



**Greenside Film Factory**  
**Medium Term Planning: Spring Term 1 - 2023**

**Class:** Nursery  
**Theme:** Trees

**Teacher:** Sophie McDonagh-Londy  
**Film:** *The Lorax*

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 classroom 'Golden Rules' and reinforcing them</li> <li>SMSC weekly themes and ideas</li> <li>Exploring the film <i>The Lorax</i> through PSED. Big Questions:               <ul style="list-style-type: none"> <li>-What kind of person is the Once-ler? Why won't he listen to The Lorax?</li> <li>-What was the land of The Lorax like before the Once-ler arrived? Did it seem like a place you would like to live in?</li> <li>-Why does The Lorax speak for the trees? Why is it important to speak up for others? Have you ever spoken up for someone else? Has someone else ever spoken up for you?</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>The students will use the film <i>The Lorax</i> as a stimulus to explore how to make friends with one another inside the classroom and outside in the Learning Garden</li> <li>Comparing characters from the film <i>The Lorax</i> as well as in core texts, the students will be encouraged to think about who is special to them</li> <li>Students to think about how tress make them feel - i.e. they provide us with shade from the sun, they help us to breathe cleaner air, etc.</li> <li>Discussing the importance of sharing special things with others and explaining how this is kind and can make us feel happy – link to the story "The Giving Tree"</li> <li>Using the characters from the film <i>The Lorax</i> as a stimulus to explore different feelings and emotions</li> </ul>	<b>Making Relationships</b> <u>Range 4</u> <ul style="list-style-type: none"> <li>Builds relationships with special people but may show anxiety in the presence of strangers</li> <li>Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</li> <li>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</li> <li>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</li> <li>Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety</li> <li>Seeks out others to share experiences with and may choose to play with a familiar friend or a student who has similar interest</li> </ul> <u>Range 5</u>

- Talking about respect – respect for trees and the environment and understanding the consequences of not respecting the trees or the environment (linking this concept to our worm farm and compost idea)
- Students to discuss and make posters with the famous quotes from *The Lorax*: “Unless someone like you cares a whole awful lot, things aren’t going to get better, they’re not.” – what does this quote mean? Why is it important to stand up for what we believe in? How can we use our voice to make a difference?
- Discussing and understanding why *The Lorax* needs to speak for the trees and exploring the importance of giving a voice to those that can’t speak (like the forest animals and trees)..
- Looking at a variety of different colours and how they make us feel (i.e. blue is Sad, Red is Angry, Yellow is Happy (link to the story “My Many Coloured Days”)
- Exploring daylight savings time and how we are affected by it - i.e. the importance of sunlight and Vitamin D for our mental health and physical health
- Using different natural and found materials to play a game of ‘Tic Tac Toe’ - (i.e. twigs, conkers, and acorns) and modelling how to play fairly and take turns with others
- Looking at a variety of different colours and how they make us feel (i.e. blue is Sad, Red is Angry, Yellow is Happy)
- Looking at the story *The Giving Tree* to make a kindness tree in the classroom - a class pledge about how we can be kind to others
- Looking at documentary film texts like *Planet Earth* with Sir David Attenborough and understanding the impacts of deforestation on our planet
- Looking at the “rainforests” episode of *The National Geographic*:

<https://thekidshouldseethis.com/post/rainforests-101>

- 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

### **Sense of Self**

#### Range 4

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

#### Range 5

- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers
- Is sensitive to others’ messages of appreciation or criticism

- Enjoys a sense of belonging through being involved in daily tasks
- Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others
- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help

### **Understanding Emotions**

#### Range 4

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

#### Range 5

- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
- May exhibit increased fearfulness of things like the

		<ul style="list-style-type: none"> <li>dark or monsters etc and possibly have nightmares</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> <li>• 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</li> </ul>
<p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>• Listening for rhyming words in core texts, predicting the next part of the story, creating alternate endings, etc.</li> <li>• Learning new vocabulary related to trees and our environment - roots, glucose, deforestation, pollution, over consumption, etc.</li> <li>• Learning new vocabulary related to film - sound, special effects, animated, scene, frame, characters, setting, etc.</li> <li>• Reinforcing initial sounds and dominant sounds within new topic words - i.e. T is for Tree, S is for Soil etc.</li> <li>• Watching a clip of <b>The Lorax</b> with no picture, just sound, students to be encouraged to talk about what they think might be happening and how sound can tell a story without pictures</li> <li>• Students to have a 'natural feely box' - exploring way to describe our different senses</li> <li>• After watching <b>The Lorax</b>, ask students to retell and recall the film and the main characters - staff to model how to use descriptive language</li> <li>• "Hot Seat Game" - asking and answering who, what, where, when, why, how and why questions relating to <b>The Lorax</b> and core texts</li> <li>• Listening for rhyming words in core texts, especially with Dr. Seuss books like <b>The Lorax</b></li> <li>• Listening carefully to how music and sound effects are used in the film <b>The Lorax</b> - i.e. what does it sound like when the trees are being cut down? How are the forest creatures feeling when the Once-ler destroys all of the Truffula Trees?</li> <li>• Using descriptive language to talk about trees in the Learning Garden and in the park – i.e. "The tree is big/tall" or "The tree is small/short" and "This tree has pine needles" or "This tree has colourful leaves on it"</li> <li>• Learning new vocabulary related to trees - trunk, leaves, branches, roots, etc.</li> </ul>	<p><b>Listening and Attention</b></p> <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><u>Range 5</u></p> <ul style="list-style-type: none"> <li>• Listens to others in one-to-one or small groups, when conversation interests them</li> <li>• Listens to familiar stories with increasing attention and recall</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Focusing attention – can still listen or do, but can change their own focus of attention</li> <li>• Is able to follow directions (if not intently focused)</li> </ul> <p><b>Understanding</b></p> <p><u>Range 4</u></p> <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,</li> </ul>

- Learning new vocabulary related to film - sound, special effects, animated, scene, frame, characters, setting, etc.
- Using language to express our thoughts, opinions, and feelings – How did you feel when The Once-ler chopped down the trees?
- Sing topic related songs – Parts of the Trees song <https://www.youtube.com/watch?v=FJqy967xs1c> The Seasons Song <https://www.youtube.com/watch?v=8Zjpl6fgYSY>
- Language structures: Comparing the film **The Lorax** and our core texts – “They are the same because... They are different because...”
- Using classifying language to discuss trees – “This is a pine tree” or “This is a Truffula Tree” and understanding their different characteristics
- Using story sequencing language to describe the film **The Lorax** and our core texts – First, then, next, after that, finally
- Constant modelling of the correct past, present, and future tenses
- Using mathematical language – big, small, more, less, tall, short, a lot, a little bit, etc.
- Using positional language – next to, beside, in front of, behind, above, under, in between, on top, etc.
- Think about what it would be like to be in a rainforest; what would you hear, see, taste, touch, smell?
- Introducing topic specific vocabulary related to naming different types of trees and plants, fairy creatures, different types of forests and climates around the world
- Asking the students to recall recent experiences – i.e. Christmas holidays, New Years, etc.
- Naming, classifying and learning about fruit that comes from trees - oranges, apples, pears, lemons, tangerines, plums, etc.
- Introducing topic specific vocabulary related to naming different types of trees and plants, fairy creatures, different types of forests and climates around the world
- Learning about and discussing the meaning of the central quote from **The Lorax** - “Unless someone like you cares a whole awful lot, Nothing is going to get better. It's not.”
- Role play in the home corner - turning it into a rainforest
- Model how to play cooperatively and use imaginative language in the home corner or in small-world activities
- Think about what it would be like to live in a forest; what would you hear, see, taste, touch, smell in a rainforest? Students will explore didn't habitats and the animals that live in them

- e.g. Put your toys away and then sit on the carpet
- Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)
  - Developing understanding of simple concepts (e.g. fast/slow, good/bad)

#### Range 5

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

#### **Speaking**

#### Range 4

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

#### Range 5

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

	<ul style="list-style-type: none"> <li>● Enhancing the home corner throughout the half term with different topics and themes to encourage communication and language within student initiated play</li> <li>● Discussing our weekly Core Texts and main themes emerging from them</li> </ul> <p>STEAM Investigations:</p> <ul style="list-style-type: none"> <li>- Making rain sticks using different naturally found materials (lentils, acorns, pasta, rice, etc.</li> </ul>	<p>playing, will play, played)</p> <ul style="list-style-type: none"> <li>● Talks more extensively about things that are of particular importance to them</li> <li>● Builds up vocabulary that reflects the breadth of their experiences</li> <li>● Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul>
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>● Setting up themed obstacle courses in the Learning Garden to experiment with different ways of moving</li> <li>● Manipulating clay, plasticine, playdough, etc. related to the film <i>The Lorax</i> and trees - build your own tree, fairy, rainforest, etc.</li> <li>● Access to bikes and trikes in the Learning Garden</li> <li>● Nursery staff to model how to hold a pencil, chalk, pens, and paint brush correctly.</li> <li>● Handwriting activities - Jarman patterns, letter formation, and number formation</li> <li>● Tree linked handwriting sheets and Jarman handwriting activities</li> <li>● Fine motor skill activities - finger painting, cornflour, zips, buttons and fasteners on clothes, use of scissors, etc.</li> <li>● Fine Motor Skills: Having cardboard cutouts of leaves for the students to wrap yarn around with rope</li> <li>● Going on a 'herb' and tree' hunt around the forest looking for specific smells and plants.</li> <li>● Managing risks in the Learning Garden, learning to climb safely and use tools appropriately</li> <li>● Encouraging the students to tie their own shoelaces, zip up their own coats, and fasten their own buttons as part of their fine motor skills and independent self-care</li> <li>● Students will have an open snack bar in the morning, where they will be encouraged to eat healthy foods of their choosing, discussing what is good for their body and what their body needs to give them further energy for the morning.</li> <li>● Moving in different ways like leaves, simulating the growth of a plant, building our own habitats and animals.</li> <li>● Playing mirror games with a partner by copying simple actions (link to main characters from core texts and <i>The Lorax</i>)</li> </ul>	<p><b>Moving and Handling</b> <u>Range 4</u></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Sits comfortably on a chair with both feet on the ground</li> <li>● Runs safely on whole foot</li> <li>● Moves in response to music, or rhythms played on instruments such as drums or shakers</li> <li>● Jumps up into the air with both feet leaving the floor and can jump forward a small distance</li> <li>● Begins to walk, run and climb on different levels and surfaces</li> <li>● Begins to understand and choose different ways of moving</li> <li>● 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</li> <li>● Climbs up and down stairs by placing both feet on each step while holding a handrail for support</li> <li>● Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</li> <li>● May be beginning to show preference for dominant hand and/or leg/foot</li> <li>● Turns pages in a book, sometimes several at once</li> <li>● Shows increasing control in holding, using and</li> </ul>

- P.E. Focus: Gymnastics
- Finger painting/Hand painting related to the film **The Lorax** and the Truffula trees
- After watching **The Lorax**, students will be encouraged to talk about why the humans over consumed air and the effects of chopping down too many trees. We will use this as a stimulus to discuss healthy active living – healthy eating and exercise, taking care of our bodies and comparing this to how we care for trees.
- The students will create a healthy food plan for the humans to eat from **The Lorax**
- Moving in different ways in response to the name of a space object – letting the students make their own suggestions e.g. move stiffly like a tree or plant, feel weightless like a fairy
- Retelling the story of the film **The Lorax** through imaginative role play
- Parachute games – shaking it in different ways and floating gently up and down, lying under the parachute, etc
- Baking
- Making models of machines, herb plants, fairies, swamps, etc with Lego, construction blocks, etc.

STEAM project:

- Introduce equipment/tools/objects to use with the recycled materials to make **The Lorax**, Truffula trees, rainforests, fairies, Owls, Park, etc – boxes, sellotape, masking tape, wooden sticks, buttons etc. Provide objects and equipment to add to their finished model – sequins, pipe cleaners, nuts and bolts, pieces of card, foil, buttons, bottle caps, drinking straws, etc.

manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools

- Holds mark-making tools with thumb and all fingers

Range 5

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

**Health and Self-Care**

Range 4

- Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day
- Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times
- Feeds self competently
- Can hold a cup with two hands and drink well without spilling
- Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support

- Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet
- Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots
- Begins to recognise danger and seeks the support and comfort of significant adults
- Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions

#### Range 5

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



## Specific Areas of Learning

### Literacy

- In the book corner, students will be provided with fiction as well as nonfiction texts featuring space. With adults, students will be encouraged to talk about the differences and how they know if something is a fiction or a nonfiction text
- The students will sequence key events in core texts and the film *The Lorax*, using story sequencing prompts and pictures to help guide them
- Daily Phonics: focusing on Phase 2 sounds and using our phonics knowledge to independently write words and captions
- Making phonics games regularly available on the interactive whiteboard
- Listening to stories, songs, and poems related to space and the solar system
- Making decodable texts available in the book corner
- Looking at rhyming words from core texts
- Finding words that rhyme with some key topic words eg. park, tree, forest, etc
- Using topic themed bordered paper and a variety of writing materials for the students to use independently
- Providing opportunities for the students to learn how to write their names in different ways - with pens, pencils, chalks, in the sand, with paint, etc.
- Explaining the importance of labelling our work with our name
- Providing writing paper and materials for the home corner
- Writing letters to characters from our core texts and the film *The Lorax*
- Using speech bubbles and thought bubbles to write about what the story and film characters might be thinking about or saying
- Labelling different tree-related objects - like branch, leaf, etc.
- Role playing and re-enacting the different core texts and providing props for the students to explore them creatively
- Retelling key events from core texts and the film *The Lorax* through drawing, speaking, and writing
- Writing lists - What will you see in a Park? How can we protect the trees?
- Labelling different types of trees and classifying them
- Labelling different types of forest animals and woodland creatures
- Making environmental protest posters relating to the central quote from *The Lorax*: “Unless someone like you cares a whole awful lot, things aren’t going to get better, they’re not.”
- Writing movie tickets and film reviews after screening *The Lorax*
- Making word ending Truffula Trees – i.e. for ‘-at’ (cat, rat, bat, mat)
- Theatrical storytelling - providing props from core texts to encourage re-enactments of stories

### Reading

#### Range 4

- Has some favourite stories, rhymes, songs, poems or jingles
- Repeats and uses actions, words or phrases from familiar stories
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from student’s popular culture, commercial print or icons for apps
- Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes

#### Range 5

- 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
- Looks at and enjoys print and digital books independently
- Listens to and joins in with stories and poems, when reading one-to-one and in small groups
- 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

### Writing

#### Range 4

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

#### Range 5

- Makes up stories, play scenarios, and drawings in

	<ul style="list-style-type: none"> <li>• Students to write letters to the fairies in our Learning Garden</li> <li>• Writing movie tickets and film reviews after screening <i>The Lorax</i></li> <li>• Matching initial sounds to characters/objects relating to the film <i>The Lorax</i> - t is for truffula, p is for percy, s is for seed, etc.</li> <li>• Learning the actions and singing along to the Phase 2 Jolly Phonics song on YouTube.</li> <li>• Using a phonics themed sound chart to help with student initiated writing</li> <li>• Knowing all of the Phase 2 Sounds: s, a, t, i, p, n, c, k, ck, e, h, r, m, d, g, o, u, l, f, b, ff, ll, ss</li> <li>• Learning Phase 2 Tricky Words to help students write short sentences independently</li> </ul>	<p>response to experiences, such as outings</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Includes mark making and early writing in their play</li> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Building up the students' interest in counting and numbers through rhymes and songs</li> <li>• Introducing new rhymes and songs</li> <li>• Using objects and pictures to encourage and support their involvement in singing</li> <li>• Creating different types of numbers lines with the students – plants, fairies, tree animals, etc.</li> <li>• Continuing to expose the students to numerals 0-15</li> <li>• Using Numicon to recognise numbers and quantities from 1-15</li> <li>• Extension: introduce numbers beyond 15</li> <li>• Counting and comparing number of forest animals, trees, lorax, etc. in different tree related pictures</li> <li>• Practise counting backwards - “10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0”</li> <li>• Making repeating patterns with objects related to trees and forests</li> <li>• Ordering sticks, leaves, and trees according to length/height</li> <li>• Sorting and counting natural materials found in The Learning Garden</li> <li>• Exploring 2D shapes, introducing mathematical language to name sides and corners - making pictures using shapes</li> <li>• Ordering trees and The Lorax according to length and height</li> <li>• Time and Light: Daylight savings time, morning routines, school schedule, bedtime routine, etc</li> <li>• Playing Metal Mike with students- emphasising 1 more and 1 more less and introduce counting mentally</li> <li>• Provide magnetic pictures/number symbols linked to number rhymes/songs for use in group sessions or on a Maths table when Students are working independently. Use questioning to support understanding of numbers and mathematical language –‘what number comes next?’, ‘how many have you got altogether?’</li> </ul>	<p><b>Comparison</b></p> <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><u>Range 5</u></p> <ul style="list-style-type: none"> <li>• 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!</li> </ul> <p><b>Counting</b></p> <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><u>Range 5</u></p> <ul style="list-style-type: none"> <li>• May enjoy counting verbally as far as they can go</li> <li>• Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</li> <li>• Uses some number names and number language within play, and may show fascination with large numbers</li> <li>• Begin to recognise numerals 0 to 10</li> </ul> <p><b>Cardinality</b></p> <p><u>Range 4</u></p>

- Counting out the amount of trees at a given time from the film **The Lorax** (counting and sharing)
- Weighing natural found materials using scales and using appropriate language - heavy, light, balanced
- Matching numbers to rockets - matching a quantity to a numeral
- Using mathematical language to describe different animals and herbs- big, small, tall, short, heavy, light, etc.
- Data handling – who’s happy to plant a tree? Favourite park animal?
- Recognising coins and buying objects, then finding the totals
- Using Positional language to describe where the trees, owls, etc. are located
- Addition of forest objects- more and less
- In the home corner, students will have opportunities to explore lots of environmental Maths concepts, such as a calendar, a food diary, a clock, a purse with money, etc
- Learning about the days of the week and monitoring the daily temperature and weather trends through the BBC Weather Report
- Discussing ‘time and light’ through daylight savings time, morning routines, Greenside routines, evening routines, etc. – sequencing a typical Greenside day
- Introducing money in the home corner so that the students can explore how to use and handle money in their role play - i.e. paying for food at the shop/market
- Encouraging the students to count and represent numbers in different ways - i.e. with marks on paper (writing numbers or tally marks), counting fingers, counting objects, etc.
- Exploring weight through different topic related objects
- Exploring the concepts of floating and sinking in the water tray. Key Vocab: empty, full, heavy, light, float, sink.  
Big Questions: Which container has the largest capacity? Which item is the heaviest? How do you know?
- Looking at 2D and 3D shapes - what shape is a leaf? What shape has 6 sides? What shape is a seed?

**STEAM Investigation:**

- Making bird feeders for local birds and observing how they help the trees and birds in our local community
- Designing and building a house for The Lorax

- In everyday situations, takes or gives two or three objects from a group
- Beginning to notice numerals (number symbols)
- Beginning to count on their fingers.

**Range 5**

- Subitises one, two and three objects (without counting)
- Explores using a range of their own marks and signs to which they ascribe mathematical meanings
- Links numerals with amounts up to 5 and maybe beyond
- Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)

**Spatial Awareness**

**Range 4**

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

**Range 5**

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

**Shape**

**Range 4**

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

**Pattern**

**Range 4**

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

Range 5

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

**Measures**

Range 4

- Explores differences in size, length, weight and capacity
- Beginning to understand some talk about immediate past and future
- Beginning to anticipate times of the day such as mealtimes or home time

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

## Understanding the World

- Exploring weather patterns (past weather and weather forecasts) - What was the weather like yesterday? What will it be like tomorrow?
- Exploring different celebrations from different religions or places around the world such as Hanukkah, Christmas, New Years, etc.
- Talking about and exploring clothes and artefacts associated with these celebrations and how people around the world prepare for them
- The students will recall special times and events in their lives and discuss things that they celebrate at home. They will compare and contrast with one another. "We are the same because... We are different because..."
- Exploring how food is important to a variety of cultural celebrations, like eating apples and honey for Hanukkah, and panettone for Christmas.
- Discussing seasonal changes
- People and Communities: Discussing how we spent our half term holidays
- A variety of ICT: interactive whiteboard, BeeBots, camera, iPads
- Students will continue to explore the central quote from **The Lorax** and talk about environmental issues and what we can do to protect our planet and look after it as well as one another – how can we take environmental action?
- Going on a variety of nature walks to look at plants and trees and observe seasonal changes
- Learning about different woodland animals and how they survive in the autumn and in the winter – How do they use the trees? (i.e. beavers make dams)
- Making a family tree with the names of our brothers, sisters, mum, dad, aunts, uncles, cousins and grandparents/ carers, etc.
- Looking at the quote from **The Lorax** and talking about an environmental action plan - how can we inspire a positive environmental change?
- Looking at pictures of Greenside and homes on Google Earth
- Looking at Day/Night - and understanding that the Earth rotates completely once every 24 hours
- Looking at Earth: What things do we need to live? Why do we live on Earth? How much of it is land vs. how much of it is water?
- Explaining the importance of looking after Earth (Reduce/Reuse/Recycle) - linked with **The Lorax** and how the humans chopped down all the Truffula trees.
- Students to learn about the importance of the trees and what they provide
- Students to learn about the extinction of animals from across the world that live in forests.
- Looking at the 'layers of a forest'.
- Sequencing the life cycle of a flower/ tree

## People and Communities

### Range 4

- Has a sense of own immediate family and relations and pets
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird
- Beginning to have their own friends
- Learns that they have similarities and differences that connect them to, and distinguish them from, others

### Range 5

- 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

## The World

### Range 4

- Notices detailed features of objects in their environment
- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake

### Range 5

- Comments and asks questions about aspects of

	<ul style="list-style-type: none"> <li>Looking at our Planet: What things do we need to live? Why do we live on Earth? How much of it is water? What importance do trees and plants have for humans and animals?</li> </ul> <p><u>STEAM Investigations:</u></p> <ul style="list-style-type: none"> <li>-Oil and water experiment</li> <li>-Planting cress in our classroom</li> </ul>	<p>their familiar world such as the place where they live or the natural world</p> <ul style="list-style-type: none"> <li>Talks about why things happen and how things work</li> <li>Developing an understanding of growth, decay and changes over time</li> <li>Shows care and concern for living things and the environment</li> <li>Begin to understand the effect their behaviour can have on the environment</li> </ul> <p><b>Technology</b></p> <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><u>Range 5</u></p> <ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</li> <li>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> <li>Knows that information can be retrieved from digital devices and the internet</li> <li>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</li> </ul>
<p><b>Expressive Art &amp; Design</b></p>	<ul style="list-style-type: none"> <li>Retelling the story of <i>The Lorax</i> through imaginative role play in the Learning Garden</li> <li>Making and re-creating The Stick Man from the book</li> </ul>	<p><b>Creating with materials</b></p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>Joins in singing songs</li> </ul>

- Making a individual 'Lorax's' for the classroom display
- Making our own paper
- Making musical instruments and rain sticks with natural and found materials
- Singing and reciting favourite topic related nursery rhymes and songs
- Role playing in the home corner and celebrating the different holidays and events throughout the term
- Making our own fairies
- Making our own Truffula trees using colourful tissue paper
- Using props and costumes to act out the different core texts and the film ***The Lorax***
- Role playing in the home corner and celebrating the different holidays and events throughout the term
- Making 3D Truffula trees, fairies, stickmen using junk materials
- Creating a space collage using different textures, colours and material
- Providing students with opportunities to review and reflect on their work - What do you like about it? What would you do differently next time?
- Pretending to be ***The Lorax***, students will think about how they could help to protect the trees, stand up for the trees and speak for the trees
- Paintings and drawings of The Lorax, fairies, owls, etc.
- Explore mark making materials to make different patterns and textures - crayons, chalks, pastels colour pencils - pressing hard/gentle, zig-zags, dots, wavy lines, crosses, shading, putting one colour on top of another
- Explore instruments to reproduce sounds of the rainforest e.g. rain stick, thunder tube, ocean drum etc.
- Play sounds of space on the interactive whiteboard, students move to different sounds – flying, wings flapping etc.
- Providing students with opportunities to review and reflect on their work - What do you like about it? What would you do differently next time?
- Talk about different shades of colours: cool, warm, tones, etc.
- Singing and dancing to cultural music: African, Asian, etc.
- Students will explore features on Earth - mountains, lakes, oceans, desserts, etc.
- Large scale storyboards annotated with captions/labels
- Learn poems, songs, and rhymes

STEAM investigations:

- Dyeing flowers different colours and observing changes over time, trying to make a Truffula Tree

- 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

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

**Being Imaginative and Expressive**

Range 4

- Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations

		<ul style="list-style-type: none"> <li>● Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music</li> <li>● Creates rhythmic sounds and movements</li> </ul> <p><u>Range 5</u></p> <ul style="list-style-type: none"> <li>● Uses movement and sounds to express experiences, expertise, ideas and feelings</li> <li>● Experiments and creates movement in response to music, stories and ideas</li> <li>● Sings to self and makes up simple songs</li> <li>● Creates sounds, movements, drawings to accompany stories</li> <li>● Notices what other students and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> <li>● Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>● Uses available resources to create props or creates imaginary ones to support play</li> <li>● Plays alongside other students who are engaged in the same theme</li> </ul>
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**Greenside & Griffin - Nursery  
Academy specific vision, ethos, Learning Model and priorities  
Spring 1, 2023**

**Greenside**

**Teaching film – about, through and making film:** The Nursery students will explore the different themes and motifs in the film ***The Lorax*** that relate to our topic 'Trees!' We will examine the environmental aspects of the film. We will discuss what the land of the Lorax was like before the Once-Ler arrived and how it changed after he arrived. We will discuss the importance of trees and why it is important to look after them as well as the environment. We will also explore the different characters within the film ***The Lorax*** and analyse them. What kind of person is the Once-Ler? Why does The Lorax say “You are crazy with greed” to the Once-Ler? How does the character of the Once-Ler change throughout the film? The Nursery students will be exposed to film language (like setting, plot, character, mood, etc.)



and examining the film *The Lorax* through a critical lens. What can the music tell us about the mood of a scene? How can you tell what a character is feeling or thinking?

**Experiential Learning Model:** Our STEAM investigations will inspire and engage our students in the introduction of our new topic 'Trees and Forests.' Students will use the Learning Garden as a stimulus to help them discuss trees and explore environmental issues in more detail. We will learn about the landscape of our school, Shepherds Bush, and the different types of trees that are native to the area. Through our core text "The Tiny Seed," the students will learn about the changes in seasons and unpack what trees need in order to grow and be healthy. Then we will grow some watercress in the classroom as a STEAM project and make observations about the different stages and changes that have occurred over time.

**Questioning:** The focus for this term will be on using open-ended and reasoning questions suitable for all students's learning abilities. The students will gain an in-depth understanding of our topic 'Trees and Forests'. Open-ended questions and reasoning questions will be a strong focus this term. The students will gain a better understanding of trees and the environment through questions like: How do trees grow? What do they need in order to survive? What kind of trees did we find at Greenside? How are they the same or different to the trees in Shepherds Bush and our local area? Do all plants need the same amount of water and sunlight to survive? How do different trees grow and develop in different habitats? What is deforestation and how can we prevent wasting paper?