayers Updating class siddur Continuing to learn about Shabbat Introducing wearing kippot when saying blessings Rosh Chodesh - cycle of the months and the moon	A child understands what some prayers we say mean. Knows what a siddur is. Knows that Shabbat is a day of rest. Knows that Jewish people wear kippot. Know that Rosh Chodesh is the first day of the new Jewish month.
Outdoors education and nature	Taking care of our school garden and plants	A child knows some things that plants need to grow
PSED	Talking about family and family members, celebrations and festivals Talking about our emotions and what makes us happy/unhappy.	Show and Tell about each pupil Celebrating festivals and achievements Pictures of our families