



**GREENSIDE FILM FACTORY**  
**Medium Term Planning: Spring Term 1**

**Class:** Reception  
**Theme:** Trees and forests

**Teacher:** Felicity Self  
**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>Reinforcing the 'Golden Expectations' for students during their student led learning.</li> <li>Discussing and debating weekly SMSC topics and themes, age appropriate world events, moral dilemmas, and global perspectives such as e-safety, world environmental dilemmas and our health.</li> <li>Discussing and deepening our understanding of E-safety, exploring how to use a range of technologies safely at Greenside and/or at home, such as iPads, beebots and laptops.</li> <li>Examining and exploring the idea of consequences - in <b>The Lorax</b>, once the trees are cut down, there is no going back, the Once-ler must live with the consequences of his actions - the message is that your actions can have consequences, and your choices matter. Discuss this with the students, and consider our own choices.</li> <li>Linking feelings and emotions to the characters within core texts, and the film <b>The Lorax</b> - What steps do the characters take to regulate their feelings and emotions in the face of challenge and difficulty? What steps can we take in our own play and learning to support each other?</li> <li>Examining the different personalities and traits of the characters in core texts and in <b>The Lorax</b>. The students can explore this through various questions and games such as the '<i>Hot Seat</i>' game and <i>freeze frame</i> (interviewing a character of <b>The Lorax</b> at a given point in the film, asking specific feelings and thoughts at this moment).</li> </ul>	<p><b>Making Relationships</b></p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> <li>Seeks out companionship with adults and other students, sharing experiences and play ideas</li> <li>Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>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</li> <li>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> </ul> <p><u>Range 6</u></p> <ul style="list-style-type: none"> <li>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> <li>Develops particular friendships with other students,</li> </ul>

- Discussing the importance of trees, clean air, water and food - how we, plants and animals need this to survive.
- After reading and exploring the story “Percy the Park Keeper” we will discuss responsibility, care and thoughtfulness and how we can incorporate this in our student-led learning and our own responsibility to look after the planet, and our local environment and wildlife - explore how Percy helped all of the animals, whilst infusing their lives with joy and playfulness through wonderful teaching and nurturing, whilst consistently showing responsibility, care and thought over the environment.
- Students can discuss the elements in life that they treasure most. Then we can read “Stick Man” and discuss the importance of family, home and tradition in our lives, and how these things make us feel happy and secure.
- After reading “Owl Babies” we can discuss how the characters support one another, and deal with uncomfortable feelings such as loneliness, vulnerability and anxiety by being brave, sensible and responsible. This will later develop into the feelings of love and reassurance when the mother returns.
- Students will continue to develop their emotional intelligence and ability to identify, manage and overcome (when appropriate) emotions through PSED focused carpet sessions, yoga and storytelling.
- Exploring the film **The Lorax** and examining him as a character through different PSED themes:

-How do you think The Lorax feels seeing planet Earth being the guardian of the Earth? What qualities is he showing as this guardian? I.e. responsibility, determination

-How would you feel if you were alone like the Once-ler?

-How do the humans change throughout the film **The Lorax**? Do they look after the environment and planet Earth? Do they learn any lessons at the end of the film?

What lessons have you learnt?

- Students will use the film **The Lorax** as a stimulus to explore how to make meaningful connections with others in the classroom and how to treat our peers, alongside our relationship with nature and planet Earth.
- After watching a short clip, students will talk about some of the kind and helpful things that **The Lorax** does (ie: cleaning up, sharing with others, helping them) –reinforce this with our ‘Golden Expectations’ and ask what we can do to help one another at Greenside.
- Students ‘become’ guardians of the planet using the role play resources, costumes and the iPads – the students can discuss how they altered their photographs with different tools and techniques to make them look like

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

guardians of the planet - such as environmentalists, researchers and scientists.

- Retelling the core texts through storytelling and role play activities, practising how to take turns and work cooperatively together to create a narrative.
- Comparing characters from the different core texts and the film ***The Lorax***, students will also be encouraged to think about who is special to them (i.e. their friends and families) and growth in a person, supporting our students to become self aware, addressing their own challenges and attitudes they wish to develop (The tiny seed).
- Looking at documentary film texts like ***Planet Earth*** with Sir David Attenborough and understanding the impacts of pollution and deforestation (in its various forms) on our planet. The role play corner (in and outside) will be inspired by our key film and various core texts we are studying.

communities and social groups and communicates freely about own home and community

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

### **Understanding Emotions**

#### 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

		<ul style="list-style-type: none"> <li>● Talks about their own and others' feelings and behaviour and its consequences</li> <li>● Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> <li>● Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>● Playing the "Hot Seat Game" - asking and answering who, what, where, when, why, and how questions relating to core texts and the film <b>The Lorax</b>.</li> <li>● Playing the <i>gossip</i> or <i>phone a friend</i> where students play a character from the story who 'gossips' with someone else who is not in the story about what is happening, this can be in person or on the phone if we are role playing <i>phone a friend</i>.</li> <li>● Story mapping and telling, listening for rhyming words in core texts, predicting the next part of the story or the film <b>The Lorax</b>, creating alternate endings, etc.</li> <li>● Learning new vocabulary related to trees and the forest - tree types/names, forest, rainforest, woodland, mud, canopy, oxygen, deforestation, logging, wildlife, habitat, universe etc.</li> <li>● Learning new vocabulary related to film - sound, special effects, animation, scene, frame, characters, setting, plot, mood, etc.</li> <li>● Reinforcing initial sounds and dominant sounds within new topic words - i.e. F is for forest, W is for woodland, O is for oxygen, etc.</li> <li>● Using language to express our thoughts, opinions, and feelings linked to the film <b>The Lorax</b> and core texts – i.e. "How did you feel when...?"</li> <li>● Sing topic related songs - "Acorns into Oak Trees" "I'm a little hedgehog" "Lets us play in the Woods Today" "Walking in the Forest"</li> <li>● Language structures: Comparing our core texts – "They are the same because... They are different because..."</li> <li>● Students to sequence the different core texts and the film <b>The Lorax</b> using story sequencing language: first, then, next, after that, finally.</li> <li>● Constant modelling of the correct past, present, and future tenses.</li> <li>● Using a range of mathematical language with increasing accuracy – addition, add, plus, subtraction, takeaway, minus, equals, less, fewer, more, heavy, light, balanced, half, double, first, second, third, etc.</li> <li>● Using positional language in everyday talk – next to, beside, in front of, behind, above, under, in between, on top of, etc.</li> </ul>	<p><b>Listening and Attention</b></p> <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><u>Range 6</u></p> <ul style="list-style-type: none"> <li>● Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> <li>● 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</li> </ul> <p><b>Understanding</b></p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> <li>● Understands use of objects (e.g. Which one do we cut with?)</li> <li>● Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> <li>● 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</li> </ul>

- Asking the students to recall recent experiences – i.e. How did you spend your winter holidays? How did you spend your weekend? What did you enjoy?
- Looking at different environments - comparing the forest with other environments such as the desert, ocean and also comparison between different kinds of forest such as rainforest and the jungle or woodland.
- Comparing the environment on Earth in the film **The Lorax** – How are humans treating planet Earth? How do you treat your local environment? What are some of the key differences people are making to help planet Earth? Discuss and explain to students how certain individuals and groups, such as Greta Thunberg are supporting other humans to make responsible and eco friendlier choices to support our wildlife, ecosystems and overall Earth health.
- Talking about the need to care for and look after the environment - Students will suggest how we can do this (i.e. not wasting water, turning off taps, not littering, throwing waste into the correct bin, using less paper, recycling etc.) Exploring and deepening our understanding of the use of the 3 Rs - Reduce, Reuse, Recycle.
- Watching a clip of **The Lorax** with no picture, just sound, students will be encouraged to talk about what they notice, what they think might be happening and how sound can tell a story without pictures. How does it feel just hearing the sound? At another point within the film, reverse this by playing a clip with pictures, but no sound. What is happening now? What do we notice? How does it feel not hearing the sound?
- Looking at the various forests on planet Earth through the film **The Lorax**.
- ‘Word of the week’ challenge - encourage language development and exploration. Reward students through stamps, certificates and verbal encouragement when you hear or see students actively using the word of the week in their student-led learning or discussion.
- Role play and storytelling in the home corner - forest/woodland, jungle, garden centre, caravan and a treehouse.
- Continue to model and scaffold how to play cooperatively and use imaginative language in the home corner or in small-world activities.
- Reinforce initial sounds and dominant sounds within new topic words.
- Think about what it would be like to go to the jungle or rainforest; what would you hear, see, taste, touch, smell on the moon? Students will explore how the rainforest is different from other environments.

- Beginning to understand why and how questions
- Range 6
- Understands a range of complex sentence structures including negatives, plurals and tense markers
  - Beginning to understand humour, e.g. nonsense rhymes, jokes
  - Able to follow a story without pictures or props
  - Listens and responds to ideas expressed by others in conversation or discussion
  - Understands questions such as who; why; when; where and how

### **Speaking**

#### Range 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

		<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline or narrative into their play</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• P.E. Focus: Yoga and mindfulness and Gymnastics</li> </ul> <p>Within yoga and mindfulness, students will continue to learn about the different muscles in our body, while physically, increasing overall mobility and working on the ability to balance using our core strength, as well as channelling our ability to be still and focus. Students will warm up their bodies with gentle stretching and pranayama (breath regulation), before going into sun salutations, and exploring a range of seated and standing asana postures. Students will be encouraged over the course of the PE sessions to focus on their breathing and cool down with a gentle meditation and mindfulness session. Using this foundation, students will begin to build and develop their relationship with gymnastics, develop their ability to move in different ways, initiate new combinations of movements, travel with confidence and skill around, under, and over, different balancing and climbing equipment. Various themes will take place during the course of the term, from winter inspired postures to earthy, forest yoga exercises, our theme and weekly focus will be weaved where appropriate into our yoga and gymnastics sessions.</p> <p>Ongoing physical development opportunities:</p> <ul style="list-style-type: none"> <li>• Large, collaborative artwork in the Learning Garden with chalk to develop gross motor skills - trees, flowers, <b>The Lorax</b> inspired drawings.</li> <li>• Setting up themed obstacle courses in the Learning Garden to experiment with different ways of moving and balancing to develop overall body coordination and agility.</li> <li>• Manipulating clay, plasticine, playdough, etc. related to the film <b>The Lorax</b> and the forest - build your own tree, fairy, rainforest, etc. to develop fine motor skills.</li> <li>• Access to bikes and trikes in the Learning Garden, to continue to develop overall body coordination, movement and agility.</li> </ul>	<p><b>Moving and Handling</b></p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</li> <li>• Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</li> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>• Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</li> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> </ul> <p><u>Range 6</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> <li>• Jumps off an object and lands appropriately using</li> </ul>

- EYFS staff to continue to model how to hold a pencil, chalk, pens, and paint brush correctly, and explore a range of different techniques you can employ with them.
- Handwriting activities - Jarman patterns, letter formation, and number formation.
- Forest linked handwriting and Jarman handwriting activities.
- Fine motor skill activities - finger painting, cornflour, zips, buttons and fasteners on clothes, use of scissors, etc.
- Making ribbons and chinks available in the Learning Garden to encourage letter formation and different shapes.
- Encouraging and supporting students to tie their own shoelaces, zip up their own coats, and fasten their own buttons as part of their fine motor skills and independent self-care.
- Students will have an open snack bar in the morning, and a variety of choices at lunch time, 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 rest of the day.
- Students will have an increased opportunity to move in different ways, Moving in different ways in response to the forest – letting the students and make their own suggestions e.g. sway like a tree, move like oxygen etc.inspired by the forest, such as ‘sway like a tree in the wind’ to symbolise an element of the forest, or the air we breathe. Students will find their own space, and develop a clearer understanding of what it means to be aware of other people’s space.
- Students will have the opportunity to build structures using recycled materials and large loose parts.
- Playing mirrored role play games with a partner by copying simple actions (link to main characters from core texts and the film **The Lorax**).
- Finger gym: Peg boards, threading patterns, small loose parts, beads and tweezers, moon rocks, space jewels, etc.
- Students will create a healthy, vegan food menu for the humans in **The Lorax** to eat, to reflect an environmentally conscious diet, and to encourage healthy living. Students can interview George Webber about Greenside’s healthy food production and soil project.
- Retelling the story of the film **The Lorax** through imaginative role play scenarios.
- The students will look at and compare the food that we can buy and eat in London - How is the food packaged? What materials have been used in the

- 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
- 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

packaging? In terms of the food, what does it look like? What does it taste like? Is it nutritious? Discuss supermarkets' initiative of 'imperfect' fruits and vegetables being promoted. Have the physical items available for students to see - a 'regular' carrot and an 'imperfect' one. Students to visit Greenside's allotments, and observe how the vegetables are growing.

- Using the parachute to play a variety of games – shaking it in different ways and floating gently up and down, lying under the parachute, etc.

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 tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
- Can initiate and describe playful actions or movements for other students to mirror and follow
- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Usually dry and clean during the day
- Shows some understanding that good practices with regard to exercise, eating, drinking water, 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



## Specific Areas of Learning

### Literacy

#### Core Texts:

- Percy the Park Keeper
- Owl Babies
- Stick Man
- The Tiny Seed
  
- In the book corner, students will be provided with fiction as well as nonfiction texts featuring trees and the forest. With adults, students will be encouraged to talk about the differences and how they know if something is a fiction or a nonfiction text. Decodable texts will be available in the book corner that are matching students' reading levels to enhance confidence amongst students as they read independently.
- The students will story tell and sequence key events in core texts and the film **The Lorax**, using story sequencing prompts and pictures to help guide them. There will also be a focus on language associated with film, such as scene, introduction, ending etc, which will be explored with students.
- Writing letters to characters from our core texts and the film **The Lorax**.
- Making 'Wanted Posters' for the greedy mayor Aloysius O'Hare in **The Lorax**.
- Writing letters to key environmental activists, inspired by our film, **The Lorax**
- Retelling key events from core texts and the film **The Lorax** through drawing, speaking, and writing.
- Looking at rhyming words from core texts and the film **The Lorax**.
- Listening to stories, songs, and poems related to trees and the forest.
- Finding words that rhyme with some key topic words – i.e. What rhymes with tree? What rhymes with log? Students will also explore word families – i.e. 'un' = sun, fun, run, bun, etc.
- Using topic themed bordered paper and a variety of writing materials, students will have the opportunity to independently write in the home corner and at the Literacy table.
- Students will have an array of forest inspired materials for forest inspired writing, and can create tree and plant journals. Students will also document their experience of growing cress in a daily log later in the term, monitoring its growth and change.
- Students will have the opportunity to create forest themed drawings of

### Reading

#### Range 5

- 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 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

different kinds of trees and woodland creatures using the chalkboard wall and labelling different types of trees and plants.

- Explaining the importance of labelling our work with our name – “The first thing I do is always the same... I pick up a pencil and write my name!”
- Forest Log: “During my travels to the forest I saw...”
- A picnic list of things to bring to the forest, inspired by the story “Percy the Park Keeper.”
- Green letter box: Decorate our red postal box in leaves to represent the forest, and send postcards and letters back to England to tell people what they have seen in the forest.
- Using speech bubbles and thought bubbles to write about what the story and film characters might be thinking about or saying during various scenes.
- Making valentines cards for our families.
- Winter poetry and rhyme.
- Storytelling, role playing and re-enacting the different core texts and providing props for the students to explore them creatively to create their own interpretation and make their own literacy choices.
- Creating rainforest and owl (during our focus story - owl babies) fact files.
- ‘Captioning the photo’ to be used when studying the story “Stick Man” - students will writing about how Stick Man is feeling at various points of the story, and how they would feel if they were stickman.
- Writing lists - What will you take with you to the rainforest? What kind of jobs do park keepers do to keep the park tidy and clean?
- Students will label parts of a flower, which will be inspired by our key text ‘The Tiny Seed.’ Students will also have the opportunity to label parts of a tree, and a woodland creature.
- Through discussion, students will regularly create class word banks that students can use independently to support their writing.
- Daily Phonics: revision of Phase 2, and focussed teaching of Phase 3 sounds, using our phonics knowledge to independently write words, captions and short sentences using phonetic knowledge and an increasing number of tricky and high frequency words that have been learnt.
- Students will use a Little Wandle phonics sound chart to help encourage independent writing.
- Daily Revision of 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, and phase 2 words and sentences which contain these

#### 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:

-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

sounds.

- Students will be taught all Phase 3 digraphs, such as /oo/ee/or etc. as well as words which contain these sounds, and sentences which contain phase 3 content, also taught tricky words.
- Reading a greater number of high frequency words and tricky words such as is, it, in, at, no, go, I, to, the, into, he, she, we, they.

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
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

#### Range 6

- 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

## Mathematics

- Continuing with number sense Maths, which is providing a systematic and structured teaching programme to develop confidence and flexibility with number and fluency in addition and subtraction facts.
- Continuing to build up the students' interest in counting and numbers through rhymes and songs.
- Creating different types of numbers lines with the students – trees, woodland creatures etc.
- Continuing to expose the students to numerals 0-20 and beyond when appropriate to extend.
- Using Numicon to recognise numbers and quantities from 1-20
- Continue to practise counting backwards from 20-0.
- Making repeating patterns related to forests, with students stating whether they are an AB, AAB or ABC pattern.
- Creating pictures of forests using a variety of 2D shapes, with students annotating their work, explaining their choice of shapes and why.
- Junk modelling design projects with 3D shapes - examples can include tree houses, birds nests, wheelbarrows etc.
- Ordering forest and nature themed objects according to length and height.
- Ordering the trees and creatures by size (from smallest to largest).
- Using mathematical language to describe different trees - big, small, tall, short, heavy, light, etc.
- Data Handling – growth charts and graphs will be taught and explored when students are tracking the physical growth of their cress later in the term. Tally charts will also be explored prior to this, which can be created using natural items such as sticks and pebbles, this can then be developed in class using graph paper and iPads, where students can begin to discuss trends and patterns.
- Estimating and weighing logs, stones, sticks and branches, using scales, developing weight vocabulary, using appropriate language such as heavy, light, balanced, same.
- Understanding the days of the week, and seasonal change.
- Place value - reinforcing our knowledge and learning of digit value (explored in Autumn using concrete resources), this term we will focus and delve deep into the meaning of tens and ones. Natural resources such as small sticks and pebbles can be used to visually explore the concept outside.

## Comparison

### Range 5

- 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!"

### Range 6

- Uses number names and symbols when comparing numbers, showing interest in large numbers
- Estimates of numbers of things, showing understanding of relative size

## Counting

### Range 5

- 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

### Range 6

- Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0
- Increasingly confident at putting numerals in order 0 to 10 (ordinality)

## Cardinality

### 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

- Addition and subtraction - using our theme of the forest as a soft focus.
- In the role play corner, students will have opportunities to naturally explore and deepen their understanding with many environmental Maths concepts, such as a calendar to develop students' ongoing understanding of time and recognition of numbers, weighing scales for measuring, a food diary, a clock for time, a purse with money, etc.
- Every day, students will continue to complete the daily calendar, learning about/ordering the days of the week and monitoring the daily temperature and weather trends through the BBC Weather Report.
- Students will discuss the 'time and light' through daylight savings time, morning routines will be explored, which will include Greenside routines, evening routines, etc. – sequencing a typical Greenside day.
- 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.
- Using and reinforcing positional/directional language at all times, when appropriate and purposeful.
- 1 more and 1 less will continue to be taught, alongside sequencing numbers.
- Looking at 2D and 3D shapes - what shapes can you see in the forest?

STEAM investigations:

- Students will participate in an oil and water experiment. This will deepen students' understanding of density, and how oil and water do not mix.
- Designing and building a wheelbarrow for Percy, one that will hold all the tools Percy needs to keep the park clean and well maintained.
- Constructing large scale models of wheelbarrows using loose parts, students can then measure the size of different elements included, and evaluate the model's design, using positional language when referring to the location of different parts, as well as amounts when discussing how many of each item has been used.

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 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 using everyday language related to time
- Beginning to experience measuring time with timers and calendars

## Understanding the World

- Learning different facts about the forest, and the different kinds of forest we have, including the different types of trees, plants and wildlife.
- Students will learn through the film **The Lorax** how to look after and care for the environment - How can we look after our planet? What makes Earth so special/precious? How can we look after our local environment (garden/Greenside)?
- Technology: Students will use a variety of ICT: BeeBots, camera, iPads. Using the BeeBots, students will be asked to program their beebot so that it can land on different parts of a plant/tree (have a large scale drawing as the surface map). Students will be asked questions such as, “program your BeeBot so that the BeeBot lands on the stem”
- Students will create a video recording of our outdoors 6x times over 6 weeks, and compare week to week any changes that are occurring. I.e. plant growth, tree coverage and leaf cover etc.
- Exploring Google Earth and Google maps - locate Greenside. Students can discuss our local environment, and compare it with another.
- Studying the role of environmentalists and their different missions in supporting Planet Earth.
- People and Communities: Discussing how we spent our winter holidays and exploring how different people have different beliefs, values, and traditions.
- Exploring the seasons - and how this appears in the forest.
- Students will begin to unpick the concept of time - looking at Day/Night - and understanding that the Earth rotates completely once every 24 hours.
- With some adult support, the students will safely use the internet to research and understand the different kinds of forest all across planet Earth.
- 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 and the impact of human behaviour (Reduce/Reuse/Recycle) - linked with **The Lorax**.
- Using the Tiny Seed as an inspiration, students will consider growth, decay and changes over time in regards to nature and plants, as well as our own life cycle as human, or a creature. Different animals will be explored.

## People and Communities

### 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

### Range 6

- 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

## The World

### Range 5

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

### Range 6

- 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

- Retelling core texts and the film **The Lorax** through imaginative role play in the Learning Garden, role play corner and small world provision in the classroom.
- Tree handprint art.
- Making musical instruments and rain sticks with natural and found materials, to mimic sounds of the forest.
- Singing and reciting favourite topic related nursery rhymes and songs such as incy wincy spider.
- Using props and costumes to act out the different core texts and the film **The Lorax**.
- Making Wanted Posters for the greedy mayor Aloysius O'Hare in **The Lorax**.
- Making job advert posters to recruit new park keepers to help Percy.
- Making papier-mache trees for the classroom display.
- Making 3D wheelbarrows, trees and plants using junk materials.
- Creating a forest collage using different textures, colours and materials.
- Providing students with opportunities to review, reflect and edit their work - What do you like about it? What would you do differently next time? How could you improve your design and/or model? Would you change any of the materials?
- Junk modelling and loose parts STEAM projects:
  - Designing and building a wheelbarrow for Percy, one that will hold all the tools Percy needs to keep the park clean and well maintained.
  - Constructing large scale models of wheelbarrows using loose parts, students can then measure the size of different elements included, and evaluate the model's design, using positional language when referring to the location of different parts, as well as amounts when discussing how many of each item has been used.
- Small world tray: forest/rainforest/park/caravan site/forest site that has been part impacted by deforestation
- Large scale storyboards and mood boards annotated with captions/labels linked to our keys texts, **The Lorax** and SMSC learning.
- Singing, dancing and mindful movement to folk and ambience music.
- Learning a variety of topic themed poems, songs, rhymes: Sing topic related songs - "Acorns into Oak Trees" "I'm a little hedgehog" "Lets us play in the Woods Today" "Walking in the Forest"
- Inspired to be **The Lorax**, students will think about how they could recycle rubbish, and turn it into something new.

## 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

- Imaginative role play as park keepers, woodland creatures and environmentalists in Learning Garden as well as in the home corner and small world provision
- 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 forest e.g. rain stick, thunder tube, ocean drum etc.
- Play sounds of forest on IWB, students move and balance to different sounds – swaying, stretching, expanding etc.
- Provide opportunities to talk about and share student's work. Talk about the colours they have used, the techniques, patterns, etc. within their evaluation.
- Encourage the students to ask each other questions - Was the paint thick or runny? What did you use to attach that piece? How did you make that shape/pattern?
- Transient art opportunities using natural resources from the outdoors, inspired by the winter changes happening around us as the seasons are changing.

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

**Greenside & Griffin**  
**Reception – Academy specific vision, ethos, Learning Model and priorities**  
**Autumn 2, 2022**

**Greenside**

**Teaching film – about, through and making film:** The Reception students will be prompted to look closely and examine the underlying issues and global dilemma that the film *The Lorax* is promoting. The students will compare different scenes from *The Lorax* and explore the changes being made throughout the beginning, middle, and end of the film. We will look deeply at the events that took place in order for these changes to occur. The students will also be prompted to explore the use of sound, music, and speech within the film *The Lorax*, like how the story has been told with very little dialogue.

**Experiential Learning Model:** This term we will study the trees and our understanding of a forest in depth. We will focus on different STEAM investigations, with a particular focus on Science and Technology, in order to help the Reception students develop different scientific skills and methods, but also to learn about the importance of documenting our observations and research findings. A Reception 'World Journal' will be an ongoing class project throughout the term. This will allow the students to draw and write their research of world environmental events each evening, and by taking their learning home, they will be able to better understand how it takes a team of scientists to work cooperatively together in order to make discoveries and record patterns and trends.

**Questioning:** Open-ended questions that require reasoning and critical thinking skills will continue to be an area of focus this term. The Reception students will be encouraged to use their prior knowledge about the environment, rubbish, and recycling to unpack questions like: Whose responsibility is it to look after Earth? What have we learned through the film *The Lorax* when humans don't look after Earth? How can we ensure that we look after Earth for future generations? What are some alternative ways we can use to save trees?