



Greenside Film Factory
Medium Term Planning: Autumn Term 2: 2021

Class: Nursery
Theme: Space

Teacher: Sophie McDonagh-Londy
Film: *Wall-E*

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Personal, Social, & Emotional Development	<ul style="list-style-type: none"> Continuation of the 'Golden Rules' and reinforcement during child initiated play SMSC weekly topics and themes E-safety Linking feelings to the characters within core texts and the film <i>Wall-E</i> - How do they resolve conflicts? Examining the different personalities and traits of the characters in core texts and in <i>Wall-E</i> Discussing the importance of clean air, water and food - how we need this to survive, how plants and animals also need this to survive Reading stories about aliens and discussing how we would tell an alien about ourselves and our families, and the special things that we do Students will use the film <i>Wall-E</i> as a stimulus to explore how to make friends with one another in the classroom After watching a short clip, students will talk about some of the kind and helpful things that <i>Wall-E</i> does (ie: cleaning up, sharing with others, helping them) –reinforce the 'Golden Rules' and ask what we can do to help one another Looking at different environments - comparing Earth & Space - How are they similar? How are they different? Examining the different personalities and traits of the characters in core texts and in <i>Wall-E</i>. The students can explore this through various questioning and the 'Hot Seat' game 	Making Relationships <u>Range 4</u> <ul style="list-style-type: none"> Builds relationships with special people but may show anxiety in the presence of strangers Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a student a toy they know they like Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety Seeks out others to share experiences with and may choose to play with a familiar friend or a student who has similar interest

- Talk about the need to care for and look after the environment - Students can suggest how to do this (ie: do not waste water, turn off the taps, do not throw rubbish, throw it in the bin etc.) Reduce, Reuse, Recycle
- Create a classroom display of the children as aliens using the iPads – the students can discuss how they altered their photographs to make them look silly
- Retelling the core texts through role play activities, practicing how to take turns and work cooperatively together to create a narrative
- Comparing characters from the different core texts and the film **Wall-E**, students will be encouraged to think about who is special to them (i.e. their friends and families).
- Looking at a variety of different colours and how they make us feel (i.e. blue is Sad, Red is Angry, Yellow is Happy)
- Exploring daylight savings time and how we are affected by it - i.e. the importance of sunlight and Vitamin D for our mental health and physical health
- We will read stories about aliens and discuss how we would tell an alien about ourselves and our families, and the special things that we do – i.e. “Here Come the Aliens!”
- Looking at documentary film texts like **Planet Earth** with Sir David Attenborough and understanding the impacts of pollution on our planet
- Looking at the “Emotions” episode of The StoryBots:
<https://www.youtube.com/watch?v=akTRWJZMks0>
- Making PSED themed Jack-O-Lanterns for Halloween - a happy one, a sad one, an angry one, etc.
- Exploring the character of **Wall-E** through PSED:
-How do you think Wall-E feels being alone on planet Earth?
-Would it be fun to have no friends?
-How does Wall-E feel once he meets Eva?

Sense of Self

Range 4

- Knows their own name, their preferences and interests and is becoming aware of their unique abilities
- Is developing an understanding of and interest in differences of gender, ethnicity and ability
- Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions
- Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves
- Is gradually learning that actions have consequences but not always the consequences the student hopes for

Understanding Emotions

Range 4

- Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling
- Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated
- Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions
- Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset
- Responds to the feelings of others, showing concern and offering comfort
- May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions

		<ul style="list-style-type: none"> Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
Communication and Language	<ul style="list-style-type: none"> Listening for rhyming words in core texts, predicting the next part of the story, creating alternate endings, etc. Learning new vocabulary related to space - planet names, moon, star, comet, asteroid, galaxy, universe etc. and space exploration - rocket, shuttle, satellite, astronaut, spacesuit, jetpack, gravity, oxygen, Milky Way, outerspace, aliens, etc. Learning new vocabulary related to film - sound, special effects, animated, scene, frame, characters, setting, etc. Reinforcing initial sounds and dominant sounds within new topic words - i.e. S is for Space, A is for Astronaut, etc. Using language to express our thoughts, opinions, and feelings – How did you feel when Wall-E...? Sing topic related songs - Zoom, Zoom, Zoom, Twinkle, Twinkle, Little Star, Five Little Men in a Flying Saucer, Bounce Patrol Space song, The StoryBots, etc. Comparing our core texts – “They are the same because... They are different because...” Looking at different environments - comparing Earth & Space Using mathematical language – big, small, more, less, tall, short, a lot, a little bit, add, subtract, etc. Using positional language – next to, beside, in front of, behind, above, under, in between, on top, etc. Students to sequence the different core texts using story sequencing language: first, then, next, after that, finally Constant modelling of the correct past, present, and future tenses Talking about the need to care for and look after the environment - Students can suggest how to do this (ie: do not waste water, turn off the taps, do not throw rubbish, throw it in the bin etc.) Reduce, Reuse, Recycle Watch a clip from Wall-E and talk about how he communicates instead of using words. Practice using robot voices like Wall-E and Eva. Looking at the different planets, stars, and galaxies via the StoryBots Role play in the home corner - turning it into a space station and an astronaut theme 	<p>Listening and Attention <u>Range 4</u></p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door Shows interest in play with sounds, songs and rhymes Single channelled attention; can shift to a different task if attention fully obtained – using student’s name helps focus <p>Understanding <u>Range 4</u></p> <ul style="list-style-type: none"> Identifies action words by following simple instructions, e.g. Show me jumping Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?) Developing understanding of simple concepts (e.g. fast/slow, good/bad) <p>Speaking <u>Range 4</u></p> <ul style="list-style-type: none"> Uses language to share feelings, experiences and thoughts Holds a conversation, jumping from topic to topic Learns new words very rapidly and is able to use them in communicating Uses a variety of questions (e.g. what, where, who) Uses longer sentences (e.g. Mummy gonna work)

	<ul style="list-style-type: none"> ● Model how to play cooperatively and use imaginative language in the home corner or in small-world activities ● Think about what it would be like to go to space; what would you hear, see, taste, touch, smell on the moon? Students will explore how the moon or space is different to Earth ● Learning about and discussing the significance of “Remember Remember the 5th of November” and the Gunpowder Plot with Guy Fawkes ● Asking the students to recall recent experiences – i.e. half term holiday, what they do on their weekends, Halloween, Bonfire Night, Diwali, etc. ● Rehearsing song lyrics for the EYFS Nativity ● Enhancing the home corner throughout the half term with different topics and themes to encourage communication and language within child initiated play - i.e. a Diwali theme and a Christmas theme 	<ul style="list-style-type: none"> ● Beginning to use word endings (e.g. going, cats)
<p>Physical Development</p>	<ul style="list-style-type: none"> ● Setting up space/astronaut themed obstacle courses in the Learning Garden to experiment with different ways of moving ● Manipulating clay, plasticine, playdough, etc. related to the film <i>Wall-E</i> and the solar system - build your own planet, alien, astronaut, robot, etc. ● Access to bikes and trikes in the Learning Garden, relating to space and rockets - a NASA training camp ● Nursery staff to model how to hold a pencil, chalk, pens, and paint brush correctly. ● Handwriting activities - Jarman patterns, letter formation, and number formation ● Space linked handwriting sheets and Jarman handwriting activities ● Fine motor skill activities - finger painting, cornflour, zips, buttons and fasteners on clothes, use of scissors, etc. ● Fine Motor Skills: Having cardboard cut outs of leaves for the students to wrap yarn around with Autumn colours ● Connecting sticks with glue, string, and tape to make trees and Autumn art ● Using found materials to make Andy Goldsworthy inspired art ● Going on a ‘colour hunt’ around the forest looking for specific colours and matching them together ● Playing the ‘fireworks game,’ to move our bodies like fireworks (i.e. spin like a Catherine wheel, bounce like a firecracker, jump in the air like a rocket) ● Managing risks in the Learning Garden, learning to climb safely and use tools appropriately 	<p>Moving and Handling <u>Range 4</u></p> <ul style="list-style-type: none"> ● Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands ● Sits comfortably on a chair with both feet on the ground ● Runs safely on whole foot ● Moves in response to music, or rhythms played on instruments such as drums or shakers ● Jumps up into the air with both feet leaving the floor and can jump forward a small distance ● Begins to walk, run and climb on different levels and surfaces ● Begins to understand and choose different ways of moving ● Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it ● Climbs up and down stairs by placing both feet on each step while holding a handrail for support ● Uses wheeled toys with increasing skill such as

- 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 and independent self-care
- Students will have an open snack bar in the morning, where they will be encouraged to eat healthy foods of their choosing, discussing what is good for their body and what their body needs to give them further energy for the morning.
- Moving in different ways like an astronaut/alien in space, simulating a rocket taking off, building our own rockets and spaceships
- Playing mirror games with a partner by copying simple actions (link to main characters from core texts and **Wall-E**)
- P.E. Focus: Obstacle courses and yoga
- Dancing to the Bounce Patrol space song
- Looking at Cosmic Yoga on YouTube
- Finger painting/Hand painting related to the film **Wall-E** and the solar system
- After watching **Wall-E**, students will be encouraged to talk about why the humans look like they do and what happened to them. We will use this as a stimulus to discuss healthy active living – healthy eating and exercise, taking care of our bodies
- The students will create a healthy food plan for the humans to eat on the spaceship from **Wall-E**
- 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 – the students will move around the space in different ways (i.e. move like a robot like Wall-E and Eva, move like an astronaut, etc.)
- Moving in different ways in response to the name of a space object – letting the students make their own suggestions e.g. float like in space, move stiffly like a robot, moonwalk, be a spaceman with no gravity holding you down
- Retelling the story of the film **Wall-E** through imaginative role play
- Parachute games – shaking it in different ways and floating gently up and down, lying under the parachute, etc
- Making moon and star shaped biscuits
- Making models of spaceships, robots, and the solar system with Lego
- STEAM project: Introduce equipment/tools/objects to use with the recycled materials to make **Wall-E**, robots, rockets, astronauts – boxes, sellotape, masking tape, wooden sticks, buttons etc. Provide objects and equipment to add to their finished model – sequins, pipe cleaners, nuts and bolts, pieces

pedalling, balancing, holding handlebars and sitting astride

- May be beginning to show preference for dominant hand and/or leg/foot
- Turns pages in a book, sometimes several at once
- Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
- Holds mark-making tools with thumb and all fingers

Health and Self-Care

Range 4

- Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day
- Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times
- Feeds self competently
- Can hold a cup with two hands and drink well without spilling
- Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support
- Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet
- Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots
- Begins to recognise danger and seeks the support and comfort of significant adults
- Can increasingly express their thoughts and emotions through words as well as continuing to

of card, foil, buttons, bottle caps, drinking straws, etc.

use facial expressions

Specific Areas of Learning

Literacy

- In the book corner, students will be provided with fiction as well as nonfiction texts featuring space. With adults, students will be encouraged to talk about the differences and how they know if something is a fiction or a nonfiction text
- The students will sequence key events in core texts and the film *Wall-E*, using story sequencing prompts and pictures to help guide them
- Daily Phonics: focusing on Phase 2 sounds and using our phonics knowledge to independently write words and captions
- Making phonics games regularly available on the interactive whiteboard
- Listening to stories, songs, and poems related to space and the solar system
- Making decodable texts available in the book corner
- Looking at rhyming words from core texts
- Finding words that rhyme with some key topic words eg. sun, moon, star
- Using topic themed bordered paper and a variety of writing materials for the students to use independently
- Using black paper and glitter pens for space writing and moon journals
- Providing opportunities for the students to learn how to write their names in different ways - with pens, pencils, chalks, in the sand, with paint, etc.
- Explaining the importance of labelling our work with our name
- Providing writing paper and materials for the home corner
- Writing letters to characters from our core texts and the film *Wall-E*
- Astronaut Space Log: "During my travels to space I saw..."
- A picnic list of things to bring to the moon - inspired by the story "Whatever Next"
- Space letter box: postcards and letters back to Earth to tell people what they have seen
- Using speech bubbles and thought bubbles to write about what the story and film characters might be thinking about or saying
- Writing letters to the aliens - inspired by the story "Aliens Love Underpants"
- Making tickets and passports for us to travel into space
- Labelling different space-related objects - like the planets, equipment
- Role playing and re-enacting the different core texts and providing props for the students to explore them creatively

Reading

Range 4

- Has some favourite stories, rhymes, songs, poems or jingles
- Repeats and uses actions, words or phrases from familiar stories
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from student's popular culture, commercial print or icons for apps
- Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes

Writing

Range 4

- Distinguishes between the different marks they make
- Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.

	<ul style="list-style-type: none"> ● Retelling key events from core texts and the film Wall-E through drawing, speaking, and writing ● Writing lists - What will you take in your rocket? What gifts will you give the aliens? What kind of jobs do astronauts do? ● Writing letters to characters from Wall-E or Santa Claus at Christmas time ● Making Wanted Posters for the aliens from the story “Aliens Love Underpants”. ● Writing movie tickets and film reviews after screening Wall-E ● Matching initial sounds to characters/objects relating to the film Wall-E - R is for rubbish, P is for plant, S is for spaceship, etc. ● Learning the actions and singing along to the Phase 2 Jolly Phonics song on YouTube. ● Using a phonics themed sound chart to help with child initiated writing ● Knowing all of the 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>Mathematics</p>	<ul style="list-style-type: none"> ● Building up the students’ interest in counting and numbers through rhymes and songs ● Introducing new rhymes and songs such as “5 little men in a flying saucer” ● Using objects and pictures to encourage and support their involvement in singing ● Creating different types of numbers lines with the students – stars, planets, robots etc. ● Continuing to expose the students to numerals 0-10 ● Using Numicon to recognise numbers and quantities from 1-10 ● Extension: introduce numbers beyond 10 ● Counting and comparing number of stars, rockets, etc. in different space pictures ● Practise counting backwards - “5, 4, 3, 2, 1, 0! BLAST OFF!” ● Making repeating patterns with planets and stars and other objects related to space ● Ordering sticks, leaves, and trees according to length/height ● Sorting and counting natural materials found in The Learning Garden ● Making alien pictures, rolling dice for number eyes, arms, legs etc ● Exploring 2D shapes, introducing mathematical language to name sides and corners - making pictures of rockets using shapes ● Ordering rockets according to length and height ● Ordering the planets by size (from smallest to largest) 	<p>Comparison <u>Range 4</u></p> <ul style="list-style-type: none"> ● Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’ <p>Counting <u>Range 4</u></p> <ul style="list-style-type: none"> ● Begins to say numbers in order, some of which are in the right order (ordinality) <p>Cardinality <u>Range 4</u></p> <ul style="list-style-type: none"> ● In everyday situations, takes or gives two or three objects from a group ● Beginning to notice numerals (number symbols) ● Beginning to count on their fingers. <p>Spatial Awareness <u>Range 4</u></p> <ul style="list-style-type: none"> ● Moves their bodies and toys around objects and explores fitting into spaces

- Counting out the amount of food each astronaut needs for his or her journey into space (counting and sharing)
- Weighing moon rocks using scales and using appropriate language - heavy, light, balanced
- Matching numbers to rockets - matching a quantity to a numeral
- Using mathematical language to describe different aliens - big, small, tall, short, heavy, light, etc.
- Data handling – who’s happy to go into space? Favourite treats to take to space?
- Recognising coins and buying objects to take to space, then finding the totals
- Using Positional language to describe where the aliens or astronauts are located
- Understanding the days of the week through moon journals and moon observations
- Addition of stars and planets - more and less
- In the home corner, students will have opportunities to explore lots of environmental maths concepts, such as a calendar, a food diary, a clock, a purse with money, etc
- Learning about the days of the week and monitoring the daily temperature and weather trends through the BBC Weather Report
- Discussing ‘time and light’ through daylight savings time, morning routines, school routines, evening routines, etc. – sequencing a typical school day
- Introducing money in the home corner so that the students can explore how to use and handle money in their role play - i.e. paying for food at the shop/market
- Encouraging the students to count and represent numbers in different ways - i.e. with marks on paper (writing numbers or tally marks), counting fingers, counting objects, etc.
- Using and reinforcing positional language – i.e. through buried treasure games
- Exploring weight through different topic related objects (rockets, astronauts, planets, etc.)
- Exploring the concepts of floating and sinking in the water tray. Key Vocab: empty, full, heavy, light, float, sink. Big Questions: Which container has the largest capacity? Which item is the heaviest? How do you know?
- Using and reinforcing positional language – i.e. through the ‘Elf on a Shelf’ at Christmas time

- Begins to remember their way around familiar environments
- Responds to some spatial and positional language
- Explores how things look from different viewpoints including things that are near or far away

Shape

Range 4

- Chooses puzzle pieces and tries to fit them in
- Recognises that two objects have the same shape
- Makes simple constructions

Pattern

Range 4

- Joins in and anticipates repeated sound and action patterns
- Is interested in what happens next using the pattern of everyday routines

Measures

Range 4

- Explores differences in size, length, weight and capacity
- Beginning to understand some talk about immediate past and future
- Beginning to anticipate times of the day such as mealtimes or home time

- 1 more and 1 less - i.e. an alien has 1 more or 1 less eye/legs
- Looking at 2D and 3D shapes - what shape is Earth? What shape is **Wall-E**?
- Making robots in different colours, shapes and sizes. Using triangles, squares, circles, rectangles, etc.

STEAM investigations:

- Exploring the cycles of the moon through a 'moon phase' diary. Students take it home each night and record what they see of the moon that night
- Students will design and build a robot like **Wall-E** – one that has a purpose to help humans
- Students will investigate the idea of gravity and why it's important. They will conduct an experiment investigating if anything can defy gravity
- Examining the decomposing Jack-o-Lantern and recording the changes over time with pictures, notes, and descriptive language

Understanding the World

- Exploring weather patterns (past weather and weather forecasts) - What was the weather like yesterday? What will it be like tomorrow?
- Exploring different celebrations from different religions or places around the world such as Hanukkah, Diwali, Guy Fawkes Night, and Christmas
- Talking about and exploring clothes and artefacts associated with these celebrations and how people around the world prepare for them
- The students will recall special times and events in their lives and discuss things that they celebrate at home. They will compare and contrast with one another. "We are the same because... We are different because..."
- Exploring how food is important to a variety of cultural celebrations, like eating samosas for Diwali, or apples and honey for Hanukkah, and panettone for Christmas.
- Discussing seasonal changes as Autumn turns to Winter
- Technology: Using the BeeBots to land on different planets within the solar system
- Hiding aliens around the classroom and the students will take pictures of them with the iPads when they find them
- Using torches in a blackout tent to investigate light and dark
- People and Communities: Discussing how we spent our half term holidays
- A variety of ICT: interactive whiteboard, BeeBots, camera, iPads
- First Man on the Moon - studying Neil Armstrong
- Watch a YouTube video of Chris Hadfield and Neil Armstrong - then looking at female astronauts too like Christina Koch
- Playing the Alien game on Busy Things
- Learning about Space travel and how it could be possible for everyday people to travel to Mars or the moon in our lifetime
- Understanding the concept of gravity - how does it differ from Earth and the moon?
- Looking at pictures of our school and homes on Google Earth
- Travel to Space... Questions: How do astronauts train? How do they eat? How do they breathe? How do their rockets work?
- Exploring the seasons - how will we explain the four seasons to an alien or to *Wall-E*?
- Looking at Day/Night - and understanding that the Earth rotates completely once every 24 hours
- With some adult support, the students will use the internet to research and understand the orbit of the sun and the changes in the moon

People and Communities

Range 4

- Has a sense of own immediate family and relations and pets
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird
- Beginning to have their own friends
- Learns that they have similarities and differences that connect them to, and distinguish them from, others

The World

Range 4

- Notices detailed features of objects in their environment
- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake

Technology

Range 4

- Seeks to acquire basic skills in turning on and operating some digital equipment
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car
- Plays with water to investigate "low technology" such as washing and cleaning
- Uses pipes, funnels and other tools to carry/transport water from one place to another

	<ul style="list-style-type: none"> ● Looking at Earth: What things do we need to live? Why do we live on Earth? How much of it is land vs. how much of it is water? ● Explaining the importance of looking after Earth (Reduce/Reuse/Recycle) - linked with Wall-E and how the humans needed to evacuate Earth ● Exploring healthy active living and linking to our core text Bob's Lunchbox and the obese human beings in Wall-E ● Balloon rocket: http://alittlelearningfortwo.blogspot.co.uk/2010/11/balloonrockets.html ● Taking our own alien selfie photographs using the iPads – link to the film Wall-E and explore the characters and setting of the film in comparison to the classroom alien photos ● Students will learn about the planets of the solar system and their different features through StoryBots songs and videos ● Students will be encouraged to name some of the different planets in the solar system and then discuss them using comparative language (they are the same because... they are different because...) ● Students will be asked to think about Wall-E and aliens and robots and then discuss what they would tell an alien about our planet if they could speak to one ● Explore the different weather patterns of each planet within the solar system ● Making space biscuits – and then discussing the flavours and textures ● Using Wall-E, students will look at different types of robots and machines that help us in our daily life. Students will then design their own robot that might help them with something. ● Students will grow bean sprouts in containers and look after them, linking this with the importance of Wall-E's plant finding on Earth and how important plants are to us. 	
Expressive Art & Design	<ul style="list-style-type: none"> ● Retelling core texts through imaginative role play in the Learning Garden ● Making Christmas cards for friends and families ● Making Indian related crafts for Diwali - Henna handprints, diva lamps, painting with Indian spices, etc. ● Artwork linked to fireworks and Guy Fawkes - splashing paint and exploring the effects ● Making a large rocket for the classroom display ● Making astronaut helmets and jetpacks as well as robots like Wall-E using recycled materials ● Making paper plate flying saucers 	Creating with materials <u>Range 4</u> <ul style="list-style-type: none"> ● Joins in singing songs ● Creates sounds by rubbing, shaking, tapping, striking or blowing ● Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow ● Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects

- Making bubble print planets
- Making foil moon prints
- Flicking painting to create exploding star paintings - paint splatter techniques
- Alien handprint art
- Making musical instruments and rain sticks with natural and found materials
- Singing and reciting favourite topic related nursery rhymes and songs
- Role playing in the home corner and celebrating the different holidays and events throughout the term
- Using props and costumes to act out the different core texts and the film **Wall-E**
- Making Wanted Posters for the aliens in “Aliens Love Underpants” and making job advert posters to recruit new NASA astronauts
- Making space themed mobiles to hang in the classroom
- Making papier-mache planets for the classroom display
- Making 3D rockets, robots, and aliens using junk materials
- Creating a space collage using different textures, colours and material
- Providing students with opportunities to review and reflect on their work - What do you like about it? What would you do differently next time?
- Pretending to be **Wall-E**, students will think about how they could recycle rubbish and turn it into something new, like he does
- Imaginative role play as robots, aliens and astronauts in Learning Garden as well as in the home corner
- Paintings and drawings of robots, aliens, rockets and planets
- Explore mark making materials to make different patterns and textures - crayons, chalks, pastels colour pencils - pressing hard/gentle, zig-zags, dots, wavy lines, crosses, shading, putting one colour on top of another
- Explore instruments to reproduce sounds of space e.g. rain stick, thunder tube, ocean drum etc.
- Play sounds of space on the interactive whiteboard, children move to different sounds – floating, jumping, bouncing etc.
- Singing and dancing to space music: Ground control to Major Tom/Spaceman
- Space chalk drawings
- Large scale storyboards annotated with captions/labels
- Learn poems, songs, rhymes:

-Twinkle Twinkle little star

-Zoom, Zoom, Zoom we're going to the moon

- Enjoys and responds to playing with colour in a variety of ways, for example combining colours
- Uses 3D and 2D structures to explore materials and/or to express ideas

Being Imaginative and Expressive

Range 4

- Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations
- Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music
- Creates rhythmic sounds and movements

- 5 little men in a flying saucer
 - StoryBots songs
 - STEAM projects: junk modelling
- Designing space rockets out of recycled materials
- Designing telescopes for stargazing

GGL - Nursery
Academy specific vision, ethos, Learning Model and priorities
Autumn 2, 2021

Greenside

Teaching film – about, through and making film: The Greenside Nursery students will explore different themes and motifs and in our film *Wall-E*, that relate to our topic 'Space.' As the students watch and explore the film *Wall-E*, they will be encouraged to look at the use of music, sound, camera angles and speech in the film in order to unravel how the story of Wall-E has been told with very little dialogue and words. By teaching through film, students will be exposed to film language (plot, characters, setting, mood etc) and examine the film *Wall-E* through a critical lens. The film will also be used as a stimulus to examine environmental issues and problems that occur within the film. The students will be encouraged to discuss the importance of clean water, oxygen, food and plants and how critical it is that we all look after and protect our planet to ensure that we can live long and healthy lives.

Experiential Learning Model: Our STEAM investigations will inspire and engage our students in the introduction of our new topic 'Space.' We will focus on the film *Wall-E* and the main character (Wall-E) as a stimulus to help us learn more about the Earth, our solar system, and the impact that human actions have on the environment and our planet. We will monitor and examine the cycle of the moon so that Nursery students can understand the importance of science as well as making observations and testing hypotheses when we conduct our own research and make scientific discoveries.

Questioning: The focus for this term will be on using open-ended and reasoning questions suitable for all children's learning abilities. The students will gain an in-depth understanding of our topic 'Space' and the different planets within our Solar System such as: Why is it important to look after Planet Earth? Who is responsible for looking after the Earth? How can future generations continue to look after and protect our Earth? What have we learnt from our film *Wall-E* about what happens when we don't look after planet Earth?