



Greenside Film Factory
The Year of Magic, Mystery & Miracles!
Medium Term Planning: Autumn Term 1

Class: Reception
Theme: People Who Help Us in the Community

Teacher: Christina Morra
Film: *The Magic School Bus*

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Personal, Social, & Emotional Development	<ul style="list-style-type: none"> ● Introducing the ‘Golden Rules’ and reinforcing them to the students during their play ● Discussing weekly SMSC topics and themes, world events, moral dilemmas, and global perspectives ● Discussing E-safety and how to use a range of technologies safely at school and/or at home ● Exploring the idea of people who help us in our community and using <i>The Magic School Bus</i> as a stimulus to discuss what it means to be a teacher/explorer ● Closely examining a variety of jobs within our community (i.e. doctors, nurses, vets, firefighters, police, bus drivers, etc.) - How do they help us? How do they keep us safe? Why are these roles important? ● Examining the concept of teamwork and unity taken from <i>The Magic School Bus</i> and incorporating it into the Reception class setting - how can we work together and help one another? Why is teamwork and unity important? ● Looking at different guest speakers to visit EYFS (i.e. local police officers) and asking them about their jobs: What does a police officer do? How do they help people? Who can you call if you feel unsafe or in danger? ● Exploring gender roles and bias within the workforce – understanding that both men and women can be teachers, firefighters, police officers, doctors, etc. and why gender equality and balance is important to creating a fair, equal, and diverse society ● Understanding how we can comfort and support one another at school – What 	<p>Making Relationships <u>Range 5</u></p> <ul style="list-style-type: none"> ● Seeks out companionship with adults and other students, sharing experiences and play ideas ● Uses their experiences of adult behaviours to guide their social relationships and interactions ● Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it ● Practices 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 <p><u>Range 6</u></p> <ul style="list-style-type: none"> ● Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others ● Develops particular friendships with other students,

can we do when a friend is upset? How can we make them feel better?

- Looking at the character Miss Frizzle in *The Magic School Bus* - How does she help her students to learn? Is she a good teacher? Are her lessons exciting and engaging?
- Talking about friendship and everyday friends who help us - everyday heroes
- Creating 'everyday kindness awards' for students to highlight when someone in the class has done something extraordinary to help someone else (i.e. sharing the resources, helping someone to learn, etc.)
- Discussing our roles as 'everyday heroes' outside of school - How can we help others? How do other people help us? (i.e. parents, siblings, friends, etc.)
- Using the *The Magic School Bus* as a stimulus to discuss our feelings and behavioural expectations at school – How do we work together and help one another? How does your family work together and help one another at home?
- Looking at *The Magic School Bus* itself and examining its 'magic' powers - Do we have magic school buses in London? How can we make our school more 'magical'?
- 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?
- the students will participate in daily mindfulness and meditation exercises after lunch, learning breathing techniques, and learning how to shift their attention and focus
- 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 go on a walk around their local community, looking at and discussing things along the way. They will be encouraged to talk about the different facilities that they use (i.e. London transportation) and the various people in the community that help them everyday (i.e. bus drivers, police, teachers, parents/carers, etc.)
- Using Miss Frizzle's quote from *The Magic School Bus*: "Take chances, make mistakes, get messy!" and unpacking its meaning and how it relates to us as Reception students
- 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

which help them to understand different points of view and to challenge their own and others' thinking

- Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours
- Is increasingly socially skilled and will take steps to resolve conflicts with other students by negotiating and finding a compromise; sometimes by themselves, sometimes with support
- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations
- Is proactive in seeking adult support and able to articulate their wants and needs
- Some students may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship

Sense of Self

Range 5

- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves 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 to express their needs and ask adults for help

Range 6

- Recognises that they belong to different communities and social groups and communicates freely about own home and community

similarities that we all have in common.

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

Understanding Emotions

Range 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
- 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

Range 6

- Understands their own and other people's feelings, offering empathy and comfort
- Talks about their own and others' feelings and behaviour and its consequences
- Attempts to repair a relationship or situation where they have caused upset and understands how their

		<p>actions impact other people</p> <ul style="list-style-type: none"> • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
<p>Communication and Language</p>	<ul style="list-style-type: none"> • The role-play area in the home corner will be set up as a hospital – prescriptions, sign in sheets, telephone logs, etc. • When engaging in imaginative role play games in the hospital, the students will be asked to think about and discuss how doctors and nurses help us • Using language structures and making comparisons between core texts and <i>The Magic School Bus</i> – they are the same because... they are different because... • Modelling classifying language and descriptive language to describe our unique physical traits, personality traits, etc. • Adults to model the correct past, present, and future tenses for the students and looking at using irregular past tense verbs correctly (i.e. buy/bought) • Constantly modelling new Maths language and vocabulary: less, fewer, more, add, subtract, takeaway, heavy, light, balanced, positional language, double, half, first, second, third, etc. • Introducing 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 • Reinforcing initial sounds and dominant sounds within new topic words and phrases (i.e. b is for bus, h is for hospital) • After watching <i>The Magic School Bus</i>, the students will be asked to retell and recall the film and the main characters. The adults will model how to use descriptive language to discuss the film as well as the main characters - talking about camera angles, music, sound effects, colours, scenes, plot, setting, etc. • The students will be asked to recall recent experiences, how they spent their summer holidays or if they have ever travelled on a bus before - Was it yellow like <i>The Magic School Bus</i>? Could it shrink like <i>The Magic School Bus</i>? • The students will make comparisons between the London red double-decker buses and the yellow magic school bus - we will discuss the difference between fiction and nonfiction, comparing the two different styles of buses • The students will sequence <i>The Magic School Bus</i> and core texts, retelling them in their own words and putting the events in sequential order. • The students will become familiar with story sequencing language: first, then, next, finally 	<p>Listening and Attention</p> <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><u>Range 6</u></p> <ul style="list-style-type: none"> • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span <p>Understanding</p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> • 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 <p><u>Range 6</u></p> <ul style="list-style-type: none"> • Understands a range of complex sentence structures including negatives, plurals and tense markers • Beginning to understand humour, e.g. nonsense rhymes, jokes

- The students will be encouraged to listen for rhyming words in *The Magic School Bus* and core texts, predicting the next part of the story, and creating alternate endings
- The students will develop their own narratives and explanations about what *The Magic School Bus* means to them - Why is it so magical? How is it special and unique to other buses?
- Using the future tense to discuss our future goals and aspirations: “When I grow up, I would like to be...” and then explaining why
- Using *The Magic School Bus* 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?
- The students will watch episodes of *The Magic School Bus* throughout the first week. Before and after watching, the students will be asked to summarise what they have seen and anticipate what they might see next.
- 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.
- 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, airplanes, black taxi, etc.)

- Able to follow a story without pictures or props
- Listens and responds to ideas expressed by others in conversation or discussion
- Understands questions such as who; why; when; where and how

Speaking

Range 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 (e.g. went down slide, hurt finger)
- 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

Range 6

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Uses language to imagine and recreate roles and experiences in play situations
- Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Introduces a storyline or narrative into their play

Physical Development

- P.E. Focus: Throwing and Catching
- Each week, the students will be encouraged to practice their handwriting and letter formation, both in class and via weekly homework
- The students will continue to be encouraged to hold pencils, chalk, pens, and paintbrushes and scissors correctly
- The students will have access to a range of different writing grips and implements to choose from, experimenting to see if any feel comfortable for them and help them to use the correct pencil grip
- The students will learn how to handle different utensils appropriately (i.e. knives for cutting and chopping, forks for eating, scissors for cutting herbs in the garden, spoons for scooping and serving, etc.)
- We will also be using our hands to knead dough and pick fruit and vegetables from the garden
- Looking at different handwriting activities, like Jarman patterns
- Exploring malleable materials, such as clay, dough, soap flakes, plasticine, cornflour by patting, stroking, poking, squeezing, pinching and twisting
- Exploring creatively with finger painting, stamps, and hand painting
- Explore healthy eating and exercise and how this affects our physical development – link to doctors, nurses, dentists, vets
- Riding bikes and trikes in the Learning Garden
- Climbing stairs, walking up and down slopes in the Learning Garden, and using the fireman's pole and different obstacle courses to experiment with different ways of moving
- Finger Gym: looking at threading beads, or using tweezers to help strength the muscles in our hands
- Introducing and playing 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/directional language in Mathematics
- 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?
- Creating imaginative role play scenarios to re-enact *The Magic School Bus* themes and episodes

Moving and Handling

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

Range 6

- Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
- Negotiates space successfully when playing racing and chasing games with other students, adjusting speed or changing direction to avoid obstacles
- Travels with confidence and skill around, under, over and through balancing and climbing equipment
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- Uses simple tools to effect changes to materials
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention

- Looking at the importance of oral hygiene – brushing your teeth and visiting the dentist regularly to promote health and self-care (linked with the dentist profession)
- Exploring the importance of healthy eating, exercise, drinking lots of water to stay hydrated and also promoting good hygiene to help us learn how to look after ourselves (linked with doctors and nurses and The Human Body episode of *The Magic School Bus*)
- Drawing roads and pathways for transport (i.e. cars, trains, and buses) to explore the concepts of distance, time, and positional language
- 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
- 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 energy and fuel for the day

- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

Health and Self-Care

Range 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
- 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

Range 6

- Eats a healthy range of foodstuffs and understands need for variety in food
- Describes a range of different food textures and

		<p>tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</p> <ul style="list-style-type: none"> • Can initiate and describe playful actions or movements for other students to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience
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Specific Areas of Learning

Literacy	<p><u>Core Texts:</u></p> <ul style="list-style-type: none"> • The Magic School Bus • The Naughty Bus • Doc McStuffins • Six Dinner Sid • Topsy and Tim go to the Doctor • The Great Fire of London • Postman Pat <ul style="list-style-type: none"> • Daily Phonics Lessons: focusing on Phase 2 sounds, blending and segmenting CVC words • Play Phase 2 Jolly Phonics songs on YouTube – also send links to parents/carers for home use • 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. 	<p>Reading <u>Range 5</u></p> <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
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- Learning high frequency words: is, in, it, at, and, if
- Learning tricky words: I, no, go, to, into, the
- Making Phonics games available to the students on the interactive whiteboard - reading and writing in Phase 2
- Clapping along to the syllables of names and topic related words
- Listening to stories, songs, poems associated with people who help us and *The Magic School Bus* - i.e. "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 through the music
- Providing both non-fiction and fiction books in the book corner and comparing the two types of texts with the students, saying how the two have different purposes
- Engaging in imaginative role play with the different core texts and providing props for students to explore them
- Dress up clothes in the home corner and in the Learning Garden linked to different 'people who help us' professions (i.e. doctor/nurse scrubs and hard hats as well as neon vests for builders)
- Use topic-themed bordered paper and provide different writing materials for the students to use independently – i.e. writing a prescription, labelling a transportation map, creating an incident form, etc
- Using the chalk and various mark-making equipment in the Learning Garden for the students to independently explore and write with
- The students will attempt to retell (through drawing, speaking, acting, or writing) key events from *The Magic School Bus* and core texts
- Making writing paper and materials available for the hospital themed home corner – writing a prescription, reception telephone and appointment logs, etc.)
- Using speech bubbles and captions for the characters of *The Magic School Bus*.
- Making lists – Grocery lists, prescription lists on different surfaces (like chalkboard, paper, whiteboard, etc.)
- Drawing a scene from a journey you would take on *The Magic School Bus* and encouraging the students to talk about their drawings, share them with their classmates, and label them with words and captions
- Labelling the parts of *The Magic School Bus* – wheels, windows, bus driver, passengers, etc.
- Labelling the parts of a fire truck - hose, ladder, wheels, siren, firefighters, horn, etc.

independently

- Knows that print carries meaning and, in English, is read from left to right and top to bottom
- Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)
- Handles books and touch screen technology carefully and the correct way up with growing competence
- Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps
- Begins to develop phonological and phonemic awareness:

- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words, songs, poems and rhymes
- Claps or taps the syllables in words during sound play
- Hears and says the initial sound in words

Range 6

- Enjoys an increasing range of print and digital books, both fiction and non-fiction
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
- Describes main story settings, events and principal characters in increasing detail
- Re-enacts and reinvents stories they have heard in their play
- Knows that information can be retrieved from books, computers and mobile digital devices
- Is able to recall and discuss stories or information that has been read to them, or they have read themselves
- Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example
- Begins to develop phonological and phonemic awareness:

- Writing thank you letters to people who help us in our family and our community - link with postal workers
- Captioning a portrait of someone who helps us (i.e. a 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..." the students will imagine where they would travel to and what they might discover on their journey
- The students will imagine what jobs they might like to have when they grow up and they can record themselves (using an iPad) or write it down and draw a picture to match
- The Reception students will engage in weekly Guided Reading groups at least once a week. In these groups, the students will be encouraged to read a range of Phonics levelled books and discuss reading comprehension questions
- The Reception students will take home Phonics levelled reading books and/or flashcards each to be read with their parents and/or carers
- Reading record books will be kept as a way to communicate with parents and carers about their student's Reading progress.
- A 'tricky word wall' will be displayed in the Reception classroom to help prompt the students when writing

- Continues a rhyming string and identifies alliteration
- Hears and says the initial sound in words
- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them
- Starts to link sounds to letters, naming and sounding the letters of the alphabet
- Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee
 - Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences
 - Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text
 - Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.

Writing

Range 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

		<ul style="list-style-type: none"> • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words <p><u>Range 6</u></p> <ul style="list-style-type: none"> • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences
<p>Mathematics</p>	<ul style="list-style-type: none"> • Students will take a walk and tally how many cars, buses, bikes, etc. go past on a clipboard • When they return back to school, they will use this data to make a graph or create problems using the data (i.e. What did you see the most of? What did you see the least of?) • Ordering London landmarks/buildings by height to create a new city skyline • Reinforcing counting and reciting to 20 using an array of different physical counting objects. • Students will follow along to an addition and subtraction Maths story, involving passengers getting on and off <i>The Magic School Bus</i> • Students will be encouraged to write numerals • On a local walk, students will note the numbers on the houses, thinking about if the numbers are getting bigger or smaller and noticing any patterns (i.e. odd or even numbers). • Students will continue to learn the names of 2D shapes and their properties by using them to make and design new buildings for the London skyline • Students will look at the London Underground Map and design their own new map for a city they've built • Students will make and buy tickets using money to ride <i>The Magic School Bus</i> • Students will learn about the concept of 'one more' and 'one less' by playing <i>The Magic School Bus</i> passenger game • Directional and positional language linked to a London transportation map – North, South, East, West, or "it is next to..." "it is behind..." 	<p>Comparison</p> <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><u>Range 6</u></p> <ul style="list-style-type: none"> • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size <p>Counting</p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go • 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><u>Range 6</u></p> <ul style="list-style-type: none"> • Enjoys reciting numbers from 0 to 10 (and beyond)

- Number recognition and number sequencing from 1-20 – through Numicon, number bonds, etc.
- Ordering different people who help us and *The Magic School Bus* characters by size, length and height - then comparing the height of ourselves and our peers
- Looking at our height and weight as a ‘check up’ appointment in the hospital role play area or pretending to measure medicine for an ill patient
- Looking at doubling, halving, and sharing through food and healthy eating – linked with doctors, nurses and dentists and how they help us to stay healthy
- Making 3D models of fire trucks, buses, police cars, etc. - recognising the different shapes and their properties
- Comparing the difference between 2D and 3D shapes - i.e. 2D shapes are flat, but 3D shapes are solid
- Experimenting with different Jigsaw Puzzles and making arrangements with them
- Describing the different 2D and 3D shapes spotted within the film *The Magic School Bus*
- Exploring numbers on buses and using a London Underground map as a number line to find how many stops away one station is to another
- Using the scales to weigh food items and ingredients as we bake and cook
- Experimenting with coins and money and role playing a supermarket or a shop in the Learning Garden
- Using Numicon and getting the students to be familiar with it, especially to order numbers, make patterns, and number bonds
- Looking at numbers on buses and how we distinguish between them Beginning to read larger numbers like ‘35’ and ‘46’
- Looking at different transport maps, like the Underground map and how they help us know where to get to where we are going - linked with the Bee Bots
- Using the mobilo, wooden blocks, and Lego to create different ‘people who help us’ themed things – hospital, school, fire station, police station, etc.
- Estimating how long it will take *The Magic School Bus* to fly from one place to another when travelling to different places
- Listening to the sound of our heartbeats – recording how many beats per minute we can hear
- 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 or unhealthy?

and back from 10 to 0

- Increasingly confident at putting numerals in order 0 to 10 (ordinality)

Cardinality

Range 5

- Subitises one, two and three objects (without counting)
- Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)
- 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

Range 6

- Engages in subitising numbers to four and maybe five
- Counts out up to 10 objects from a larger group
- Matches the numeral with a group of items to show how many there are (up to 10)

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

Range 6

- Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
- Begins to conceptually subitise larger numbers by

- Using the chalkboard wall and chalks to form numbers, addition and subtraction problems
- In the home corner, students will have opportunities to explore lots of environmental mathematical concepts (i.e. a calendar, a diary, a clock, an egg timer, etc.)
- STEAM investigations:
 - Building a new bridge to cross The Thames
 - Charting the weather in London every day, recording the temperatures on a graph
 - Making some medicine or homoeopathic recipes for ill patients
 - using the Bee Bots to code and program different directions

- subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three
- In practical activities, adds one and subtracts one with numbers to 10
 - Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“

Spatial Awareness

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

Range 6

- Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints
- Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)
- May enjoy making simple maps of familiar and imaginative environments, with landmarks

Shape

Range 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

Range 6

- Uses informal language and analogies, (e.g.

heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes

- Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes
- Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build

Pattern

Range 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

Range 6

- Spots patterns in the environment, beginning to identify the pattern “rule”
- Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat

Measures

Range 5

- 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

Range 6

- Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
- Becomes familiar with measuring tools in everyday experiences and play
- Is increasingly able to order and sequence events

		<ul style="list-style-type: none"> using everyday language related to time Beginning to experience measuring time with timers and calendars
Understanding the World	<ul style="list-style-type: none"> Washing dolls, animals and vehicles in the Learning Garden and exploring what it means to look after people and pets and how we can take care of them Remembering past and present experiences and discussing how different family members help us (i.e. siblings, parents, grandparents) 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 to cross the road? Who helps us when there is a fire? 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) Why is it important to protect our environment? What can we do to help Mother Earth? Planting and Growing 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) Growing our own watercress, and learning how to water it and give it sunlight Exploring different kinds of medical equipment (i.e. stethoscope, plasters, thermometers, etc.) – What are they used for? Who uses them? How do they help us? Listening to the sound of our heartbeats before exercising and after exercising - how are they different? how does your breathing change? Discussing everyday people who help us, ‘everyday heroes’ – family members that we look up to because they help us - Why are they special and important? How do they help you? Understanding similarities and differences between ourselves and others Using technology and ICT software in the classroom for different purposes – using the iPads and the Adobe Voice app to retell an adventure from <i>The Magic School Bus</i> Making our own pictures/collages of a scene from <i>The Magic School Bus</i> and recording videos on the iPads of the students describing their artwork Looking at climate change and environmental issues (i.e. the effects of pollution from vehicles or from our rubbish - How can we look after our 	<p>People and Communities</p> <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><u>Range 6</u></p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members Knows that other students do not always enjoy the same things, and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <p>The World</p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> 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 <p><u>Range 6</u></p>

planet? Recycling, repurposing, planting trees, putting rubbish and recycling into the correct bins, etc.

- Students will use an iPad to take photographic portraits of themselves - selfies! Students will then discuss if photography is the same as painting, and whether it classifies as art.
- Students will look at maps of their local area and London, being encouraged to interpret the symbols and colours they see (eg: can you find a park? What does that symbol mean?)
- 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.
- Students will explore stories of people who have come to London (like their relatives and ancestors) and what attracted them to visit or move to London
- Programming and coding the Bee Bots to go to different places and locations on the road map
- Students will make posters, advertising for tourists to come to our city and see unique London Landmarks
- 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
- Students will learn about the levels of government, from the Mayor of London, to the Prime Minister, to the Queen, and talk about the necessity of these roles and how we are governed in England
- Students will go on a local walk around Shepherd's Bush to observe essential services in their community (i.e. grocery stores, police station, fire station, schools, etc.)

- Looks closely at similarities, differences, patterns and change in nature
- Knows about similarities and differences in relation to places, objects, materials and living things
- Talks about the features of their own immediate environment and how environments might vary from one another
- Makes observations of animals and plants and explains why some things occur, and talks about changes

Technology

Range 5

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

Range 6

- Completes a simple program on electronic devices
- Uses ICT hardware to interact with age appropriate computer software
- Can create content such as a video recording, stories, and/or draw a picture on screen
- Develops digital literacy skills by being able to access, understand and interact with a range of technologies
- Can use the internet with adult supervision to find and retrieve information of interest to them

Expressive Art & Design

- Sing and recite favourite topic related rhymes and songs – “Old McDonald,” “The Wheels on the Bus,” etc.
- Painting to music, creating a visual representation of what they can hear – link to different sound effects and music from *The Magic School Bus*
- Provide students with opportunities to review and reflect on their work and offer comments on what they liked or could have done better
- Role play in the home corner: Hospital / Doctor’s Office - exploring the different roles that doctors and nurses play in our everyday lives
- Listening to the noises that our bodies produce (i.e. our heartbeats, a grumbling stomach when you’re hungry, our breathing during meditation, etc.)
- Making London transportation maps – bus maps, London underground maps, road maps
- Building in the construction area with Lego, wooden blocks, mobilo, etc. to recreate different scenes from *The Magic School Bus*
- Making papier-mâché characters from *The Magic School Bus*
- Making 3D emergency vehicles – police cars, fire truck, ambulance, vets
- 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 outside in the Learning Garden
- Playing a ‘follow the leader’ game based on people who help us (i.e. a lollipop lady who helps us to cross the street)
- Making thank you cards for the different people who help us at home or in our community (i.e. postal workers, doctors, vets, parents, teachers, etc)
- Use cotton buds to represent the human skeleton in an x-ray
- Making handprint art
- Looking at tooth art – a happy tooth that has healthy food items and a sad tooth that has unhealthy food items
- Painting/Drawing a portrait of someone in your family who you admire because they help you - ‘everyday heroes’
- Designing and building your own version of *The Magic School Bus* and describing its purpose
- Provide recyclable materials for students to make their own Magic School Bus (kitchen rolls, bottle caps, yoghurt pots, milk jugs, etc).
- Students will explore a range of ways to portray a portrait, such as taking selfies, painting in a mirror, or tracing silhouettes
- Students will paint a large mural (using a large roll of paper) of their local area & all the things people might see if they came to visit

Creating with materials

Range 5

- Explores and learns how sounds and movements can be changed
- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
- Enjoys joining in with moving, dancing and ring games
- Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
- Taps out simple repeated rhythms
- Develops an understanding of how to create and use sounds intentionally
- Continues to explore colour and how colours can be changed
- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- Uses tools for a purpose

Range 6

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

Being Imaginative and Expressive

Range 5

- 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
- Notices what other students and adults do, mirroring what is observed, adding variations and then doing it spontaneously
- Engages in imaginative play based on own ideas or first-hand or peer experiences
- Uses available resources to create props or creates imaginary ones to support play
- Plays alongside other students who are engaged in the same theme

Range 6

- Creates representations of both imaginary and real-life ideas, events, people and objects
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
- Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [student physically demonstrates], that peg looks like a mouth
- Introduces a storyline or narrative into their play
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

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

Greenside

Teaching film – about, through and making film: *The Magic School Bus* is a wonderful film to inspire our students, but also to make them feel comfortable and situated in their new school and Reception setting. The Reception class 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: To help the Reception students understand more about their local community and the people in it who help them, they will have a range of opportunities to role play different jobs and occupations they see around them, and carry out a variety of learning tasks based on them. For instance, a delivery driver or a postal worker matching the parcels to the correct numbered houses, a police officer controlling the bicycles and issuing speeding/parking tickets, or a paramedic helping an injured person. Through rich imaginative role play and experiential opportunities, the students can develop and apply their learning and begin to build a relationship with their new community at Greenside Primary School!

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 in the Community” 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?