



**Greenside Film Factory**  
**Medium Term Planning: Spring Term 2**

**Class:** Reception  
**Theme:** Oceans

**Teacher:** Christina Morra  
**Film:** *Blue Planet*

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
<b>Personal, Social, &amp; Emotional Development</b>	<ul style="list-style-type: none"> <li>Continuation of the 'Golden Rules' and reinforcing them to the students during their play</li> <li>Discussing weekly SMSC topics and themes, world events, moral dilemmas, and global perspectives</li> <li>Discussing E-safety and how to use a range of technologies safely at school as well as at home</li> <li>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 environmental problems facing our oceans in the documentary film series <b>Blue Planet</b>)</li> <li>Students will think of a range of describing words for the ocean and the animals that live there based on the series <b>Blue Planet</b> and then they will be encouraged to engage all their senses to describe the different habitats that they see within the film series</li> <li>The students will sequence key stories, retell them and put the events in chronological order using story sequencing language: first, then, next, after that, finally</li> <li>Listening for rhyming words in core texts as well as predicting the next part of the story, creating alternate endings</li> <li>Discussing likes and dislikes about the weather – How does the weather impact your mood and how you feel? (i.e. sunny days can make you feel happy, and grey rainy days can make you feel tired)</li> </ul>	<b>Making Relationships</b> <u>Range 6</u> <ul style="list-style-type: none"> <li>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> <li>Develops particular friendships with other students, which help them to understand different points of view and to challenge their own and others' thinking</li> <li>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</li> <li>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</li> <li>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>Is proactive in seeking adult support and able to articulate their wants and needs</li> <li>Some students may have had to make many</li> </ul>

- Students will discuss and recall how they felt after watching **Blue Planet** and the impact of pollution, coral reef bleaching, etc.
- Discussing moral dilemmas: should we keep fish in tanks?
- Talking about the importance of water - how we need water to survive, how animals and plants also need water to survive and how not everyone is fortunate enough to have access to clean water around the world
- EYFS Charity Fundraiser – students raise money from the community to adopt a polar bear. Students will learn about why the animal is facing extinction, and what we can do to help. Students will plan, advertise and conduct the fundraiser themselves
- After reading the story “Night Pirates” we will discuss the concept of fairness and equality between boys and girls
- Through the story “The Rainbow Fish,” the students will discuss the things that they cherish most and the importance of sharing special things with other people and being kind to others. Understanding that giving things to others is kind and can make us feel happy
- We will use the story “The Rainbow Fish” as a stimulus to start a ‘Show and Share’ schedule in Reception in which the students will be encouraged to bring in some of their favourite things from home and then discuss their importance with their peers
- After reading “The Rainbow Fish,” the students will hypothesise what the fish could have done instead, and how he could have used his words to talk about how he was feeling
- Students to talk and think about the idea of respect, and how the humans don’t respect the ocean or the environment in the documentary **Blue Planet**
- Students will also discuss the consequences of not respecting others or our planet (i.e. the diminishing coral reef)
- Through Sir David Attenborough and the series **Blue Planet**, the students will learn about the consequences of humanity’s actions, both good and bad when it comes to looking after our environment. Then the Reception students will be encouraged to think of ways that we can change our habits for the good of the planet
- Students to talk about empathy and their feelings when they see the impact of pollution on animals in the ocean - link to the BP oil spill and the amount of plastic in our oceans as seen in **Blue Planet**
- Link and Learn Morning - inviting parents/ carers to EYFS to join the students and showcasing how we teach Mathematics at school

different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship

### **Sense of Self**

#### Range 6

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

### **Understanding Emotions**

#### Range 6

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

### **Self-Regulation ELGs**

- Students at the expected level of development will show an understanding of their own feelings and

		<p>those of others, and begin to regulate their behaviour accordingly</p> <ul style="list-style-type: none"> <li>● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul> <p><b>Managing Self ELGs</b></p> <ul style="list-style-type: none"> <li>● Students at the expected level of development will be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>● Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>● Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</li> </ul> <p><b>Building Relationships ELGs</b></p> <ul style="list-style-type: none"> <li>● Students at the expected level of development will work and play cooperatively and take turns with others</li> <li>● Form positive attachments to adults and friendships with peers</li> <li>● Show sensitivity to their own and to others' needs</li> </ul>
<p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>● Playing the “Hot Seat Game” - asking and answering who, what, where, when, why, and how questions relating to core texts</li> <li>● Listening for rhyming words in core texts, predicting the next part of the story, creating alternate endings, etc.</li> <li>● Using classifying language to describe the ocean - i.e. cold, deep, blue, dark, etc. and how this compares to a lake or a river</li> <li>● Learning new vocabulary related to oceans, ocean animals and the documentary film series <i><b>Blue Planet</b></i> - habitats, deep, sea, ocean, crab,</li> </ul>	<p><b>Listening and Attention</b> <u>Range 6</u></p> <ul style="list-style-type: none"> <li>● Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> <li>● 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</li> </ul>

fish, squid, whale, dolphin, starfish, jellyfish, octopus, shark, shell, oxygen, environment, seaweed, coral, climate, pollution, reef, ecosystem, twilight zone, the trenches, abyss, midnight zone, sunlight zone, pressure

- 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. SH is in fish and in shark, IGH is in sunlight and twilight, etc.
- Using language to express our thoughts, opinions, and feelings linked to our film screening of **Blue Planet** and our core texts – i.e. “How did you feel when...?”
- Singing and dancing along to topic related songs and rhymes like 5 Little Ducks, Row Row Row Your Boat, Down by the Sea, etc.
- Language structures: Comparing our core texts and scenes from **Blue Planet** – “They are the same because... They are different because...”
- Students to sequence the different core texts using story sequencing language: first, then, next, after that, finally
- Constant modelling of the correct past, present, and future tenses
- Using mathematical language – addition, add, plus, subtraction, takeaway, minus, equals, less, fever, more, heavy, light, balanced, half, double, first, second, third, etc.
- Using positional language – next to, beside, in front of, behind, above, under, in between, on top of, etc.
- Asking the students to recall recent experiences – i.e. How did you spend your half-term holiday? How did you spend your weekend?
- Looking at different environments - i.e. comparing cities with oceans, and freshwater to saltwater
- 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 **Blue Planet** 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 pirate ship to help discuss ideas of ‘stealing’ and ‘fairness’

## Understanding

### 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 6

- 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

## Listening, Attention and Understanding ELGs

- Students at the expected level of development will listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

	<ul style="list-style-type: none"> <li>● Model how to play cooperatively and use imaginative language in the home corner or in small-world activities</li> <li>● The students will be asked to analyse <b>Blue Planet</b> through a critical lens - looking at camera shots and angles, music, sound effects, mood and lighting</li> <li>● Introducing new vocabulary related to <b>Blue Planet</b> such as sustainability and preservation as well as pollution, coral reef bleaching, climate change, etc.</li> <li>● After screening an episode of <b>Blue Planet</b> each week, ask students to recall some of the animals they have observed and model how to use descriptive language and key vocabulary when describing the different creatures that live in the ocean</li> <li>● The students will look at the weather forecasts each morning for different countries around the world. Students will talk about and compare the different weather patterns, and talk about why different places are experiencing different weather in different locations and hemispheres</li> <li>● Playing 'Celebrity Heads' with different animals of the ocean, in which the students will be encouraged to use different clues and prompts to guess what animal they are</li> <li>● Using classifying language to talk about the different habitats of animals featured in <b>Blue Planet</b> and justifying why those animals prefer specific habitats within the different layers of the ocean</li> <li>● 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 directional language</li> <li>● Students will be encouraged to choose an animal featured in <b>Blue Planet</b> and use it as a character to create their own narrative</li> <li>● Students will explore and examine real fish and crustacean from a fishmonger, comparing textures and labelling the different parts of the animal</li> </ul>	<p><b>Speaking ELGs</b></p> <ul style="list-style-type: none"> <li>● Students at the expected level of development will participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>● Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>● P.E. Focus: Dance</li> </ul> <p>We will be learning about the different muscles in our body and working on our ability to balance using our core strength. The students will warm up their bodies with aerobics exercises. Then they will learn a variety of dance moves and how to coordinate their bodies and movements in time to the music. Students will build their repertoire of moves until they know a full routine to the song "The Cha Cha Slide" culminating in a performance at the end of the half term.</p>	<p><b>Moving and Handling</b></p> <p><u>Range 6</u></p> <ul style="list-style-type: none"> <li>● 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</li> </ul>

- Large artwork in the Learning Garden with chalk to develop gross motor skills - drawing fish, ocean waves, animals, and scenes from **Blue Planet**
- Setting up pirate themed obstacle courses in the Learning Garden to experiment with different ways of moving - i.e. walk the plank, raise the Jolly Roger, scrub the deck, etc.
- Manipulating clay, placticine, playdough, etc. related to scenes and animals from **Blue Planet** - i.e. build your own coral reef
- Bikes and trikes will be regularly accessible in the Learning Garden to promote moving in different ways and safely avoiding obstacles
- 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.
- Encouraging the students to tie their own shoelaces, zip up their own coats, and fasten their own buttons as part of their fine motor skills and independent self-care
- Students will have an open snack bar in the morning, where they will be encouraged to eat healthy foods of their choosing, discussing what is good for their body and what their body needs to give them further energy for the morning
- Moving in different ways like the characters in **Blue Planet** - i.e. crawling like a crab, swaying like a jellyfish, etc.
- Playing mirrored role play games with a partner by copying simple actions (link to main characters from core texts and **Blue Planet**)
- Finger gym: Peg boards, threading patterns, beads and tweezers, buttons, sewing, etc.
- Finger painting/Hand painting related to **Blue Planet** and the rainforest – Which colours would we see in the ocean? Examining the different layers of the ocean and how the shades of blue change
- Retelling scenes from **Blue Planet** and various core texts through imaginative role play scenarios
- Managing risks in the Learning Garden, learning to climb safely and use tools appropriately
- Discussing the importance of drinking lots of water to stay hydrated and bathing regularly to promote health and self-care

- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
- 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 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

	<ul style="list-style-type: none"> <li>● Digging for buried treasure in the sandpit in the Learning Garden like the pirates from the story “Night Pirates”</li> <li>● Making lighthouses – link to “Lighthouse Keeper” and Maths (3D shapes and repeating patterns)</li> <li>● Role playing as pirates looking for treasure and following instructions on a treasure map to conduct a scavenger hunt through the Learning Garden</li> <li>● Weaving octopus legs and threading for fine motor control</li> <li>● Inspired by the Antarctica episodes of <b>Blue Planet</b>, the students learn about the physical preparation needed for Polar Expeditions.</li> <li>● The students will train for Polar Expeditions and carry weights like Ernest Shackleton did</li> <li>● The students will learn and master their balance by walking the plank like a pirate across different balancing beams</li> <li>● The students will use threading materials to make treasure necklaces using fine motor skills</li> <li>● The students will use different tools to break and melt ice and frozen figures, making predictions about how long it will take for the ice to melt - linked to the melting ice caps in <b>Blue Planet</b></li> </ul>	<ul style="list-style-type: none"> <li>● Usually dry and clean during the day</li> <li>● Shows some understanding that good practises with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</li> <li>● 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</li> <li>● Shows understanding of how to transport and store equipment safely</li> <li>● Practises some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</li> </ul> <p><b>Gross Motor Skills ELGs</b></p> <ul style="list-style-type: none"> <li>● Students at the expected level of development will negotiate space and obstacles safely, with consideration for themselves and others</li> <li>● Demonstrate strength, balance and coordination when playing</li> <li>● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p><b>Fine Motor Skills ELGs</b></p> <ul style="list-style-type: none"> <li>● Students at the expected level of development will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>● Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>● Begin to show accuracy and care when drawing</li> </ul>
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**Specific Areas of Learning**

<b>Literacy</b>	<p><u>Core Texts:</u></p> <ul style="list-style-type: none"> <li>● The Rainbow Fish</li> <li>● Night Pirates</li> <li>● Somebody Swallowed Stanley</li> <li>● The Whale in the Fish Bowl</li> </ul>	<p><b>Reading</b></p> <p><u>Range 6</u></p> <ul style="list-style-type: none"> <li>● Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>● Uses vocabulary and forms of speech that are</li> </ul>
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- The story of the Titanic
- The story of Ernest Shackleton
- In the book corner, students will be provided with fiction as well as nonfiction texts featuring water, weather, oceans, and the animals that live there. With each other or an adult, the students will be encouraged to talk about the differences between fiction and nonfiction texts and how they know it.
- The students will sequence key events in core texts and scenes from **Blue Planet** 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
- Phase 2 sounds: s, a, t, p, i, n, d, m, n, d, c, k, e, h, r, g, o, u, l, f, b, ff, ll, ss. High frequency words: is, in, it, at. Tricky words: l, no, go, to, into, the.
- Phase 3 sounds: consonant digraphs – ch, sh, th, ng. Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ure, ear, air, er. Tricky words: he, she, we, me, be, was, my, you, her, they, all, are
- Learning some Phase 4 blends: st, nk, nd, mp, nt, cr, br, fr
- Introduce Phase 4 sounds CVCC words (i.e. tent) and CCVC words (i.e. spin)
- Making phonics games regularly available on the interactive whiteboard
- Weekly guided reading sessions
- Clap syllables of names and topic related words
- Students to give verbal book reviews for a reading display in class, framing their sentences and justifying with the connective ‘because’
- Listening to stories, songs, and poems related to oceans
- 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 **Blue Planet**
- Finding words that rhyme with some key topic words – i.e. What rhymes with ‘fish?’ What rhymes with ‘sea?’
- 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

increasingly influenced by their experiences of reading

- Describes main story settings, events and principal characters in increasing detail
- Re-enacts and reinvents stories they have heard in their play
- Knows that information can be retrieved from books, computers and mobile digital devices
- Is able to recall and discuss stories or information that has been read to them, or they have read themselves
- Begins to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example
- Begins to develop phonological and phonemic awareness:

-Continues a rhyming string and identifies alliteration

-Hears and says the initial sound in words

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

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

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

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

**Writing**  
**Range 6**

- thing I do is always the same... I pick up a pencil and write my name!"
- Writing letters to characters from our core texts or a letter to Greenpeace after viewing **Blue Planet**
  - A diary entry inspired by Ernest Shackleton: "On my journey, I saw..."
  - Using speech bubbles and thought bubbles to write about what the story characters might be thinking about or saying
  - Role playing and re-enacting the different core texts and providing props for the students to explore them creatively
  - Playing the 'Silly Soup' game for rhyme and alliteration
  - Using our robot voices to segment and blend words in Phonics - the 'Metal Mike' method
  - Making environmental posters and an environmental action plan to save the planet - inspired by scenes from **Blue Planet**
  - Labelling different types of ocean animals and creatures from **Blue Planet**
  - Re-telling important facts and information that we have learned through **Blue Planet** by speaking about them, drawing and writing about them - a fact file
  - Writing lists – What's in the Lighthouse Keeper's lunch box? What sort of jobs do pirates have?
  - Writing Instructions – step by step instructions about how to look after a baby in "Captain Pike Looks After the Baby"
  - After learning about the history of the Titanic, the students will write a message in a bottle, pretending they've been shipwrecked and need help
  - Students look at the key features of writing a letter after reading 'Dear Greenpeace' and then they will write their own letter to Greenpeace, asking a question or looking for some help and tips to help protect the planet
  - Using our adopted polar bear project, the students will make an information poster to tell other classes in the school about it
  - The students will write an information text about "The Smallest Turtle" in order to write about and describe the life cycle of a turtle

- 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

#### **Comprehension ELGs**

- Students at the expected level of development will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

#### **Word Reading ELGs**

- Students at the expected level of development will say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

#### **Writing ELGs**

- Students at the expected level of development will write recognisable letters, most of which are correctly formed

		<ul style="list-style-type: none"> <li>● Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>● Write simple phrases and sentences that can be read by others</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>● Building up the students' interest in counting and numbers through rhymes and songs</li> <li>● Continuing to expose the students to numerals 0-20</li> <li>● Using Numicon to recognise numbers and quantities from 1-20</li> <li>● Extension: introduce the numbers beyond 20</li> <li>● Practice counting backwards from 20 and understanding 'one more' and 'one less' within 20</li> <li>● Exploring 2D shapes and 3D shapes, introducing mathematical language to name sides and corners or faces and vertices</li> <li>● 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.</li> <li>● 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 Antarctica</li> <li>● Discussing 'time and light' through daylight savings time, morning routines, school routines, evening routines, etc. – sequencing a typical school day</li> <li>● 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</li> <li>● 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.</li> <li>● Using and reinforcing positional/directional language - like through a pirate treasure hunt</li> <li>● 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?</li> <li>● Introducing counting in 2s, 5s and 10s</li> <li>● Using directions and positional language to help direct and program the BeeBots</li> </ul>	<p><b>Comparison</b> <u>Range 6</u></p> <ul style="list-style-type: none"> <li>● Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>● Estimates of numbers of things, showing understanding of relative size</li> </ul> <p><b>Counting</b> <u>Range 6</u></p> <ul style="list-style-type: none"> <li>● Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>● Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> </ul> <p><b>Cardinality</b> <u>Range 6</u></p> <ul style="list-style-type: none"> <li>● Engages in subitising numbers to four and maybe five</li> <li>● Counts out up to 10 objects from a larger group</li> <li>● Matches the numeral with a group of items to show how many there are (up to 10)</li> </ul> <p><b>Composition</b> <u>Range 6</u></p> <ul style="list-style-type: none"> <li>● Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>● 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</li> <li>● In practical activities, adds one and subtracts one with numbers to 10</li> </ul>

- Ordering different animals featured in **Blue Planet** by size
- Looking at weight and capacity through scenes from **Blue Planet** - the size and weight of polar ice caps, rising sea levels, etc.
- The students will practice calculating 'one more' and 'one less' using treasure and gold coins– i.e. a pirate has 1 more or 1 fewer pieces of treasure
- Students will begin to use number lines to calculate one more and one less, jumping forwards and backwards when posed with the questions like "What would one more be?" and "What would one less be?"
- The students will learn about sorting and classifying using rubbish and recycling
- The students will explore the concept of money using pirate treasure and coins to add money and coins together
- 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
- Number Bonds: using The Rainbow Fish's scales as a stimulus to make number bonds to 10
- When looking at the weather around the world each morning, students will be encouraged to look at the daily highest temperature and daily lowest temperature
- Looking at repeating patterns with The Rainbow Fish's scales and different ocean animals featured on **Blue Planet**

STEAM investigations:

- Exploring the water cycle and conducting experiments linked to water, ice, puddles, and evaporation (ie: leaving water in the water tray overnight, watching water condensate in plastic bags)
- Building rafts to sail then testing them to see if they will sink or float
- Waterproofing experiments – testing different materials to see whether or not they are waterproof and whether or not they will float or sink
- Sorting and classifying recyclable materials
- Designing and creating new things out of recyclable materials (reusing and repurposing)
- Using a pH testing kit to test the waterways in and around school and compare their levels and measures

- 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 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 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 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 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

### **Number ELGs**

- Students at the expected level of development will have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

### **Numerical Patterns ELGs**

- Students at the expected level of development will verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

## Understanding the World

- Learning different facts about the ocean through various episodes of **Blue Planet**
- Examining the different layers of the ocean - Sunlight Zone, Twilight Zone, and the Deep Ocean (which is divided into 3 layers: Midnight zone, the Abyss and the Trenches)
- Exploring weather patterns (comparing past weather and making weather forecasts for the future) - What was the weather like yesterday? What will it be like tomorrow?
- Technology: Using the BeeBots to navigate through the layers of the ocean
- Exploring Google Earth and looking at its online maps - how a city like London compares to the Great Barrier Reef in Australia
- People and Communities: Discussing how we spent our half-term holidays and exploring 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 the seasonal changes to nature during winter and spring to understand decay, growth, and changes over time
- Using a variety of ICT: interactive whiteboard, BeeBots, camera, iPads
- Explaining the importance of looking after Earth (Reduce/Reuse/Recycle) - linked with **Blue Planet** and how humans have a direct impact on the environment, like the coral reef, oil spills, plastic, pollutants, etc.
- using apps like Adobe Voice to help us review the series **Blue Planet**, share different facts and information that we have learned, and discuss the importance of looking after the environment
- The students will wash clothes in the Learning Garden and explore the changes from wet to dry, including different variables (like whether it is a sunny or a cloudy day, a warm or a cold day, etc.)
- Examining puddles and the different types of weather 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 – link to seasons, time zones, and daylight savings
- Looking at the daily BBC Weather Report on the interactive whiteboard – compare London, England with different cities around the world

## People and Communities

### 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 6

- Looks closely at similarities, differences, patterns 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 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

- Learning the days of the week and time of day through the daily weather chart and weather forecast
- Students will pH test the different water around the school to measure their levels and talk about clean drinking water, and how some people may not have access to clean drinking water
- Looking at local water systems (i.e. River Thames) - talking about the different types of bodies of water, their geographical names, and the difference between them
- Climate Kids: coral bleaching game  
<http://climatekids.nasa.gov/coral-bleaching/>
- In STEAM activities and investigations, students will be encouraged to explain and observe the changes that are happening in different states of water and talk about why that might be
- After watching **Blue Planet Diaries**, the students will discuss the technology used and needed to observe and learn about the ocean, and what scientists do to learn more about the animals in the ocean
- Looking at the importance of water – Who needs water? (people, plants, animals, etc.) Why do we need water to survive?
- Studying the different types of animals that live in water featured in **Blue Planet** and comparing some of their features and habitats (i.e. a mammal vs. a fish)
- Students will learn about the life cycle of a turtle and their unique start to life. They'll follow this journey both by watching clips of **Blue Planet** and complemented by the story "The Smallest Turtle"
- When testing the pH levels of different water, students will take pictures on the iPads to enhance their scientific observations and data
- Through our Jeannie Baker books, students will look at why we need to protect our oceans and how important it is not to litter and the consequences
- The students will find out more about seashells, exploring, playing and observing them while discussing what they are used for by different sea animals

### **Past and Present ELGs**

- Students at the expected level of development will talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

### **People, Culture and Communities ELGs**

- Students at the expected level of development will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

### **The Natural World ELGs**

- Students at the expected level of development will explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

## Expressive Art & Design

- Retelling core texts and scenes from **Blue Planet** through imaginative role play scenarios 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 like Rain Rain Go Away, 5 Little Ducks, Row Row Row Your Boat, Down by the Sea, etc.
- Role playing in the home corner and celebrating the different holidays and events throughout the term - like St. Patrick's Day, Ash Wednesday, Easter, Red Nose Day, Spring Equinox, etc.
- Using props and costumes to act out the different core texts
- 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 Katsushika Hokusai's work "The Great Wave" and discussing what it represents
- Explore mark making materials to make different patterns and textures - crayons, chinks, 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 ocean like in **Blue Planet** e.g. rain stick, thunder tube, ocean drum, etc.
- Provide opportunities to talk about and share our artwork with one another - i.e. "Show and Share" moments to talk about the colours we have used, the different 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
- Talking about different colours and shades within nature - like warm and cool colours
- Painting to ocean inspired music and sounds, creating a visual representation of what we can hear
- Making a large scale papier-mâché octopus to decorate the classroom
- Making 3D pirate ships and lighthouses out of recycled materials (linked to core texts "Night Pirates" and "The Lighthouse Keeper")
- Creating an underwater sea creature collage with characters, inspired by illustrations from Jeannie Baker's books
- The students will look at the work of Claude Monet who was inspired by

## Creating with materials

### Range 6

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

## Being Imaginative and Expressive

### 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,

	<p>water, and recreate his famous series of paintings “Water Lillies”</p> <ul style="list-style-type: none"> <li>• Using recycled and reused materials, students will make rain shakers and musical instruments, looking at how they can turn materials and rubbish into something new</li> <li>• The students will help to create a classroom ‘Under the Sea’ display using different textures, colours, and materials that incorporate the different layers and zones within the ocean</li> <li>• Looking at the photographic work of Mandy Barker and how she arranges microplastics to make art that she has found in the ocean. Recreating some of her work using repurposed and recycled plastics</li> <li>• Looking at different sculptures made of recycled plastic and bottle tops to help draw attention to the large amounts of plastic and rubbish littering our oceans as seen in <i>Blue Planet</i></li> </ul>	<p>develop and act out an imaginary idea or narrative</p> <p><b>Creating with Materials ELGs</b></p> <ul style="list-style-type: none"> <li>• Students at the expected level of development will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing characters in narratives and stories</li> </ul> <p><b>Being Imaginative and Expressive ELGs</b></p> <ul style="list-style-type: none"> <li>• Students at the expected level of development will invent, adapt and recount narratives and stories with peers and their teacher</li> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music</li> </ul>
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**GGL**  
**Reception – Academy specific vision, ethos, Learning Model and priorities**  
**Spring 2, 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 series *Blue Planet* is promoting. Our documentary film series *Blue Planet* will be used as a ‘hook’ and a stimulus to help us take a deeper look at the animals that live in the ocean, their behaviours, but also some of the problems facing them and the consequences of humanity’s actions. *Blue Planet* will introduce the students to different animals that they recognise, and many that they do not. By also watching the *Blue Planet Diaries* after each episode, the

Reception students will be encouraged to think about the roles of a scientist and the technology and patience needed to observe the different phenomena in the ocean and how there is so much of the deep dark ocean that is yet to be explored by humanity.

**Experiential Learning Model:** This term our STEAM investigations will inspire and engage our students in learning about water and our oceans. The students will use our Learning Garden and the local community as a stimulus to help them discuss rainwater, puddles, and also explore and reflect upon environmental issues in the oceans as seen from David Attenborough in *Blue Planet*. We will learn all about the different types of plants and animals found in the oceans. Then we will unpack what these plants and animals require in order to grow and be healthy and how we can help ensure that the ecosystems in our oceans thrive. As part of our STEAM projects, all students will be closely examining the impact that humanity has on the environment and what we can do to help protect our planet.

**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 documentary film series *Blue Planet* when humans don't look after the ocean life? 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)