



GREENSIDE FILM FACTORY
Medium Term Planning: Spring Term 2

Class: Reception
Theme: Oceans

Teacher: Felicity Self
Film: *Blue Planet II*

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Personal, Social, & Emotional Development	<ul style="list-style-type: none"> ● Reinforcing and delving deeper into our 'Golden Expectations' for students during their student led learning. This term, we would like to support students to support one another to an even greater extent, and promote kindness to all. ● Discussing and debating weekly SMSC topics and themes, age appropriate past and present world events such as the Titanic, moral dilemmas, and global perspectives such as comic relief, world environmental dilemmas and our health. ● 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. ● Examining and exploring the idea of consequences in regards to environmental choices - in Blue Planet II, the importance, beauty and fragility of our oceans will be explored, and we will delve deep into the environmental challenge of plastic pollution and toxic waste in our oceans, understanding the idea that your choices matter. Discuss this with the students, and consider our own choices. ● Students will link feelings and emotions to the characters within core texts, and animal behaviour in Blue Planet II - 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? How does Rainbow Fish change his mindset towards sharing with his friends? ● Examining the different personalities and traits of the characters in core texts. The students can explore this through various questions and games such as the 	<p>Making Relationships</p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> ● Seeks out companionship with adults and other students, sharing experiences and play ideas ● Uses their experiences of adult behaviours to guide their social relationships and interactions ● Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it ● Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers ● Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play <p><u>Range 6</u></p> <ul style="list-style-type: none"> ● Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others ● Develops particular friendships with other students,

'Hot Seat' game and freeze frame (interviewing a character of **a key text, such as Rainbow Fish**, at a given point in the text and animation, asking specific feelings and thoughts at this moment).

- Discussing the importance of oceans - including the benefits such as nutrition, medicines, and mineral and renewable energy resources - as well as its importance in facilitating and supporting the livelihood of plants and animals that need this to survive.
- After reading the story, '**The Rainbow Fish**,' students will discuss how the Rainbow Fish inspires and encourages us to love and share - **it explores the feeling of happiness that sharing can bring to yourself and others**. It also depicts how difficult sharing can be, and the impact of not sharing can have on friendships. Rainbow Fish, like many young students, has a difficult time sharing.
- After reading and exploring the story "**The Whale in the Fish Bowl**" we will discuss what captivity means, and how this links to ethical choices, morality, responsibility, care and thoughtfulness and how we can incorporate this in our own thoughts and beliefs. Students will consider how they view wildlife, how we look after our planet, and how this can be extended to our more local environment and wildlife, and pets. Discuss the joy and playfulness of freedom, whilst consistently showing responsibility, care and thought over the environment.
- Students will discuss "**The Titanic**." Students will explore what happened, and look into individuals through diary extracts who were affected and impacted by the event. We can discuss how people supported one another, and dealt with uncomfortable feelings and vulnerability such as sadness, pain, worry, vulnerability and anxiety by being brave, sensible and responsible.
- 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 documentary **Blue Planet II** and examining our oceans and ocean wildlife through different PSED themes:
 - How do you think sea creatures feel and react when they experience litter in their home and plastic in their environment?
 - How would you feel if you lived in the ocean, but had plastic surrounding your home?
 - How are humans beginning to change their behaviour, and support the wellbeing of our oceans? What lessons have you learnt? Link to our daily behaviour - litter, paper usage etc.

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

- Students will use the documentary **Blue Planet II** as a stimulus to explore our relationship with nature and planet Earth.
- After watching **Blue Planet II**, students will talk about some of the kind and helpful things people are undertaking to clean our oceans –reinforce this with our ‘Golden Expectations’ and continue to consider what we can do in our daily lives to help.
- 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 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, students will also be encouraged to think about why people and animals are special to them (i.e. their friends and families and pets) and growth in a person, supporting our students to become self aware, addressing their own challenges and attitudes they wish to develop.
- Looking at documentary film texts like **Planet Earth** with Sir David Attenborough and understanding the impacts of plastic pollution and fishing (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"> ● Talks about their own and others' feelings and behaviour and its consequences ● Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people ● Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
Communication and Language	<ul style="list-style-type: none"> ● Playing the "Hot Seat Game" - asking and answering who, what, where, when, why, and how questions relating to core texts such as The Rainbow Fish and The Story of the Titanic. ● 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>. ● Story mapping and telling, listening for rhyming words in core texts, predicting the next part of the story, creating alternate endings, etc. ● Learning new vocabulary related to oceans - various seas, bodies of water and oceans, water cycles, sealife, underwater plants etc. ● Learning new vocabulary related to film - sound, special effects, animation, scene, frame, characters, setting, plot, mood, etc. ● Reinforcing initial sounds and dominant sounds within new topic words - i.e. W is for water, O is for oceans, S is for sea, etc. as well as exploring new sounds which link to phonics, such as the soft c sound in ocean. ● Using language to express our thoughts, opinions, and feelings linked to the film Blue Planet II and core texts – i.e. "What do you think?" ● Sing topic related songs - "row, row, row your boat," "1, 2, 3, 4, 5, Once I caught a fish alive" and "Under the Sea." ● Language structures: Comparing our core texts – "They are the same because... They are different because..." ● Students can sequence the different core texts using story sequencing language: first, then, next, after that, finally. ● Constant modelling of the correct past, present, and future tenses. ● 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. ● Using positional language in everyday talk and accurately within instructions to others – next to, beside, in front of, behind, above, under, in between, on 	<p>Listening and Attention <u>Range 5</u></p> <ul style="list-style-type: none"> ● Listens to others in one-to-one or small groups, when conversation interests them ● Listens to familiar stories with increasing attention and recall ● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories ● Focusing attention – can still listen or do, but can change their own focus of attention ● Is able to follow directions (if not intently focused) <p><u>Range 6</u></p> <ul style="list-style-type: none"> ● Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity ● May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span <p>Understanding <u>Range 5</u></p> <ul style="list-style-type: none"> ● Understands use of objects (e.g. Which one do we cut with?) ● Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture ● Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box

top of, etc.

- Asking the students to recall recent experiences – i.e. How did you spend your half term break? How did you spend your weekend? What did you enjoy?
- Looking at different environments - comparing the ocean with other environments such as the desert, forest and also comparison between different kinds of oceans such as the Indian and Pacific Ocean, following whole class research.
- Comparing the different ocean environments on Earth presented in **Blue Planet II** – 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 and the health of our oceans and rivers? 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 with a soft focus on the forest - 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 and plastic, recycling etc.) Exploring and deepening our understanding of the use of the 3 Rs - Reduce, Reuse, Recycle.
- Watching a clip of **Blue Planet II** 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 oceans on planet Earth through the film **Blue Planet II**.
- ‘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 - ocean, beach, island life, plastic pollution scene in the ocean, pirate ship, under the sea.
- 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.

- 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"> • Think about what it would be like to go in the ocean; what would you hear, see, taste, touch, smell? Students will explore how the ocean is different from other environments, and how different bodies of water differ, such as a pond and the ocean. 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play
Physical Development	<ul style="list-style-type: none"> • P.E. Focus: Yoga and mindfulness and Dance <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 dance, develop their ability to move in different ways, initiate new combinations of movements, listen and interpret music and channel their creativity to create and perform different sequences of movements. Various themes will take place during the course of the term, from spring inspired postures to water based, fluid yoga exercises, where our theme and weekly focus will be weaved where appropriate into our yoga and dance sessions.</p> <p>Ongoing physical development opportunities:</p> <ul style="list-style-type: none"> • Large, collaborative artwork in the Learning Garden with chalk to develop gross motor skills - waves, underwater plants, Blue Planet II inspired drawings. • Setting up water and ocean themed obstacle courses in the Learning Garden to experiment with different ways of moving and balancing to develop overall body coordination and agility. • Manipulating clay, plasticine, playdough, etc. related to the film Blue Planet II and the oceans - build your own submarine, boat etc. to develop fine motor skills. 	<p>Moving and Handling</p> <p><u>Range 5</u></p> <ul style="list-style-type: none"> • 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 <p><u>Range 6</u></p> <ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using

- Access to bikes and trikes in the Learning Garden, to continue to develop overall body coordination, movement and agility.
- 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 handwriting, and number formation.
- Ocean linked handwriting and Jarman handwriting activities.
- Fine motor skill activities - finger painting, water beads, cornflour, zips, buttons and fasteners on clothes, use of scissors, etc.
- Making ribbons and chinks available in the Learning Garden to encourage accurate letter formation and different shapes and symbols.
- 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 make fruit nutrition cards to help them understand the nutritional content and make more informed choices about what they are eating.
- Students will have an increased opportunity to move in different ways, moving in different ways in response to the ocean – letting the students and make their own suggestions e.g. curl like a wave, move like oxygen etc. inspired by the ocean, such as ‘curl like a wave creeping up on a beach’ to symbolise an element of the ocean and beach, and continue to discuss the 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 as well as plastic waste linked to the ocean plastic pollution issue.
- Playing mirrored role play games with a partner by copying simple actions (link to main characters from core texts and sea creatures and wildlife, which have been exhibited and observed during **Blue Planet II**).
- Finger gym: Peg boards, threading patterns, small loose parts, beads and tweezers, moon rocks, space jewels, etc.
- The students will continue to look at and compare the food that we can buy and eat in London - How is the food packaged? What materials have been

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

used in the packaging? What happens to the different kinds of packaging once it has been used for its single packaging purpose? Track a journey of soft plastic packaging vs paper packaging, and consider the differences, and what is more ethical.

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:

- Somebody Swallowed Stanley
- The Story of the Titanic
- The Rainbow Fish
- The Night Pirates
- Ernest Shackleton Book
- The Whale in the Fish Bowl

- In the book corner, students will be provided with fiction as well as nonfiction texts featuring oceans, rivers, pirates and water cycles. 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. Students are reading with greater fluency, and will be encouraged to read books within our corner independently, as well as small excerpts to the class during story time.
- The students will story tell and sequence key events in core texts, 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. This will lead into narrative writing.
- Writing letters to characters from our core texts and the animal populations present in **Blue Planet II**.
- Writing letters to key environmental activists, inspired by our documentary, **Blue Planet II**.
- Retelling key events from core texts and the documentary **Blue Planet II** through drawing, speaking, and writing.
- Looking at rhyming words from core texts, extending into water infused poetry. Finding words that rhyme with some key topic words – i.e. What rhymes with sea? What rhymes with wave? Students will also explore word families – i.e. 'un' = sea, tea, pea, etc.
- Listening to stories, songs, and poems related to water, the ocean, ocean wildlife and pirates.
- Using topic themed bordered paper and a variety of writing materials,

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

students will have the opportunity to independently write in the home corner and at the Literacy table.

- Students will have an array of ocean inspired materials for ocean inspired writing, and can create water cycle and water plant journals.
- Students will have the opportunity to create ocean themed drawings of using the chalkboard wall and labelling different types of ocean plants and sea creatures.
- River Log: “During my travels to the river I saw...”
- A trunk list of things to bring to the pirate ship, inspired by the story “The Night Pirates.”
- Blue letter box: Decorate our red postal box in blue to represent the ocean, and send postcards and letters back to England to tell people what they have seen during their travels to sea, inspired by pirates and The Titanic.
- Using speech bubbles and thought bubbles to write from the viewpoint of different story characters and various sea creatures.
- Making mothers day and Easter cards for our families.
- Spring and water 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 ocean and sea creature fact files.
- Students will create a Ernest Shackleton diary entry when learning about Ernest Shackleton.
- Students will write a letter to Greenpeace during our focus on whales.
- Students will create newspaper articles during our focus of the “**The Titanic**”
- ‘Captioning the photo’ and ‘freeze frame of the ocean’ to be used and explored when studying “**Blue Planet II**”
- Students will label parts of a ship, which will be inspired by our key text ‘The Night Pirates.’ Students will also have the opportunity to label parts of a sea 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 sentences using phonetic knowledge and an increasing number of tricky and high frequency words that have been learnt.

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

- 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 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 – boats, ocean creatures etc.
- Continuing to expose and deepen confidence with students' knowledge of numerals 0-25 and beyond when appropriate to extend.
- Using Numicon to recognise numbers and quantities from 1-25
- Continue to practise counting backwards from 20-0.
- Identifying, continuing and creating repeating patterns related to oceans, with students stating whether they are an AB, AAB or an ABC pattern.
- Creating pictures of oceans using a variety of 2D and 3D shapes, with students annotating their work, explaining their choice of shapes and why.
- Junk modelling design projects with 3D shapes - examples can include boats, submarines etc.
- Ordering ocean and nature themed objects according to length and height.
- Ordering boat and sea creatures by size (from smallest to largest), making comparisons, using mathematical language to describe different items - big, small, tall, short, heavy, light, etc.
- Data Handling – growth charts and graphs will be taught and explored during the term. Tally charts will also be explored, which can be created using natural items such as sticks and pebbles, and can later be developed into 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. Different units of measures will be explored and taught.
- Understanding the days of the week, and seasonal change - with a focus on spring and growth.
- Place value - reinforcing our knowledge and learning of digit value (explored in autumn and spring using concrete resources), this term we will focus once more and delve deep into the meaning of tens and ones, and begin to

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

unpick number problems. Natural resources such as small sticks and pebbles can be used to visually explore the concept outside.

- Addition and subtraction - using our theme of the ocean 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, compass for positional language and direction, 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 0 - 25.
- Looking at 2D and 3D shapes - what shapes can you see in the ocean?

STEAM investigations:

- Salt and Ice experiment - Salt hastens the melting of ice because salt lowers the freezing point of water and makes it harder for ice to stay frozen as a solid. Equip students with salt shakers and squeeze bottles and ask students to rescue the animals with science! Students will set up a bin with sand and water in, next to a bin where a "rescue" will take place. As the animals are rescued, the students will transport them back to their "habitat" whether that was the beach, shoreline, or ocean. As each animal is freed from the ice, students will talk about what type of animal it is, fish, mammal, bird, or crustacean and where it lives. Students will independently create a sanctuary where the animals can be rehabilitated. Students will design different stations to help each animal recover from being trapped in the ice. Students can explain their ideas of what an animal hospital/rehabilitation centre would include!

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

- Colour melting - Place each block of coloured ice in a separate container. Invite students to melt the ice blocks using salt and water. Have a bucket of water nearby to refill the squeeze bottles. As the colour melts the students can scoop the water between the tubs to create the secondary colours.
- Sorting and recycling different materials.
- Frozen ice experiment
- Floating and sinking experiments

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 ocean, and the different kinds of bodies of water we have, including the different types of trees, plants and wildlife.
- Students will learn through the documentary **Blue Planet II** 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 oceans (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 pacific ocean”
- 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 different oceans, and our surrounding rivers and sea. Students can discuss our local environment, with a soft focus on local rivers, 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 half term break and exploring how different people have different beliefs, values, and traditions.
- Exploring the seasons - and how this appears in areas where water is present.
- Students will continue 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 bodies of water and ocean all across planet Earth.
- Looking at Earth: How much of it is land vs. how much of it is water? Why are oceans so important?
- Explaining the importance of looking after Earth and the impact of human behaviour (Reduce/Reuse/Recycle) - linked with **Blue Planet II**.
- Life cycle as human, and the comparison of that with a sea 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 through imaginative role play in the Learning Garden, role play corner and small world provision in the classroom.
- Ocean inspired art using plastic.
- Making musical instruments and rain sticks with natural and found materials, to mimic sounds of the ocean.
- 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.
- Making job advert posters to recruit new pirates inspired by “**The Night Pirates.**”
- Making papier-mache ocean creatures and boats and submarines for the classroom display.
- Jellyfish and seaweed watercolour painting.
- All the shades of blue - tone and colour experimentation.
- Making 3D boats, submarines and ocean creatures using junk materials.
- Creating an ocean 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 pirate ship and submarine fit for a pirate, or tourists on a cruise and a submarine fit for ocean researchers.
 - Constructing large scale models of boats or submarines 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: ocean/pirate ship/submarine, site that has been part impacted by plastic pollution.
 - Large scale storyboards and mood boards annotated with captions/labels linked to our keys texts, and SMSC learning.
 - Singing, dancing and mindful movement to folk and ocean ambience music.
 - Learning a variety of topic themed poems, songs, rhymes.
 - Inspired by **Blue Planet II** 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
- Singing 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 pirates, ocean researchers and scientists and ocean creatures in the 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 ocean e.g. rain stick, thunder tube, ocean drum etc.
- Play sounds of the ocean 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 importance and beauty of our oceans, as well as the underlying issues and global dilemma’s **Blue Planet II** is exploring and teaching us. We will look deeply at our oceans, the wildlife, and the changes people are making globally to support our oceans' wellbeing and health of our ecosystems. The students will also be prompted to explore the use of sound, music, and speech within the documentary **Blue Planet II**.

Experiential Learning Model: This term we will study water and oceans, deepening our understanding of its complex ecosystems and wildlife. 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 predictions, observations and research findings. A Reception ‘ocean 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 as explore **Blue Planet II**. 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 already learnt last term through the film **The Lorax** when humans don’t look after Earth? How can we ensure that we look after Earth for future generations of people and wildlife? What impact does plastic pollution have on our oceans, and the wildlife? What are some alternative materials we can use instead of plastic for packaging?