



**GGL Federation, Greenside**  
**Nursery Medium Term Planning: Summer Term 2 - 2021**  
**Topic: Food and Farming Greenside Film: *Ratatouille***  
**Teacher: Christina Morra**

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Communication and Language	<ul style="list-style-type: none"> <li>The role play area and home corner will be set up as a restaurant, where students will be encouraged to cook a variety of different meals and recipes</li> <li>Dressing up as chefs in the home corner – discussing what our favourite meals and recipes are and explaining why</li> <li>Discussing different cuisines and ingredients from around the world in the home corner - where does the film <i>Ratatouille</i> take place? What kind of food do they make in the film?</li> <li>Story sequencing – the students will be encouraged to sequence and retell the story of our film <i>Ratatouille</i> and other core texts throughout the term. They will be asked to use story sequencing language such as first, next, then, finally.</li> <li>Using comparison language when discussing topic related stories and the film <i>Ratatouille</i> – they are the same because... they are different because...</li> <li>Looking at different quotes from <i>Ratatouille</i> and exploring their meanings - such as “A chef makes. A thief takes.”</li> <li>Exploring different tenses when speaking – present, past, and future as well as correct use of irregular verbs (i.e. run/ran, buy/bought, give/gave)</li> <li>Students will explore different topic specific vocabulary associated with food and farming - animals, crops, agriculture, harvest, fertilizer, etc.</li> <li>Students will argue for and against the case of Remy, a rat inspiring to be a chef - is it hygienic? Is it ethical or unethical?</li> <li>Reinforcing initial sounds, dominant sounds, and final sounds within new topic words</li> </ul>	<p><b>Listening and Attention</b>  <u>30-50 months</u></p> <ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them</li> <li>Listens to stories with increasing attention and recall</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Focusing attention – still listen or do, but can shift own attention</li> <li>Is able to follow directions (if not intently focused on own choice of activity)</li> </ul> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>Maintains attention, concentrates and sits quietly during appropriate activity</li> <li>Two-channelled attention – can listen and do for short span</li> </ul> <p><b>Understanding</b>  <u>30-50 months</u></p> <ul style="list-style-type: none"> <li>Understands use of objects (e.g. “What do we use to cut things?”)</li> <li>Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture</li> <li>Responds to simple instructions, e.g. to get or put</li> </ul>

- In their role play, the students will be encouraged to give voices to the characters from the film *Ratatouille*, using appropriate story language and film vocabulary
- Students will be encouraged to recall and remember the plot from *Ratatouille* through imaginative play and the 'Hot Seat' questioning game. They will ask and answer questions about the film and core texts – who, what, when, where, why, and how questions. The students will be encouraged to use role play and imaginative play to come up with their own questions and then answer them in character
- The students will imagine what rats would say to humans if they could talk (as they attempt to do in the film *Ratatouille*) and they will recreate their own conversations in the kitchen of the restaurant, experimenting with different voices and expressions for Remy the rat
- Using 'Story S' templates, the students will orally retell the film *Ratatouille* and core texts. They will be asked to recall main details and events pertaining to the story/film while an adult scribes for them
- Examining different scenes and themes from the film *Ratatouille* – looking at the magic and imagination of the film, using film language to help us with our class discussions (i.e. camera angles, lighting, sound, special effects, etc.
- Talking about the journey that our food takes from 'farm to fork' using the Adobe Voice App and Adobe Spark Video
- Using classifying language to discuss different types of foods - i.e. "These foods are fruits/vegetables... they have proteins/vitamins... they are good for our bones/muscles"
- Using explanation language to describe foods - "I feel satisfied when I eat..." or "I feel sick when I eat..."
- The students will imagine what animals/foods would say if they could talk. They will recreate their own conversations on the farm experimenting with different voices and expressions
- Using their senses, the students will examine different kinds of food - how do they look? smell? hear? feel? taste?

away an object

- Beginning to understand 'why' and 'how' questions

#### 40-60 months

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

#### **Speaking**

#### 30-50 months

- Beginning to use more complex sentences to link thoughts (e.g. using and, because)
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger)
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
- Questions why things happen and gives explanations
- Asks e.g. who, what, when, how
- Uses a range of tenses (e.g. play, playing, will play, played)
- Uses intonation, rhythm and phrasing to make the meaning clear to others
- Uses vocabulary focused on objects and people that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences
- Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'

#### 40-60 months

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.

		<ul style="list-style-type: none"> <li>● Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>● Introduces a storyline or narrative into their play</li> </ul>
<b>Physical Development</b>	<p><b>PE Focus: Sports Day / Olympics</b> Students will participate in a carousel of drills to explore various sporting skills and techniques in order to help them experiment with different ways of moving (i.e. sprinting, egg and spoon race, parachute games, bean bag toss, etc).</p> <ul style="list-style-type: none"> <li>● Modelling how to hold a pen, pencil, chalk, and paintbrush correctly</li> <li>● Experimenting with Jarman patterns and letter formation through handwriting activities</li> <li>● Exploring malleable materials, such as clay, dough, soap flakes, plasticene, cornflour by patting, stroking, poking, squeezing, pinching and twisting. Allowing the students to imagine and create their own recipes and meals with these materials.</li> <li>● Introducing and playing games which allow opportunities for the students to find their own space and allow them to be aware of other people’s space – experimenting with different ways of moving and doing so safely</li> <li>● Finger gym exercises - threading, bending, and building materials to strengthen the hands and grip and improve fine motor skills</li> <li>● Looking at the movement of characters from the film <i>Ratatouille</i> – scurrying like a rat, chopping vegetables like a chef, etc.</li> <li>● In the film, Remy urges his fellow rats to avoid eating trash because it’s unhealthy - how can we maintain a healthy diet?</li> <li>● Students to discuss the different ways to keep healthy and safe</li> <li>● The students will use the film as a stimulus to discuss what they eat on a daily basis and then create a food diary</li> <li>● sorting food into healthy and unhealthy categories</li> <li>● After reading the story “Handa’s Surprise,” the students will be encouraged to try the different types of fruit from the story</li> <li>● Re-enacting scenes from <i>Ratatouille</i> in the Learning Garden using the bikes, climbing frames, and obstacle courses</li> <li>● experimenting with cooking and baking using different ingredients and making recipes from around the world - which recipes are healthy? which are not so healthy?</li> <li>● Learning about health and safety in the kitchen - how to wash our hands and wash the equipment, how to use utensils safely and responsibly</li> <li>● singing and dancing to the different music from <i>Ratatouille</i> - learning to hop, skip, and dance in time to the music</li> </ul>	<p><b>Moving and Handling</b> <u>30-50months</u></p> <ul style="list-style-type: none"> <li>● Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> <li>● Mounts stairs, steps or climbing equipment using alternate feet</li> <li>● Walks downstairs, two feet to each step while carrying a small object</li> <li>● Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>● Can stand momentarily on one foot when shown</li> <li>● Can catch a large ball</li> <li>● Draws lines and circles using gross motor movements</li> <li>● Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors</li> <li>● Holds pencil between thumb and two fingers, no longer using whole-hand grasp</li> <li>● Holds pencil near point between first two fingers and thumb and uses it with good control</li> <li>● Can copy some letters, e.g. letters from their name</li> </ul> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>● Experiments with different ways of moving</li> <li>● Jumps off an object and lands appropriately</li> <li>● Negotiates space successfully when playing racing and chasing games with other Students, adjusting speed or changing direction to avoid obstacles</li> <li>● Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>● Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> <li>● Uses simple tools to effect changes to materials</li> <li>● Handles tools, objects, construction and malleable materials safely and with increasing control</li> </ul>

	<ul style="list-style-type: none"> <li>● Throwing and catching games - like 'Hot Potato'</li> <li>● Learning how to handle different utensils appropriately: knives, for cutting and chopping; forks for ploughing and eating; scissors for cutting herbs and flowers; spoons for scooping and serving; using our hands to knead dough and pick fruit and vegetables from the Learning Garden.</li> <li>● The students will be encouraged to move like different animals and food experimenting with different heights and levels. – i.e. roll like an apple, walk like a cow. Then act out different roles - i.e. pick apples off of a tree, plough the field on the farmer's tractor, harvest potatoes from the ground</li> <li>● Using props to help the students move – i.e. experimenting with hoops for steering wheels on a tractor or balancing baskets on their heads to collect their food (like in the story "Handa's Surprise")</li> <li>● Students will be encouraged to think about how food and exercise can support the human body in a healthy way – How do we grow? How do we breathe? Why does our heart beat faster when we exercise? How does our body change as we exercise/eat healthily? How does our body change as we get older? Why is it important to stretch our muscles before and after exercising?</li> <li>● Dancing and singing along to "Old MacDonald Had a Farm"</li> <li>● Encouraging the students to tie their own shoelaces, zip up their own coats, and fasten their own buttons as part of their fine motor skills</li> <li>● Threading pasta to make decorative necklaces</li> <li>● Fine motor skills – using scissors to cut out different food items, shapes and patterns – i.e. small circles of green peas, wiggly lines for spaghetti, triangles for pizza and sandwich bases, different shapes for pizza toppings</li> <li>● Making junk art or recycled art – i.e. using cardboard boxes and newspaper to make different tools for farming, chef's hats, etc.</li> <li>● Baking cakes and cookies as well as healthy snacks with the students weekly</li> <li>● Going on an 'herb hunt' in the Learning Garden using our senses to describe the different plants and herbs that we discover - What do they smell like? What do they taste like? What do they look like?</li> </ul>	<ul style="list-style-type: none"> <li>● Shows a preference for a dominant hand</li> <li>● Begins to use anticlockwise movement and retrace vertical lines</li> <li>● Begins to form recognisable letters</li> <li>● Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> </ul> <p><b>Health and Self Care</b></p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Can tell adults when hungry or tired or when they want to rest or play</li> <li>● Observes the effects of activity on their bodies</li> <li>● Understands that equipment and tools have to be used safely</li> <li>● Gains more bowel and bladder control and can attend to toileting needs most of the time themselves</li> <li>● Can usually manage washing and drying hands</li> <li>● Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</li> </ul> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>● Eats a healthy range of foodstuffs and understands need for variety in food</li> <li>● Usually dry and clean during the day</li> <li>● Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</li> <li>● Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</li> <li>● Shows understanding of how to transport and store equipment safely</li> <li>● Practices some appropriate safety measures without direct supervision</li> </ul>
<p><b>Personal, Social, &amp; Emotional</b></p>	<ul style="list-style-type: none"> <li>● Continuation of the 'Golden Rules' and reinforcing them during child initiated play</li> <li>● Exploring a variety of SMSC topics</li> </ul>	<p><b>Making Relationships:</b></p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Can play in a group, extending and elaborating play</li> </ul>

<p><b>Development</b></p>	<ul style="list-style-type: none"> <li>• Discussing the importance of E-Safety and using computers and technology in a safe and secure way</li> <li>• Developing a strong sense of cooperative play and taking turns</li> <li>• The students will explore the relationship between Remy and Alfredo in <i>Ratatouille</i> and discuss why they are friends, how they help each other and how they hurt each other's feelings</li> <li>• The students will discuss the moral dilemma of Alfredo and Remy lying to customers and staff and whether or not it was the right thing to do</li> <li>• Remy's goal is to be a professional chef - what is your goal/dream? How can you achieve it?</li> <li>• Like the restaurant critic in the film <i>Ratatouille</i>, the students will record the foods they like and dislike as they try different cuisines throughout the half term</li> <li>• If you were Remy and wanted to become a chef, how would you go about it? Would you do things differently or the same?</li> <li>• The film <i>Ratatouille</i> discussion questions: What qualities do you admire about Remy? Why? How do Remy and Alfredo help each other to achieve their goals? How does Auguste Gusteau inspire Remy? What are the qualities of a true friend?</li> <li>• Using the text "Handa's Surprise" as a stimulus to discuss poverty in Africa and the hunting of African animals</li> <li>• Using the story of "Jack and the Beanstalk" to talk about moral dilemmas - was it okay that Jack stole the Giant's belongings?</li> <li>• Each week, the students will work cooperatively together in small groups to cook different types of food from around the world</li> <li>• The students will be encouraged to form positive relationships with each other in the home corner by negotiating problems with each other and also taking account of what others say</li> <li>• In spite of their lifestyle differences, Remy is very close with his brother, Emile, and father. Do you have a close relationship with a family member? Describe this relationship and its value to you.</li> <li>• When Remy gets separated from his family in the sewer, he experiences loneliness and fear. Have you ever experienced these emotions? How did you adjust to being away from familiar things and people?</li> <li>• The students will discuss healthy food choices and how foods support our growth and development in different ways</li> <li>• The students will discuss how they can minimise food waste in order to have a more positive impact on the environment</li> <li>• The students will explore the story "The World Came to my House Today" to learn more about food around the world</li> <li>• The students will learn to take care of growing plants in the Learning Garden to</li> </ul>	<p>ideas, e.g. building up a role-play activity with other students</p> <ul style="list-style-type: none"> <li>• Initiates play, offering cues to peers to join them</li> <li>• Keeps play going by responding to what others are saying or doing</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li> </ul> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others</li> <li>• Takes steps to resolve conflicts with other Students, e.g. finding a compromise</li> </ul> <p><b>Self Confidence and Self Awareness:</b></p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help</li> <li>• Welcomes and values praise for what they have done</li> <li>• Enjoys responsibility of carrying out small tasks</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations</li> <li>• Confident to talk to other students when playing, and will communicate freely about own home and community</li> <li>• Shows confidence in asking adults for help</li> </ul> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions</li> <li>• Can describe self in positive terms and talk about abilities</li> </ul> <p><b>Managing Feelings and Behaviour:</b></p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings</li> <li>• Begins to accept the needs of others and can take</li> </ul>
---------------------------	--	---

	<p>better understand how food is grown and that we can produce our own food</p> <ul style="list-style-type: none"> <li>• They will grow cress/radishes from seeds and consider the best conditions for healthy growth and a good crop. They will harvest their crops and enjoy tasting them. They will be given the opportunity to share what they have planted with their peers, teachers, families, etc. - What do plants need in order to grow? How do we know when a plant is healthy/unhealthy?</li> <li>• Using the story “The World Came to my House Today” as a stimulus, the students will look at food transportation as a moral dilemma to debate – should we eat locally? Is it ethical or unethical?</li> </ul>	<p>turns and share resources, sometimes with support from others</p> <ul style="list-style-type: none"> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine</li> </ul> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</li> </ul>
--	--	---

**Specific Areas of Learning**

<p><b>Literacy</b></p>	<p><b><u>Core Texts:</u></b></p> <ul style="list-style-type: none"> <li>• Oliver’s Vegetables</li> <li>• Handa’s Surprise</li> <li>• The Little Red Hen</li> <li>• Jack and The Beanstalk</li> <li>• Farmer Duck</li> <li>• The Shopping Basket</li> <li>• Avocado Baby</li> <li>• The Tiger Who Came to Tea</li> <li>• The World Came to my Place</li> </ul> <p><b><u>Film Text:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Ratatouille</i></li> </ul> <ul style="list-style-type: none"> <li>• The students will be in differentiated phonics groups and they will each have access to a variety of tricky words and high frequency words</li> <li>• Phase 2 Sounds: s, a, t, i p n, c, k, ck, e, h, r, m, d, g, o, u, l, f, b, ff, ll, ss</li> <li>• Phase 2 Tricky Words &amp; High Frequency Words: l, no, go, to, the, into, in, at, is, it, a, as</li> </ul>	<p><b><u>Reading</u></b></p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities</li> <li>• Shows awareness of rhyme and alliteration</li> <li>• Recognises rhythm in spoken words</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Beginning to be aware of the way stories are structured</li> <li>• Suggests how the story might end</li> <li>• Listens to stories with increasing attention and recall</li> <li>• Describes main story settings, events and principal characters</li> <li>• Shows interest in illustrations and print in books and print in the environment</li> <li>• Recognises familiar words and signs such as own name and advertising logos</li> </ul>
------------------------	--	--

- Phase 3 Sounds: ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- Phase 3 Tricky Words & High Frequency Words: he, she, we, me, be, was, my, you, her, they, all, are, this, that, them, see, now, for
- Clapping along to syllables of food names and topic related words
- Using the interactive whiteboard to play phonics games and reading a variety of phonics levelled books
- Providing both nonfiction and fiction books about minibeasts and comparing the two types of stories with the students, explaining that the two have different purposes
- Having accessible books in the book corner for the students to read and decode independently using their phonic knowledge
- Students will caption stills from *Ratatouille* with simple sentences and phrases to describe what is happening
- Role playing and re-enacting the different core texts and providing props for the students
- Using topic-related bordered paper and writing frames in the home corner to assist with independent writing - i.e. shopping lists, recipes, menus, cookbooks, etc.
- Students will be prompted to sequence the film *Ratatouille*, using stills from the movie as a stimulus for recollection
- The students will be encouraged to apply narrative language to their writing when sequencing the core texts – once upon a time, a long time ago, happily ever after, etc.
- Writing a list of the different foods from “Handa’s Surprise”
- Writing a list of the different things Granny bought from “My Granny Went to Market”
- Food acrostic poems
- Making a ‘duck diary’ to write and record the different changes that the ducklings go through after they arrive
- Sequencing the life cycle of a duck
- Making tickets and posters for the film *Ratatouille*
- Writing down the recipe to make *Ratatouille*
- Making speech bubbles for the various characters from the story “Farmer Duck”

- Looks at books independently
- Handles books carefully
- Knows information can be relayed in the form of print
- Holds books the correct way up and turns pages
- Knows that print carries meaning and, in English, is read from left to right and top to bottom

#### 40-60 months

- Continues a rhyming string
- Hears and says the initial sound in words
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them
- Links sounds to letters, naming and sounding the letters of the alphabet
- 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
- Knows that information can be retrieved from books and computers

#### **Writing**

#### 30-50 months

- Sometimes gives meaning to marks as they draw and paint
- Ascribes meanings to marks that they see in different places

#### 40-60 months

- Gives meaning to marks they make as they draw, write and paint
- Begins to break the flow of speech into words
- Continues a rhyming string
- 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

		<p>communicate meaning, representing some sounds correctly and in sequence</p> <ul style="list-style-type: none"> <li>• Writes own name and other things such as labels and captions</li> <li>• Attempts to write short sentences in meaningful contexts</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• The students will do a 'colour by number' addition and subtraction sheet related to <i>Ratatouille</i></li> <li>• Time - telling time through the story "Farmer Duck" - i.e. morning, noon, evening and night</li> <li>• Money - creating price tags for the snacks and food in our home corner as well as "The Tiger Who Came to Tea" themed tea party</li> <li>• Making repeating patterns using food - like fruit kebabs.</li> <li>• Using Numicon to order and sequence numbers</li> <li>• Students will be encouraged to sort and classify different foods according to different categories - i.e. fruit, vegetables, grains, dairy, and meat/proteins. Then they will be asked to count how many foods are in each individual category. They could also represent their findings on a graph or a pie chart.</li> <li>• The students will help collect money and donations for "The Tiger Who Came to Tea" themed tea party. They will be encouraged to help sort the coins by value and count out the total amount of funds raised.</li> <li>• Students will measure and compare the lengths and sizes of different bean sprouts - inspired by the story "Jack and the Beanstalk"</li> <li>• The students will think about the amount of time it takes for an egg to hatch into a duckling – they can track the progress against the actual duck eggs and ducklings in the classroom</li> <li>• The students will learn the days of the week and begin sequencing them through the book "Oliver's Vegetables"</li> <li>• Using a variety of visuals and aids at the Maths table and around the classroom (i.e. number wall, number lines, counters, numicon, snap cubes)</li> <li>• Use questioning to support understanding of numbers and mathematical language – "What number comes next?" and "How many have you got altogether?"</li> <li>• Encourage students to count using fingers, starting with a clenched fist and then straightening one finger as a number is said</li> <li>• Time - telling time through food (morning, evening, o'clock) i.e. "In the morning I eat..." and "At noon, it is lunch time"</li> <li>• Teaching doubling and halving through food (like a pizza)</li> <li>• Food Shop and Market in the Learning Garden – the students will need to</li> </ul>	<p><b>Numbers</b>  <u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously</li> <li>• Uses some number names accurately in play</li> <li>• Recites numbers in order to 10</li> <li>• Knows that numbers identify how many objects are in a set</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures</li> <li>• Sometimes matches numeral and quantity correctly</li> <li>• Shows curiosity about numbers by offering comments or asking questions</li> <li>• Compares two groups of objects, saying when they have the same number</li> <li>• Shows an interest in number problems</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> <li>• Shows an interest in numerals in the environment</li> <li>• Shows an interest in representing numbers</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps</li> </ul> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance</li> <li>• Recognises numerals 1 to 5</li> <li>• Counts up to three or four objects by saying one number name for each item</li> <li>• Counts actions or objects which cannot be moved</li> <li>• Counts objects to 10, and beginning to count beyond 10</li> <li>• Counts out up to six objects from a larger group</li> <li>• Selects the correct numeral to represent 1 to 5, then</li> </ul>

- select the correct amount of coins and money to pay for each item
- Using Numicon to order and sequence numbers from 1-20, make patterns, etc.
- Students will be encouraged to sort and classify food according to different categories (i.e. healthy and unhealthy). Then they will be asked to count how many of each food are in each individual category. They could also represent their findings on a graph.
- Sorting food into different food groups and counting them (fruits, vegetables, grains, etc.) - Which group has the most food? Which group has the least amount of food?
- Measuring and weighing different types of food - which foods are heavy? which foods are light? how can we record our findings?
- Students will carefully measure food ingredients when cooking and baking
- The students will think about the amount of time it takes for something to cook or bake and then they will record their predictions
- The students will learn the days of the week and begin sequencing them through their weekly food diaries
- Examining the 2D and 3D shapes of different foods and food containers

#### **STEM Investigations:**

- Students will explore the language of STEM and reasoning skills through ongoing rich STEM investigations.
- Observing decaying food and how it changes over time - Why does food rot/decay? How long does it take for different foods to rot/decay? How can we preserve some foods to make them last longer?
- Duck Diary - Making daily logs and observations of the eggs and the ducklings in our classroom.
- Growing bean sprouts inspired by "Jack and the Beanstalk" - How do the seeds change and transform over time? What do they need to grow healthy and strong?
- Popcorn Science Experiment - examining the different changes that popcorn goes through from the time that it is a kernel to the time that it becomes popcorn and using the iPads to record this process

- 1 to 10 objects
- Counts an irregular arrangement of up to ten objects
- Estimates how many objects they can see and checks by counting them
- Uses the language of 'more' and 'fewer' to compare two sets of objects
- Finds the total number of items in two groups by counting all of them
- Says the number that is one more than a given number
- Finds one more or one less from a group of up to five objects, then ten objects
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting
- Records, using marks that they can interpret and explain
- Begins to identify own mathematical problems based on own interests and fascinations

#### **Shape, Space and Measure**

##### 30-50 months

- Shows an interest in shape and space by playing with shapes or making arrangements with objects
- Shows awareness of similarities of shapes in the environment
- Uses positional language
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements
- Shows interest in shapes in the environment
- Uses shapes appropriately for tasks
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'

##### 40-60 months

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes
- Selects a particular named shape
- Can describe their relative position such as 'behind'

		<p>or 'next to'</p> <ul style="list-style-type: none"><li>● Orders two or three items by length or height</li><li>● Orders two items by weight or capacity</li><li>● Uses familiar objects and common shapes to create and recreate patterns and build models</li><li>● Uses everyday language related to time</li><li>● Beginning to use everyday language related to money</li><li>● Orders and sequences familiar events</li><li>● Measures short periods of time in simple ways</li></ul>
--	--	---

## Understanding the World

- The students will use the iPads and the interactive whiteboard to explore a variety of phonics games and letter formation
- The students will also use the iPads and the interactive whiteboard to explore different mathematical games
- The students will observe and record our class ducklings and eggs, predicting what will happen to them and formulating questions and observations
- Planting vegetables and herbs in the Learning Garden and then watching them grow and cooking with them
- Understanding how and why we recycle things, why it's important to look after our planet and to protect the plants and animals
- The students will use Adobe Voice app and Adobe Spark Video to record and retell recipes and instructions
- The students will explore different cultures of people around the world through food - like from the story "Handa's Surprise"
- In the role play corner, the students will be encouraged to act out and role play shopping at the market, and cooking different meals and recipes using key vocabulary
- understanding the importance of growing our own food to eat healthy and protect the environment
- looking at what a human being needs to stay healthy - sleep, food, exercise, water, and hygiene
- making healthy lifestyle posters
- making a healthy packed lunch - what would we put in it?
- investigating different multicultural foods by tasting and cooking them at school
- investigating food in the past versus food now - how the food was collected, gathered, and prepared in the past versus now
- exploring different foods that we eat for different religions or food festivals (i.e. Ramadan and Eid) - understanding that different people have different beliefs, values, and customs and treating all traditions with respect
- exploring a variety of places around the world: looking at Africa in "Handa's Surprise" and France in *Ratatouille* - How are these places similar? How are they different?
- Using Google Maps and World Maps on the interactive whiteboard to see the different places that Granny visited in "My Granny Went to Market"
- The students will be encouraged to bring in an artefact from home (such as a recipe, picture, photo) to share about food or cooking in their family and explain how and why it is important to their culture and tradition
- Exploring different animal habitats in "Handa's Surprise" and talking about

## People and Communities

### 30-50 months

- Shows interest in the lives of people who are familiar to them
- Remembers and talks about significant events in their own experience
- Recognises and describes special times or events for family or friends
- Shows interest in different occupations and ways of life
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

### 40-60 months

- Enjoys joining in with family customs and routines

## The World

### 30-50 months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- 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

### 40-60 months

- Looks closely at similarities, differences, patterns and change

## Technology

### 30-50 months

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones

	<p>predators and prey, animal camouflage, different animal food diets, etc.</p> <ul style="list-style-type: none"> <li>Using “Jack and the Beanstalk” as a story to document the growth of a bean plant using the Adobe Voice app and Adobe Spark Video</li> </ul>	<ul style="list-style-type: none"> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> <li>Knows that information can be retrieved from computers</li> </ul> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>Completes a simple program on a computer</li> <li>Uses ICT hardware to interact with age-appropriate computer software</li> </ul>
<p><b>Expressive Art &amp; Design</b></p>	<ul style="list-style-type: none"> <li>Using a toy tea set and costumes to re-enact “The Tiger Who Came to Tea”</li> <li>Using a variety of props and costumes to re-enact scenes from <i>Ratatouille</i> and exploring the lifestyle of a chef in Paris, France</li> <li>Singing different topic related songs - i.e. Old MacDonald Had a Farm, I Lost My Poor Meatball, etc.</li> <li>Creating models of food with the playdough and plasticine and then sorting the food into different food groups - fruits, vegetables, dairy, grains, meat/proteins, etc.</li> <li>The students will be encouraged to represent their own stories and ideas through imaginative role play in the home corner and outside in the Learning Garden</li> <li>Making food collages using magazine clippings and pictures</li> <li>using a bowl of fruit to inspire still life drawings with pastels</li> <li>The students will be learning how to comment on and critique their own artwork and the artwork of others - What went well? What would you try differently next time?</li> <li>Using potatoes, apples, and carrots as food stamps to paint with</li> <li>Planting and growing seeds in the learning garden and then making predictions and recordings of what might happen next</li> <li>The students will have access to a wide range of props and costumes in the Learning Garden and in the home corner that relate to different countries and foods from around the world</li> <li>Studying the works of Henri Rousseau. Exploring his works and discussing how his lack of travel meant he needed to use his imagination</li> <li>The students will be encouraged to use their imaginations to make landscapes of places in the world that they’ve never travelled to before</li> <li>Using “Jack and the Beanstalk” as a stimulus to name the different parts of a plant</li> <li>Designing castles and beanstalks in the construction area</li> <li>Creating colourful masks relating to Mexico and Carnivale from “My Granny</li> </ul>	<p><b>Exploring and Using Media and Materials</b></p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>Enjoys joining in with dancing and ring games</li> <li>Sings a few familiar songs</li> <li>Beginning to move rhythmically</li> <li>Imitates movement in response to music</li> <li>Taps out simple repeated rhythms</li> <li>Explores and learns how sounds can be changed</li> <li>Explores colour and how colours can be changed</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>Beginning to be interested in and describe the texture of things</li> <li>Uses various construction materials</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>Joins construction pieces together to build and balance</li> <li>Realises tools can be used for a purpose</li> </ul> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>Begins to build a repertoire of songs and dances</li> <li>Explores the different sounds of instruments</li> <li>Explores what happens when they mix colours</li> <li>Experiments to create different textures</li> <li>Understands that different media can be combined to create new effects</li> <li>Manipulates materials to achieve a planned effect</li> </ul>

### Went to Market”

- Using watercolour paints to explore different Japanese art and brush stroke techniques - what types of things did Granny see in Japan?
- When learning about Japan, the students will learn the moves and exercises associated with Tai Chi and practice them
- When learning about Mexico, the students will learn about different Mexican songs and dances like a fiesta
- When learning about France, the students will explore different types of mime
- The students will use junk modelling materials to make a new home for Remy and his family from *Ratatouille*
- The students will use different coloured strips of paper to weave baskets and rugs from “My Granny Went to Market”
- Studying the works of Henri Rousseau - exploring his works and discussing how his lack of travel meant that he needed to use his imagination

- 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

### **Being Imaginative**

#### 30-50 months

- Developing preferences for forms of expression
- Uses movement to express feelings
- Creates movement in response to music
- Sings to self and makes up simple songs
- Makes up rhythms
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there
- Engages in imaginative role-play based on own first-hand experiences
- Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’
- Uses available resources to create props to support role-play
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words

#### 40-60 months

- Create simple representations of events, people and objects
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences
- Chooses particular colours to use for a purpose
- Introduces a storyline or narrative into their play
- Plays alongside other Students who are engaged in the same theme
- Plays cooperatively as part of a group to develop and act out a narrative

**GGL**  
**Nursery – Academy specific vision, ethos, Learning Model and priorities**  
**Summer 2, 2021**

**Greenside**

**Teaching film – about, through and making film:** The Nursery students will learn about the importance of sustainable and ethical food practices. They will closely examine the journey that our food makes from ‘farm to fork.’ Using the film *Ratatouille* as a stimulus, we will explore the importance of using fresh and locally sourced ingredients in order to enhance our meals and recipes and to ultimately maintain a healthy active lifestyle.

**Experiential Learning Model:** This term, we will be re-examining our various learning topics from earlier on in the school year – like Trees, Oceans, and Space – and the Nursery students will use their prior knowledge and apply this to their new learning topic of Food and Farming. The Nursery students will be actively engaged in a variety of STEM investigations. These investigations will have a heavy Science focus, so that the students can refine and perfect their scientific skills and methods. For example, we will look closely at the life cycle of a duck and track our daily observations as we watch the duck eggs hatch and transform over time into ducklings. The Nursery students will also work on different outdoor learning projects, like growing and planting a variety of herbs and vegetables and then experimenting with the different flavours in our cooking.

**Questioning:** Comparative language and reasoning will be focused on this term through open ended questioning. Students will be prompted to use their prior knowledge about rubbish, recycling, and composting in order to broaden their understanding through questions such as: “Why is it so important to look after the farmland and farm animals?” and “How can we develop more sustainable and ethical food practices?”