



GGL Federation, Greenside

Nursery Medium Term Planning: Spring Term 2 2022

Theme: Oceans

Film: Moana

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Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Communication and Language	<ul style="list-style-type: none"> After watching the movie, ask students to retell and recall the film and the main characters - staff to model how to use descriptive language. “Hot Seat Game” - asking and answering who, what, where, when, why, how and why questions relating to Moana and core texts Listening for rhyming words in core texts, predicting the next part of the story, creating alternate endings, etc. Learning new vocabulary related to oceans - water, island, boat, sand, coral, and sea creatures such as turtles, jellyfish, dolphin, whale, shark, etc. Learning new vocabulary related to film - sound, special effects, animation, scene, frame, characters, setting, etc. Reinforcing initial sounds and dominant sounds within new topic words - i.e. B is for boat, T is for Turtle, J is for Jellyfish, etc. Using language to express our thoughts, opinions, and feelings about Moana - How did you feel when Moana went beyond the reef? How do you think Maui felt when his hook was taken? Allowing for different role play opportunities inside the home corner and outside in the Learning Garden to explore story language and the concepts of ‘fairness’ and ‘stealing’ - linked to the core text <i>The Night Pirates</i> Comparing our core texts – “They are the same because... They are different because...” Looking at different environments - comparing oceans from around the world, and salt water vs. fresh water lakes Using classifying language to discuss sea creatures such as “This is a Turtle” and descriptive language like “The turtle has a hard shell.” 	<p>Listening and Attention</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door Shows interest in play with sounds, songs and rhymes Single channelled attention; can shift to a different task if attention fully obtained – using student’s name helps focus <p><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>Understanding</p>

- Using mathematical language – big, small, more, less, fewer, add, subtract, takeaway, equals, heavy, light, balanced, tall, short, half, double, first, second, third, etc.
- Using positional language – next to, beside, in front of, behind, above, under, in between, on top, inside, etc.
- Students to use story sequence language to describe the film **Moana** and the different core texts: first, then, next, after that, finally
- Constant modelling of the correct past, present, and future tenses
- Talking about the need to care for and look after our oceans, the students can suggest how to do this (ie: don't litter, recycle, beach clean ups, etc.)
- Role play in the home corner, turning it into a pirate ship to speak about pirates and treasure and linking into PSED topics about fairness and stealing
- Adults to model how to play cooperatively and use imaginative and creative language in the home corner or in small-world activities to inspire narrative role play scenarios
- Thinking about what it would be like to be underwater in the ocean; what would you hear, see, taste and touch? The students will do a film review rating the film in stars and describe their favourite characters and their favourite scene
- Introducing topic specific vocabulary related to naming different types of sea creatures, different types of climates and weather patterns around the world - crab, whale, fish, shark, dolphin, starfish, jellyfish, octopus, squid, hot, humid, temperature, saltwater, fresh water, ocean, waves, Indian Ocean, Pacific Ocean, Atlantic Ocean, Arctic Ocean
- After screening **Moana**, ask the students to retell the story and recall the film and its main characters, modelling how to use descriptive language and the correct tenses to discuss the film plot and main characters
- Using **Moana** and the TV series "Blue Planet" as a stimulus to discuss and understand the human impact on our oceans and climate change
- Using maps from pirate themed stories as a stimulus to discuss and understand directions about how to get home from school, from a friend's house, etc. in order to encourage the students to use positional and directional language
- Asking the students to recall recent experiences – i.e. how they spent their half-term holiday or how they may have celebrated Valentine's Day

Range 4

- Identifies action words by following simple instructions, e.g. Show me jumping
- Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet
- Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)
- Developing understanding of simple concepts (e.g. fast/slow, good/bad)

Range 5

- 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
- Beginning to understand why and how questions

Speaking

Range 4

- Uses language to share feelings, experiences and thoughts
- Holds a conversation, jumping from topic to topic
- Learns new words very rapidly and is able to use them in communicating
- Uses a variety of questions (e.g. what, where, who)
- Uses longer sentences (e.g. Mummy gonna work)
- Beginning to use word endings (e.g. going, cats)

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

		<p>(e.g. went down slide, hurt finger)</p> <ul style="list-style-type: none"> • 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>Physical Development</p>	<ul style="list-style-type: none"> • Manipulating clay, plasticine, playdough, etc. related to the film <i>Moana</i>- build your own raft, boat, island, hook for Maui, make different ocean animals, etc. • Creating large artwork in the Learning Garden with chalk to develop gross motor skills - drawing fish, waves, pirate flags, treasure maps, etc. • Setting up obstacle courses in the Learning Garden to experiment with different ways of moving – linked with the film <i>Moana</i> and core texts • Nursery staff to model how to hold a pencil, chalk, pens, and paint brush correctly. • Handwriting activities - Jarman patterns, letter formation, and number formation • Oceans linked handwriting sheets and Jarman handwriting activities • Fine motor skill activities - finger painting, feathers, foil, zips, buttons and fasteners on clothes, use of scissors, etc. • Threading patterns of ocean animals with ribbon and string • Ribbons and chalks available in the Learning Garden to encourage letter formation and different shapes • Managing risks in the Learning Garden, learning to climb safely and use tools appropriately • 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 <u>Range 4</u></p> <ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on

- 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 ocean animals, simulating a fish swimming, a crab crawling and building our own boats, and islands, etc.
- Discussing the importance of oral hygiene – like brushing your teeth and visiting the dentist regularly to promote health and self-care
- P.E. Focus: Dance - Each week we will learn a variety of different steps and moves towards a final dance routine
- After watching *Moana*, students will be encouraged to talk about why it is important to look after our Oceans and what is happening to them and why - link to the character Te Fiti in *Moana* and how she protects Earth and the oceans
- Discussing the importance of drinking lots of water to stay hydrated and bathing regularly to promote health and self-care
- Introducing different group games which allow opportunities for the students to find their own space and allow them to be aware of other people's space too (i.e. throwing and catching games, duck duck goose, etc.)
- Parachute games – shake it in different ways (like ripples in the water on a windy day)
- Digging for buried treasure like pirates in the sand pit of our Learning Garden
- Role playing as pirates and shipmates looking for treasure and following instructions on a treasure map to conduct a scavenger hunt through the Learning Garden
- Riding bikes and trikes in the Learning Garden

each step while holding a handrail for support

- Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride

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

- Holds mark-making tools with thumb and all fingers

Range 5

- 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

Health and Self-Care

Range 4

- Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day
- Needs to sleep for 10–13 hours in a 24-hour

period which may include a nap, with regular sleep and wake-up times

- Feeds self competently
- Can hold a cup with two hands and drink well without spilling
- Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support
- Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet
- Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots
- Begins to recognise danger and seeks the support and comfort of significant adults
- Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions

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 child

		<ul style="list-style-type: none"> • 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
Personal, Social, & Emotional Development (PSED)	<ul style="list-style-type: none"> • Continuation of the 'Golden Rules' and reinforcement during child initiated play • SMSC weekly topics and themes • E-safety • Students will use the film Moana as a stimulus to explore how to make friends with one another in the classroom and how the characters Maui and Moana need to learn to work together as a team and cooperate in order to return the relic to Te Fiti and save the Polynesian people • Students to recall how they felt after watching Moana - Should students always obey their parents/carers? Why? Or why not? How is Maui a good friend to Moana and sometimes not a very good friend? • Linking feelings to the characters within Moana and core texts - How do they resolve conflicts? Would you do the same? • Looking at the story "The Rainbow Fish" to help discuss the concept of selfishness, and how it is important to be kind and share with others • Examining the different personalities and traits of the characters of Moana and core texts • What is a pounamu stone and what is its cultural significance to the Maori people of New Zealand? • Discussing the importance of water - how we need it to survive, how plants and animals need water to survive, and how not everyone is fortunate enough to have access to clean water around the world. Linked to the concept of 'oil spills' and waste spillages and the importance of clean water for fish and both sea and land animals. • Listening carefully to how music and sound effects are used in the film Moana - i.e. what does it sound like when the boat is gliding through the water? What sounds can you hear underwater? How are they different from the sounds that we hear where we live? How do these sounds make us feel? • Looking at different environments - comparing our Shepherd's Bush community to the Polynesian island in Moana - How are they similar? How are they different? 	<p>Making Relationships</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a student a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety • Seeks out others to share experiences with and may choose to play with a familiar friend or a student who has similar interest <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

- Students to think about how the ocean makes them feel - i.e. how it provides us with a place to swim, how it allows animals to live and breed, how the sounds of the ocean can be calming and relaxing, etc.
- Talking about respect – respect for the ocean and the environment and understanding the consequences of not respecting the ocean or the environment, like the legend of Te Fiti in **Moana**
- Retelling the core texts through role play activities, practising how to take turns and work cooperatively together to create a shared narrative
- Comparing characters from the different core texts and the film **Moana**, students will be encouraged to think about who is special to them (i.e. their friends and families).
- Using **Moana** to discuss the importance of family - How does our family keep us safe? Who can we go to when we don't feel safe?
- Using **Moana** as a stimulus to discuss different cultures and traditions around the world (i.e. Polynesian people). How are we the same or different? What makes us unique? We will focus on the importance of diversity and celebrating our cultural differences and uniqueness.
- Students will help to collect litter around their local community, inviting friends and family to help. Students will talk about the consequences of littering and not looking after our environment (linked to the story “Somebody Swallowed Stanley”)
- EYFS Charity Fundraiser - all proceeds go to a charity related to our Oceans topic like <https://www.cleanwater.org/>

another who wants it

- Practises 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

Sense of Self

Range 4

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

Range 5

- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self 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

Understanding Emotions

Range 4

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

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

		<ul style="list-style-type: none"> • 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
Literacy	<ul style="list-style-type: none"> • In the book corner, students will be provided with fiction as well as nonfiction texts featuring oceans and the animals that live there. With adults, students will be encouraged to talk about the differences and how they know if something is a fiction or a nonfiction text • Listening to stories, songs, and poems related to oceans and sea animals: <ul style="list-style-type: none"> -Row, Row, Row Your Boat -Baby Shark -A Sailor Went to Sea, Sea, Sea -Animals in the Ocean • The students will sequence key events in core texts and the film Moana, using story sequencing prompts and pictures to help guide them • Daily Phonics: focusing on Phase 2 sounds and using our phonics knowledge to independently write words and captions • Making phonics games regularly available on the interactive whiteboard • Making decodable texts available in the book corner • Looking at rhyming words from the core texts and Moana • Using topic themed bordered paper and a variety of writing materials for the students to use independently in the home corner, construction area, and Literacy table • Retelling different stories as well as the film Moana through drawing and writing • Using different coloured paper, stencils, and materials to draw and construct ocean patterns, animals and pirate treasure maps • Providing writing paper and reading materials for the home corner – treasure maps, clues to finding the treasure, list of jobs for pirates, pirate passports, daily pirate ship logs, etc. • Providing opportunities for the students to learn how to write their names in different ways - with pens, pencils, chalks, writing in the sand, with paint, etc. • Explaining the importance of labelling our work with our name 	Reading <u>Range 4</u> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from student's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes <u>Range 5</u> <ul style="list-style-type: none"> • 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

- Writing notes and letters to the characters from our core texts and the film **Moana**
- Labelling different types of sea creatures and classifying them - are they fish or mammals? How do you know?
- Labelling the different parts of the sea creatures - i.e. gills, tentacles, tail, fin, etc.
- Identifying the life cycle of a Turtle - egg, hatchling, juvenile, adult
- Using speech bubbles and thought bubbles to write about what the story and film characters might be thinking about or saying in **Moana**
- Writing different ocean animal 'fact files' - i.e. The jellyfish can sting you, Dolphins are social animals that live in groups, etc.
- Retelling key events from core texts and **Moana** through drawing, speaking, and writing
- Playing the silly soup game for rhyme and alliteration
- Writing lists - What's in the Lighthouse Keeper's Lunch Box? What sort of jobs do pirates have?
- Making Wanted Posters and Writing a Message in a Bottle for "The Night Pirates" story
- Students will write a message in a bottle, pretending they've been shipwrecked and need help
- Writing diary entries in the role of a pirate out at sea – i.e. "It is day one of our voyage..."
- Writing down a list of instructions and directions as well as drawing a map to help **Moana** find her way back home safely
- Role playing and re-enacting the different core texts and providing props for the students to explore them creatively
- Making environmental protest posters relating to the dangers facing the Oceans from **Moana**
- Writing movie tickets leading up to our film screening of **Moana**
- After watching the film **Moana**, the students will complete a film review to discuss their favourite scenes, characters and give it an overall 'star rating'
- Matching initial sounds to characters/objects relating to the film **Moana** - M is for Moana, B is for Boat, F is for Fish, etc.
- Learning the actions and singing along to the Phase 2 Jolly Phonics song on YouTube
- Using a phonics themed sound chart to help with child initiated writing
- Knowing all of the Phase 2 Sounds: s, a, t, i, p, n, c, k, ck, e, h, r, m, d, g, o, u, l, f, b, ff, ll, ss
- Learning some of the Phase 2 'Tricky Words:' the, l, to, no, go, into

independently

Writing

Range 4

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

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

Mathematics

- Building up the students' interest in counting and numbers through rhymes and songs
- Using objects and pictures to encourage and support their involvement in singing
- Creating different types of numbers lines with the students – fish, boats, shells etc.
- Continuing to expose the students to numerals 0-10 and beyond
- Using Numicon to recognise numbers and quantities from 1-10 and beyond
- Extension: introduce teen numbers
- Counting and comparing number of shells, people, boats, etc. in different pictures
- Making repeating patterns with characters from core texts, and other objects related to Oceans.
- Showing an interest in representing numbers by making marks on paper - i.e. tally marks to record the number of ships, sea creatures etc
- Ordering shells and ocean animals etc, according to length/height
- Ordering characters and objects from the film **Moana** by size e.g. largest to smallest
- Sorting and counting natural materials found in The Learning Garden
- Exploring 2D shapes, introducing mathematical language to name sides and corners
- Extension: Introducing 3D shapes
- Using mathematical language to describe different ocean animals - big, small, tall, short, heavy, light, long, wide, etc.
- Learning about the days of the week and monitoring the daily temperature and weather trends through the BBC Weather Report
- 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.
- 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. pirate treasure coins
- Weight and Capacity - relate to water and sea levels. 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?
- Sorting rubbish and recyclables (link to **Moana**, Blue Planet and the importance of protecting our ocean life)
- Using mathematical language to describe different objects from the film **Moana** - big, small, tall, short, heavy, light, etc.

Comparison

Range 4

- Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'

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!

Counting

Range 4

- Begins to say numbers in order, some of which are in the right order (ordinality)

Range 5

- 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

Cardinality

Range 4

- In everyday situations, takes or gives two or three objects from a group
- Beginning to notice numerals (number symbols)
- Beginning to count on their fingers.

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)

- Data handling – Who enjoys visiting the beach and the ocean? What are your favourite snacks to take with you? What would you feed the ocean animals?
- Recognising coins and exploring how much a plastic bag costs at the supermarket - linked to the story “Somebody Swallowed Stanley”
- Exploring the concepts of floating and sinking in the water tray inside the classroom and outside in the Learning Garden
- Exploring weight through different topic related objects (sea creatures, fish, boats, treasure chests, etc) – What is heavy and what is light?
- Exploring symmetry in nature (i.e. with seashell patterns)
- Looking at Adding and Subtracting sea creatures, boats, shells, etc - more and less
- Encouraging the students to count and represent numbers in different ways - i.e. with marks on paper (writing numbers or tally marks), counting on our fingers, counting physical objects, etc.
- Using and reinforcing positional language – i.e. under, in front of, behind, in, next to, beside, on top of, etc.
- Using positional and directional language to conduct a treasure hunt in the classroom and outside in the Learning Garden
- Estimating: using boats and small world people, students will be encouraged to estimate how many people can fit in the boat, then test and calculate whether their prediction was more or less than the actual total.

STEAM investigations:

- Building boats and rafts for the pirates and then testing them to see if they sink or float
- Waterproofing experiments - testing different materials to see whether or not they will float or sink
- Freezing toy polar bears in blocks of ice and predicting how quickly they will melt - link to the shrinking ice caps in David Attenborough’s “Blue Planet”

- 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

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

Spatial Awareness

Range 4

- Moves their bodies and toys around objects and explores fitting into spaces
- Begins to remember their way around familiar environments
- Responds to some spatial and positional language
- Explores how things look from different viewpoints including things that are near or far away

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

Shape

Range 4

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

- Makes simple constructions

Range 5

- Chooses items based on their shape which are appropriate for the child'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

Pattern

Range 4

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

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

Measures

Range 4

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

		<p><u>Range 5</u></p> <ul style="list-style-type: none"> ● 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
<p>Understanding the World</p>	<ul style="list-style-type: none"> ● Exploring weather patterns (past weather and weather forecasts) - What was the weather like yesterday? What will it be like tomorrow? ● Exploring different celebrations from different religions or places such as Valentine’s Day, Shrove Tuesday, Ash Wednesday, Daylight Savings Time, Ramadan, etc. ● Examining puddles and the different types of water that we see outside- looking at the change and evaporation in water or water freezing and turning into ice at zero degrees celsius. ● Investigating different types of clothing worn at different times of the year - dependent on seasons, time of year etc (i.e. the weather in Moana compared to the weather in England) ● 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 winter and spring to understand growth and decay and changes over time ● Using torches in a blackout tent to investigate light and dark ● Sequencing our daily routines in chronological order ● Discussing how we spent our half-term holidays ● Understanding the water cycle through through Mr Drippy animation and cotton ball experiment ● Using our film Moana to talk about environmental issues and what we can do to protect our planet and look after it as well as one another – how can we take environmental action? ● Learning about different different sea animals and how they survive in the autumn and in the winter? Do they hibernate? ● Looking at Day/Night - and understanding that the Earth rotates completely once every 24 hours ● Looking at local water systems (the River Thames) and comparing it with the Ocean - What is the difference between a river and the ocean? ● Looking at our Planet: 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? 	<p>People and Communities</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> ● Has a sense of own immediate family and relations and pets ● In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird ● Beginning to have their own friends ● Learns that they have similarities and differences that connect them to, and distinguish them from, others <p><u>Range 5</u></p> <ul style="list-style-type: none"> ● 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 <p>The World</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> ● Notices detailed features of objects in their environment ● Can talk about some of the things they have observed such as plants, animals, natural and found objects

- Looking at **Moana** and “Blue Planet” as a stimulus to discuss climate change, water pollution, and the dangers it has on the ocean animals and the Great Barrier Reef
- Looking at the importance of water - Why do we need water to survive? Who needs water? (Plants, people, animals)
- Investigating the different types of animals that live in the water and exploring their oceanic habitats - linked to the different layers of the ocean
- Explaining the importance of looking after Earth (Reduce/Reuse/Recycle) - linked with **Moana** and how humans have an impact on plastic in the oceans, coral reef bleaching, etc.
- Listening to the sounds of the Ocean on YouTube, the students will engage in a sensory art based activity in which they will paint the mood of the music (i.e. are the waves crashing or do they sound calm?)

Experiments and Investigations:

- Cotton ball experiment to discuss water absorption
- Sinking and floating experiments
- Sorting different recyclable materials
- Making our own rafts and boats using recycled materials
- Making pirate themed telescopes
- Making stained glass window art
- Oil and water experiment

- Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake

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

Technology

Range 4

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

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

		<ul style="list-style-type: none"> • 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
Expressive Art & Design	<ul style="list-style-type: none"> • Retelling core texts through imaginative role play and drama in the Learning Garden • Making and re-creating sea animals and ocean habitats from the film Moana • Making pirate hats and eye patches for “The Night Pirates” • Making musical instruments with natural and found materials - rain sticks • Singing and reciting favourite topic related nursery rhymes and songs • Role playing in the home corner and learning about pirates through PSED - Are they kind to others? Do they play fairly? • Using props and costumes to act out the different core texts as well as the film Moana • Providing students with opportunities to review and reflect on their work - What do you like about it? What would you do differently next time? • Pretending to be characters from the film Moana, the students will think about how they can save the ocean and the animals that live there • Imaginative role play in The Learning Garden as well as in the home corner relating to the core texts and the film Moana • Explore mark making materials to make different patterns and textures - crayons, chinks, pastels, colouring pencils - pressing hard/gentle, zig-zags, dots, wavy lines, crosses, shading, putting one colour on top of another • Exploring instruments to reproduce sounds of the ocean - i.e. a rain stick, a triangle, etc. • Painting to music - creating a visual representation of what they can hear • Making treasure maps and wanted posters for the pirates • Making jewellery to put into a pirate treasure chest • Making 3D pirate ships, boats, and rafts from natural and recycled materials • Creating sea creature mosaics • Coral reef salt art paintings • Creating an underwater class display using different materials, colours, and textures • Play the sounds of the ocean on the interactive whiteboard, while the students move to the different sounds – floating, jumping, flying, swimming, etc. 	<p>Creating with materials</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas <p><u>Range 5</u></p> <ul style="list-style-type: none"> • 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 • Sings 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,

		<ul style="list-style-type: none"> balancing, making enclosures and creating spaces • Uses tools for a purpose <p>Being Imaginative and Expressive</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements <p><u>Range 5</u></p> <ul style="list-style-type: none"> • 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
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GGL
Nursery – Academy specific vision, ethos, Learning Model and priorities
Spring 2 2022

Greenside

Teaching film – about, through and making film: The Greenside Nursery students will explore the different themes and motifs in the film *Moana* that relate to our topic “Oceans.” We will examine the environmental aspects of the film. We will discuss the importance of water - how humans, plants, and animals need it to survive and why it is important to look after the oceans and ocean animals. We will also discuss how Moana was selected to protect and look after the ocean as well as the Polynesian people of her village. Alongside the animated film *Moana*, we will explore the documentary television series *Blue Planet* to understand

more about climate change and the different challenges that we are currently facing in our oceans (such as the diminishing coral reef in Australia). We will look at the different characters within the film *Moana* and analyse them. By teaching through film, the students will be exposed to film language (like setting, plot, character, mood, etc.) and examining the film *Moana* through a critical lens. For example, we will take a look at what the music and sound effects tell us about the mood of a particular scene. The students will also be prompted to look at the characterisation of the animation and how this is indicative of the type of character. For example, the character Maui is quite big and strong looking... What does that tell us about his personality traits?

Experiential Learning Model: Our STEAM investigations will inspire and engage our students in the introduction of our new topic "Oceans." We will use the film *Moana* and The Great Barrier Reef in Australia as a stimulus to help us to learn more about the negative impacts that humans have on the environment. We will also examine the water cycle and conduct experiments linked to water, ice, puddles, and evaporation. We will also explore the different layers within the ocean and look at the different types of animals living within them, as well as how the animals have evolved to survive harsher conditions. Finally, we will look at weather patterns and trends over time including the melting of the polar ice caps and the rising sea levels.

Questioning: The focus for this term will be on using open-ended and reasoning questions suitable for all students's learning abilities. The students will gain a better understanding of oceans and the environment through questions like: What are the most significant threats facing our oceans and the ocean animals? Why is the coral reef such an important part of the ocean? How can we make sure that we are protecting our oceans and ocean animals?