



GGL Federation, Greenside

Nursery Medium Term Planning: Summer Term 2, 2022

Theme: Food and Farming

Film: *Cloudy with a Chance of Meatballs*

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Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Communication and Language	<ul style="list-style-type: none"> After watching <i>Cloudy with a Chance of Meatballs</i>, ask students to retell and recall the film and the main characters - staff to model how to use descriptive language, narrative language, and the correct tenses when speaking “Hot Seat Game” - asking and answering who, what, where, when, why, how and why questions relating to <i>Cloudy with a Chance of Meatballs</i> and core texts Listening for rhyming words in core texts, predicting the next part of the story, creating alternate endings, etc. Learning new vocabulary related to <i>Cloudy with a Chance of Meatballs</i> - inventor, machine, food, weather forecast, junk food, healthy food, etc Learning the names of different foods from the film <i>Cloudy with a Chance of Meatballs</i> such as, ice cream, pickles, burger, meatballs, etc. Learning new vocabulary related to film when analysing <i>Cloudy with a Chance of Meatballs</i> - sound, special effects, animation, scene, frame, characters, setting, plot, mood, camera angles, etc. Reinforcing initial sounds and dominant sounds within new topic words - i.e. I is for invention, F is for food etc. Using language to express our thoughts, opinions, and feelings about the film <i>Cloudy with a Chance of Meatballs</i>- How do you think Flint felt when his inventions kept failing? What would it feel like to have to keep persevering when challenges occur? Why is it important to keep on trying and not give up on your dreams? Allowing for different role play opportunities inside the home corner and outside in the Learning Garden to explore story language and the concepts of ‘keep trying till you succeed’ - like in the film <i>Cloudy with a Chance of</i> 	<p>Listening and Attention</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door Shows interest in play with sounds, songs and rhymes Single channelled attention; can shift to a different task if attention fully obtained – using student’s name helps focus <p><u>Range 5</u></p> <ul style="list-style-type: none"> Listens to others in one-to-one or small groups, when conversation interests them Listens to familiar stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Focusing attention – can still listen or do, but can change their own focus of attention Is able to follow directions (if not intently focused) <p>Understanding</p>

Meatballs when Flint makes lots of mistakes but eventually succeeds in his abilities

- Comparing our core texts – “They are the same because... They are different because...”
- Looking at different foods - comparing and contrasting them as healthy or unhealthy and why?
- Using classifying language to discuss various foods and the food groups that they belong to - fruits, vegetables, grains, proteins, dairy, etc.
- Using mathematical language – big, small, more, less, fewer, add, plus, subtract, minus, 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 **Cloudy with a Chance of Meatballs** and the different core texts: first, then, next, after that, finally
- Constant modelling of the correct past, present, and future tenses
- Talking about the need to care for and look after our environment, and soil the students can suggest how to do this (ie: compost, recycle, plant our own vegetables and fruit, 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
- Using classification language in the home corner - these foods are fruits/vegetables, they have proteins/vitamins, they are good for our bones/muscles, etc
- Thinking about what it would be like to be a vegetable growing in the soil and environment; what would you need for it to survive and thrive? The students will do a film review rating the film **Cloudy with a Chance of Meatballs** in stars and describe their favourite characters and their favourite scenes
- Introducing topic specific vocabulary related to naming different types of plants, vegetables, different types of compostable foods - vegetables, fruit, soil, plating, compost, organic, vegetation, carrot, rhubarb, etc.
- After screening **Cloudy with a Chance of Meatballs**, 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 **Cloudy with a Chance of Meatballs** as a stimulus to discuss and understand the human impact on our environment and climate change

Range 4

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

Range 5

- Understands use of objects (e.g. Which one do we cut with?)
- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture
- Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box
- Beginning to understand why and how questions

Speaking

Range 4

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

Range 5

- Beginning to use more complex sentences to link thoughts (e.g. using and, because)
- Able to use language in recalling past experiences
- Can retell a simple past event in correct order

	<ul style="list-style-type: none"> ● Using their senses, the students will examine different kinds of food - how do they look? smell? hear? feel? taste? (link to the story “Handa’s Surprise”) ● Students will discuss and retell how to make bread using the iPads and the Adobe Voice App ● Asking the students to recall recent experiences – i.e. how they spent their half term holidays ● Taste testing different kinds of vegetables and fruits; asking students to talk about and describe the differences that they see and taste - i.e. sweet, sour, salty, rough, smooth, etc. ● The home corner will be set up as a ‘Greenside Grocers’ for students to investigate food and shopping at the supermarket, exploring their understanding of the topic and key vocabulary ● In their role play, the students will be encouraged to give voices to the characters from the film Cloudy with a Chance of Meatballs, using appropriate story language and film vocabulary 	<p>(e.g. went down slide, hurt finger)</p> <ul style="list-style-type: none"> ● Uses talk to explain what is happening and anticipate what might happen next ● Questions why things happen and gives explanations. Asks e.g. who, what, when, how ● Beginning to use a range of tenses (e.g. play, playing, will play, played) ● Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture ● Uses intonation, rhythm and phrasing to make the meaning clear to others ● Talks more extensively about things that are of particular importance to them ● Builds up vocabulary that reflects the breadth of their experiences ● Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle
<p>Physical Development</p>	<ul style="list-style-type: none"> ● Manipulating clay, plasticine, playdough, etc. related to the film Cloudy with a Chance of Meatballs- i.e. making their own foods, building their own food weather machine, etc. ● Creating large artwork in the Learning Garden with chalk to develop gross motor skills - drawing different foods and farm animals, etc. ● The students will be encouraged to move like different animals and food experimenting with different heights and levels. – i.e. roll like an apple, walk and moo like a cow. Then act out different roles and scenarios - i.e. picking apples off of a tree, ploughing the field on the farmer’s tractor, harvesting potatoes from under the ground, etc. ● Using props to help the students move – i.e. experimenting with hoops for steering wheels on a tractor or balancing baskets on their heads to collect their food (like in the story “Handa’s Surprise”) ● Nursery staff to model how to hold a pencil, chalk, pens, and paint brush correctly. ● Handwriting activities - Jarman patterns, letter formation, and number formation practice ● Fine motor skill activities - finger painting, feathers, foil, zips, buttons and fasteners on clothes, use of scissors, etc. ● Threading patterns of foods with ribbon and string ● Students encouraged to mash, peel and chop different foods 	<p>Moving and Handling <u>Range 4</u></p> <ul style="list-style-type: none"> ● Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands ● Sits comfortably on a chair with both feet on the ground ● Runs safely on whole foot ● Moves in response to music, or rhythms played on instruments such as drums or shakers ● Jumps up into the air with both feet leaving the floor and can jump forward a small distance ● Begins to walk, run and climb on different levels and surfaces ● Begins to understand and choose different ways of moving ● Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it ● Climbs up and down stairs by placing both feet on

- Students will try the different fruits featured in Handa's Surprise and name them
- Students will learn about food safety in the kitchen and hygiene standards
- Students will learn how to use various kitchen tools safely and appropriately when cooking or baking
- Ribbons and chinks available in the Learning Garden to encourage letter formation and different shapes
- Managing risks in the Learning Garden, learning to climb the equipment safely and using gardening 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 school day
- Discussing the importance of oral hygiene – like brushing your teeth and visiting the dentist regularly to promote good health and self-care
- P.E. Focus: Sports Day Athletics (i.e. javelin, hurdles, relay race)
- After watching **Cloudy with a Chance of Meatballs**, students will be encouraged to talk about why it is important to look after crops, flowers, plants and their importance to the environment - they provide us with food, they provide oxygen, other animals rely on the food too, etc.
- Discussing the importance of drinking lots of water to stay hydrated and bathing regularly to promote good health and self-care
- Fine motor skills – using scissors to cut out different food items, shapes and patterns – i.e. small circles of green peas, wiggly lines for spaghetti, triangles for pizza and sandwich bases, different shapes for pizza toppings
- Making junk art or recycled art
- Riding bikes and trikes in the Learning Garden
- Going on an 'herb hunt' in the learning garden using our senses to describe the different plants and herbs that we discover - What do they smell like? What do they taste like? What do they look like?

- each step while holding a handrail for support
- Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride
- May be beginning to show preference for dominant hand and/or leg/foot
- Turns pages in a book, sometimes several at once
- Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
- Holds mark-making tools with thumb and all fingers

Range 5

- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise
- Walks down steps or slopes whilst carrying a small object, maintaining balance and stability
- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Can balance on one foot or in a squat momentarily, shifting body weight to improve stability
- Can grasp and release with two hands to throw and catch a large ball, beanbag or an object
- Creates lines and circles pivoting from the shoulder and elbow
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons

Health and Self-Care

Range 4

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

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

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

Range 5

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

		<ul style="list-style-type: none"> • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
Personal, Social, & Emotional Development (PSED)	<ul style="list-style-type: none"> • Continuation of the 'Golden Rules' and reinforcement during student initiated play • SMSC weekly topics and themes • E-safety • Students will work together to cook different things each week, working in different small groups. • The students will discuss healthy food choices and how foods support our growth and development in different ways • Students will be encouraged to make relationships with others in the home corner, negotiating problems with them and taking account of what they say. • Students to recall how they felt after watching Cloudy with a Chance of Meatballs- Should students always do as they're told? Why? Or why not? How is Flint seen as a nuisance to the community? Would you do the same in his position? Why or why not? What might you do differently? • The students will discuss healthy food choices and how healthy foods support our growth and development in different ways • The students will discuss how they can minimise food waste in order to have a more positive impact on the environment • Talking about how fortunate we are in London and that not everyone in the world has access to clean water and healthy food - is there anything that we can do to help them? • Talking to the students about how it feels when we can share our food and cook for others • Looking at Flint's community within Cloudy with a Chance of Meatballs and discussing how our friends can influence our actions – What do Flint's family and friends want out of him? • Examining the opening scene in Cloudy with a Chance of Meatballs, the students will explore how our behaviour impacts on others. The students will play 'Conscience Ally' and ask - How can we help each other feel good? What 	Making Relationships <u>Range 4</u> <ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a student a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety • Seeks out others to share experiences with and may choose to play with a familiar friend or a student who has similar interest <u>Range 5</u> <ul style="list-style-type: none"> • Seeks out companionship with adults and other students, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to

makes each of us individual? Would they ever need to worry about being hungry? What can the townspeople do with all the extra food?

- Examining the different personalities and traits of the characters of ***Cloudy with a Chance of Meatballs*** and core texts
- Using the film ***Cloudy with a Chance of Meatballs*** as a stimulus, the students will discuss migration. Have you ever had to move to a new place? How did you feel about leaving your friends and family? Why do people move? Do they move because they want to or because they have to? Why would it be difficult for someone to adjust to living in a new place? How do you feel about moving to Reception?
- Listening carefully to how music and sound effects are used in the film ***Cloudy with a Chance of Meatballs***- i.e. what does it sound like when the machine is making the different foods? What sounds can you hear in the streets? How are they different from the sounds that we hear where we live? How do these sounds make us feel? Why?
- Looking at different environments - comparing our Shepherd's Bush community to the community in ***Cloudy with a Chance of Meatballs***- How are they similar? How are they different?
- Talking about respect – respect for the farmers and the environment and understanding the consequences of not respecting them or the environment, like the humans over consuming and wasting good food
- Retelling the core texts through role play activities, practising how to take turns and work cooperatively together to create a shared narrative
- Comparing characters from the different core texts and the film ***Cloudy with a Chance of Meatballs***, students will be encouraged to think about who is special to them and why (i.e. their friends and family)
- At our 'Sharing Picnic', students will be encouraged to share their food that they've brought with their friends, and discuss the importance of that food to them. Students will be encouraged to try new things, and connect with their friends through food.
- Describe how food can keep our teeth and bones healthy and ask the students if there are any foods that will not keep our teeth so healthy - how would our dentist feel if we ate sweets everyday? What would happen to our teeth?

another who wants it

- Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play

Sense of Self

Range 4

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

Range 5

- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers
- Is sensitive to others' messages of appreciation or criticism
- Enjoys a sense of belonging through being involved in daily tasks
- Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others
- Shows their confidence and self-esteem through

being outgoing towards people, taking risks and trying new things or new social situations and being able

Understanding Emotions

Range 4

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

Range 5

- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
- May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares
- Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants

		<ul style="list-style-type: none"> • Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
Literacy	<ul style="list-style-type: none"> • Core Texts: <ul style="list-style-type: none"> - Oliver's Vegetables - Handa's Surprise - The Tiger Who Came to Tea - Shopping Basket - Farmer Duck • In the book corner, students will be provided with fiction as well as nonfiction texts featuring food and farming. Alongside an adult, the students will be encouraged to talk about the differences and how they know if something is a fiction or a nonfiction text • The students will be prompted to sequence Cloudy With a Chance of Meatballs book, using illustrations from the book as stimulus for recollection • Daily Phonics: focusing on Phase 2 sounds and using our phonics knowledge to independently write words, captions and CVC 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 3 Sounds: ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er • Phase 2 Tricky Words & High Frequency Words: I, no, go, to, the, into. • Phase 3 Tricky Words & High Frequency Words: he, she, you, we, all, are, was, me, be, they, my • Making phonics games regularly available on the interactive whiteboard • Making decodable texts available in the book corner for the students to read independently or with their peers • Looking at rhyming words from the core texts and Cloudy with a Chance of Meatballs • Using topic themed bordered paper and a variety of writing materials for the students to use independently in the home corner, construction area, and Literacy table 	Reading <u>Range 4</u> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from student's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes <u>Range 5</u> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books

- Retelling different stories as well as the film ***Cloudy with a Chance of Meatballs*** through drawing and writing
- Providing writing paper and reading materials for the home corner to assist with independent writing and investigations of different foods i.e. writing menus, shopping lists, recipes 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 ***Cloudy with a Chance of Meatballs***
- Labelling different types of foods and classifying them based on their characteristics (i.e. shape, colour, texture, sweet or sour taste, grow on trees or in the ground, etc.)
- Students will write or record recipes and instructions for different foods that they make. Writing down the instructions/recipe to make the 'The Flint Lockwood Diatonic Super Mutating Dynamic Food Replicator' from the film ***Cloudy with a Chance of Meatballs***
- Using speech bubbles and thought bubbles to write about what the story and film characters might be thinking about or saying in ***Cloudy with a Chance of Meatballs***
- Writing different food 'fact files' - i.e. The apples grow on an apple tree, carrots and potatoes grow in the ground, etc.
- Playing the silly soup game for rhyme and alliteration
- Writing lists - What food does Flint make fall from the sky? What foods are healthy vs unhealthy?
- Students will design their own signs and posters for the classroom and the Learning Garden to write about the importance of sustainable farming
- Role playing and re-enacting the different core texts and providing props for the students to explore them creatively
- Writing movie tickets leading up to our film screening of ***Cloudy with a Chance of Meatballs***
- After watching the film ***Cloudy with a Chance of Meatballs***, the students will complete a film review to discuss their favourite scenes, characters and give it an overall 'star rating'
- Matching initial sounds to characters/objects relating to the film ***Cloudy with a Chance of Meatballs***- L is for Lollipop, B is for Burger, S is for Soil, etc.
- Singing along to the Phase 2 and Phase 3 Jolly Phonics songs on YouTube
- Using a phonics themed sound chart to help with student initiated writing

independently

Writing

Range 4

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

Range 5

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

	<ul style="list-style-type: none"> ● Writing about our class ducklings - How do we look after them? Writing a duck diary to record our observations of them, etc. 	
<p>Mathematics</p>	<ul style="list-style-type: none"> ● Building up the students' interest in counting and numbers through rhymes and songs ● Using objects and pictures to encourage and support their involvement in singing ● Creating different types of numbers lines with the students – fruit, farm animals etc. ● Provide magnetic pictures/number symbols linked to number rhymes/songs for use in group sessions or on a Maths table when Students are working independently. Use questioning to support understanding of numbers and mathematical language – What number comes next? How many have you got altogether? ● The students will do a 'colour by number' worksheet relating to Cloudy with a Chance of Meatballs ● Continuing to expose the students to numerals 0-10 and beyond ● Using Numicon to recognise numbers and quantities from 1-10 and beyond ● Extension: introduce teen numbers ● Counting and comparing the number of food, animals, tractors, etc. in different pictures ● Students will measure and compare the lengths and sizes of different foods ● Making repeating patterns with food, like healthy fruit kebabs ● Showing an interest in representing numbers by making marks on paper - i.e. tally marks to record the number of foods, etc ● Ordering characters and objects from the film Cloudy with a Chance of Meatballs by size e.g. largest to smallest ● Sorting and counting herbs, plants, fruit and vegetables found in The Learning Garden ● Exploring 2D shapes, introducing mathematical language to name sides and corners ● Extension: Introducing 3D shape names ● Using mathematical language to describe different foods, animals, 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 ● Learning about the months of the year and the seasons ● In the home corner, students will have opportunities to explore lots of environmental Maths concepts, such as a calendar, a clock, a purse with money, etc. ● Introducing money in role play areas so that the students can explore how 	<p>Comparison</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> ● Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' <p><u>Range 5</u></p> <ul style="list-style-type: none"> ● Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! <p>Counting</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> ● Begins to say numbers in order, some of which are in the right order (ordinality) <p><u>Range 5</u></p> <ul style="list-style-type: none"> ● Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 ● Uses some number names and number language within play, and may show fascination with large numbers ● Begin to recognise numerals 0 to 10 <p>Cardinality</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> ● In everyday situations, takes or gives two or three objects from a group ● Beginning to notice numerals (number symbols) ● Beginning to count on their fingers. <p><u>Range 5</u></p> <ul style="list-style-type: none"> ● Subitises one, two and three objects (without counting) ● Counts up to five items, recognising that the last

to use and handle money correctly in their role play - i.e. using money to buy food, etc

- 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 shop
- Students will be encouraged to sort and classify food according to different categories and counting them (fruits, vegetables, grains, etc.) - Which group has the most food? Which group has the least amount of food? Then they will be asked to count how many foods are in each individual category.
- Measuring and weighing different types of food - which foods are heavy? Which foods are light? How can we record our findings?
- Students will carefully measure food ingredients when cooking and baking in class
- The students will think about the amount of time it takes for something to cook or bake and then they will record their predictions
- Students will begin to explore the concept of more and less through fruit and milk time, discussing what will happen to a quantity when a number of students eat them.
- Using different food items, students will be encouraged to add groups together to find a total.
- Data handling – Who enjoys visiting the shops? What are your favourite foods to eat?
- Subtraction - The students will use the story “Handa’s Surprise” to explore the concepts of subtraction and ‘taking away’
- Time - telling time through food (morning, evening, o’clock) i.e. “In the morning I eat...” and “At noon, it is lunch time”
- Sequence a Farmers Day in chronological order - first, next, then, finally
- Using the film **Cloudy with a Chance of Meatballs** to understand how seasons and the weather patterns can change over time Teaching doubling, halving, and sharing using food as a stimulus
- Exploring symmetry and patterns inside of cut fruit and vegetables
- 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.

STEAM investigations:

- Cooking chips- exploring how chips are made, using iPads to record our

number said represents the total counted so far (cardinal principle)

- Links numerals with amounts up to 5 and maybe beyond
- Explores using a range of their own marks and signs to which they ascribe mathematical meanings

Composition

Range 5

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

Spatial Awareness

Range 4

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

Range 5

- Responds to and uses language of position and direction
- Predicts, moves and rotates objects to fit the space or create the shape they would like

Shape

Range 4

process.

- Looking at food decay and why different foods decay at different rates. Making predictions and recording them with notes and observations on the iPads
- Exploring the life cycle of a duck
- Students will follow recipes to cook and prepare different foods. Talking about how heat and cold affects food to make it tastier or more edible

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

Range 5

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

Pattern

Range 4

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

Range 5

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

Measures

Range 4

- Explores differences in size, length, weight and capacity
- Beginning to understand some talk about immediate past and future

		<ul style="list-style-type: none"> ● Beginning to anticipate times of the day such as mealtimes or home time <p><u>Range 5</u></p> <ul style="list-style-type: none"> ● In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items ● Recalls a sequence of events in everyday life and stories
<p>Understanding the World</p>	<ul style="list-style-type: none"> ● Exploring weather patterns (past weather and weather forecasts) - What was the weather like yesterday? What will it be like tomorrow? ● The students will use the iPads and the interactive whiteboard to explore a variety of phonics games, letter formation, and number formation. ● Students will use Adobe Voice app to record and retell recipes and instructions ● In the role play corner outside, students will be encouraged to act out and role play working in a market place, using key vocabulary associated with this. ● Students will learn about the foods that are traditional to several countries and their importance to the culture of that country by cooking and eating them. ● Students will look at the countries using Google Maps, exploring its different features and functions. ● Understanding the importance of growing our own food to eat healthily and protect the environment - eating locally to help local businesses and reduce our environmental footprint ● Exploring changes to nature during summer to understand growth and decay and changes over time ● Sequencing our daily routines and the days of the week in chronological order ● Discussing how we spent our half-term holidays ● Using our film <i>Cloudy with a Chance of Meatballs</i> 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 ● The students will grow bean sprouts ● Looking at what a human being needs to stay healthy - sleep, food, exercise, water, and hygiene ● Making a healthy packed lunch - what would we put in it? ● Investigating food in the past versus food now 	<p>People and Communities</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> ● Has a sense of own immediate family and relations and pets ● In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird ● Beginning to have their own friends ● Learns that they have similarities and differences that connect them to, and distinguish them from, others <p><u>Range 5</u></p> <ul style="list-style-type: none"> ● Shows interest in the lives of people who are familiar to them ● Enjoys joining in with family customs and routines ● Remembers and talks about significant events in their own experience ● Recognises and describes special times or events for family or friends ● Shows interest in different occupations and ways of life indoors and outdoors ● Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <p>The World</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> ● Notices detailed features of objects in their environment ● Can talk about some of the things they have

- Selecting and using different technology relating to food - electric mixers, blenders, a garlic press, a juicer, rolling pins, ovens, microwaves, etc. - what would you choose to make a fruit smoothie? What would you choose to make a pizza?
- Students to explore the concept of invention - what do inventors do? what can we make our own invention and how?
- Exploring different animal habitats in “Handa's Surprise” and talking about predators and prey, animal camouflage, different animal food diets, the food chain, etc.
- Understand the different needs of farm animals - food, exercise, care, shelter, etc
- Compare new and old farming techniques i.e. milking a cow (what is the same/ different)?
- Understanding how and why we recycle things, why it's important to look after our planet and how we can sustainably farm and source local foods
- Looking at **Cloudy with a Chance of Meatballs** as a stimulus to discuss climate change, air pollution, and the dangers it has on the environment, and the effects it has on farming and agriculture
- Looking at the importance of water - Why do we need water to survive? Who needs water? (i.e. plants, people, animals)
- Looking after our class ducklings, students will look at their lifecycle and what they need to grow healthily
- Do the fruits in the story “Handa’s Surprise” grow in our country? Where can we buy them from?

STEAM investigations:

- Observing and tasting the food from “Handa's Surprise” and recording our favourites and least favourites
- Observing decaying food and how it rots and changes over time
- Baking bread - identifying where the ingredients come from and how yeast is formed in bread
- Cooking different world cuisines and exploring different food traditions around the world

observed such as plants, animals, natural and found objects

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

Range 5

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Talks about why things happen and how things work
- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment
- Begin to understand the effect their behaviour can have on the environment

Technology

Range 4

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

Range 5

- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support
- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets
- Shows skill in making toys work by pressing parts

		<ul style="list-style-type: none"> or lifting flaps to achieve effects such as sound, movements or new images • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet
<p>Expressive Art & Design</p>	<ul style="list-style-type: none"> • Retelling core texts through imaginative role play and drama in the Learning Garden • Making and re-creating different foods from the film <i>Cloudy with a Chance of Meatballs</i> • The home corner will be set up as a 'Greenside Grocers' for the students to role play how to shop and pay for food at the supermarket • Students will create an 'edible portrait'- using food items, they will place them around a table to create a piece of art • Fruit and vegetable printing using different foods - lemon, pear, grapefruit, etc • Creating models of food with the playdough and plasticine and then sorting the food into different food groups - fruit and vegetables, grains, dairy, meat and poultry, etc. • Using props and costumes to act out the different core texts as well as the film <i>Cloudy with a Chance of Meatballs</i> • Providing students with opportunities to review and reflect on their work - What do you like about it? What would you do differently next time? • Pretending to be characters from the film <i>Cloudy with a Chance of Meatballs</i>, the students will think about how they can invent things, produce foods, etc. • Imaginative role play in The Learning Garden as well as in the home corner relating to the core texts and the film <i>Cloudy with a Chance of Meatballs</i> • Explore mark making materials to make different patterns and textures - crayons, chalks, pastels, colouring pencils - pressing hard/gentle, zig-zags, dots, wavy lines, crosses, shading, putting one colour on top of another • Making food collages using newspaper cuttings and pictures • The students will use different coloured paper to weave baskets from "Handa's Surprise" to enhance their fine motor skills • Students will create vegetables from the book "Oliver's Vegetables" • singing topic related Nursery rhymes and songs like "On Top of Spaghetti" 	<p>Creating with materials <u>Range 4</u></p> <ul style="list-style-type: none"> • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas <p><u>Range 5</u></p> <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience

		<ul style="list-style-type: none"> • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose <p>Being Imaginative and Expressive</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements <p><u>Range 5</u></p> <ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories
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GGL
Nursery – Academy specific vision, ethos, Learning Model and priorities
Summer 2, 2022

Greenside

Greenside

Teaching film – about, through and making film: The Greenside Nursery students will explore the different themes and motifs in the film *Cloudy with a Chance of Meatballs* that relate to our topic “Food.” We will examine the importance of sustainable farming, supporting local farmers and ways in which we can grow our own foods. We will look at the environmental issues and problems facing our world. 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 of over-eating food and animal products. We will look at the different characters within the film

Cloudy with a Chance of Meatballs 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 *Cloudy with a Chance of Meatballs* 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 “Food”, with a heavy focus on Science. We will use the film *Cloudy with a Chance of Meatballs* as a stimulus to help us to learn more about the negative impacts that humans have on the environment, particularly that of over consumption and wastefulness of food. Through our investigations, students will refine and perfect their scientific skills and methods. Students will work on various field projects, such as growing their own vegetables, surveying the number of herbs growing in our Learning Garden, and examining the growth and decay of food. Our class ducklings will also give students an opportunity to learn about all the responsibilities of looking after that a farmer might have as well as some of the unfortunate realities that go with looking after animals!

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 food and growth through questions like: Where does our food come from? What processes are involved in growing fruit and vegetables? How can we sustainably produce and grow different foods? How do farmers help our society? Why is it important to support local farmers? Are all foods healthy for us? Which foods should we avoid eating too often and why? Why is food important? Students will be encouraged to question the foods that they eat and their relationship with food.