



GGL Federation, Greenside
Reception Medium Term Planning: Summer Term 1 - 2021
Topic: Minibeasts - Greenside Film: *The Bee Movie*
Teacher: Kimberley Buchanan

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 Vet, where students will be encouraged to look after animals 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 ● Story sequencing – 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 – they are the same because... they are different because... ● Using classifying language when investigating minibeasts – i.e. these insects are all winged insects or these insects all have hard shells ● 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. I feel bad tempered when... ● Students will argue for and against the case of Barry the Bee from <i>The Bee Movie</i> ● 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. ● In their role play, the students will be encouraged to give voices to the insects and characters from the film, using appropriate story and film vocabulary ● Students will be encouraged to recall and remember the plot from <i>The Bee Movie</i> 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 	<p>Listening and Attention <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><u>Early Learning Goals</u> ELG: Students listen attentively in a range of situations ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions ELG: They give their attention to what others say and respond appropriately, while engaged in another activity</p> <p>Understanding <u>40-60 months</u></p> <ul style="list-style-type: none"> ● 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. <p><u>Early Learning Goals</u> ELG: Students follow instructions involving several ideas or actions ELG: They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</p> <p>Speaking <u>40-60 months</u></p> <ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> • 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 • 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.) • Listening to the poem “How doth the little Crocodile” from Alice in Wonderland 	<ul style="list-style-type: none"> • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play <p><u>Early Learning Goals</u></p> <p>ELG: Students express themselves effectively, showing awareness of listeners’ needs</p> <p>ELG: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>ELG: They develop their own narratives and explanations by connecting ideas or events</p>
<p>Physical Development</p>	<p>PE Focus: Football</p> <p>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 • The students will be encouraged to move like a minibeast – i.e. slither like a worm, fly like a butterfly • 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 • They 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? 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 The Bee Movie 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 • Dancing to “The Flight of a Bumble Bee” • 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 skills • Threading beads to make worms and caterpillars • Fine motor skills – using scissors to cut out different minibeast shapes and patterns – i.e. ladybird sports, wiggly lines for worms, stripes for bees • Making junk art or recycled art – i.e. using egg cartons to make caterpillars • 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 	<p>Moving and Handling</p> <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 obstacles. • 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. • 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><u>Early Learning Goals</u></p> <p>ELG: Students show good control and co-ordination in large and small movements</p> <p>ELG: They move confidently in a range of ways, safely negotiating space</p> <p>ELG: They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and Self Care</p> <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><u>Early Learning Goals</u></p>

	<ul style="list-style-type: none"> Re-enacting or making up actions to match the poem 'How doth the little crocodile' from <i>Alice in Wonderland</i> 	<p>ELG: Students know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</p> <p>ELG: They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>
<p>Personal, Social, & Emotional Development</p>	<ul style="list-style-type: none"> Continuation of the 'Golden Rules' and reinforcement during play SMSC weekly Greenside themes and assignments E-safety The students will discuss Barry, the main character from <i>The Bee Movie</i>, and how he is different from the other characters. 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 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 <i>The Bee Movie</i> 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 <i>The Bee Movie</i> 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 <i>The Bee Movie</i> 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 <i>The Bee Movie</i> – do all bees need to be worker bees? Why or 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 <i>The Bee Movie</i> and discussing how our parents can influence our future jobs and careers – what does Barry want to be when he grows up? What do Barry's parents want for him? The students will use <i>The Bee Movie</i> to study bee behavior and characteristics - Why do bees have stingers? Why do people get stung sometimes? 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." 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? 	<p>Making Relationships: <u>40-60 months</u></p> <ul style="list-style-type: none"> 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. <p><u>Early Learning Goals</u> ELG: Students play co-operatively, taking turns with others ELG: They take account of one another's ideas about how to organize their activity ELG: They show sensitivity to others' needs and feelings, and form positive relationships with adults and other students.</p> <p>Self Confidence and Self Awareness: <u>40-60 months</u></p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p><u>Early Learning Goals</u> ELG: Students are confident to try new activities, and say why they like some activities more than others ELG: They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. ELG: They say when they do or don't need help</p> <p>Managing Feelings and Behaviour: <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 <p><u>Early Learning Goals:</u> ELG: Students talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable ELG: They work as part of a group or class, and understand and follow the rules ELG: They adjust their behaviour to different situations, and take changes of routine in their stride</p>

Specific Areas of Learning

Literacy

Core Texts:

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

Film: *The Bee Movie*

- 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
- 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
- Phase 4: reading and writing CVCC words (tent, gift, lamp) and CCVC words (clap, flat, shed)
- Weekly guided reading sessions and 1:1 reading interventions
- Clapping along to syllables of insect names and topic related words
- Using the interactive whiteboard to play phonics games and read a variety of phonics levelled books
- Providing 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 home corner for the students to read and decode independently using their phonic knowledge
- Students will caption stills from *The Bee Movie* with complete sentences 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* of why humans shouldn't take so much honey.
- Students will be encouraged to write notes about their 'research findings' in the Insect Lab
- Labeling the different parts of a minibeast – i.e. wings, antenna, legs
- 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
- Acrostic poems inspired by bees and *The Bee Movie*
- Writing tickets and making posters for the Ugly Bug Ball
- 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 spider fact-file
- Write labels on snail trail journey map
- Make minibeast posters
- Writing minibeast acrostic poems inspired by bees and Alice in *The Bee Movie and Alice in Wonderland*

Reading

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.

Early Learning Goals

ELG: Students read and understand simple sentences

ELG: They use phonic knowledge to decode regular words and read them aloud accurately

ELG: They also read some common irregular words. They demonstrate understanding when talking with others about what they have read

Writing

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 communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goals

ELG: Students use their phonic knowledge to write words in ways which match their spoken sounds

ELG: They also write some irregular common words

ELG: They write simple sentences which can be read by themselves and others

ELG: Some words are spelt correctly and others are phonetically plausible

	<ul style="list-style-type: none"> • Writing tickets and making posters for the Ugly Bug Ball as well as for our <i>Alice in Wonderland</i> themed tea party 	
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 • Repeating patterns using ladybird spots, bumble bee stripes, etc. • 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 from 1-20, make patterns, etc. • 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 through the book "The Very Hungry Caterpillar" • Examining the 2D and 3D shapes of different habitats like a bee hive, a lily pad, an ant hill, etc. • Counting in 1s, 2s, 5s, and 10s and linking it to practical maths like money and time • Designing 3D minibeasts with egg cartons and 3D flowers using recycled materials • Exploring the concept of halving in the Flower Shop in the learning garden (i.e. half priced items on sale) • Recognising odd and even numbers on insect wings, flower petals, etc. • Pricing out the different food that 'the Very Hungry Caterpillar' ate • Calculating change in the Flower Shop and the Ugly Bug Ball snack bar • 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 • Telling time to the o'clock, using the theme of time and clocks from <i>Alice in Wonderland</i> <p><u>STEM Investigations:</u></p> <ul style="list-style-type: none"> • 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 	<p>Number <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 • 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. • <u>Early Learning Goals</u> <p>ELG: Students count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number</p> <p>ELG: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer</p> <p>ELG: They solve problems, including doubling, halving and sharing</p> <p>Shape, Space and Measure <u>40-60 months</u></p> <ul style="list-style-type: none"> • 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' 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.

	<ul style="list-style-type: none"> • Students will conduct a bee survey in the Ravenscourt Park Rose Garden, to find out how many bees they can spot. • As research assistants we help help Y6 in their survey of a square metre of soil 	<p><u>Early Learning Goals</u> ELG: Students use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems ELG: They recognise, create and describe patterns ELG: They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>
<p>Understanding the World</p>	<ul style="list-style-type: none"> • The students will use the iPads and the interactive whiteboard to explore a variety of phonics games and letter formation. • They will also use the iPads and the interactive whiteboard to explore different mathematical games. • The students will use Adobe Voice to record and retell the lifecycle of a butterfly • 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 lives and habitats • The students will build habitats for various minibeasts, thinking carefully about what the habitats would look like • The students will go to Holland Park for a minibeast hunt and to explore their Ecology Centre • The students will conduct their own minibeast hunts in the learning garden using what they learned at the Ecology Centre in Holland Park • 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 • 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 	<p>People and Communities <u>40-60 months</u> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <u>Early Learning Goals</u> ELG: Students talk about past and present events in their own lives and in the lives of family members ELG: They know that other students don't always enjoy the same things, and are sensitive to this ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World <u>40-60 months</u> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <u>Early Learning Goals</u> ELG: Students know about similarities and differences in relation to places, objects, materials and living things ELG: They talk about the features of their own immediate environment and how environments might vary from one another ELG: They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>Technology <u>40-60 months</u> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <u>Early Learning Goals</u> ELG: Students recognise that a range of technology is used in places such as homes and schools ELG: They select and use technology for particular purposes</p>
<p>Expressive Art & Design</p>	<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 The Bee Movie 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 	<p>Exploring and Using Media and Materials <u>40-60 months</u> <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. </p>

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
- Using recycled materials, the students will make different minibeast (i.e. caterpillars out of egg cartons)
- The students will create spider web chalk drawings using black paper and white chalk
- The students will make ladybirds using paper plates and push pins
- 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 '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 water colour paintings of lily pads
- 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

- Manipulates materials to achieve a planned effect.
- 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.

Early Learning Goals

ELG: Students sing songs, make music and dance, and experiment with ways of changing them

ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Being Imaginative

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.

Early Learning Goals

ELG: Students use what they have learnt about media and materials in original ways, thinking about uses and purposes

ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

Greenside & Griffin
Reception – Academy specific vision, ethos, Learning Model and priorities
Summer 1 '21

Greenside

Teaching film – about, through and making film: Students will learn about conservationism and the importance of minibeasts in our ecology through the film The Bee Movie. Students will use the film to explore the role of the law and argument, as the main character Barry the Bee does in the film. Students will break down quotes from the film/script and examine them and their meaning in the context of the law today and ethical questions over eating animal products.

Experiential Learning Model: This term, students learning over different topics will be drawn together- from Trees, to Oceans, to Space, students will use their prior knowledge to apply this to their Minibeast learning. Each week, students will take an aspect of Minibeast learning and look at in in depth. STEM investigations will have a heavy Science focus, as students refine and perfect their scientific skills and methods. Students will work on field projects, such as digging for minibeasts and surveying how many different types they find in a square metre of soil, and tallying bees spotted in the Rose Garden of Ravenscourt Park.

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 and soil health, 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 the minibeasts?', 'How are minibeasts important in our local ecology?'.