

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Communication and Language	<ul style="list-style-type: none"> After watching <i>The Bee Movie</i>, ask students to retell and recall the film and the main characters - staff to model how to use descriptive language, narrative language, and the correct tenses when speaking “Hot Seat Game” - asking and answering who, what, where, when, why, how and why questions relating to <i>The Bee Movie</i> and core texts Listening for rhyming words in core texts, predicting the next part of the story, creating alternate endings, etc. Learning new vocabulary related to <i>The Bee Movie</i> - honey, hive, fly, wings, insect, flowers, pollen, nectar learning the names of different minibeasts: bee, snail, butterfly, caterpillar, ladybird, worm, spider, etc. Learning new vocabulary related to film when analysing <i>The Bee Movie</i> - sound, special effects, animation, scene, frame, characters, setting, plot, mood, camera angles, etc. Reinforcing initial sounds and dominant sounds within new topic words - i.e. B is for Bee, H is for Honey and Hive, C is for Caterpillar, etc. Using language to express our thoughts, opinions, and feelings about <i>The Bee Movie</i> - How do you think Barry’s family felt when he left the hive to find the humans? What would it feel like to have something precious of yours taken away from you? Allowing for different role play opportunities inside the home corner and outside in the Learning Garden to explore story language and the concepts of ‘fairness’ and ‘stealing’ - linked to the court case and the humans taking the honey from the bees in <i>The Bee Movie</i> Comparing our core texts – “They are the same because... They are different because...” 	<p>Listening and Attention</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door Shows interest in play with sounds, songs and rhymes Single channelled attention; can shift to a different task if attention fully obtained – using student’s name helps focus <p><u>Range 5</u></p> <ul style="list-style-type: none"> Listens to others in one-to-one or small groups, when conversation interests them Listens to familiar stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Focusing attention – can still listen or do, but can change their own focus of attention Is able to follow directions (if not intently focused) <p>Understanding</p>

- Looking at different environments that minibeasts live in - comparing and contrasting them
- Using classifying language to discuss various minibeasts such as “This is a butterfly” and descriptive language like “The Butterfly has four wings.”
- Using mathematical language – big, small, more, less, fewer, add, subtract, takeaway, equals, heavy, light, balanced, tall, short, half, double, first, second, third, etc.
- Using positional language – next to, beside, in front of, behind, above, under, in between, on top, inside, etc.
- Students to use story sequencing language to describe the film **The Bee Movie** and the different core texts: first, then, next, after that, finally
- Constant modelling of the correct past, present, and future tenses
- Talking about the need to care for and look after our environment, and soil the students can suggest how to do this (ie: compost, recycle, plant flowers, don't over eat animal produce, etc.)
- Adults to model how to play cooperatively and use imaginative and creative language in the home corner or in small-world activities to inspire narrative role play scenarios
- Thinking about what it would be like to be a minibeast in the soil and environment; what would you hear, see, taste and touch? The students will do a film review rating the film **The Bee Movie** in stars and describe their favourite characters and their favourite scenes
- Introducing topic specific vocabulary related to naming different types of minibeasts, different types of compostable foods - egg, vegetables, fruit, soil, plating, compost, bees, butterfly, snail, worm, slug, caterpillar, ladybug, wings, fly, vegetation. etc.
- After screening **The Bee Movie**, ask the students to retell the story and recall the film and its main characters, modelling how to use descriptive language and the correct tenses to discuss the film plot and main characters
- Using **The Bee Movie** as a stimulus to discuss and understand the human impact on our environment and climate change
- Students will discuss and retell the lifecycle of a butterfly using the iPads and the Adobe Voice App
- Asking the students to recall recent experiences – i.e. how they may have celebrated the Easter Holidays
- Taste testing different kinds of honey where bees have pollinated different flowers; asking students to talk about and describe the differences that they see and taste

Range 4

- Identifies action words by following simple instructions, e.g. Show me jumping
- Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet
- Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)
- Developing understanding of simple concepts (e.g. fast/slow, good/bad)

Range 5

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

Speaking

Range 4

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

Range 5

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

	<ul style="list-style-type: none"> ● Students will explore the idea of what it might be like if bees could talk, like they do in The Bee Movie. They will be encouraged to think of dialogue and use different voices for the bees. ● The home corner will be set up as an Insect Laboratory for students to investigate insects and explore their understanding of the topic and key vocabulary. ● In their role play, the students will be encouraged to give voices to the insects and characters from the film, using appropriate story and film vocabulary ● Dressing up as minibeasts at the Ugly Bug Ball – discussing what our favourite minibeasts are and explaining why ● Using classifying language in the home corner – i.e. these insects are all winged insects or these insects all have hard shells 	<p>(e.g. went down slide, hurt finger)</p> <ul style="list-style-type: none"> ● 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
<p>Physical Development</p>	<ul style="list-style-type: none"> ● Manipulating clay, plasticine, playdough, etc. related to the film The Bee Movie- i.e. build your own minibeast hotel, make minibeast clay fossils, form different minibeasts and flowers, etc. ● Creating large artwork in the Learning Garden with chalk to develop gross motor skills - drawing different minibeasts, wings, habitats, bee hives, etc. ● Setting up obstacle courses in the Learning Garden to experiment with different ways of moving – linked with the film The Bee Movie and our core texts ● Nursery staff to model how to hold a pencil, chalk, pens, and paint brush correctly. ● Handwriting activities - Jarman patterns, letter formation, and number formation practice ● Fine motor skill activities - finger painting, feathers, foil, zips, buttons and fasteners on clothes, use of scissors, etc. ● The students will be encouraged to move like a minibeast – i.e. slither like a worm, fly like a butterfly, crawl like a caterpillar, etc. ● Threading patterns of minibeasts with ribbon and string ● Ribbons and chinks available in the Learning Garden to encourage letter formation and different shapes ● Managing risks in the Learning Garden, learning to climb safely and use tools appropriately ● Encouraging the students to tie their own shoelaces, zip up their own coats, 	<p>Moving and Handling <u>Range 4</u></p> <ul style="list-style-type: none"> ● Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands ● Sits comfortably on a chair with both feet on the ground ● Runs safely on whole foot ● Moves in response to music, or rhythms played on instruments such as drums or shakers ● Jumps up into the air with both feet leaving the floor and can jump forward a small distance ● Begins to walk, run and climb on different levels and surfaces ● Begins to understand and choose different ways of moving ● Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it ● Climbs up and down stairs by placing both feet on

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, where they will be encouraged to eat healthy foods of their choosing, discussing what is good for their body and what their body needs to give them further energy for the morning.
- Discussing the importance of oral hygiene – like brushing your teeth and visiting the dentist regularly to promote health and self-care
- P.E. Focus: Football Skills (dribbling, passing, penalty kicks, etc.)
- The students will be encouraged to think about and compare an insect's body to the human body – how do we breathe? How do insects breathe? What does our body look like in comparison to an insect? We are the same because... We are different because...
- Using props to help the students move like a minibeast – i.e. experimenting with colourful scarves to dance and move like a butterfly or a bee and jumping through hula hoops to represent the lily pads of a frog
- After watching **The Bee Movie**, students will be encouraged to talk about why it is important to look after minibeasts and their importance to the environment - bees make honey which humans consume, their pollination is dependent on the survival of many plants, etc.
- Dancing to “The Flight of a Bumble Bee”
- Singing and marching to “When the Ants go Marching in”
- Discussing the importance of drinking lots of water to stay hydrated and bathing regularly to promote health and self-care
- A range of tools and equipment will be made available to the students in the Insect Laboratory home corner – magnifying glasses, safety goggles, tweezers, etc.
- The students will learn a special song and dance for the Ugly Bug Ball
- Introducing different group games which allow opportunities for the students to find their own space and allow them to be aware of other people's space too (i.e. throwing and catching games, duck duck goose, etc.)
- Threading beads to make worms, caterpillars and leaves
- Fine motor skills – using scissors to cut out different minibeast shapes and patterns – i.e. ladybird spots, wiggly lines for worms, stripes for bees
- Making junk art or recycled art - i.e. using egg cartons to make caterpillars
- Making “The Very Hungry Caterpillar” snacks using cucumber slices as the caterpillar's body and cherry tomatoes as the caterpillar's head. Then the students will discuss the diet of the Very Hungry Caterpillar – was it healthy or unhealthy? Did the caterpillar exercise?
- Going on a minibeast hunt in the learning garden

each step while holding a handrail for support

- Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride
- May be beginning to show preference for dominant hand and/or leg/foot
- Turns pages in a book, sometimes several at once
- Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
- Holds mark-making tools with thumb and all fingers

Range 5

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

Health and Self-Care

Range 4

- Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day
- Needs to sleep for 10–13 hours in a 24-hour

- Visiting the insects and wildlife within the Ecology Centre of Holland Park
- Riding bikes and trikes in the Learning Garden

period which may include a nap, with regular sleep and wake-up times

- Feeds self competently
- Can hold a cup with two hands and drink well without spilling
- Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support
- Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet
- Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots
- Begins to recognise danger and seeks the support and comfort of significant adults
- Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions

Range 5

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

		<ul style="list-style-type: none"> • 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
Personal, Social, & Emotional Development (PSED)	<ul style="list-style-type: none"> • Continuation of the 'Golden Rules' and reinforcement during student initiated play • SMSC weekly topics and themes • E-safety • Students will use the film The Bee Movie as a stimulus to explore how to make friends with one another in the classroom and how the characters Barry and the Bensons need to learn to work together as a team and cooperate in order to save their honey from over consumption by humans. • Students to recall how they felt after watching The Bee Movie - Should students always obey their parents/carers? Why? Or why not? How is Barry a good member of the community? Would you do the same in his position? • Looking at Barry's parents within The Bee Movie and discussing how our parents can influence our future jobs and careers – what does Barry want to be when he grows up? What do Barry's parents want for him? • The students will explore the story "The Bad Tempered Ladybird" in order to express their feelings and understand why sometimes people feel bad tempered. They will also discuss and come up with strategies about what to do when we feel angry or bad tempered – how can we control our anger and manage our emotions • Examining the different personalities and traits of the characters of The Bee Movie and core texts • The students will discuss how they can be kind to all animals and living things, including insects, and why it's important to be kind and helpful to all creatures and the environment • The students will use the film The Bee Movie to discuss bee colonies and how all of the worker bees work together as a team or community to help the queen. • We will role play being worker bees and each day a different 'queen' will be appointed. The students will need to work cooperatively and help the 'queen' in order to maintain a successful bee colony. • The students will learn to take care of minibeasts and examine the lifecycle of a 	<p>Making Relationships</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a student a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety • Seeks out others to share experiences with and may choose to play with a familiar friend or a student who has similar interest <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

butterfly through the story “The Very Hungry Caterpillar” and the caterpillar larvae in the classroom. They will learn to take care of creatures and their habitats and have a special moment of releasing the butterflies into the garden.

- Listening carefully to how music and sound effects are used in the film ***The Bee Movie***- i.e. what does it sound like when the bees are flying? What sounds can you hear in the hive? How are they different from the sounds that we hear where we live? How do these sounds make us feel?
- Looking at different environments - comparing our Shepherd’s Bush community to the bee hive in ***The Bee Movie*** - How are they similar? How are they different?
- Using ***The Bee Movie*** as a stimulus, the students will look at honey as a moral dilemma to debate – are humans stealing the honey from the bees? Is it ethical or unethical?
- Talking about respect – respect for the minibeasts and the environment and understanding the consequences of not respecting them or the environment, like the humans over consuming honey and putting the bees to sleep with the smoker machines
- The students will use ***The Bee Movie*** as a stimulus to study bee behaviour and characteristics - Why do bees have stingers? Why do people get stung sometimes?
- Retelling the core texts through role play activities, practising how to take turns and work cooperatively together to create a shared narrative
- Comparing characters from the different core texts and the film ***The Bee Movie***, students will be encouraged to think about who is special to them and why (i.e. their friends and family)
- Students to plant wildflowers for our minibeasts to enjoy in our Learning Garden

another who wants it

- Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play

Sense of Self

Range 4

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

Range 5

- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers
- Is sensitive to others’ messages of appreciation or criticism
- Enjoys a sense of belonging through being involved in daily tasks
- Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others
- Shows their confidence and self-esteem through

being outgoing towards people, taking risks and trying new things or new social situations and being able

Understanding Emotions

Range 4

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

Range 5

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

		<ul style="list-style-type: none"> • 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
Literacy	<ul style="list-style-type: none"> • Core Texts: <ul style="list-style-type: none"> -The Bad Tempered Ladybird -The Very Hungry Caterpillar -The Very Busy Spider -The Whale and the Snail -The Bee Man -Snail Trail -Mad About Minibeasts • In the book corner, students will be provided with fiction as well as nonfiction texts featuring minibeasts and their different habitats. Alongside an adult, the students will be encouraged to talk about the differences and how they know if something is a fiction or a nonfiction text • Listening to stories, songs, and poems related to minibeasts: <ul style="list-style-type: none"> -The minibeasts came in two by two -Ladybird, Ladybird -I'm taking home my little BumbleBee -The Ants Go Marching In <ul style="list-style-type: none"> • The students will sequence key events in core texts and the film The Bee Movie, using story sequencing prompts and pictures to help guide them • Daily Phonics: focusing on Phase 2 sounds and using our phonics knowledge to independently write words, captions and CVC words • 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 • Phase 2 Tricky Words & High Frequency Words: I, no, go, to, the, into. • Making phonics games regularly available on the interactive whiteboard • Making decodable texts available in the book corner for the students to read independently or with their peers • Looking at rhyming words from the core texts and The Bee Movie • Using topic themed bordered paper and a variety of writing materials for the students to use independently in the home corner, construction area, and 	Reading <u>Range 4</u> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from student's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes <u>Range 5</u> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books

	<p>Literacy table</p> <ul style="list-style-type: none"> ● Retelling different stories as well as the film <i>The Bee Movie</i> through drawing and writing ● Providing writing paper and reading materials for the home corner to assist with independent writing and investigations in the Insect Laboratory, labelling insects and their noticeable features, etc. ● Providing opportunities for the students to learn how to write their names in different ways - with pens, pencils, chalks, writing in the sand, with paint, etc. ● Explaining the importance of labelling our work with our name ● Writing notes and letters to the characters from our core texts and the film <i>The Bee Movie</i> ● Labelling different types of minibeasts and classifying them based on their unique characteristics (i.e. legs or no legs, wings or no wings, etc.) ● Labelling the different parts of the minibeasts - i.e. spider has eight legs, a dragonfly has four wings, etc. ● Identifying the life cycle of a butterfly - egg, caterpillar, chrysalis, butterfly ● Using speech bubbles and thought bubbles to write about what the story and film characters might be thinking about or saying in <i>The Bee Movie</i> ● Writing different minibeast 'fact files' - i.e. The butterfly has four wings and it is symmetrical, snails can see but not hear, etc. ● Playing the silly soup game for rhyme and alliteration ● Writing lists - What did the very hungry caterpillar eat? What sort of jobs does a bee or an ant have to do for its colony? ● Students will design their own signs and posters for the classroom and the Learning Garden to write about the importance of bees and flowers ● Role playing and re-enacting the different core texts and providing props for the students to explore them creatively ● Making environmental protest posters relating to the dangers facing the environment and minibeasts such as the bees from <i>The Bee Movie</i> ● Writing movie tickets leading up to our film screening of <i>The Bee Movie</i> ● After watching the film <i>The Bee Movie</i>, the students will complete a film review to discuss their favourite scenes, characters and give it an overall 'star rating' ● Matching initial sounds to characters/objects relating to the film <i>The Bee Movie</i> - B is for Bee, H is for Honey, W is for Wing, etc. ● Singing along to the Phase 2 Jolly Phonics song on YouTube ● Using a phonics themed sound chart to help with student initiated writing 	<p>independently</p> <p>Writing <u>Range 4</u></p> <ul style="list-style-type: none"> ● Distinguishes between the different marks they make ● Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. <p><u>Range 5</u></p> <ul style="list-style-type: none"> ● 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
Mathematics	<ul style="list-style-type: none"> ● Building up the students' interest in counting and numbers through rhymes and songs 	<p>Comparison <u>Range 4</u></p>

- Using objects and pictures to encourage and support their involvement in singing
- Creating different types of numbers lines with the students – minibeasts, flowers, etc.
- The students will do a ‘colour by number’ addition sheet related to ***The Bee Movie***
- Continuing to expose the students to numerals 0-10 and beyond
- Using Numicon to recognise numbers and quantities from 1-10 and beyond
- Extension: introduce numbers above 20
- Counting and comparing number of flowers, honey, bees, ladybirds, etc. in different pictures
- Students will measure and compare the lengths and sizes of different insects
- Making repeating patterns with characters from core texts, and other objects related to Minibeasts - ladybird spots, bee stripes, etc.
- Showing an interest in representing numbers by making marks on paper - i.e. tally marks to record the number of minibeasts, petals, etc
- Ordering bees and flowers etc, according to length/height
- Ordering characters and objects from the film ***The Bee Movie*** by size e.g. largest to smallest
- Sorting and counting natural materials found in The Learning Garden
- Exploring 2D shapes, introducing mathematical language to name sides and corners
- Extension: Introducing 3D shape names and properties
- Using mathematical language to describe different minibeasts and their visual features - big, small, tall, short, heavy, light, long, wide, etc.
- Learning about the days of the week and monitoring the daily temperature and weather trends through the BBC Weather Report
- In the home corner, students will have opportunities to explore lots of environmental Maths concepts, such as a calendar, a food diary, a clock, a purse with money, etc.
- Use stories such as The Very Hungry Caterpillar and The Bad Tempered Ladybird to sequence of the days of the week and focus on time
- Introducing money in role play areas so that the students can explore how to use and handle money correctly in their role play - i.e. using money to buy honey, etc
- Flower Shop in the Learning Garden – the students will need to plant seeds and water the flowers, but also select the correct amount of coins and money to pay for each item in the flower shop
- Students will be encouraged to sort and classify insects according to

- Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’

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!

Counting

Range 4

- Begins to say numbers in order, some of which are in the right order (ordinality)

Range 5

- 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

Cardinality

Range 4

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

Range 5

- Subitises one, two and three objects (without counting)
- 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

different categories. Then they will be asked to count how many insects are in each individual category.

- Sorting rubbish and recyclables (link to **The Bee Movie** and the importance of protecting our environment for minibeasts and flowers)
- Data handling – Who enjoys visiting the shops? What are your favourite flowers? What would you feed bees and insects?
- Exploring weight through different topic related objects (wings, caterpillars etc) – Which is heavy and what is light? Which is the lightest/heaviest? How do you know?
- Exploring symmetry in nature (i.e. ladybird spots, butterfly wings)
- Looking at Adding and Subtracting with ladybird spots
- Encouraging the students to count and represent numbers in different ways - i.e. with marks on paper (like writing numbers or tally marks), counting on our fingers, counting physical objects, etc.
- Using and reinforcing positional language – i.e. under, in front of, behind, in, next to, beside, on top of, etc.
- The students will think about the amount of time it takes for a caterpillar to transition into a butterfly – they can track the progress against the actual caterpillar larvae in the classroom
- The students will learn the days of the week and begin sequencing them through the book “The Very Hungry Caterpillar”

STEAM investigations:

- Designing 3D minibeasts with egg cartons and 3D flowers using recycled materials
- Students will think about the time it takes for caterpillars to turn into butterflies – making predictions and tracking their progress in our class data collection and investigation

- Explores using a range of their own marks and signs to which they ascribe mathematical meanings

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

Spatial Awareness

Range 4

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

Range 5

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

Shape

Range 4

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

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

Pattern

Range 4

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

Range 5

- 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

Measures

Range 4

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

Range 5

		<ul style="list-style-type: none"> ● 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
<p>Understanding the World</p>	<ul style="list-style-type: none"> ● Exploring weather patterns (past weather and weather forecasts) - What was the weather like yesterday? What will it be like tomorrow? ● The students will use the iPads and the interactive whiteboard to explore a variety of phonics games, letter formation, and number formation. ● Exploring different celebrations from different religions or places such as Good Friday, Easter Sunday, Passover, Ramadan, etc. ● In the home corner and in the Learning Garden, the students will be encouraged to act out and role play working in an Insect Laboratory, using key vocabulary - lab coat, safety goggles, data, analysis, predict, record, test, results, research, science, investigation, etc. ● The students will have access to magnifying glasses in which they can record their voices talking about their research findings as scientists in the Insect Laboratory ● The students will build habitats for various minibeasts, thinking carefully about what the habitats would look like ● The students will go to Holland Park for a minibeast hunt and to explore their Ecology Centre ● The students will recall special times and events in their lives and discuss things that they celebrate at home. They will compare and contrast with one another. "We are the same because... We are different because..." ● Exploring changes to nature during spring to understand growth and decay and changes over time ● Sequencing our daily routines and the days of the week in chronological order ● Discussing how we spent our half-term holidays ● Using our film <i>The Bee Movie</i> to talk about environmental issues and what we can do to protect our planet and look after it as well as one another – how can we take environmental action? ● Looking at Day/Night - and understanding that the Earth rotates completely once every 24 hours ● The students will explore and study the great importance of bees and their endangerment, thinking and acting of ways that we can make our Learning Garden more attractive to them and what we can do to help ● The students will observe and record our class caterpillar larvae, predicting what will happen to them and formulating questions and observations 	<p>People and Communities</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> ● Has a sense of own immediate family and relations and pets ● In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird ● Beginning to have their own friends ● Learns that they have similarities and differences that connect them to, and distinguish them from, others <p><u>Range 5</u></p> <ul style="list-style-type: none"> ● Shows interest in the lives of people who are familiar to them ● Enjoys joining in with family customs and routines ● Remembers and talks about significant events in their own experience ● Recognises and describes special times or events for family or friends ● Shows interest in different occupations and ways of life indoors and outdoors ● Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <p>The World</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> ● Notices detailed features of objects in their environment ● Can talk about some of the things they have observed such as plants, animals, natural and found objects ● Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting

- Students will help to grow and release our class butterflies when they're ready
- Explore the lifecycle of a butterfly and a frog - understand each stage of development and life
- Students will look at the different movements that minibeasts make and why
- Students will plant various flowers to attract butterflies and bees in the Learning Garden
- Understanding how and why we recycle things, why it's important to look after our planet and protect the habitats of the minibeasts and insects
- Looking at **The Bee Movie** as a stimulus to discuss climate change, air pollution, and the dangers it has on the environment, and the effects it has on the minibeasts
- Looking at the importance of water - Why do we need water to survive? Who needs water? (i.e. plants, people, animals)
- Investigating the different types of minibeasts that live in the environment - soil, trees, flowers, etc
- Explaining the importance of looking after Earth (Reduce/Reuse/Recycle) - linked with **The Bee Movie** and how humans have an impact on pollution, over harvesting honey, bees becoming endangered, etc.

Experiments and Investigations:

- Students will design and build their own 'bug hotel' for the minibeasts - thinking about what materials they need, how they will put the materials together, etc.
- Honey tasting different types of honey - which was their favourite and why?

farms, garages, train tracks, walking by river or lake

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

Technology

Range 4

- Seeks to acquire basic skills in turning on and operating some digital equipment
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car
- Plays with water to investigate "low technology" such as washing and cleaning
- Uses pipes, funnels and other tools to carry/transport water from one place to another

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

		<ul style="list-style-type: none"> 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
<p>Expressive Art & Design</p>	<ul style="list-style-type: none"> Retelling core texts through imaginative role play and drama in the Learning Garden Making and re-creating minibeasts and their habitats from the film The Bee Movie The home corner will be set up as an Insect Laboratory for the students to explore the role of scientists and biologists in a lab and how they would study different insects Using The Bee Movie as a stimulus, the students will use different materials to construct and build a variety of habitats for minibeasts – i.e. a beehive, an ant hill, a cocoon, etc. Learning a special song and dance for the Ugly Bug Ball Singing and reciting favourite topic related nursery rhymes and songs: <ul style="list-style-type: none"> -The Ants Go Marching In -There Was an Old Lady Who Swallowed a Fly Using props and costumes to act out the different core texts as well as the film The Bee Movie Providing students with opportunities to review and reflect on their work - What do you like about it? What would you do differently next time? Pretending to be characters from the film The Bee Movie, the students will think about how they can save the bee hive and their honey Imaginative role play in The Learning Garden as well as in the home corner relating to the core texts and the film The Bee Movie Explore mark making materials to make different patterns and textures - crayons, chalks, pastels, colouring pencils - pressing hard/gentle, zig-zags, dots, wavy lines, crosses, shading, putting one colour on top of another The students will work together to make a 3D paper-mache beehive to hang in the classroom The students will make snail shells inspired by the story “The Whale and the Snail” Painting to music - creating a visual representation of what they can hear Using recycled materials, the students will make different minibeasts (i.e. caterpillars out of egg cartons) The students will create spider web chalk drawings using black paper and white chalk The students will examine ‘Snail’ by Matisse and use different coloured sugar paper to create their own snail art creations 	<p>Creating with materials</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas <p><u>Range 5</u></p> <ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • The students will examine 'Water Lilies' by Monet and then create their own watercolour paintings of lily pads • Exploring the movement to music through "Flight of the BumbleBee" • Creating Eric Carle inspired art for "The Very Hungry Caterpillar" 	<p>Being Imaginative and Expressive</p> <p><u>Range 4</u></p> <ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements <p><u>Range 5</u></p> <ul style="list-style-type: none"> • 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
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GGL
Nursery – Academy specific vision, ethos, Learning Model and priorities
Summer 1 2023

Greenside

Teaching film – about, through and making film: The Greenside Nursery students will explore the different themes and motifs in the film *The Bee Movie* that relate to our topic "Minibeasts." We will examine the environmental aspects of the film and the importance of minibeasts in our ecology. We will discuss the role of the law and argument, as the main character Barry the Bee does in the film. Students will break down quotes from the film/script and examine them and their meaning in the context of the law today and ethical questions over eating animal products. We will look at the different characters within the film *The Bee Movie* and analyse them. By teaching through film, the students will be exposed to film language (like setting, plot, character, mood, etc.) and examining the film *The Bee Movie* through a critical lens. For example, we will take a look at what the music and sound effects tell us about the mood of a particular scene.

Experiential Learning Model: Our STEAM investigations will inspire and engage our students in the introduction of our new topic “Minibeasts”, with a heavy focus on Science. We will use the film The Bee Movie as a stimulus to help us to learn more about the negative impacts that humans have on the environment, particularly that of minibeasts and over producing animal products. Through our investigations, students will refine and perfect their scientific skills and methods. Students will work on various field projects, such as digging for minibeasts, surveying how many different types they can find in the soil, planting seeds for them in our Learning Garden and tallying bees spotted in our local area.

Questioning: The focus for this term will be on using open-ended and reasoning questions suitable for all students’s learning abilities. The students will gain a better understanding of minibeasts and the environment through questions like: What are the most significant threats to our minibeasts and in particular bees? What can we do to help the minibeasts? How are minibeasts important in our local ecology?