



**Greenside Primary School**  
**Medium Term Planning: Autumn Term 1**

**Class:** Nursery

**Theme:** People Who Help Us in the Community

**Teacher:** Sophie McDonagh-Londy

**Film:** *The Magic School Bus*

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
<b>Personal, Social, &amp; Emotional Development</b>	<ul style="list-style-type: none"> <li>Continuation of the 'Golden Rules' and reinforcement during play</li> <li>SMSC weekly topics and themes</li> <li>E-safety               <ul style="list-style-type: none"> <li>Exploring the idea of people who help us in our community and using the film <i>The Magic School Bus</i> as a stimulus to discuss what it means to be a teacher/explorer and examining a variety of job roles within our community e.g. doctors, nurses, vets, firefighters, police, bus drivers etc.</li> <li>Examining the concept of teamwork and unity taken from <i>The Magic School Bus</i>– a group of school aged students exploring different aspects of the world e.g. space, the natural habitat etc.</li> <li>Discussing different people, jobs and roles within a community – who do we need in a community? How can we contribute to our local community? What types of 'people who help us' do we come across on our way to school? (i.e. lollipop lady, rubbish collection trucks)</li> <li>Local police officers to visit Nursery and Reception (a male and a female police officer to demonstrate gender equality)</li> <li>Exploring gender roles and bias within the workforce – understanding that men and women can both be teachers (work in the same workforce) and that teachers (they) come in all shapes and sizes</li> <li>Understanding how we can comfort and support one another – what can we do when a friend is upset?</li> <li>Making cakes and selling them to people in need (i.e. a local charity)</li> <li>Make a friendship chain</li> </ul> </li> </ul>	<b>Making Relationships</b> <u>Range 3</u> <ul style="list-style-type: none"> <li>Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations</li> <li>Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy</li> <li>Enjoys playing alone and alongside others and is also interested in being together and playing with other students</li> <li>Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions</li> <li>Asserts their own ideas and preferences and takes notice of other people's responses</li> <li>Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration</li> </ul> <u>Range 4</u> <ul style="list-style-type: none"> <li>Builds relationships with special people but may</li> </ul>

- Talk about friendship and everyday friends who help us
- Creating 'everyday kindness awards' for students to highlight when someone in the class has done something extraordinary to help someone else e.g. helping another student to put their wellies on
- Discuss how we can help others both in school and outside of school? How do other people help us? (i.e. parents/carers, siblings, friends, etc.)
- Using the film *The Magic School Bus* as a stimulus to discuss feelings and behavioural expectations – How do the students work together and help one another? How does your family work together and help one another? How do we work together and help one another in Nursery?
- Looking at the film *The Magic School Bus* and examining why they have to keep The Magic School Bus a secret from other students- Is a magic school bus a common thing? Do we have magic school buses in our community? Do you ever feel like your life is ordinary? Is that a good thing or a bad thing? How can we make our lives more 'magical?'
- Looking at the film *The Magic School Bus* to discuss and understand the dynamics of friendship – Are your friends like the students from the film? How?
- Using characters from *The Magic School Bus* to discuss diversity in our classroom, our school, and our local London community - how are we the same? How are we different? What makes us unique?
- Talking about friendship and everyday friends who help us - everyday heroes
- The students will gain a better understanding of their 'sense of self' after looking at themselves in a mirror, examining their physical characteristics, and drawing self-portraits
- After creating their self-portraits, the students will be encouraged to think about descriptive words that they would associate with themselves, both physically (hair colour, eye colour, skin colour, etc.) as well as personality traits (kind, caring, intelligent, etc.)
- The students will explore themes of multiculturalism in London, looking at everyone's family history and journey to England. They will talk about how people can come from other places, speak different languages, but also the similarities that we all have in common. Nursery will identify where they come from on our class map.

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

### **Sense of Self**

#### Range 3

- Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes
- Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs
- Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability
- Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine

#### 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

### **Understanding Emotions**

#### Range 3

- Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words
- Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking
- Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another student or sharing in another student's excitement
- Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries

#### 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

		<ul style="list-style-type: none"> <li>upset</li> <li>• Responds to the feelings of others, showing concern and offering comfort</li> <li>• 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</li> <li>• Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Role-play in the home corner, set up as a hospital – prescriptions, sign in sheets, telephone logs, etc.</li> <li>• Language structures: making comparisons between core texts and <i>The Magic School Bus</i> – they are the same because... they are different because...</li> <li>• Classifying language: this is a... that is a...</li> <li>• Adults to model the correct past, present, and future tenses for the students</li> <li>• Maths language: less, fewer, more, add, subtract, takeaway, heavy, light, balanced, positional language, double, half, first, second, third, etc.</li> <li>• Introduce topic specific vocabulary and concepts related to each profession as well as <i>The Magic School bus</i> – community building, working as a team, friendships and everyday occupations.</li> <li>• Reinforcing initial sounds and dominant sounds within new topic words and phrases (i.e. b is for bus)</li> <li>• After watching <i>The Magic School Bus</i>, ask students to retell and recall the film and the main characters. Model how to use descriptive language to discuss the film as well as the main characters - talking about camera angles, music, sound effects, plot, etc.</li> <li>• Ask students to recall recent experiences and link to the friendship dynamic in <i>The Magic School Bus</i> – what does ‘magic’ mean? How can you be a friend to others? What have you done to show sensitivity to others’ needs and feelings?</li> <li>• Students to sequence <i>The Magic School Bus</i> and core texts, retell them and put the events in sequential order.</li> <li>• Story Sequencing language: first, then, next, finally</li> <li>• Listening for rhyming words in <i>The Magic School Bus</i> and core texts, predicting the next part of the story, and creating alternate endings.</li> <li>• Students to develop their own narratives and explanations about what <i>The Magic School Bus</i> means to them</li> </ul>	<p><b>Listening and Attention</b></p> <p><u>Range 3</u></p> <ul style="list-style-type: none"> <li>• Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations</li> <li>• Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</li> <li>• Pays attention to own choice of activity, may move quickly from activity to activity</li> </ul> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</li> <li>• Shows interest in play with sounds, songs and rhymes</li> <li>• Single channelled attention; can shift to a different task if attention fully obtained – using student’s name helps focus</li> </ul> <p><b>Understanding</b></p> <p><u>Range 3</u></p> <ul style="list-style-type: none"> <li>• Understands different situations - able to follow routine events and activities using nonverbal cues</li> <li>• Selects familiar objects by name and will go and find objects when asked, or identify objects from a group</li> <li>• Understands simple sentences (e.g. Throw the ball)</li> </ul> <p><u>Range 4</u></p>

	<ul style="list-style-type: none"> <li>• Future tense: “When I grow up, I would like to be...” and why?</li> <li>• Using <i>The Magic School Bus</i> to talk about different places and occupations– If you were able to fly on the Magic School Bus where would you go? Why? Who would you go with? What would you call your Magic School Bus? What would your dream occupation be? How would you help other people in your community?</li> <li>• The students will explore topic specific vocabulary associated with London each week in the construction area and in their writing, such as the London Eye, Big Ben, The Shard, etc.</li> <li>• Looking at different modes of transportation in London, the students will be asked to discuss their preferred method of transport or what they find most interesting (i.e. The Underground, the London buses, ferries on the River Thames, aeroplanes, black taxi, etc.)</li> <li>• The students will watch episodes of <i>The Magic School Bus</i> throughout the first week. Before and after watching, the students will be asked to summarise what they have seen.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies action words by following simple instructions, e.g. Show me jumping</li> <li>• Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet</li> <li>• Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?)</li> <li>• Developing understanding of simple concepts (e.g. fast/slow, good/bad)</li> </ul> <p><b>Speaking</b> <u>Range 3</u></p> <ul style="list-style-type: none"> <li>• Copies familiar expressions, e.g. Oh dear, All gone</li> <li>• Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)</li> <li>• Beginning to put two words together (e.g. Want ball, More juice)</li> <li>• Beginning to ask simple questions</li> <li>• Beginning to talk about people and things that are not present</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it</li> </ul> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>• Uses language to share feelings, experiences and thoughts</li> <li>• Holds a conversation, jumping from topic to topic</li> <li>• Learns new words very rapidly and is able to use them in communicating</li> <li>• Uses a variety of questions (e.g. what, where, who)</li> <li>• Uses longer sentences (e.g. Mummy gonna work)</li> <li>• Beginning to use word endings (e.g. going, cats)</li> </ul>
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Holding pencil, chalk, pens, scissors, and paintbrush correctly</li> <li>• Manipulating materials – using playdough, sticks and plasticine to make the human body (i.e. muscles and bones)</li> <li>• Finger painting, hand painting</li> <li>• Handwriting activities - Jarman patterns, letter formation and number formation</li> <li>• Explore healthy eating and exercise and how this affects our physical development – link to doctors, nurses, dentists, vets</li> </ul>	<p><b>Moving and Handling</b> <u>Range 3</u></p> <ul style="list-style-type: none"> <li>• Develops security in walking upright using feet alternately and can also run short distances</li> <li>• Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time</li> <li>• Changes position from standing to squatting and sitting with little effort</li> <li>• Participates in finger and action rhymes, songs and</li> </ul>

- Riding bikes and trikes in the learning garden
- Climb stairs, walk up and down slopes in the learning garden.
- Finger Gym: beads and tweezers
- Introduce and play games which allow opportunities to find their own space and allow them to be aware of other people's space (i.e. chasing games, dancing, yoga, throwing and catching games in P.E.)
- Set up obstacle courses in the learning garden and in P.E. to experiment with different ways of moving - link to positional language in Maths
- The students will do reps of strengthening exercises and discuss the different muscles in their body
- Students will explore the human body, looking at our body parts
- Monitoring our breathing and heart rates in P.E. – when you're warming up versus when you're cooling down
- Exploring different meditation and mindfulness exercises - how can we feed our brain and keep it healthy? What helps you to feel relaxed and energised?
- P.E. focus: Throwing and catching balls, obstacle courses, gymnastics
- Creating imaginative role play scenarios to re-enact *The Magic School Bus* themes and episodes
- Encouraging the students to tie their own shoelaces, zip up their own coats, and fasten their own buttons as part of their fine motor skill development
- The importance of oral hygiene – brushing your teeth and visiting the dentist regularly to promote health and self-care (linked with the dentist profession)
- The importance of drinking lots of water to stay hydrated and bathing regularly to promote health and self-care (linked with doctors and nurses)
- Making papier-mâché everyday people who help us to decorate around the classroom – doctors, nurses, police officers, fire brigade, etc.
- Drawing roads and pathways for transport (i.e. cars, trains, and buses) to explore the concepts of distance, time, and positional language

games, imitating the movements and anticipating actions

- Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand)
- Shows interest, dances and sings to music rhymes and songs, imitating movements of others
- Can walk considerable distance with purpose, stopping, starting and changing direction
- Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other
- When holding crayons, chalks etc, makes connections between their movement and the marks they make
- Uses gesture and body language to convey needs and interests and to support emerging verbal language use

#### Range 4

- 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

- 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

### **Health and Self-Care**

#### Range 3

- Sleeps for 12-14 hours a day with one/two naps  
Daytime sleeping continues to be important for healthy development
- Highly active in short bursts, with frequent and sudden need for rest or withdrawal
- Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need
- Uses physical expression of feelings to release stress
- Generally has up to 16 teeth – helps adult with brushing teeth
- Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing
- Develops own likes and dislikes in food and drink, willing to try new food textures and tastes
- Shows interest in indoor and outdoor clothing and shoes/wellingtons
- Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges
- Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning
- Feeds self with increasing need to be in control and

		<p>holds cup with both hands, drinking without much spilling</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times</li> <li>• Feeds self competently</li> <li>• Can hold a cup with two hands and drink well without spilling</li> <li>• Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support</li> <li>• 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</li> <li>• Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</li> <li>• Begins to recognise danger and seeks the support and comfort of significant adults</li> <li>• Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions</li> </ul>
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**Specific Areas of Learning**

<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• Daily phonics: focusing on Phase 1 and Phase 2 sounds</li> <li>• Play Phase 2 Jolly Phonics songs on YouTube – also send links to parents/carers for home use.</li> <li>• Phase 2 sounds: s, a, t, p, i, n, d, m, n, d, c, k, ck, e, h, r, g, o, u, l, f, b, ff, ll, ss. High frequency words: is, in, it, at, and, if. Tricky words: l, no, go, to, into, the.</li> <li>• Phonics games available on the IWB – phase 1 and phase 2</li> <li>• Clap syllables of names and topic words</li> </ul>	<p><b>Reading</b></p> <p><u>Range 3</u></p> <ul style="list-style-type: none"> <li>• Is interested in and anticipates books and rhymes and may have favourites</li> <li>• Begins to join in with actions and sounds in familiar song and book sharing experience</li> </ul> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> </ul>
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- Listen to stories, songs, poems associated with people who help us and *The Magic School Bus* - “The wheels on the bus go round and round” and “Old McDonald had a farm”
- Listening corner: drawing pictures to match what the students have heard
- Provide non-fiction and fiction books in the book corner and compare the two types of texts with students, saying how the two have different purposes.
- Role-play the different core texts and provide props for students to explore them.
- Dress up clothes for people who help us
- Use topic-themed bordered paper and provide different writing materials for the students to use independently – writing a prescription, labelling a transportation map, incident form, etc
- Chalk and various mark-making equipment to be made available in the Learning Garden (Students to independently use and manage resources)
- Students attempt to retell (through drawing, speaking, or writing) key events from *The Magic School Bus* and core texts
- Writing paper and materials for the hospital / vet themed home corner – writing a prescription, reception telephone and appointment log
- Speech bubbles and captions for the characters of *The Magic School Bus*.
- Making lists – Grocery lists, prescription lists (on different surfaces e.g. chalkboard, paper, whiteboard etc).
- Make your own poster of a scene from your journey on The Magic School Bus e.g. Going to space. Students will talk about their drawings and share them with their classmates
- Labelling the parts of *The Magic School Bus* – wheels, windows, bus driver, students, and the parts of a fire truck - hose, ladder, wheels, siren, firefighters, horn, etc.
- Writing thank you letters to people who help us in our family and our community
- Captioning a portrait of someone who helps us (e.g. dentist) - the students will write about how that person helps other people and why they are important in our local community
- Writing, “If I could travel on The Magic School Bus...” students imagine where they would travel to and what occupation they would have.
- Students imagine what jobs they might like to have when they are older and what things they would need to do in that job. Students to record themselves (using a tablet) and watch others recordings.
- Students will explore and learn our ‘word of the week’. We will discuss the word's meaning and its context.

- 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 students’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

### **Writing**

#### Range 3

- Begins to understand the cause and effect of their actions in mark making
- Knows that the marks they make are of value
- Enjoys the sensory experience of making marks

#### 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.

<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>● Directional and positional language linked to a transportation map – North, South, East, West, “it is next to...” “it is behind...”</li> <li>● Number recognition from 1-10 – through Numicon and number bonds</li> <li>● People who help us themed counting and number recognition sheets</li> <li>● Ordering different people who help us and <i>The Magic School Bus</i> characters by size, length and height</li> <li>● Doubling, halving, and sharing through food and healthy eating – link with doctors and nurses</li> <li>● Making 3D models of fire trucks, buses, police cars, etc. - recognise different shapes used</li> <li>● Jigsaw Puzzles of people who help us</li> <li>● Describing the different 2D and 3D shapes within the film <i>The Magic School Bus</i></li> <li>● Exploring numbers on buses and using a tube map as a number line to find how many stops away it is from one station to another</li> <li>● Using the scales to weigh food items and ingredients</li> <li>● Experimenting with coins and money and role playing a supermarket or a shop in the Learning Garden</li> <li>● Exploring different sized objects (bus, pets, helmets etc.) in terms of length, weight, and height.</li> <li>● Using Numicon and getting the students to be familiar with it, especially to order numbers, make patterns, and number bonds</li> <li>● Looking at numbers on buses and how we distinguish between them. Beginning to read larger numbers like ‘35’ and ‘46’</li> <li>● Looking at different transport maps, like the Underground map and how they help us know where to go</li> <li>● Using the mobilo, wooden blocks, and Lego to create different ‘people who help us’ themed things – hospital, school, fire station, police station, etc.</li> <li>● Estimating how long it will take <i>The Magic School Bus</i> to fly from one place to another when travelling to different places</li> <li>● Listening to the sound of our heartbeats – recording how many beats per minute</li> <li>● Measuring and weighing newborn babies (dolls) in the home corner – How tall is the baby? How much does the baby weigh? How do we know that the baby is healthy?</li> <li>● Using the chalkboard wall and chalks to form letters and numbers</li> <li>● Looking at where different objects are in terms of one another from <i>The Magic School Bus</i> - e.g. the bus is far away from the students</li> <li>● In the home corner, students will have opportunities to explore lots of</li> </ul>	<p><b>Comparison</b>  <u>Range 3</u></p> <ul style="list-style-type: none"> <li>● Responds to words like lots or more</li> </ul> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>● Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’</li> </ul> <p><b>Counting</b>  <u>Range 3</u></p> <ul style="list-style-type: none"> <li>● Says some counting words</li> <li>● May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence</li> </ul> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>● Begins to say numbers in order, some of which are in the right order (ordinality)</li> </ul> <p><b>Cardinality</b>  <u>Range 3</u></p> <ul style="list-style-type: none"> <li>● Uses number words, like one or two and sometimes responds accurately when asked to give one or two things</li> </ul> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>● In everyday situations, takes or gives two or three objects from a group</li> <li>● Beginning to notice numerals (number symbols)</li> <li>● Beginning to count on their fingers.</li> </ul> <p><b>Spatial Awareness</b>  <u>Range 3</u></p> <ul style="list-style-type: none"> <li>● Enjoys filling and emptying containers</li> <li>● Investigates fitting themselves inside and moving through spaces</li> </ul> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>● Moves their bodies and toys around objects and explores fitting into spaces</li> <li>● Begins to remember their way around familiar environments</li> </ul>
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environmental mathematical concepts (i.e. a calendar, a diary, a clock, an egg timer, etc.)

STEAM Investigations:

- Build different bridges from around the world
- Make 'medicine' potions for ill patients
- Look at the weather each day, and the temperatures comparing it to the day before

- Responds to some spatial and positional language
- Explores how things look from different viewpoints including things that are near or far away

**Shape**

Range 3

- Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles
- Beginning to select a shape for a specific space
- Enjoys using blocks to create their own simple structures and arrangements

Range 4

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

**Pattern**

Range 3

- Becoming familiar with patterns in daily routines
- Joins in with and predicts what comes next in a story or rhyme
- Beginning to arrange items in their own patterns, e.g. lining up toys

Range 4

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

**Measures**

Range 3

- Shows an interest in size and weight
- Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram
- Beginning to understand that things might happen now or at another time, in routines

Range 4

- Explores differences in size, length, weight and capacity

		<ul style="list-style-type: none"> <li>● Beginning to understand some talk about immediate past and future</li> <li>● Beginning to anticipate times of the day such as mealtimes or home time</li> </ul>
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>● Washing dolls, animals and vehicles in the Learning Garden and exploring what it means to look after people and pets and how to take care of them</li> <li>● Remembering past and present experiences and discussing how different family members help us (i.e. siblings, parents/carers, grandparents)</li> <li>● Looking closely at similarities and differences between the different people who help us and their different professions – who helps us when we have a toothache? Who helps us when we have a tummy ache? Who helps our pets when they feel sick? Who helps us cross the road? Who helps us when there is a fire?</li> <li>● Understanding the concept of reduce, reuse, recycle and protecting the environment – Where does our rubbish go? Who collects the rubbish? What happens if we don't put our rubbish in the bin? (link to sanitation workers and how they help us)</li> <li>● Planting in the Learning Garden – exploring different plants and vegetables, learning about compost and vegetable peelings and how things rot over time (link to farmers and how they help feed us)</li> <li>● Looking at our digestive system - how do we digest food? Where does food travel through our bodies?</li> <li>● Exploring different kinds of medical equipment (i.e. stethoscope, plasters, thermometers, etc.) – What is it? What is it used for? Who uses them? How does it help us?</li> <li>● Listening to the sound of our heartbeats</li> <li>● Learning about different professions such as scientists, mechanics, musicians, singers, etc.</li> <li>● Looking at the different equipment that different professions use (Doctors, vets, musicians) and comparing them.</li> <li>● Discussing everyday people who help us – family members that we look up to because they help us</li> <li>● Understanding similarities and differences between ourselves and others</li> <li>● Using technology and ICT software in the classroom for different purposes – using the iPads and the Voice app to retell an adventure from <i>The Magic School Bus</i></li> <li>● Making our own collages of a scene from <i>The Magic School Bus</i> and recording videos on the iPads of students describing their work</li> <li>● Using different props to imitate that of different professions e.g. using a thermometer, using a hose to put out a fire etc.</li> </ul>	<p><b>People and Communities</b></p> <p><u>Range 3</u></p> <ul style="list-style-type: none"> <li>● Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</li> <li>● Is interested in photographs of themselves and other familiar people and objects</li> <li>● Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li> </ul> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>● Has a sense of own immediate family and relations and pets</li> <li>● 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</li> <li>● Beginning to have their own friends</li> <li>● Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul> <p><b>The World</b></p> <p><u>Range 3</u></p> <ul style="list-style-type: none"> <li>● Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</li> <li>● Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking</li> <li>● Remembers where objects belong</li> <li>● Matches parts of objects that fit together, e.g. puts lid on teapot</li> </ul> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>● Notices detailed features of objects in their environment</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will go on a walk around their local community and talk about the services that they have, such as a doctors surgery, supermarket, or tube station.</li> <li>● Climate change and environmental issues e.g. effects of pollution (from vehicles), - how we can look after our planet e.g. recycling, planting trees, putting rubbish into bins etc.</li> <li>● Students will make posters, advertising for tourists to come to our city and see unique London Landmarks</li> <li>● Looking at our family photographs, students will be encouraged to talk about where different families come from and how we are the same and different</li> </ul> <p><u>STEAM Investigations:</u></p> <ul style="list-style-type: none"> <li>● Building their own Fire Engines from recycled materials</li> <li>● Going on a walk around our community to spot local services (postman, police officers, shop keepers, teachers, etc.). Students will take photos of the people who help us using the iPad.</li> </ul>	<ul style="list-style-type: none"> <li>● Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>● Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</li> </ul> <p><b>Technology</b></p> <p><u>Range 3</u></p> <ul style="list-style-type: none"> <li>● Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times</li> <li>● Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them</li> </ul> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>● Seeks to acquire basic skills in turning on and operating some digital equipment</li> <li>● Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</li> <li>● Plays with water to investigate “low technology” such as washing and cleaning</li> <li>● Uses pipes, funnels and other tools to carry/ transport water from one place to another</li> </ul>
<p><b>Expressive Art &amp; Design</b></p>	<ul style="list-style-type: none"> <li>● Sing and recite favourite topic related rhymes and songs – “Old McDonald,” “Five Little Monkeys,” “Head, Shoulders, Knees and Toes”</li> <li>● Painting to music, creating a visual representation of what they can hear – link to different sound effects from <i>The Magic School Bus</i>.</li> <li>● Provide students with opportunities to review and reflect on their work and offer comments on what they liked or could have done better</li> <li>● Role play (in the home corner): Hospital / Doctor’s Office/ Vets</li> <li>● Listening to the noises that our bodies produce (i.e. our heartbeats, a grumbling stomach when you’re hungry)</li> <li>● Making transportation maps – bus maps, London underground maps, road maps</li> <li>● Building in the construction area with Lego, wooden blocks, mobile, etc. to recreate different scenes from <i>The Magic School Bus</i></li> <li>● Making papier-mâché characters from <i>The Magic School Bus</i></li> <li>● Painting our own Magic School Bus for our classroom display</li> <li>● Making 3D emergency vehicles – police cars, fire truck, ambulance, vets</li> </ul>	<p><b>Creating with materials</b></p> <p><u>Range 3</u></p> <ul style="list-style-type: none"> <li>● Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</li> <li>● Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</li> <li>● Mirrors and improvises actions they have observed, e.g. clapping or waving</li> <li>● Sings/vocalises whilst listening to music or playing with instruments/sound makers</li> <li>● Notices and becomes interested in the transformative effect of their action on materials and resources</li> </ul> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>● Joins in singing songs</li> </ul>

- Junk art – art from recycled materials to make emergency vehicles e.g. fire engine, police car, ambulance etc.
- Role playing and dressing up in different people who help us uniforms to develop and act out a narrative in the home corner and in the learning garden
- Follow the leader game based on people who help us (i.e. lollypop lady helps us to cross the street)
- Making thank you cards for the different people who help us e.g. doctors, vets, parents/carers etc.
- Use cotton buds to represent the human skeleton in an x-ray type art activity
- Making police badges
- Still life drawings of emergency vehicles or pets
- Making handprint art
- Tooth art – a happy tooth that has healthy food items and a sad tooth that has unhealthy food items
- Painting a large portrait of someone in their family or community who helps them
- Creating a new student on *The Magic School Bus* and designing their own occupation e.g. Polly becoming a lolly pop lady.
- Provide recyclable materials for students to make their own Magic School Bus (toilet, kitchen rolls, bottle caps, foil etc).
- Students will explore a range of ways to portray a portrait, such as taking selfies, painting in a mirror, or tracing silhouettes

- 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

### **Being Imaginative and Expressive**

#### Range 3

- Expresses self through physical actions and sound
- Pretends that one object represents another, especially when objects have characteristics in common
- Creates sound effects and movements, e.g. creates the sound of a car, animals

#### Range 4

- 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

**GGL**  
**Nursery – Academy specific vision, ethos, Learning Model and priorities**  
**Autumn 1, 2022**

## Greenside

**Teaching film – about, through and making film:** The Greenside Nursery students will explore the different themes and motifs in *The Magic School Bus* that relate to our topic “People Who Help Us in the Community.” As the students watch and examine *The Magic School Bus*, they will be encouraged to look at the use of sound, music, camera angles, and speech in the film to unpack how the story of *The Magic School Bus* has been told with its diverse characters and dialogue. By teaching through film, the students will be exposed to film language (like setting, plot, character, mood, etc.) and examining *The Magic School Bus* through a critical lens. We will also use *The Magic School Bus* as a stimulus to examine different people, places, and communities. The students will be prompted to look at and discuss how we are similar, how we are different, and what makes us unique.

**Experiential Learning Model:** This half term we will explore the important role that humanity plays within our environment and global society. The Nursery class will get involved with helping our local community by composting our food waste at home and at school, learning how to reduce, reuse and recycle, and taking action by getting involved in litter pick in Shepherd’s Bush. Students will also role play different occupations and jobs from their local community in order to gain a deeper understanding about key services around them and the skills needed for different occupations. Students will explore different occupations in their local community that are less obvious and the students will discuss what they want to be when they are older.

**Questioning:** Open-ended questions and reasoning questions will be the focus of this half term. The students will gain a better understanding of our topic “People Who Help Us” through questions like: Which careers can you think of that help people? Why are these jobs important? How can you help other people? Why should we help others? How does it feel when you are kind and helpful to others? What skills are needed?