GGL Federation, Greenside

Nursery Medium Term Planning: Summer Term 1 2022
Theme: Minibeasts

Film: ***The Bee Movie***
Teacher: Christina Morra

Prime Areas of Learning		
Areas of Learning	**Learning Experiences**	**Skills and Curriculum Objectives**
Communication and Language	• The role play area and home corner will be set up as an Insect Laboratory for students to investigate insects and explore their understanding of the topic using key vocabulary - science, experiment, investigation, observation, record, data, chart, classify, compare, habitat, facts, information, etc. • Dressing up as minibeasts at the Ugly Bug Ball – discussing what our favourite minibeasts are and explaining why • Talking about the life cycle of a butterfly and a frog using the Adobe Voice app • After watching ***The Bee Movie***, students will recall the film and the main characters - staff to model how to use descriptive language, narrative language, and the correct tenses when speaking • In their role play, the students will be encouraged to give voices to the insects and characters from the film ***The Bee Movie***, using appropriate story and film vocabulary • Students will be encouraged to recall and remember the plot from ***The Bee Movie*** through imaginative play and the 'Hot Seat' questioning game. They will ask and answer questions about the film and core texts – who, what, when, where, why, and how questions. The students will be encouraged to use role play and imaginative play to come up with their own questions and then answer them in character • Listening for rhyming words in core texts as well as ***The Bee Movie*** predicting the next part of the story, creating alternate endings, etc. • Learning new vocabulary related to ***The Bee Movie*** - honey, hive, fly, wings, insect, flowers, pollen, nectar, queen bee, worker bees, etc.	**Listening and Attention** Range 6 • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span **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

	• learning the names of different minibeasts: bee, snail, butterfly, caterpillar, ladybird, worm, spider, dragonfly, ant, etc. • Learning new vocabulary related to film when analysing ***The Bee Movie*** - sound, special effects, animation, scene, frame, characters, setting, plot, mood, camera angles, etc. • Reinforcing initial sounds, dominant sounds, and final sounds within new topic words • Using language to express our thoughts, opinions, and feelings about ***The Bee Movie*** - How do you think Barry's family felt when he left the hive? What would it feel like to have something precious of yours taken away from you (like the bees and their honey)? • 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 court case and the humans taking the honey from the bees in ***The Bee Movie*** • Comparing our core texts – "They are the same because… They are different because…" • Looking at different environments that minibeasts live in - comparing and contrasting them • Using classifying language to discuss various minibeasts such as "This is a butterfly" and descriptive language like "The Butterfly has wings and antennae" • 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 sequencing language to describe the film ***The Bee Movie*** and the different core texts: first, then, next, after that, finally • Constant modelling of the correct past, present, and future tenses as well as correct use of irregular verbs (i.e. run/ran, buy/bought, give/gave) • Using explanation language, like in the story "The Bad Tempered Ladybird," the students will describe their emotions… "I feel angry or cross when…" • Talking about the need to care for and look after our environment, and soil the students can suggest how to do this (ie: compost, recycle, plant flowers, etc.) • 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	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 **Statutory ELG: Listening, Attention and Understanding** Children 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 **Statutory ELG: Speaking** Children 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 • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • 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

	● Thinking about what it would be like to be a minibeast in the soil and environment; what would you hear, see, taste and touch? The students will do a film review rating the film ***The Bee Movie*** in stars and describe their favourite characters and their favourite scenes ● Introducing topic specific vocabulary related to naming different types of minibeasts, different types of compostable foods - egg, vegetables, fruit, soil, plating, compost, bees, butterfly, snail, worm, slug, caterpillar, ladybug, wings, fly, vegetation. etc. ● After screening ***The Bee Movie***, 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 ***The Bee Movie*** as a stimulus to discuss and understand the human impact on our environment and climate change ● Asking the students to recall recent experiences – i.e. how they may have celebrated the Easter Holidays or Ramadan ● Taste testing different kinds of honey where bees have pollinated different flowers; asking students to talk about and describe the differences that they see, smell and taste ● Students will explore the idea of what it might be like if bees could talk, like they do in ***The Bee Movie***. They will be encouraged to think of dialogue and use different voices for the bee. ● Using classifying language in the Insect Laboratory themed home corner – i.e. “these insects are all winged insects” or “these insects all have hard shells” ● After watching ***The Bee Movie***, students will be encouraged to talk about why it is important to look after minibeasts and their importance to the environment - bees make honey which humans consume, their pollination is dependent on the survival of many plants, etc.	
Physical Development	● Manipulating clay, plasticine, playdough, etc. related to the minibeast topic and film ***The Bee Movie*** - i.e. build your own bug hotel, make minibeast clay fossils, form different minibeasts and flowers, etc. ● Creating large artwork in the Learning Garden with chalk to develop gross motor skills - drawing different minibeasts, wings, habitats, bee hives, etc. ● Setting up obstacle courses in the Learning Garden to experiment with different ways of moving – linked with the film ***The Bee Movie*** and our core texts to re-enact our favourite scenes or to re-create the life cycle of a butterfly or a frog ● EYFS staff to model how to hold a pencil, chalk, pens, and paint brush correctly	**Moving and Handling** <u>Range 6</u> ● Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping ● Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk ● Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance

	• Handwriting activities - Jarman patterns, letter formation, and number formation practice • Fine motor skill activities - finger painting, zips, buttons and fasteners on clothes, correct use of scissors, etc. • The students will be encouraged to move like a minibeast – i.e. slither like a worm, fly like a butterfly, crawl like a caterpillar, etc. • Exploring malleable materials, such as clay, dough, soap flakes, plasticine, cornflour by patting, stroking, poking, squeezing, pinching and twisting; Allowing the students to create their own minibeasts with these materials • Introducing and playing games which allow opportunities to find their own space and allow them to be aware of other people's space – experimenting with different ways of moving and doing so safely • Finger gym exercises - threading, bending, and building materials to strengthen the hands and grip • Using ribbon and string to weave and thread different minibeast patterns • Making chalks and paint brushes available in the Learning Garden to encourage letter formation and child-initiated writing • Managing risks in the Learning Garden, like learning to climb the equipment 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 • 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. • Discussing the importance of oral hygiene – like brushing your teeth and visiting the dentist regularly to promote health and self-care • P.E. Focus: Football Skills (dribbling, passing, penalty kicks, etc.) • The students will be encouraged to think about and compare an insect's body to the human body – how do we breathe? How do insects breathe? What does our body look like in comparison to an insect? We are the same because… We are different because… • Using props to help the students move like a minibeast – i.e. experimenting with colourful scarves to dance and move like a butterfly or a bee and jumping through hula hoops to represent the lilypads of a frog • Dancing to "The Flight of a Bumble Bee" • Singing and marching to "When the Ants go Marching in" • Discussing the importance of drinking lots of water to stay hydrated and bathing regularly to promote health and self-care	• 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** <u>Range 6</u> • Eats a healthy range of foodstuffs and understands need for variety in food • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other students to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water,

	● A range of tools and equipment will be made available to the students in the Insect Laboratory home corner – magnifying glasses, safety goggles, tweezers, etc. ● The students will learn a special song and dance for the Ugly Bug Ball ● 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.) ● Fine motor skills – using scissors to cut out different minibeast shapes and patterns – i.e. ladybird sports, wiggly lines for worms, stripes for bees ● Making junk art or recycled art - i.e. using egg cartons to make caterpillars ● Making "The Very Hungry Caterpillar" snacks using cucumber slices as the caterpillar's body and cherry tomatoes as the caterpillar's head. Then the students will discuss the diet of the Very Hungry Caterpillar – was it healthy or unhealthy? Did the caterpillar exercise? ● After reading "A Very Hungry Caterpillar," the students will act out the transformation of the caterpillar becoming a butterfly ● Going on a minibeast hunt in the learning garden ● Visiting the insects and wildlife within the Ecology Centre of Holland Park ● Riding bikes and trikes in the Learning Garden ● Baking minibeast themed treats for The Ugly Bug Ball	sleeping and hygiene can contribute to good health ● Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others ● Shows understanding of how to transport and store equipment safely ● Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience **Statutory ELG: Gross Motor Skills** Children at the expected level of development will: ● Negotiate space and obstacles safely, with consideration for themselves and others ● Demonstrate strength, balance and coordination when playing ● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing **Statutory ELG: Fine Motor Skills** Children at the expected level of development will: ● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases ● Use a range of small tools, including scissors, paint brushes and cutlery ● Begin to show accuracy and care when drawing
Personal, Social, & Emotional Development (PSED)	● Continuation of the 'Golden Rules' and reinforcement during child initiated play ● SMSC weekly topics and themes ● E-safety ● Students to recall how they felt after watching ***The Bee Movie*** - Should students always obey their parents/carers? Why? Or why not? How is Barry a good member of the community? Would you do the same in his position? ● Looking at Barry's parents within ***The Bee Movie*** and discussing how our parents can influence our future jobs and careers – what does Barry want to be when he grows up? What do Barry's parents want for him? ● The students will explore the story "The Bad Tempered Ladybird" in order to express their feelings and understand why sometimes people feel bad tempered. They will also discuss and come up with strategies about what to do	**Making Relationships** <u>Range 6</u> ● Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others ● Develops particular friendships with other students, which help them to understand different points of view and to challenge their own and others' thinking ● Is increasingly flexible and cooperative as they are more able to understand other people's needs,

	when we feel angry or bad tempered – how can we control our anger and manage our emotions ● The students will discuss Barry, the main character from ***The Bee Movie***, and how he is different from the other characters. They will be encouraged to think about how they are different from each other and how they stand out from the crowd just like Barry ● The students will use the film ***The Bee Movie*** to discuss how they can be kind to all animals and living things, including insects, and why it's important to be kind and helpful to all creatures and the environment ● The students will use the film ***The Bee Movie*** to discuss bee colonies and how all of the worker bees work together as a team or community to help the queen. ● We will role play being worker bees and each day a different 'queen' will be appointed. The students will need to work cooperatively and help the 'queen' in order to maintain a successful bee colony. ● The students will learn to take care of minibeasts and examine the lifecycle of a butterfly through the story "The Very Hungry Caterpillar" and the caterpillar larvae in the classroom. They will learn to take care of creatures and their habitats and have a special moment of releasing the butterflies into the garden. ● Listening carefully to how music and sound effects are used in the film ***The Bee Movie***- i.e. what does it sound like when the bees are flying? What sounds can you hear in the hive? 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 bee hive in **The Bee Movie** - How are they similar? How are they different? ● Using ***The Bee Movie*** as a stimulus, the students will look at honey as a moral dilemma to debate – are humans stealing the honey from the bees? Is it ethical or unethical? ● Talking about respect – respect for the minibeasts and the environment and understanding the consequences of not respecting them or the environment, like the humans over consuming honey and putting the bees to sleep with the smoker machines ● The students will use ***The Bee Movie*** as a stimulus to study bee behaviour and characteristics - Why do bees have stingers? Why do people get stung sometimes? ● How do the bees in ***The Bee Movie*** use their stingers? –i.e. Barry stings a warehouse employee in order to stand up for his beliefs. Do bees use their stingers as tools to protect themselves? ● Retelling the core texts through role play activities, practising how to take turns and work cooperatively together to create a shared narrative	wants and behaviours ● Is increasingly socially skilled and will take steps to resolve conflicts with other students by negotiating and finding a compromise; sometimes by themselves, sometimes with support ● Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations ● Is proactive in seeking adult support and able to articulate their wants and needs **Sense of Self** <u>Range 6</u> ● 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** <u>Range 6</u> ● 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

	● Comparing characters from the different core texts and the film ***The Bee Movie***, students will be encouraged to think about who is special to them and why (i.e. their friends and family) ● Students to plant wildflowers for our minibeasts to enjoy in our Learning Garden ● The students will use the courtroom scenes from ***The Bee Movie*** to learn more about law and ethics – what does justice mean? How can we treat everyone fairly? ● Examining the character of Barry the bee from ***The Bee Movie*** – do all bees need to be worker bees? Why or not? Students will debate and explore similar and different jobs and roles for bees within the film and within real life bee colonies ● Looking at different quotes from ***The Bee Movie*** and discussing their meaning – Barry the bee says, "I want to do my part for the hive, but not the way they want me to do it." And "Small jobs done well make a big difference." ● The students will look at the different skills and talents that the bees have within ***The Bee Movie*** and compare them to their own strengths and weaknesses. The students will also understand that each bee has a different role within the hive and all roles are important to running a successful beehive	situations in which their wishes cannot be met ● Seeks support, "emotional refuelling" and practical help in new or challenging situations. ● Is aware of behavioural expectations and sensitive to ideas of justice and fairness ● Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise **Statutory ELG: Building Relationships** Children at the expected level of development will: ● Work and play cooperatively and take turns with others ● Form positive attachments to adults and friendships with peers ● Show sensitivity to their own and to others' needs **Statutory ELG: Managing Self** Children at the expected level of development will: ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ● Explain the reasons for rules, know right from wrong and try to behave accordingly ● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Statutory ELG: Self-Regulation** Children at the expected level of development will: ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ● 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
Literacy	• Core Texts: -The Bad Tempered Ladybird -The Very Hungry Caterpillar -The Very Busy Spider -The Whale and the Snail -The Bee Man -Bee My Friend -What the Ladybird Heard -Snail Trail -Mad About Minibeasts • In the book corner, students will be provided with fiction as well as nonfiction texts featuring minibeasts and their different habitats • The students will be encouraged to talk about the differences between fiction and nonfiction books and their different purposes • Listening to stories, songs, and poems related to minibeasts: -The minibeasts came in two by two -Ladybird, Ladybird -I'm taking home my little BumbleBee -The Ants Go Marching In • The students will sequence key events in core texts and the film ***The Bee Movie***, using story sequencing prompts and pictures to help guide them • The students will be in differentiated phonics groups and they will each have access to a variety of tricky words and high frequency words • 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 • Phase 2 Tricky Words & High Frequency Words: I, no, go, to, the, into • Phase 3 Sounds: ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er • Phase 3 Tricky Words & High Frequency Words: he, she, we, me, be, was, my, you, her, they, all, are, this, that, them, see, now, for • Phase 4: reading and writing CVCC words (tent, gift, lamp) and CCVC words (clap, flat, shed) • Weekly guided reading sessions and 1:1 reading interventions • Clapping along to syllables of insect names and topic related words • Making phonics games regularly available on the interactive whiteboard for students to practise • Making decodable texts available in the book corner for the students to read	**Reading** <u>Range 6</u> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example • Begins to develop phonological and phonemic awareness: -Continues a rhyming string and identifies alliteration -Hears and says the initial sound in words -Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them -Starts to link sounds to letters, naming and sounding the letters of the alphabet -Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure,

	independently or with their peers ● Looking at rhyming words from the core texts and the film ***The Bee Movie*** ● Using topic themed bordered paper and a variety of writing materials for the students to use independently in the home corner, construction area, and at the Literacy table ● Students will be prompted to sequence the storyline of ***The Bee Movie***, using stills from the film as a stimulus for recollection ● The students will be encouraged to apply narrative language to their writing when sequencing the core texts – once upon a time, a long time ago, happily ever after, etc. ● Providing writing paper and reading materials for the home corner to assist with independent writing and investigations in the Insect Laboratory, labelling insects and their noticeable features, 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 ● Writing notes and letters to the characters from our core texts and the film ***The Bee Movie*** ● Labelling different types of minibeasts and classifying them based on their unique characteristics (i.e. legs or no legs, wings or no wings, etc.) ● The students will be encouraged to write about their research findings as scientists working inside the 'Insect Laboratory' through graphs, diagrams and charts ● Identifying the life cycle of a butterfly or a frog through step-by-step instructions and illustrations ● Writing minibeast acrostic poems ● Using speech bubbles and thought bubbles to write about what the story and film characters might be thinking about or saying in ***The Bee Movie*** ● Writing different minibeast 'fact files' - i.e. The butterfly has four wings and it is symmetrical, snails can see but not hear, etc. ● Playing the silly soup game for rhyme and alliteration ● Writing lists - What did the very hungry caterpillar eat? What sort of jobs does a bee or an ant have to do for its colony? ● Students will design their own signs and posters for the classroom and the Learning Garden to write about the importance of bees and flowers ● 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 environment and minibeasts such as the bees from ***The Bee Movie***	subject knowledge and illustrations to interpret the text ● Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. **Writing** <u>Range 6</u> ● Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats ● Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology ● 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 sentences2 **Statutory ELG: Comprehension** Children 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

	● Writing movie tickets leading up to our film screening of ***The Bee Movie*** ● Writing invitations to our Ugly Bug Ball in the Learning Garden ● After watching the film ***The Bee Movie***, the students will complete a film review to discuss their favourite scenes, characters and give it an overall 'star rating' ● Continuously referencing our phonics themed sound charts to help with child initiated writing	role-play **Statutory ELG: Word Reading** Children 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 **Statutory ELG: Writing** Children at the expected level of development will: ● Write recognisable letters, most of which are correctly formed ● Spell words by identifying sounds in them and representing the sounds with a letter or letters ● Write simple phrases and sentences that can be read by others
Mathematics	● The students will do a 'colour by number' addition and subtraction sheet related to ***The Bee Movie*** and other insects ● Time - telling time through "The Bad Tempered Ladybird" story (morning, evening, o'clock) ● Teaching doubling and halving using ladybird spots and insect wings ● Exploring symmetry through butterfly and dragonfly wings ● Money - making tickets with prices on them for the Ugly Bug Ball and creating price tags for the snacks at the Ugly Bug Ball ● Looking at repeating patterns using ladybird spots, bumble bee stripes, etc. ● Having a Flower Shop in the Learning Garden – the students will need to plant seeds and water the flowers, but also select the correct amount of coins and money to pay for each item in the flower shop ● Using Numicon to order and sequence numbers from 1-20, make patterns, number bonds, etc. ● Students will be encouraged to sort and classify insects according to different categories. Then they will be asked to count how many insects are in each individual category. They could also represent their findings on a bar graph.	**Comparison** <u>Range 6</u> ● Uses number names and symbols when comparing numbers, showing interest in large numbers ● Estimates of numbers of things, showing understanding of relative size **Counting** <u>Range 6</u> ● Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 ● Increasingly confident at putting numerals in order 0 to 10 (ordinality) **Cardinality** <u>Range 6</u> ● Engages in subitising numbers to four and maybe five ● Counts out up to 10 objects from a larger group

	• The students will help collect money and donations for the Ugly Bug Ball. They will be encouraged to help sort the coins by value and count out the total amount of funds raised • Building up the students' interest in counting and numbers through rhymes and songs • Students will measure and compare the lengths and sizes of different insects • Ordering bees, flowers, and minibeasts according to length and height • Ordering characters and objects from the film ***The Bee Movie*** by size e.g. largest to smallest • Exploring 2D shapes and their properties: How many sides? How many corners? • Introducing 3D shape names - cone, cylinder, cube, cuboid, pyramid, triangular prism, etc. • Using mathematical language to describe different minibeasts and their visual features - 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. • Introducing money in role play areas so that the students can explore how to use and handle money correctly in their role play - i.e. using money to buy flowers or honey • Data handling – What is your favourite insect? What is your favourite flower? Which minibeasts have wings? • Exploring symmetry in nature (i.e. ladybird spots, butterfly wings) • Looking at Adding and Subtracting with ladybird spots • Encouraging the students to count and represent numbers in different ways - i.e. with marks on paper (like 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. • The students will learn the days of the week and begin sequencing them through the book "The Very Hungry Caterpillar" • Students will have a snail race, using a timer and stopwatch to measure how long it takes the snails to move to the finish line • In the Insect Laboratory, students will have access to a range of different measurement tools (i.e. measuring tapes and rulers) to measure various aspects of the insects (i.e. the wing length)	• Matches the numeral with a group of items to show how many there are (up to 10) **Composition** <u>Range 6</u> • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • In practical activities, adds one and subtracts one with numbers to 10 • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" **Spatial Awareness** <u>Range 6</u> • 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 <u>Range 5</u> • 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** <u>Range 6</u> • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as

	● Students will measure and compare the lengths and sizes of different insects ● The students will think about the amount of time it takes for a caterpillar to transition into a butterfly – they can track the progress against the actual caterpillar larvae in the classroom ● Examining the 2D and 3D shapes of different habitats like a bee hive, a lillypad, an ant hill, etc. ● Counting in 1s, 2s, 5s, and 10s and linking it to practical Maths like money and time ● Designing 3D minibeasts with egg cartons and 3D flowers using recycled materials ● Exploring the concept of halving in the Flower Shop in the learning garden (i.e. half priced items on sale) ● Recognising odd and even numbers on insect wings, flower petals, etc. ● Pricing out the different food that 'the Very Hungry Caterpillar' ate ● Calculating change in the Flower Shop and the Ugly Bug Ball snack bar <u>STEAM investigations:</u> ● Students will think about the time it takes for caterpillars to turn into butterflies – making predictions and tracking their progress in our class data collection and investigation ● Students will design and build a Bug Hotel for the minibeasts that they find, thinking about what materials they would need to create a suitable habitat ● Students will program the BeeBots to get the robot bees to the flowers and the nectar. Students will be encouraged to try and write down their own instruction manuals for the BeeBots ● Students will dye white daisies using food colouring as a Science experiment to help understand and demonstrate the movement of water through the leaves and petals of the flowers	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** <u>Range 6</u> ● 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** <u>Range 6</u> ● 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 **Statutory ELG: Number** Children 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 **Statutory ELG: Numerical Patterns**

		Children 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	● Exploring weather patterns (past weather and weather forecasts) - What was the weather like yesterday? What will it be like tomorrow? ● The students will use the iPads and the interactive whiteboard to explore a variety of phonics games, letter formation, and number formation. ● Exploring different celebrations from different religions or places such as Good Friday, Easter Sunday, Passover, Ramadan, etc. ● In the home corner and in the Learning Garden, the students will be encouraged to act out and role play working in an Insect Laboratory, using key vocabulary - lab coat, safety goggles, data, analysis, predict, record, test, results, research, science, investigation, observation, etc. ● The students will have access to some digital magnifying glasses in which they can record their voices talking about their research findings as scientists in the Insect Laboratory ● Using the Adobe Voice app on the iPads to record the process of the life cycle of a butterfly and a frog ● The students will build habitats for various minibeasts, thinking carefully about what the habitats would look like and what the different minibeasts need to survive ● The students will go to Holland Park for a minibeast hunt and explore their Ecology Centre ● 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…” ● We will plant wildflower seeds, and vegetables in the Learning Garden to help us explore changes to nature during spring and understand growth and decay and changes over time ● We will be sequencing our daily routines and the days of the week in chronological order, like in the book “The Very Hungry Caterpillar” ● Discussing how we spent our half-term holidays (i.e. Easter and Ramadan)	**People and Communities** <u>Range 6</u> ● 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 student 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** <u>Range 6</u> ● 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** <u>Range 6</u> ● 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

	• Using our film ***The Bee Movie*** 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? • Looking at Day/Night - and understanding that the Earth rotates completely once every 24 hours • Discussing Earth Day and what we can do to help restore Earth and look after it with care • The students will explore and study the great importance of bees, thinking and acting of ways that we can make our Learning Garden more attractive to them and what we can do to help so that they don't become endangered • The students will observe and record our class caterpillar larvae, predicting what will happen to them and formulating questions and observations as we go along • Students will help to grow and release our class butterflies into the Learning Garden when they're ready • The students will help to plan and organise the Ugly Bug Ball event at the end of the half-term, inviting our families to join us • The students will explore early coding and programming use the BeeBots • Exploring the lifecycle of a butterfly and a frog - understanding each stage of development and life • Students will plant various flowers to attract butterflies and bees in the Learning Garden • Understanding how and why we compost and recycle things, why it's important to look after our planet and protect the habitats of the minibeasts and insects • Looking at ***The Bee Movie*** as a stimulus to discuss climate change, air pollution, and the dangers it has on the environment, and the effects it has on the minibeasts • Looking at the importance of water - Why do we need water to survive? Who needs water? (i.e. plants, people, animals) • Investigating the different types of minibeasts that live in the environment - soil, trees, flowers, etc • Explaining the importance of looking after Earth (Reduce/Reuse/Recycle) - linked with ***The Bee Movie*** and how humans have an impact on pollution, over harvesting honey, bees becoming endangered, etc. • Students will design and build their own 'bug hotel' for the minibeasts - thinking about what materials they need, how they will put the materials together, etc. • Looking at and tasting different types of honey - which was their favourite and why?	• 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 **Statutory ELG: Past and Present** Children 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 **Statutory ELG: People, Culture and Communities** Children 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 **Statutory ELG: The Natural World** Children 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

	● Selecting a different student each day to help complete the daily calendar in the Reception class, helping us to discuss and understand changes in seasons, weather patterns, sequencing the days of the week, and the numbers within a calendar month	● Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Expressive Art & Design	● Using ***The Bee Movie*** as a stimulus, the students will use different materials to construct and build a variety of habitats for minibeasts – i.e. a beehive, an ant hill, a cocoon, etc. ● Retelling core texts through imaginative role play and drama in the Learning Garden ● The home corner will be set up as an Insect Laboratory for the students to explore the role of scientists and biologists in a lab and how they would study different insects ● Learning a special song and dance for the Ugly Bug Ball ● Singing and reciting our favourite topic related nursery rhymes and songs: -The Ants Go Marching In -There Was an Old Lady Who Swallowed a Fly -The Ugly Bug Song ● Using props and costumes to act out the different core texts as well as our favourite scenes from the film ***The Bee Movie*** ● The students will work together to make a 3D paper-mache beehive to hang in the classroom ● Providing students with opportunities to review and reflect on their artwork - What do you like about it? What would you do differently next time? ● Pretending to be characters from the film ***The Bee Movie***, the students will think about how they can save the bee hive and their honey ● The students will study Henri Matisse and his piece of art called “The Snail” - What effects are created by placing different colours next to each other? How can you create your own version of “The Snail?” ● We will explore symmetry of butterfly wings through a folded painting technique ● Using a variety of mark making materials to make different patterns and textures - crayons, chalks, pastels, colouring pencils - pressing hard/gently, zig-zags, dots, wavy lines, crosses, shading, putting one colour on top of another, etc. ● Painting to music - creating a visual representation of what they can hear to the song “Flight of the BumbleBee” ● Using recycled materials, the students will make different minibeasts (i.e. caterpillars out of egg cartons) ● The students will create spider web chalk drawings using black paper and white chalk	**Creating with Materials** <u>Range 6</u> ● 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** <u>Range 6</u> ● 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 likes dinosaurs, that

	● The students will examine 'Water Lilies' by Monet and then create their own watercolour paintings of lily pads ● Creating Eric Carle inspired art for "The Very Hungry Caterpillar" ● The students will work together to help make costumes, hats, and decorations for the Ugly Bug Ball ● Making ladybirds using paper plates and push pins ● Making spider handprint art paintings ● Painting and decorating rocks to make "rock bugs" ● Making stained glass butterfly art for the windows	sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth ● Introduces a storyline or narrative into their play ● Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative **Statutory ELG: Creating with Materials** Children 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 ● Share their creations, explaining the process they have used ● Make use of props and materials when role playing characters in narratives and stories **Statutory ELG: Being Imaginative and Expressive** Children at the expected level of development will: ● Invent, adapt and recount narratives and stories with peers and their teacher ● Sing a range of well-known nursery rhymes and songs ● Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

GGL
Reception – Academy specific vision, ethos, Learning Model and priorities
Summer 1 2022

Greenside

Teaching film – about, through and making film: The Greenside Reception students will explore the different themes and motifs in the film *The Bee Movie* that relate to our topic "Minibeasts." We will examine the environmental aspects of the film and the importance of minibeasts in our ecology. We will discuss the role of

the law and argument, as the main character Barry the Bee does in the film. Students will break down quotes from the film/script and examine them and their meaning in the context of the law today and ethical questions about eating animal products. We will look at the different characters within the film *The Bee Movie* 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 *The Bee Movie* 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.
Experiential Learning Model: Our STEAM investigations will inspire and engage our students in the introduction of our new topic “Minibeasts”, with a heavy focus on Science. We will use the film The Bee Movie as a stimulus to help us to learn more about the negative impacts that humans have on the environment, particularly that of minibeasts and over producing animal products. Through our investigations, students will refine and perfect their scientific skills and methods. Students will work on various field projects, such as digging for minibeasts, surveying how many different types they can find in the soil, planting seeds for them in our Learning Garden and tallying bees spotted in our local area.
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 minibeasts and the environment through questions like: What are the most significant threats to our minibeasts and in particular bees? What can we do to help the minibeasts? How are minibeasts important in our local ecology?