



GGL Federation, Greenside
Nursery Medium Term Planning: Summer Term 1 - 2021
Topic: Minibeasts Greenside Film: *The Bee Movie* & *Alice in Wonderland*
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"> The role play area and home corner will be set up as a garden centre, where students will be encouraged to look after the plants and flowers with the equipment and tools available to them Dressing up as minibeasts at the Ugly Bug Ball – discussing what our favourite minibeasts are and explaining why Talking about the life cycle of a butterfly and a frog using the Adobe Voice app on the iPads Story sequencing – the students will be encouraged to sequence and retell the story of our film <i>The Bee Movie</i> and other core texts throughout the term. They will be asked to use story sequencing language such as first, next, then, finally. Using comparison language when discussing topic related stories and the film <i>The Bee Movie</i> – they are the same because... they are different because... Using classifying language when investigating minibeasts – i.e. these insects are all winged insects, these insects all have hard shells, etc. Looking at different quotes from <i>The Bee Movie</i> and discussing their meaning – Barry the bee says, “I want to do my part for the hive, but not the way they want me to do it.” And “Small jobs done well makes a big difference.” 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) Using explanation language – i.e. from the story “The Bad Tempered Ladybird,” students can explain... I feel bad tempered when... 	<p>Listening and Attention <u>30-50 months</u></p> <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them Listens to stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Focusing attention – still listen or do, but can shift own attention Is able to follow directions (if not intently focused on own choice of activity) <p><u>40-60 months</u></p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity Two-channelled attention – can listen and do for short span <p>Understanding <u>30-50 months</u></p> <ul style="list-style-type: none"> Understands use of objects (e.g. “What do we use to cut things?”) Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture Responds to simple instructions, e.g. to get or put

- Students will argue for and against the case of Barry the Bee from *The Bee Movie*
- Reinforcing initial sounds, dominant sounds, and final sounds within new topic words
- The students will explore topic specific vocabulary associated with minibeasts and insects each week – insect, thorax, wings, head, abdomen, legs, antennae
- In their role play, the students will be encouraged to give voices to the insects and characters from the film *The Bee Movie*, using appropriate story language and film vocabulary
- Students will be encouraged to recall and remember the plot from *The Bee Movie* 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 bees would say if they could talk (as they do in the film *The Bee Movie*) and they will recreate their own conversations in the beehive experimenting with different voices and expressions
- Using ‘Story S’ templates, the students will orally retell the film 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 kinds of honey and tasting them and comparing them – discussing what the different types of honey look like and how they taste
- Discussing a variety of moral dilemmas within the film *The Bee Movie* – when Barry the Bee is in court and says: “Is that what nature has intended for us? To be forcibly addicted to these smoke machines and man-made wooden slab work camps?” We will discuss the concept of bee farms and if in fact human beings have the right to take honey from the bees and consume it themselves.
- Examining different scenes and themes from the film *Alice in Wonderland* – 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.)

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"> ● Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. ● Introduces a storyline or narrative into their play
Physical Development	<p>PE Focus: Football Students will participate in a carousel of drills to explore various football skills, such as aiming kicks, dribbling through obstacles, passing and receiving, and goalkeeping.</p> <ul style="list-style-type: none"> ● Exploring malleable materials, such as clay, dough, soap flakes, plasticene, cornflour by patting, stroking, poking, squeezing, pinching and twisting. Allowing the students to create their own minibeast with these materials. ● Introducing and playing games which allow opportunities 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 ● Finger gym exercises - threading, bending, and building materials to strengthen the hands and grip and improve fine motor skills ● The students will be encouraged to move like a minibeast – i.e. slither like a worm, fly like a butterfly, crawl like a caterpillar, etc. ● Using props to help the students move like a minibeast – i.e. experimenting with colourful scarves to dance and move like a butterfly or a bee and jumping through hoola hoops to represent the lily pads of a frog ● Looking at the movement of characters from the film <i>Alice in Wonderland</i> – hopping like a bunny rabbit, growing big and small like Alice, etc. ● The students will be encouraged to think about and compare an insect's body to the human body – how do we breathe? How do insects breathe? What does our body look like in comparison to an insect? We are the same because... We are different because... ● Obstacle courses will be set up in P.E. and in the Learning Garden to re-enact scenes from <i>The Bee Movie</i> and to re-create the life cycle of a butterfly or a frog ● After reading "A Very Hungry Caterpillar," the students will act out the transformation of the caterpillar becoming a butterfly ● A range of tools and equipment will be made available to the students in the Insect Laboratory home corner – magnifying glasses, safety goggles, tweezers, etc. ● The students will learn a special song and dance for the Ugly Bug Ball in the Learning Garden ● Dancing to "The Flight of a Bumble Bee" song and painting to the music – how does the music sound to you? How does it make you feel? 	<p>Moving and Handling <u>30-50 months</u></p> <ul style="list-style-type: none"> ● 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 ● Mounts stairs, steps or climbing equipment using alternate feet ● Walks downstairs, two feet to each step while carrying a small object ● Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles ● Can stand momentarily on one foot when shown ● Can catch a large ball ● Draws lines and circles using gross motor movements ● Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors ● Holds pencil between thumb and two fingers, no longer using whole-hand grasp ● Holds pencil near point between first two fingers and thumb and uses it with good control ● Can copy some letters, e.g. letters from their name <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● Experiments with different ways of moving ● Jumps off an object and lands appropriately ● Negotiates space successfully when playing racing and chasing games with other Students, adjusting speed or changing direction to avoid obstacle ● Travels with confidence and skill around, under, over and through balancing and climbing equipment ● Shows increasing control over an object in pushing, patting, throwing, catching or kicking it ● Uses simple tools to effect changes to materials ● Handles tools, objects, construction and malleable materials safely and with increasing control

	<ul style="list-style-type: none"> ● Singing and marching to “When the Ants go Marching in” ● Encouraging the students to tie their own shoelaces, zip up their own coats, and fasten their own buttons as part of their fine motor skill development ● Threading beads to make worms and caterpillars and making repeating patterns with them ● Fine motor skills – using scissors to cut out different minibeast shapes and patterns – i.e. ladybird spots, wiggly lines for worms, stripes for bees ● Making junk art or recycled art – i.e. using egg cartons to make caterpillars or recycled paper towel rolls to make the body of a bee or a butterfly ● Baking minibeast themed cakes and cookies ● Making “The Very Hungry Caterpillar” snacks using cucumber slices as the caterpillar’s body and cherry tomatoes as the caterpillar’s head. Then the students will discuss the diet of “The Very Hungry Caterpillar” – was it healthy or unhealthy? Did the caterpillar exercise? ● Going on a minibeast hunt in the Learning Garden and tallying what we were able to find 	<ul style="list-style-type: none"> ● 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 <p>Health and Self Care</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Can tell adults when hungry or tired or when they want to rest or play ● Observes the effects of activity on their bodies ● Understands that equipment and tools have to be used safely ● Gains more bowel and bladder control and can attend to toileting needs most of the time themselves ● Can usually manage washing and drying hands ● 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 <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● Eats a healthy range of foodstuffs and understands need for variety in food ● Usually dry and clean during the day ● Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health ● Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks ● Shows understanding of how to transport and store equipment safely ● Practices some appropriate safety measures without direct supervision
<p>Personal, Social, & Emotional</p>	<ul style="list-style-type: none"> ● Continuation of the ‘Golden Rules’ and reinforcing them during child initiated play ● Exploring a variety of SMSC topics 	<p>Making Relationships:</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Can play in a group, extending and elaborating play

Development

- Discussing the importance of E-Safety and using computers and technology in a safe and secure way
- The students will discuss Barry the Bee, the main character from *The Bee Movie*, and how he is different from the other characters in the film. They will be encouraged to think about how they are different from each other and how they stand out from the crowd just like Barry the Bee does. How are we similar? How are we different? What makes us special and unique?
- The students will discuss how they can be kind to all animals and living things, including insects, and why it's important to be kind and helpful to all creatures and the environment
- The students will explore the story "The Bad Tempered Ladybird" in order to express their feelings and understand why sometimes people feel bad tempered. They will also discuss and come up with strategies about what to do when we feel angry or bad tempered – how can we control our anger?
- The students will use the film *The Bee Movie* to discuss bee colonies and how all of the worker bees work together as a team or community to help the queen. We will role play being worker bees and each day a different 'queen' will be appointed. The students will need to work cooperatively and help the 'queen' in order to maintain a successful bee colony.
- The students will learn to take care of minibeasts and examine the lifecycle of a butterfly through the story "The Very Hungry Caterpillar" and the caterpillar larvae in the classroom. They will learn to take care of creatures and their habitats and have a special moment of releasing the butterflies into the garden.
- Using *The Bee Movie* as a stimulus, the students will look at honey as a moral dilemma to debate – are humans stealing the honey from the bees? Is it ethical or unethical?
- The students will use the courtroom scenes from *The Bee Movie* to learn more about law and ethics – what does justice mean? How can we treat everyone fairly?
- Examining the character of Barry the Bee from *The Bee Movie* – do all bees need to be worker bees? Why or why not? Students will debate and explore similar and different jobs and roles for bees within the film and within real life bee colonies
- Looking at Barry's parents within *The Bee Movie* and discussing how our parents/ carers can influence our future jobs and careers – what does Barry the Bee want to be when he grows up? What do Barry's parents want for him?
- The students will use *The Bee Movie* to study bee behaviour and characteristics - Why do bees have stingers? Why do people get stung sometimes?
- Looking at different quotes from *The Bee Movie* and discussing their meaning –

ideas, e.g. building up a role-play activity with other students

- Initiates play, offering cues to peers to join them
- Keeps play going by responding to what others are saying or doing
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults

40-60 months

- Initiates conversations, attends to and takes account of what others say
- Explains own knowledge and understanding, and asks appropriate questions of others
- Takes steps to resolve conflicts with other Students, e.g. finding a compromise

Self Confidence and Self Awareness:

30-50 months

- Can select and use activities and resources with help
- Welcomes and values praise for what they have done
- Enjoys responsibility of carrying out small tasks
- Is more outgoing towards unfamiliar people and more confident in new social situations
- Confident to talk to other students when playing, and will communicate freely about own home and community
- Shows confidence in asking adults for help

40-60 months

- Confident to speak to others about own needs, wants, interests and opinions
- Can describe self in positive terms and talk about abilities

Managing Feelings and Behaviour:

30-50 months

- Aware of own feelings, and knows that some actions and words can hurt others' feelings

	<p>Barry the Bee says, "I want to do my part for the hive, but not the way they want me to do it." And "Small jobs done well makes a big difference."</p> <ul style="list-style-type: none"> • The students will look at the different skills and talents that the bees have within <i>The Bee Movie</i> and compare them to their own strengths and weaknesses. The students will also understand that each bee has a different role within the hive and all roles are important to running a successful beehive • How do the bees in <i>The Bee Movie</i> use their stingers? –i.e. Barry stings a warehouse employee in order to stand up for his beliefs. Do bees use their stingers as tools to protect themselves? 	<ul style="list-style-type: none"> • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met • Can usually adapt behaviour to different events, social situations and changes in routine <p><u>40-60 months</u></p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them • Aware of the boundaries set, and of behavioural expectations in the setting • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy
--	--	---

Specific Areas of Learning

<p>Literacy</p>	<p><u>Core Texts:</u></p> <ul style="list-style-type: none"> • The Very Hungry Caterpillar • The Bad Tempered Ladybird • What the Ladybird Heard • The Crunching Munching Caterpillar • Spider! • Snail Trail • Twist and Hop Minibeast Bop • Mad about Minibeasts • The Butterfly Dance <p><u>Film Texts:</u></p> <ul style="list-style-type: none"> • <i>The Bee Movie</i> • <i>Alice in Wonderland</i> <ul style="list-style-type: none"> • The students will be in differentiated phonics groups and they will each have access to a variety of tricky words and high frequency words • 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 	<p>Reading</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words • Listens to and joins in with stories and poems, one-to-one and also in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Beginning to be aware of the way stories are structured • Suggests how the story might end • Listens to stories with increasing attention and recall • Describes main story settings, events and principal characters • Shows interest in illustrations and print in books and print in the environment • Recognises familiar words and signs such as own
------------------------	--	--

- Phase 2 Tricky Words & High Frequency Words: I, no, go, to, the, into, in, at, is, it, a, as
- 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 insect names and topic related words
- Using the interactive whiteboard to play phonics games and reading a variety of phonics levelled books
- Providing both non-fiction 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 *The Bee Movie* 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 and investigations in the Insect Lab
- Students will be prompted to sequence the story of *The Bee Movie*, using stills from the film 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.
- Students will compile a fact file for different insects – i.e. a spider has eight legs, a dragonfly has four wings, etc.
- Students will write an argument from the viewpoint of Barry from *The Bee Movie* - why shouldn't humans take so much honey from the bee hive?
- Students will be encouraged to write and record notes about their research findings in the Insect Lab
- Labelling the different parts of a minibeast – i.e. wings, antenna, legs, thorax, abdomen, compound eye
- Writing a list of the different food that "The Very Hungry Caterpillar" ate
- Explaining the lifecycle of a butterfly or a frog through step-by-step illustrations and captions
- Writing minibeast acrostic poems inspired by bees and Alice in *The Bee Movie* and *Alice in Wonderland*
- Writing tickets and making posters for the Ugly Bug Ball as well as for our *Alice in Wonderland* themed tea party

name and advertising logos

- 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

	<ul style="list-style-type: none"> • Students will design their own signs and posters for the classroom and the Learning Garden to write about the importance of bees and flowers • Write an insect fact-file describing the different characteristics of each insect • Write labels on a snail trail journey map • Using our phonics knowledge, the students will write small captions and phrases about the insects – i.e. “It is red and black” to describe the ladybird 	<ul style="list-style-type: none"> • 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
Mathematics	<ul style="list-style-type: none"> • The students will do a ‘colour by number’ addition and subtraction sheet related to <i>The Bee Movie</i> and insects • Time - telling time through “The Bad Tempered Ladybird” story (morning, evening, o’clock) • Teaching doubling and halving using ladybird spots and insect wings • Exploring symmetry through butterfly and dragonfly wings • Money - making tickets with prices on them for the Ugly Bug Ball and creating price tags for the snacks at the Ugly Bug Ball as well as the <i>Alice in Wonderland</i> themed tea party • Making repeating patterns using ladybird spots, bumble bee stripes, etc. • The Flower Shop in the Learning Garden – the students will need to plant seeds and water the flowers, but also select the correct amount of coins and money to pay for each item in the flower shop • Using Numicon to order and sequence numbers • Students will be encouraged to sort and classify insects according to different categories. Then they will be asked to count how many insects are in each individual category. They could also represent their findings on a graph. • The students will help collect money and donations for the Ugly Bug Ball. They will be encouraged to help sort the coins by value and count out the total amount of funds raised • Students will have a snail race, using a timer and stopwatch to measure how long it takes the snails to move to the finish line • In the Insect Laboratory, students will have access to a range of different measurement tools (i.e. measuring tapes and rulers) to measure various aspects of the insects (i.e. the wing length) • Students will measure and compare the lengths and sizes of different insects • The students will think about the amount of time it takes for a caterpillar to transition into a butterfly – they can track the progress against the actual caterpillar larvae in the classroom • The students will learn the days of the week and begin sequencing them 	<p>Numbers</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously • Uses some number names accurately in play • Recites numbers in order to 10 • Knows that numbers identify how many objects are in a set • Beginning to represent numbers using fingers, marks on paper or pictures • Sometimes matches numeral and quantity correctly • Shows curiosity about numbers by offering comments or asking questions • Compares two groups of objects, saying when they have the same number • Shows an interest in number problems • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same • Shows an interest in numerals in the environment • Shows an interest in representing numbers • Realises not only objects, but anything can be counted, including steps, claps or jumps <p><u>40-60 months</u></p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance • Recognises numerals 1 to 5 • Counts up to three or four objects by saying one number name for each item • Counts actions or objects which cannot be moved • Counts objects to 10, and beginning to count beyond 10 • Counts out up to six objects from a larger group

- through the book “The Very Hungry Caterpillar”
- Examining the 2D and 3D shapes of different habitats like a bee hive, a lillypad, an ant hill, etc.
 - Designing 3D minibeasts with egg cartons and 3D flowers using recycled materials
 - Comparing different insects by size – Which is the largest? Which is the smallest? Which is the heaviest? Which is the lightest?
 - Estimating how many different plants and flowers we have in our Learning Garden and tracking how many bees and butterflies visit the Learning Garden to pollinate

STEM Investigations:

- Students will design and build a Bug Hotel for the minibeasts that they find, thinking about what materials they would need to create a suitable habitat
- Students will program the BeeBots to get the robot bees to the flowers and the nectar. Students will be encouraged to try and write down their own instruction manuals for the BeeBots
- Students will conduct a bee survey in the Ravenscourt Park Rose Garden, to find out how many bees they can spot
- Students will track, observe, and record the Life Cycle of a Butterfly using our caterpillar larvae within the classroom
- Investigating a wide range of plants and flowers within our Learning Garden – which plants and flowers do the insects enjoy the most? How do you know? We will also investigate the soil in our Learning Garden and explore what makes the soil fertile and healthy

- Selects the correct numeral to represent 1 to 5, then 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

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none">● Selects a particular named shape● Can describe their relative position such as 'behind' or 'next to'● Orders two or three items by length or height● Orders two items by weight or capacity● Uses familiar objects and common shapes to create and recreate patterns and build models● Uses everyday language related to time● Beginning to use everyday language related to money● Orders and sequences familiar events● Measures short periods of time in simple ways |
|--|--|---|

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 use apps like Adobe Voice and Adobe Spark Note to record and retell the lifecycle of a butterfly and the life cycle of a frog
- In the role play corner and in the Learning Garden, the students will be encouraged to act out and role play working in an Insect Laboratory, using key vocabulary
- The students will also have access to special magnifying glasses in which they can record their voices explaining their research findings as scientists in the Insect Lab
- The students will use the interactive whiteboard to watch and explore video clips about minibeasts and find out more information about their characteristics and habitats
- The students will build habitats for various minibeasts, thinking carefully about what the habitats would look like – like a bug hotel
- The students will go to the park for a minibeast hunt and to explore the local Ecology Centre
- The students will explore and study the great importance of bees and their endangerment, thinking and acting of ways that we can make our Learning Garden more attractive to them and what we can do to help
- The students will help to organize the Ugly Bug Ball and invite parents/ carers
- The students will observe and record our class caterpillar larvae, predicting what will happen to them and formulating questions and observations
- Students will help to grow and release our class butterflies when they're ready
- Exploring the lifecycle of a butterfly and a frog
- Students will explore simple coding and programming using the BeeBots
- Planting flowers to attract butterflies and bees in the Learning Garden
- Planting vegetables 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 protect the habitats of the minibeasts and insects

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

		<ul style="list-style-type: none"> ● Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images ● Knows that information can be retrieved from computers <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● Completes a simple program on a computer ● Uses ICT hardware to interact with age-appropriate computer software
Expressive Art & Design	<ul style="list-style-type: none"> ● Singing topic related rhymes and songs like “The Ugly Bug Song” and “When the Ants go Marching in” ● Learning a special dance for the Ugly Bug Ball ● The home corner will be set up as an Insect Laboratory for the students to explore the role of scientists and biologists in a lab and how they would study different insects ● Using <i>The Bee Movie</i> as a stimulus, the students will use different materials to construct and build a variety of habitats for minibeasts – i.e. a beehive, an ant hill, a cocoon, etc. ● The students will have access to a variety of costumes in the Learning Garden and in the home corner so that they can dress up like scientists and biologists or like their favourite minibeast and engage in imaginative role play ● The students will work together to make a 3D paper-mache beehive to hang in the classroom ● The students will explore the symmetry of butterflies through folded paintings ● The students will make snail shells inspired by the story “The Snail and the Whale” ● The students will work together to help make costumes, hats, and decorations for the Ugly Bug Ball and the <i>Alice in Wonderland</i> themed tea party ● Using recycled materials, the students will make different minibeasts (i.e. caterpillars out of egg cartons, ladybirds out of paper plates, etc.) ● The students will create spider web chalk drawings using black paper and white chalk ● The students will use a variety of pasta shapes and noodles to represent the different stages of the lifecycle of a butterfly ● The students will examine ‘The Snail’ by Matisse and use different coloured sugar paper to create their own snail art creations ● The students will examine ‘Water Lillies’ by Monet and then create their own 	<p>Exploring and Using Media and Materials</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Enjoys joining in with dancing and ring games ● Sings a few familiar songs ● Beginning to move rhythmically ● Imitates movement in response to music ● Taps out simple repeated rhythms ● Explores and learns how sounds can be changed ● Explores colour and how colours can be changed ● Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects ● Beginning to be interested in and describe the texture of things ● Uses various construction materials ● Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces ● Joins construction pieces together to build and balance ● Realises tools can be used for a purpose <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● Begins to build a repertoire of songs and dances ● Explores the different sounds of instruments ● Explores what happens when they mix colours ● Experiments to create different textures ● 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

- water colour paintings of lillypads
- Making spider handprint art with paint
 - Exploring the movement to music through “Flight of the Bumble Bee”
 - Creating Eric Carle inspired art for “The Very Hungry Caterpillar” and “The Bad Tempered Ladybird”
 - Using a toy tea set and costumes to re-enact the tea party scene from *Alice in Wonderland*
 - Using a variety of props and costumes to re-enact scenes from *The Bee Movie* and exploring life within a bee colony

- 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 1, 2021

Greenside

Teaching film – about, through and making film: The Nursery students will learn about conservationism and the important role that minibeasts play in our environment through the film *The Bee Movie*. As we watch and study *The Bee Movie*, the Nursery students will explore the role of the law and argument, just as the main character 'Barry the Bee' does within the film. We will break down specific quotes from the film's script and examine them and their meanings in the context of modern day laws, including moral and ethical dilemmas, like the use of animal products for human consumption. For example, as 'Barry the Bee' says in court: "Is that what nature has intended for us? To be forcibly addicted to these smoke machines and man-made wooden slab work camps?" We will discuss the concept of bee farms and if in fact human beings have the right to take honey from the bees and consume it themselves.

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 Minibeasts. Each week, the students will take an aspect of Minibeast learning and look at it in more depth. STEM investigations will have a heavy Science focus, as students refine and perfect their scientific skills and methods. For example, we will look closely at the life cycle of the butterfly and track our daily observations as we watch the caterpillar larvae transform over time and develop into butterflies. The Nursery students will also work on field projects, such as digging for minibeasts outdoors and surveying how many different types they can find in a square metre of soil. We will also create a tally of the different number of bees and butterflies that we spot pollinating in Learning Garden, especially now that we have planted a variety of spring flowers to attract them.

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: "What are some of the threats to our minibeasts and bees in particular?" "What can we do to help protect the minibeasts?" and "How are minibeasts important in our local environment?"