



GREENSIDE FILM FACTORY
Medium Term Planning: Autumn Term 2

Class: Reception
Theme: Space

Teacher: Christina Morra
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"> ● Introducing the ‘Golden Rules’ and reinforcing them to the students during their play ● Discussing weekly SMSC topics and themes, world events, moral dilemmas, and global perspectives ● Discussing E-safety and how to use a range of technologies safely at school and/or at home ● 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>. The students can explore this through various questioning and the ‘Hot Seat’ game ● Discussing the importance of clean air, water and food - how we need this to survive, how plants and animals also need this to survive ● Discussing likes and dislikes about the weather - how does the weather impact your mood or how you feel? ● After reading and exploring the story “Way Back Home” we will discuss friendship and how we should play cooperatively with our friends - exploring how the boy and the alien helped one another even though they were from different planets ● Students can discuss the things that they treasure most. Then we can read “How to Catch a Star” and discuss the importance of special things in our lives and how these things make us feel happy and secure 	<p>Making Relationships</p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> ● Seeks out companionship with adults and other students, sharing experiences and play ideas ● Uses their experiences of adult behaviours to guide their social relationships and interactions ● Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it ● Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers ● Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play <p><u>Range 6</u></p> <ul style="list-style-type: none"> ● Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others ● Develops particular friendships with other students,

- After reading “Beegu” we can discuss how we are all different from each other, and how these differences must be respected and valued. How are we the same? How are we different? What makes us unique? Focusing on the importance of diversity and celebrating our cultural differences and uniqueness
- 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 the “Emotions” episode of The StoryBots:
<https://www.youtube.com/watch?v=akTRWJZMks0>
- Exploring the film **Wall-E** and examining him as a character through different PSED themes:
 - How do you think **Wall-E** feels being alone on planet Earth?
 - How would you feel if you were alone on Earth without family or friends?
 - How does **Wall-E** feel once he meets Eva?
 - How do the humans change throughout the film **Wall-E**? Do they look after the environment and planet Earth? Do they learn any lessons at the end of the film?
 - Students will use the film **Wall-E** as a stimulus to explore how to make friends with one another in the classroom and how to treat our peers
 - After watching a short clip, students will talk about some of the kind and helpful things that **Wall-E** does (ie: cleaning up, sharing with others, helping them) –reinforce this with our ‘Golden Rules’ and ask what we can do to help one another at school
 - Looking at different environments - comparing Earth & Space - How are they similar? How are they different?
 - Looking at Baby Bear and Owl’s friendship in “Whatever Next,” the students will talk about how Baby Bear made friends with Owl or how the boy and the alien became friends in “The Way Back Home”
 - Create a classroom display of the students as aliens using the iPads – the students can discuss how they altered their photographs with different tools and techniques 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 documentary film texts like **Planet Earth** with Sir David Attenborough and understanding the impacts of pollution on our planet

- which help them to understand different points of view and to challenge their own and others’ thinking
- Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours
 - Is increasingly socially skilled and will take steps to resolve conflicts with other students by negotiating and finding a compromise; sometimes by themselves, sometimes with support
 - Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations
 - Is proactive in seeking adult support and able to articulate their wants and needs
 - Some students may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship

Sense of Self

Range 5

- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers
- Is sensitive to others’ messages of appreciation or criticism
- Enjoys a sense of belonging through being involved in daily tasks
- Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others
- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help

Range 6

- Recognises that they belong to different

communities and social groups and communicates freely about own home and community

- Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination
- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group
- Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms
- Has a clear idea about what they want to do in their play and how they want to go about it
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity

Understanding Emotions

Range 5

- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
- May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares
- Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants
- Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
- Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

Range 6

- Understands their own and other people's feelings, offering empathy and comfort

		<ul style="list-style-type: none"> ● Talks about their own and others' feelings and behaviour and its consequences ● Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people ● Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
Communication and Language	<ul style="list-style-type: none"> ● Playing the “Hot Seat Game” - asking and answering who, what, where, when, why, and how questions relating to core texts and the film <i>Wall-E</i> ● Listening for rhyming words in core texts, predicting the next part of the story or the film <i>Wall-E</i>, 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, outer space, alien etc. ● Learning new vocabulary related to film - sound, special effects, animation, scene, frame, characters, setting, plot, mood, etc. ● Reinforcing initial sounds and dominant sounds within new topic words - i.e. S is for Space, A is for Astronaut, W is for Wall-E, R is for Robot, etc. ● Using language to express our thoughts, opinions, and feelings linked to the film <i>Wall-E</i> and core texts – i.e. “How did you feel when...?” ● 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. ● Language structures: Comparing our core texts – “They are the same because... They are different because...” ● Students to sequence the different core texts and the film <i>Wall-E</i> using story sequencing language: first, then, next, after that, finally ● Constant modelling of the correct past, present, and future tenses ● Using mathematical language – addition, add, plus, subtraction, takeaway, minus, equals, less, fewer, more, heavy, light, balanced, half, double, first, second, third, etc. ● Using positional language – next to, beside, in front of, behind, above, under, in between, on top of, etc. ● Asking the students to recall recent experiences – i.e. How did you spend your half term holiday? How did you spend your weekend? 	<p>Listening and Attention</p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> ● Listens to others in one-to-one or small groups, when conversation interests them ● Listens to familiar stories with increasing attention and recall ● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories ● Focusing attention – can still listen or do, but can change their own focus of attention ● Is able to follow directions (if not intently focused) <p><u>Range 6</u></p> <ul style="list-style-type: none"> ● Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity ● May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span <p>Understanding</p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> ● Understands use of objects (e.g. Which one do we cut with?) ● Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture ● Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box

- Looking at different environments - comparing Earth and the moon
- Comparing the environment on Earth in the film **Wall-E** from the past to the present – How did the humans in the film treat planet Earth? Why did they have to leave?
- Talking about the need to care for and look after the environment - Students will suggest how we can do this (i.e.: do not waste water, turn off the taps, do not litter, throw it in the bin, etc.) Exploring the 3 Rs - Reduce, Reuse, Recycle
- Watching a clip of **Wall-E** with no picture, just sound, students will be encouraged to talk about what they think might be happening and how sound can tell a story without pictures
- Watching a clip from **Wall-E** and talking about how he communicates with Eva without using words. Practice using robot voices like **Wall-E** and Eva
- Looking at different planets and stars through the film **Wall-E** and the StoryBots
- Introduce a 'Grown up word of the week' to encourage language development
- Role play in the home corner - a space station and astronaut theme with a moon journal
- Model how to play cooperatively and use imaginative language in the home corner or in small-world activities
- Reinforce initial sounds and dominant sounds within new topic words
- 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

- Beginning to understand why and how questions
- Range 6
- Understands a range of complex sentence structures including negatives, plurals and tense markers
 - Beginning to understand 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
 - Understands questions such as who; why; when; where and how

Speaking

Range 5

- Beginning to use more complex sentences to link thoughts (e.g. using and, because)
- Able to use language in recalling past experiences
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger)
- Uses talk to explain what is happening and anticipate what might happen next
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how
- Beginning to use a range of tenses (e.g. play, playing, will play, played)
- Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture
- Uses intonation, rhythm and phrasing to make the meaning clear to others
- Talks more extensively about things 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

Range 6

		<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 • 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
Physical Development	<ul style="list-style-type: none"> • P.E. Focus: Yoga <p>Learning about the different muscles in our body and working on our ability to balance using our core strength. Students will warm up their bodies with aerobics exercises, then learn the routine of Salute To the Sun. Students will also be encouraged over the course of the PE sessions to focus on their breaths and warm down with a meditation session.</p> <ul style="list-style-type: none"> • Large artwork in the Learning Garden with chalk to develop gross motor skills - drawing rockets, planets, aliens, Wall-E and Eva • Setting up space/astronaut themed obstacle courses in the Learning Garden to experiment with different ways of moving • Manipulating clay, placticine, playdough, etc. related to the film Wall-E 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 – i.e. a NASA training camp • EYFS 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. • Making ribbons and chinks available in the Learning Garden to encourage letter formation and different shapes • 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 	<p>Moving and Handling</p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons <p><u>Range 6</u></p> <ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using

- 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 or an alien in space, simulating a rocket taking off, building our own rockets and spaceships using recycled materials
- Playing mirrored role play games with a partner by copying simple actions (link to main characters from core texts and the film **Wall-E**)
- Finger gym: Peg boards, threading patterns, beads and tweezers, moon rocks, space jewels, etc.
- Finger painting/Hand painting related to the film **Wall-E** and the solar system – Which colour would we need to paint Mars?
- 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... like the importance of healthy eating and exercise, taking care of our bodies, etc.
- 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, the moonwalk, be an astronaut with no gravity holding you down, move like a speedy rocket, etc.
- Retelling the story of the film **Wall-E** through imaginative role play scenarios
- Role playing the story "Whatever Next" in the Learning Garden and inside the classroom with props (i.e. a box, food, picnic blanket, colander)
- Learning The Space Dance on YouTube:
<https://www.youtube.com/watch?v=zRkPmgmZLOI>
- The students will create a food menu for the humans to eat on the spaceship from the film **Wall-E** to encourage healthy living
- The students will also examine what happens to the human body after being in space for a while - looking at videos and interviews of Tim Peake after he spent 186 days in space

hands, arms and body to stabilise and balance

- 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 and intention
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

Health and Self-Care

Range 5

- Can tell adults when hungry, full up or tired or when they want to rest, sleep or play
- Observes and can describe in words or actions the effects of physical activity on their bodies
- Can name and identify different parts of the body
- Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
- Can wash and can dry hands effectively and understands why this is important
- Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body
- Observes and controls breath, able to take deep breaths, scrunching and releasing the breath
- Can mirror the playful actions or movements of

- The students will look at and compare the food that astronauts eat in space to food that is found in our local supermarkets - How is the food packaged? What does it look like? What does it taste like? Is it nutritious?
- Using the parachute to play a variety of games – shaking it in different ways and floating gently up and down, lying under the parachute, etc.
- Making moon and star shaped biscuits

another adult or student

- Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- 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

Range 6

- Eats a healthy range of foodstuffs and understands need for variety in food
- Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
- Can initiate and describe playful actions or movements for other students to mirror and follow
- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Usually dry and clean during the day
- Shows some understanding that good practices with regard to exercise, eating, drinking water, 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 by taking independent action or by giving a verbal warning to others
- Shows understanding of how to transport and store equipment safely
- Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience

Specific Areas of Learning

Literacy

Core Texts:

- How to Catch a Star
- The Way Back Home
- Zoom Rocket Zoom
- Man on the Moon
- Welcome to Alien School
- Aliens Love Underpants
- Beegu
- Whatever Next

- 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 and Phase 3 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 – i.e. StoryBots, Bounce Patrol, Alphabet Space Song, etc.
- Making magnetic story sequencing cards available in the book corner
- Making decodable texts available in the book corner
- Looking at rhyming words from core texts and the film **Wall-E**
- Finding words that rhyme with some key topic words – i.e. What rhymes with sun? What rhymes with moon?
- Looking at word families – i.e. ‘un’ = sun, fun, run, bun, etc.
- Using topic themed bordered paper and a variety of writing materials for the students to use independently in the home corner and at the Literacy table
- Making space themed drawings of the solar system using the chalkboard wall and labelling the different planets
- 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 – “The first thing I do is always the same... I pick up a pencil and write my name!”

Reading

Range 5

- Listens to and joins in with stories and poems, when reading one-to-one and in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Begins to be aware of the way stories are structured, and to tell own stories
- Talks about events and principal characters in stories and suggests how the story might end
- Shows interest in illustrations and words in print and digital books and words in the environment
- Recognises familiar words and signs such as own name, advertising logos and screen icons
- Looks at and enjoys print and digital books independently
- Knows that print carries meaning and, in English, is read from left to right and top to bottom
- Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)
- Handles books and touch screen technology carefully and the correct way up with growing competence
- Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps
- Begins to develop phonological and phonemic awareness:
 - Shows awareness of rhyme and alliteration
 - Recognises rhythm in spoken words, songs, poems and rhymes
 - Claps or taps the syllables in words during sound play
 - Hears and says the initial sound in words

- Writing letters to characters from our core texts and the film **Wall-E** – what would Wall-E write in a letter to Eva?
- 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: sending postcards and letters back to Earth to tell people what they have seen in Space
- Using speech bubbles and thought bubbles to write about what the story and film characters might be thinking about or saying
- Making Christmas/holiday cards for our friends and families and invitations to the EYFS Nativity
- Writing letters to the astronauts, inspired by the story “Man on the Moon”
- Making tickets and passports for the astronauts to travel into space
- Labelling different space-related objects – i.e. the planets, star constellations, etc.
- Role playing and re-enacting the different core texts and providing props for the students to explore them creatively
- Creating Planet Fact Files – i.e. Earth is made up of 70% water
- Retelling key events from core texts and the film **Wall-E** through drawing, speaking, and writing
- Playing the ‘silly soup game’ for rhyme and alliteration
- Writing lists - What will you take with you in your space rocket? What gifts will you give the aliens when you arrive? What kind of jobs do astronauts do?
- Making Wanted Posters for the aliens from the story “Aliens Love Underpants”
- Matching initial sounds to characters/objects relating to the film **Wall-E** - R is for robot, P is for planet, S is for spaceship, etc.
- Using a phonics themed sound chart to help encourage independent 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
- Learning some of the Phase 3 digraphs: ng, ch, sh, th, ee, oo, er
- Reading high frequency words and tricky words: is, it, in, at, no, go, I, to, the, into, he, she, we, they
- Using our robot voices to segment and blend words in Phonics - the ‘Metal Mike’ method
- Captioning the photo, inspired by the story “Beegu” - writing about how Beegu is feeling

Range 6

- Enjoys an increasing range of print and digital books, both fiction and non-fiction
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
- Describes main story settings, events and principal characters in increasing detail
- Re-enacts and reinvents stories they have heard in their play
- Knows that information can be retrieved from books, computers and mobile digital devices
- Is able to recall and discuss stories or information that has been read to them, or they have read themselves
- Begins to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example
- Begins to develop phonological and phonemic awareness:

-Continues a rhyming string and identifies alliteration

-Hears and says the initial sound in words

-Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them

-Starts to link sounds to letters, naming and sounding the letters of the alphabet

-Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee

- Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences
- Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text
- Includes everyday literacy artefacts in play, such as

- Writing a space travel boarding pass to get on a rocket or a spaceship with Elon Musk, Richard Branson, or Jeff Bezos

labels, instructions, signs, envelopes, etc.

Writing

Range 5

- Makes up stories, play scenarios, and drawings in response to experiences, such as outings
- Sometimes gives meaning to their drawings and paintings
- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
- Includes mark making and early writing in their play
- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

Range 6

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

Mathematics

- 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"
- Creating different types of numbers lines with the students – stars, planets, robots etc.
- Continuing to expose the students to numerals 0-20
- Using Numicon to recognise numbers and quantities from 1-20
- Extension: introduce the numbers beyond 20
- Practise counting backwards - "10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0, BLAST OFF!"
- Making repeating patterns with planets and stars and other objects related to space
- Making alien pictures, rolling dice for the number of eyes, arms, legs, etc
- Exploring 2D shapes and 3D shapes, introducing mathematical language to name sides and corners or faces and vertices
- Making pictures of rockets and aliens using a variety of 2D shapes
- Junk modelling projects with 3D shapes - making rockets and flying saucers
- Ordering space themed objects according to length and height
- Ordering the planets by size (from smallest to largest)
- Counting out the amount of food each astronaut needs for his or her journey into space (counting and sharing)
- Using price tags on space food to help understand money and mixed coins
- Weighing moon rocks using scales and using appropriate language - heavy, light, balanced
- Using mathematical language to describe different aliens - big, small, tall, short, heavy, light, etc.
- Data Handling – writing and recording a moon journal to observe the cycles of the moon
- 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
- Estimating and weighing moon rocks
- Understanding the days of the week through moon journals and moon observations
- Addition and subtraction of stars and planets - more and less
- In the home corner, students will have opportunities to explore lots of

Comparison

Range 5

- Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. "You've got two, I've got two. Same!"

Range 6

- Uses number names and symbols when comparing numbers, showing interest in large numbers
- Estimates of numbers of things, showing understanding of relative size

Counting

Range 5

- May enjoy counting verbally as far as they can go
- Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.
- Uses some number names and number language within play, and may show fascination with large numbers
- Begin to recognise numerals 0 to 10

Range 6

- Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0
- Increasingly confident at putting numerals in order 0 to 10 (ordinality)

Cardinality

Range 5

- Subitises one, two and three objects (without counting)
- Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)
- Links numerals with amounts up to 5 and maybe beyond
- Explores using a range of their own marks and

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/directional language
- 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?
- 1 more and 1 less - i.e. an alien has 1 more or 1 less arm/eye
- Looking at 2D and 3D shapes - what shape is Earth?
- Introducing counting in 2s by pairing the underpants from "Aliens Love Underpants" and finding the total
- Counting by 2s song on YouTube:
<https://www.youtube.com/watch?v=GvTcpfSnOMQ&t=35s>
- Looking at the cost of fuel to put into a rocket or how much Elon Musk, Richard Branson, and Jeff Bezos are charging for a ticket to space

- STEAM investigations:

-Exploring the cycles of the moon through a 'Moon Phase' Diary, the students will take it home each night and record their observations

-Exploring gravity and understanding its importance, then the students will conduct a 'gravity test' to investigate if anything can defy gravity

-Designing and building a robot like Wall-E, one that has a purpose to help enrich the lives of humans

-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 our everyday lives

signs to which they ascribe mathematical meanings

Range 6

- Engages in subitising numbers to four and maybe five
- Counts out up to 10 objects from a larger group
- Matches the numeral with a group of items to show how many there are (up to 10)

Composition

Range 5

- Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers
- Beginning to use understanding of number to solve practical problems in play and meaningful activities
- Beginning to recognise that each counting number is one more than the one before
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same

Range 6

- Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
- Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three
- In practical activities, adds one and subtracts one with numbers to 10
- Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"

Spatial Awareness

Range 5

- Responds to and uses language of position and

direction

- Predicts, moves and rotates objects to fit the space or create the shape they would like

Range 6

- Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints
- Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)
- May enjoy making simple maps of familiar and imaginative environments, with landmarks

Shape

Range 5

- Chooses items based on their shape which are appropriate for the student's purpose
- Responds to both informal language and common shape names
- Shows awareness of shape similarities and differences between objects
- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes
- Attempts to create arches and enclosures when building, using trial and improvement to select blocks

Range 6

- Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes
- Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes
- Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build

Pattern

Range 5

- Creates their own spatial patterns showing some organisation or regularity
- Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)
- Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next

Range 6

- Spots patterns in the environment, beginning to identify the pattern “rule”
- Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat

Measures

Range 5

- In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
- Recalls a sequence of events in everyday life and stories

Range 6

- Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
- Becomes familiar with measuring tools in everyday experiences and play
- Is increasingly able to order and sequence events using everyday language related to time
- Beginning to experience measuring time with timers and calendars

Understanding the World

- Learning different facts about the solar system
- Students will learn through the film **Wall-E** how to look after and care for the environment - How can we look after our planet? What makes Earth so special/precious?
- Technology: Using the BeeBots to land on different planets within the solar system
- Exploring Google Earth and looking at its online maps
- Understanding planet alignment and where we exist in the universe
- Studying the role of astronauts and their different missions in space - How do they eat? How do they sleep? How do they manage their toilet needs, etc.
- Using torches in a blackout tent to investigate light and dark - linked to daylight savings time
- Exploring shadows and light through a carved Jack-o-Lantern
- People and Communities: Discussing how we spent our half term holidays and exploring Diwali, Guy Fawkes, etc. - how different people have different beliefs, values, and traditions
- Using a variety of ICT: interactive whiteboard, BeeBots, camera, iPads
- Studying Neil Armstrong and the first moon landing
- 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 versus on the moon?
- Looking at pictures of our school and homes on Google Earth
- Travelling to Space... Big 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 a robot like 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
- 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?

People and Communities

Range 5

- Shows interest in the lives of people who are familiar to them
- Enjoys joining in with family customs and routines
- 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 indoors and outdoors
- 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

Range 6

- Enjoys joining in with family customs and routines
- Talks about past and present events in their own life and in the lives of family members
- Knows that other students do not always enjoy the same things, and is sensitive to this
- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

The World

Range 5

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- 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
- Begin to understand the effect their behaviour can have on the environment

Range 6

- Looks closely at similarities, differences, patterns

- Explaining the importance of looking after Earth (Reduce/Reuse/Recycle) - linked with **Wall-E** and how the humans need to evacuate Earth in the film
- Exploring healthy active living and linking to our core text Bob's Lunchbox and the obese human beings in our film **Wall-E**
- 2simple2animate – creating an animation of a rocket taking off
- Programming the BeeBots to move around different 'space maps'
- 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
- Watch a YouTube video of Chris Hadfield and Neil Armstrong - then looking at female astronauts too like Christina Koch
- 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 the film **Wall-E** as a stimulus, 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.

and change in nature

- Knows about similarities and differences in relation to places, objects, materials and living things
- Talks about the features of their own immediate environment and how environments might vary from one another
- Makes observations of animals and plants and explains why some things occur, and talks about changes

Technology

Range 5

- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support
- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets
- 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 digital devices and the internet
- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet

Range 6

- Completes a simple program on electronic devices
- Uses ICT hardware to interact with age appropriate computer software
- Can create content such as a video recording, stories, and/or draw a picture on screen
- Develops digital literacy skills by being able to access, understand and interact with a range of technologies
- Can use the internet with adult supervision to find and retrieve information of interest to them

Expressive Art & Design

- Retelling core texts and the film **Wall-E** through imaginative role play in the Learning Garden
- 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
- 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 - like Diwali, Guy Fawkes, Christmas
- 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”
- 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 materials
- Rehearsing songs and scripted lines for the EYFS Nativity
- Providing students with opportunities to review and reflect on their work - What do you like about it? What would you do differently next time?
- Junk modelling STEAM projects:
 - Designing space rockets out of recycled materials
 - Designing astronaut oxygen tanks out of recycled soda bottles/water bottles
 - Designing telescopes for stargazing
 - Designing moon buggies
 - Small world tray: dye sand/craters/astronauts
 - Design flags to place on the moon linked to the moon landings throughout time
 - Large scale storyboards annotated with captions/labels
 - Using marbles and paint to make a Diwali themed or Guy Fawkes fireworks display art
 - Singing and dancing to space music like Ground control to Major Tom/Spaceman
 - Moonwalk dancing like Michael Jackson

Creating with materials

Range 5

- Explores and learns how sounds and movements can be changed
- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
- Enjoys joining in with moving, dancing and ring games
- Singing familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
- Taps out simple repeated rhythms
- Develops an understanding of how to create and use sounds intentionally
- Continues to explore colour and how colours can be changed
- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- Uses tools for a purpose

Range 6

- Begins to build a collection of songs and dances
- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Expresses and communicates working theories, feelings and understandings using a range of art

- Using chalk to draw a variety of stars, planets and constellations
- Creating a universe in a jar:
<http://www.dltkids.com/crafts/space/muniverse.html>
- Handprint Alien: <http://www.redtedart.com/2012/07/09/spacecraftsideastoinspire/>
- Footprint Rocket: <http://www.redtedart.com/2012/07/09/spacecraftsideastoinspire/>
- Looking at Vincent Van Gogh's "Starry Night" and then trying to recreate it
- Learning a variety of topic themed poems, songs, rhymes:

-Twinkle Twinkle little star

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

-5 little men in a flying saucer

-We're all going to the moon tomorrow

- 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 IWB, students to move to different sounds – floating, jumping, bouncing etc.
- Provide opportunities to talk about and share the students's work. Talk about the colours they have used, the techniques, patterns, etc.
- Encourage the students to ask each other questions - Was the paint thick or runny? What did you use to attach that piece? How did you make that shape/pattern?
- Learning the StoryBots Space Songs

forms, e.g. movement, dance, drama, music and the visual arts.

Being Imaginative and Expressive

Range 5

- Uses movement and sounds to express experiences, expertise, ideas and feelings
- Experiments and creates movement in response to music, stories and ideas
- Sing to self and makes up simple songs
- Creates sounds, movements, drawings to accompany stories
- Notices what other students and adults do, mirroring what is observed, adding variations and then doing it spontaneously
- Engages in imaginative play based on own ideas or first-hand or peer experiences
- Uses available resources to create props or creates imaginary ones to support play
- Plays alongside other students who are engaged in the same theme

Range 6

- Creates representations of both imaginary and real-life ideas, events, people and objects
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
- Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [student physically demonstrates], that peg looks like a mouth
- Introduces a storyline or narrative into their play

- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

Greenside & Griffin
Reception – Academy specific vision, ethos, Learning Model and priorities
Autumn 2, 2021

Greenside

Teaching film – about, through and making film: The Reception students will be prompted to look closely and examine the underlying issues and problems that the film *Wall-E* is promoting. The students will compare different scenes from *Wall-E* and explore the changes of Earth throughout the beginning, middle, and end of the film. We will look deeply at the events that took place in order for these changes to occur. The students will also be prompted to explore the use of sound, music, and speech within the film *Wall-E*, like how the story has been told with very little dialogue.

Experiential Learning Model: This term we will study the Solar System and Outer Space in depth. We will focus on different STEAM investigations, with a particular focus on Science and Technology, in order to help the Reception students develop different scientific skills and methods, but also to learn about the importance of documenting our observations and research findings. A Reception 'Moon Journal' will be an ongoing class project throughout the term. This will allow the students to record their observations of the moon each evening, and by taking their learning home, they will be able to better understand how it takes a team of scientists to work cooperatively together in order to make discoveries and record patterns and trends.

Questioning: Open-ended questions that require reasoning and critical thinking skills will continue to be an area of focus this term. The Reception students will be encouraged to use their prior knowledge about the environment, rubbish, and recycling to unpack questions like: Whose responsibility is it to look after Earth? What have we learned through the film *Wall-E* when humans don't look after Earth? How can we ensure that we look after Earth for future generations? What are some alternative ways we can use to create energy? (i.e. renewable energy)