



Greenside Film Factory
Medium Term Planning: Spring Term 1 - 2022

Class: Reception
Theme: Trees

Teacher: Christina Morra
Film: *FernGully*

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>FernGully</i> - How do they resolve conflicts? ● Examining the different personalities and traits of the characters in core texts and in <i>FernGully</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 (link to the rainforest and the characters in the film <i>FernGully</i>) ● After watching the film <i>FernGully</i>, we will discuss friendship and how we should work cooperatively with our peers - exploring how the fairy (Chrysta) and the human (Zak) helped one another even though they come from different places ● After watching the film <i>FernGully</i>, we will 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 ● Exploring the film <i>FernGully</i> and examining the main characters through 	<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,

different PSED themes:

- How do you think Batty feels about humans?
- How would you feel if you were Batty or Chrysta and you saw the woodchipper chopping down trees in your habitat?
- How does Chrysta feel once she first meets Zak? How do these two characters help one another?
- How do the humans change throughout the film **FernGully**? Do they look after the rainforest? Do they learn any lessons at the end of the film?

- Looking at different environments - comparing a city like London to the rainforest in the film **FernGully** - How are they similar? How are they different?
- 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 **FernGully**, students will be encouraged to think about who is special to them (i.e. their friends and families) and why we need to be kind to others
- Looking at documentary film texts like **Planet Earth** with Sir David Attenborough and understanding the impacts of pollution on our planet as well as the human impact on the rainforest and deforestation in the film **FernGully**
- Using comparative language structures to compare the film **FernGully** with our core texts - they are the same because... they are different because...
- Using classifying language to describe different types of trees - they are thick/narrow, spiky/soft, produce fruit or do not produce fruit, grow in warm/cold climates, etc.
- Reinforce initial sounds and dominant sounds within new topic words – birch, oak, alder, ash, aspen, beech, pine, etc.
- Explore rhythm and rhyme in stories and songs, particularly from the music within **FernGully**
- Students will think of a range of describing words for the rainforest in **FernGully** and will be encouraged to engage all their senses to describe the habitat within the film
- The students will sequence key stories, retell them and put the events in chronological order.
- Story Sequencing language: first, then, next, finally
- Listening for rhyming words in core texts as well as **FernGully** as well as predicting the next part of the story/film, creating alternate endings

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

- Introduce topic specific vocabulary related to naming different types of trees and plants, fairy creatures, different types of forests and climates
- Playing the 'Hot Seat' game and asking questions related to core texts and ***FernGully*** – who, what, where, when, why, how
- Students will be encouraged to discuss and use comparative language to talk about the film ***FernGully*** and how it compares and contrasts to a big city like London
- In the film ***FernGully***, why does Zak (the human) shrink to the same size as the fairies? What do Chrysta and Batty want Zak to learn?
- Talking about the need to care for and look after the trees - Students can suggest how to do this (ie: plant more trees, don't chop down the trees, don't waste paper, recycle paper)
- Students can think about how trees make them feel - i.e. they provide us with shade from the sun, they help us to breathe cleaner air, etc.
- 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
- Looking at documentary film texts like ***Planet Earth*** with Sir David Attenborough and understanding the impacts of deforestation on our planet
- Using different natural and found materials to play a game of 'Tic Tac Toe' - (i.e. twigs, conkers, and acorns) and modelling how to play fairly and take turns with others
- Looking at the "Rainforests" episode of The National Geographic:
<https://thekidshouldseethis.com/post/rainforests-101>

- 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>FernGully</i> ● Listening for rhyming words in core texts, predicting the next part of the story or the film <i>FernGully</i>, creating alternate endings, etc. ● Learning new vocabulary related to trees, forests, and <i>FernGully</i> - trees, forests, habitats, oxygen, soil, sun, environment, plants, flowers, seeds, fairies, humans, deforestation, clear-cutting, logging, pollution, contaminants, renewable energy, climate change ● Learning new vocabulary related to film - sound, music, special effects, animation, scene, frame, characters, setting, plot, mood, etc. ● Reinforcing initial sounds and dominant sounds within new topic words - i.e. R is for Rainforest, F is for Fairy, T is for tree, P is for Pollution, etc. ● Using language to express our thoughts, opinions, and feelings linked to the film <i>FernGully</i> and core texts – i.e. “How did you feel when...?” ● Sing topic related songs and rhymes like the tree song ● 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>FernGully</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 Christmas holiday? How did you spend your weekend? ● Looking at different environments - i.e. comparing cities with forests or comparing different types of trees 	<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

- 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, composting, etc.) Exploring the 3 Rs - Reduce, Reuse, Recycle
- Watching a clip of **FernGully** 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
- Introduce a 'Grown up word of the week' to encourage language development
- Role play in the home corner - a magical fairy garden
- Model how to play cooperatively and use imaginative language in the home corner or in small-world activities
- Thinking about what it would be like to be a small fairy in a large rainforest like Chrysta in **FernGully**; what would you hear, see, taste, touch, smell in the rainforest?
- In the film **FernGully**, how does Chrysta feel when Zak tries to carve her name into the tree? How do you think the tree feels?
- What does it mean when Batty the Bat from **FernGully** says: "I just flew in from a biology lab!" How do the humans treat animals like Batty in the film?
- The students will be asked to analyze the film **FernGully** through a critical lens - looking at camera shots and angles, music, sound effects, characterization, mood and lighting
- Introducing new vocabulary related to the film **FernGully** such as sustainability and preservation as well as clearcutting, logging, and deforestation

- 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

		<p><u>Range 6</u></p> <ul style="list-style-type: none"> ● Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words ● Uses language to imagine and recreate roles and experiences in play situations ● Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events ● Introduces a storyline or narrative into their play
<p>Physical Development</p>	<ul style="list-style-type: none"> ● P.E. Focus: Gymnastics <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 a variety of different gymnastics techniques and skills like the pommel horse, the balancing beam, the ropes, and forward rolls.</p> <ul style="list-style-type: none"> ● Large artwork in the Learning Garden with chalk to develop gross motor skills - drawing trees, plants, animals, and scenes from FernGully ● Setting up jungle and forest themed obstacle courses in the Learning Garden to experiment with different ways of moving ● Manipulating clay, placticine, playdough, etc. related to the film FernGully and the rainforest - build your own rainforest, fairy garden, etc. ● Access to bikes and trikes in the Learning Garden ● EYFS staff to model how to hold a pencil, chalk, pens, and paint brush correctly ● Handwriting activities - Jarman patterns, letter formation, and number formation ● 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 ● 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 	<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

for their body and what their body needs to give them further energy for the morning

- Moving in different ways like the characters in ***FernGully*** - flapping your wings like Batty the bat, gliding through the rainforest like Chrsyta the fairy, etc.
- Playing mirrored role play games with a partner by copying simple actions (link to main characters from core texts and the film ***FernGully***)
- Finger gym: Peg boards, threading patterns, beads and tweezers, buttons, sewing, etc.
- Finger painting/Hand painting related to the film ***FernGully*** and the rainforest – Which colours would we see in the rainforest? Examining the different layers of the rainforest
- Retelling the story of the film ***FernGully*** through imaginative role play scenarios
- Managing risks in the Learning Garden, learning to climb safely and use tools appropriately

- Jumps off an object and lands appropriately using 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 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:

- The Tiny Seed
- Stick Man
- Percy the Parkkeeper
- Stanley's Stick
- Stuck

- In the book corner, students will be provided with fiction as well as nonfiction texts featuring trees and forest animals. 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 **FernGully**, using story sequencing prompts and pictures to help guide them
- Daily Phonics: focusing on Phase 2, Phase 3 and Phase 4 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 trees and forests
- 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 **FernGully**
- Finding words that rhyme with some key topic words – i.e. What rhymes with 'tree?' What rhymes with 'bat?'
- 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
- 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!”
- Writing letters to characters from our core texts and the film **FernGully** – what would Chrysta or Batty write to the lumberjacks Tony and Ralph clear-cutting the trees of the rainforest?
- A Fairy Diary Entry: “In the rainforest, I saw...”
- Using speech bubbles and thought bubbles to write about what the story and **FernGully** characters might be thinking about or saying
- Role playing and re-enacting the different core texts and providing props for

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

the students to explore them creatively

- Retelling key events from core texts and the film **FernGully** through drawing, speaking, and writing
- Playing the 'Silly Soup' game for rhyme and alliteration
- 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, ai, er
- Learning some Phase 4 blends: st, nk, nd, mp, nt, cr, br, fr
- Reading high frequency words and tricky words: is, it, in, at, no, go, I, to, the, into, he, she, we, they, be, me, my, are, all, some, come, have, like
- Using our robot voices to segment and blend words in Phonics - the 'Metal Mike' method
- Weekly guided reading groups
- Using our outdoor fairy garden to explore and compare to the fairies of the rainforest in **FernGully**
- The students will make a poster to advertise the film **FernGully** and predict what the film is about after viewing the trailer only
- Then the students will write a film review after having watched the film **FernGully**
- The students will discuss and write about different film techniques used in **FernGully** (like the extreme close up on Chrysta's eyes to convey her kind-hearted nature or the long shot of the rainforest to help show the setting of the film)
- Labelling the parts of a tree - roots, trunk, branches, leaves, buds, flowers, fruit, etc.
- Making environmental posters and an environmental action plan to save the trees in the rainforest
- Labelling different types of forest animals and woodland creatures from Percy the Park Keeper or the different wildlife in the film **FernGully**

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 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 labels, instructions, signs, envelopes, etc.

		<p>Writing</p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> • 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 <p><u>Range 6</u></p> <ul style="list-style-type: none"> • 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
<p>Mathematics</p>	<ul style="list-style-type: none"> • Building up the students' interest in counting and numbers through rhymes and songs • Continuing to expose the students to numerals 0-20 	<p>Comparison</p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> • Compare two small groups of up to five objects,

- Using Numicon to recognise numbers and quantities from 1-20
- Extension: introduce the numbers beyond 20
- Practice counting backwards from 20
- Exploring 2D shapes and 3D shapes, introducing mathematical language to name sides and corners or faces and vertices
- Ordering trees, leaves and twigs according to length and height
- 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 - comparing the weather in London to the weather of the rainforest in **FernGully**
- 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?
- Introducing counting in 2s, 5s and 10s
- Using directions and positional language to help direct and program the BeeBots
- Making repeating patterns with natural materials (leaves, twigs, conkers, pinecones, rocks, etc.)
- Ordering characters and objects from the film **FernGully** by size and measuring in centimetres or metres
- Examining autumn leaves in the Learning Garden and sorting them by colour and size
- Exploring symmetry in nature (i.e. with trees, plants, and flowers)
- Counting and adding with trees and fairies - looking at concepts like 'more'

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 signs to which they ascribe mathematical meanings

Range 6

- Engages in subitising numbers to four and maybe

and 'less'

- STEAM investigations:

-students will grow cress from seeds and track the progress, linking this with the importance of living things and how important plants are to our everyday lives as well as in the film ***FernGully***

-dyeing flowers using different colours and observing and recording the changes over time

-designing and building a house for the fairies in ***FernGully*** using natural materials from the Learning Garden (like leaves and twigs)

-making bird feeders to attract local birds to our Learning Garden and observing how the bird feeders are being used

-creating an oil and water science experiment to demonstrate the dangerous effects of pollution to our environment (linked to the film ***FernGully and the character Hexxus***)

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 rainforest
- Examining the different layers of the rainforest - forest floor, understory layer, canopy layer, emergent layer
- Exploring weather patterns (past weather and weather forecasts) - What was the weather like yesterday? What will it be like tomorrow?
- Students will learn through the film **FernGully** how to look after and care for the environment - How can we look after our planet? What makes the rainforest so special and unique?
- Technology: Using the BeeBots to navigate through the rainforest
- Exploring Google Earth and looking at its online maps - how a city like London compares to the rainforest
- People and Communities: Discussing how we spent our Christmas holidays and exploring Christmas, Hanukkah, Kwanzaa, etc. - how different people have different beliefs, values, and traditions
- 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 changes to nature during autumn and winter to understand growth and decay and changes over time
- Going on a variety of nature walks to look at plants and trees and observe seasonal changes
- Learning about different woodland animals and how they survive in the autumn and in the winter – How do they use the trees? (i.e. beavers make dams) - looking at animals who hibernate in the winter time
- Using a variety of ICT: interactive whiteboard, BeeBots, camera, iPads
- Explaining the importance of looking after Earth (Reduce/Reuse/Recycle) - linked with **FernGully** and how the humans tried to destroy the rainforest and clearcut the trees
- Students will be asked to think about **FernGully** and the fairies and animals that live in the forest in the film and then discuss what they would tell a fairy or a forest animal about our planet if they could speak to one - Why are trees crucial to our environment? How do they help humans and animals?
- What kind of technology does Zak possess that fascinates the fairies in the film **FernGully**? What is it called and what does it do?
- Examining how some trees can change depending on the season, but others do not

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

- Looking at different ways we can preserve the rainforest and raising money to support charities like The Rainforest Trust
- using apps like Adobe Voice to help us review the film *FernGully* and discuss the importance of rainforest preservation
- Examining the importance of Magi's quote in *FernGully* and what it means: "There are worlds within worlds, Crysta. Everything in our world is connected by the delicate strands of the web of life, which is a balance between the forces of destruction and the magical forces of creation."
- Looking at the human impact on the environment and how we must look after our planet
- Talking about respect – respect for trees and the environment and understanding the consequences of not respecting the trees or the environment (linking this concept to our worm farm and compost idea)
- Looking at seeds and plants and how things grow through pollination and germination, linked to the quote from *FernGully*: "Remember: all the magic of creation exists within a single tiny seed."
- Sequencing the life cycle of a plant, a flower, and a tree

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 **FernGully** through imaginative role play in the Learning Garden
- 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 Hanukkah, Kwanzaa and Valentine's Day
- Using props and costumes to act out the different core texts and the film **FernGully**
- Providing students with opportunities to review and reflect on their work - What do you like about it? What would you do differently next time?
- Looking at artwork by Andy Goldsworthy and then trying to recreate it using natural materials
- 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 the rainforest like in **FernGully** e.g. rain stick, thunder tube, ocean drum, etc.
- Making leaf rubbing drawings or tree bark rubbings using crayons and autumn leaves to experiment with colours and textures
- Provide opportunities to talk about and share the students's work. "Show and Share" moments to talk about the colours they have used, the techniques, patterns, etc.
- Selecting a Reception "Artist of the Week" to celebrate and display our best work and then display on our classroom display wall
- 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? What went well and what might you do differently next time?
- Making transient art using natural materials
- Pretending to be characters from **FernGully**, students will think about how they can save the trees and rainforests from deforestation and logging
- Studying Richard Shilling and his art and sculpture that is linked to nature
- Talking about different colours and shades within nature - like warm and cool colours
- Making a Stick Man inspired by the story
- Making leaf people or fairies using the leaves found outside

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 & 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 & communicates working theories, feelings & understandings using a range of art forms, e.g. movement, dance, drama, music & 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
- Sings 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

GGL

**Reception – Academy specific vision, ethos, Learning Model and priorities
Spring 1, 2022**

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 *FernGully* is promoting. The students will compare different scenes from *FernGully* and explore the changes of the forest 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, lighting, music, and camera angles within the film *FernGully*, to help convey a strong environmental message about protecting the rainforest.

Experiential Learning Model: This term our STEAM investigations will inspire and engage our students in the introduction of our new learning topic “Trees.” The students will use our Learning Garden and the local community as a stimulus to help them discuss trees, and explore and reflect upon environmental issues in the rainforests like in the film *FernGully* in more detail. We will learn all about the different types of trees in our local area and compare them to the types of trees found in rainforests. Through our core texts like “Percy the Park Keeper, The Giving Tree, The Tiny Seed, and Stick Man,” the students will learn about the changes in seasons, and we will unpack what trees need in order to grow and be healthy and understand the importance of trees for the Earth and our environment to thrive. As part of our STEAM projects, all students will grow some watercress in the Reception classroom and will make observations about the different stages and changes that have occurred over time.

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 the environment? What have we learned through the film *FernGully* when humans don't look after the rainforest? 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)