



GGL Federation

Nursery Medium Term Planning: Autumn Term 2

Topic: Trees!

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Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Communication and Language	<ul style="list-style-type: none"> Watching a clip of <i>The Lorax</i> with no picture, just sound, students to be encouraged to talk about what they think might be happening and how sound can tell a story without pictures After watching <i>The Lorax</i>, ask students to retell and recall the film and main characters - staff to model how to use descriptive language “Hot Seat Game” - asking and answering who, what, where, when, why, how and why questions relating to <i>The Lorax</i> and core texts Listening for rhyming words in core texts and <i>The Lorax</i> Listening carefully to how sound and sound effects are used in the film <i>The Lorax</i> Using descriptive language to talk about trees in the Learning Garden and in the park – i.e. “The tree is big/tall” or “The tree is small/short” Learning new vocabulary related to trees - trunk, leaves, branches, roots, etc. Learning new vocabulary related to film - sound, special effects, animated, scene, frame, characters, setting, etc. Using language to express our thoughts, opinions, and feelings – How did you feel when The Once-ler chopped down the trees? Sing topic related songs – Parts of the Trees song https://www.youtube.com/watch?v=FJqv967xs1c Language structures: Comparing the film <i>The Lorax</i> and our core texts – “They are the same because... They are different because...” Using classifying language to discuss trees – “This is a pine tree” or “This is a truffle tree” Using story sequencing language to describe the film <i>The Lorax</i> and our core texts – First, then, next, after that, finally Constant modelling of the correct past, present, and future tenses Using mathematical language – big, small, more, less, tall, short, a lot, a little bit, etc. Using positional language – next to, beside, in front of, behind, above, under, in between, on top, etc. Asking the students to recall recent experiences – i.e. half term holiday, Halloween, Bonfire Night, Diwali, class trips, etc. Blank level question assessment prior to class sharing of The Gruffalo Make Winter Wishes using elder wands 	<p>Listening and Attention <u>22-36 months</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 child’s name helps focus. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). <p>Understanding <u>22-36 months</u></p> <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g., “Who’s jumping?” Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?). Developing understanding of simple concepts (e.g. big/little). <p><u>30-50 months</u></p> <ul style="list-style-type: none"> Understands use of objects (e.g. “What do we use to cut things?”) Shows understanding of prepositions such as ‘under’, ‘on top’,

		<p>'behind' by carrying out an action or selecting correct picture.</p> <ul style="list-style-type: none"> • Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. <p>Speaking <u>22-36 months</u></p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing 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 gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. 'Mummy gonna work.') • Beginning to use word endings (e.g. going, cats). <p><u>30-50 months</u></p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people 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"> • Large artwork in the Learning Garden with chalk to develop gross motor skills - drawing the Truffula Trees, The Lorax, etc. • The Lorax related obstacle courses in the Learning Garden • Manipulating clay, plasticine, etc. to create Truffula Trees, The Lorax, and The Once-ler • Holding pencil, chalk, pens, paint brush correctly. • Jarman/Nelson handwriting patterns • Fine motor skills - finger painting/cornflour, zips, buttons and fasteners on clothes, drawing patterns, use of scissors • Ribbons available in the Learning Garden to encourage letter formation and different shapes and movements • Encouraging the students to tie their own shoelaces, zip up their own coats, and fasten their own buttons as part of their fine motor skills • 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. • Weaving between willow plant supports to develop fine motor skills • Connecting sticks with tape to make people and shapes 	<p>Moving and Handling <u>22-36 months</u></p> <ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways,

	<ul style="list-style-type: none"> ● Use tools to saw wood to make wands ● Threading leaves onto shoelaces and string to make nature themed necklaces to develop fine motor skills ● Connecting sticks with glue, string, and tape to make trees ● Using found materials to make Andy Goldsworthy inspired art ● Recognising winter clothes, practise montessori method for putting on coat ● Naming fruit that comes from trees - oranges, apples, pears, lemons, tangerines, plums. Use to make fruit kebabs and fresh juices ● Play "Pick up Sticks" ● Bobbing for apples at Halloween 	<p>such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> ● Mounts stairs, steps or climbing equipment using alternate feet. ● Walks downstairs, two feet to each step while carrying a small object. ● Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. ● Can stand momentarily on one foot when shown. ● Can catch a large ball. ● Draws lines and circles using gross motor movements. ● Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. ● Holds pencil between thumb and two fingers, no longer using whole-hand grasp. ● Holds pencil near point between first two fingers and thumb and uses it with good control. ● Can copy some letters, e.g. letters from their name. <p>Health and Self Care <u>22-36 months</u></p> <ul style="list-style-type: none"> ● Feeds self competently with spoon. ● Drinks well without spilling. ● Clearly communicates their need for potty or toilet. ● Beginning to recognise danger and seeks support of significant adults for help. ● Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. ● Beginning to be independent in self-care, but still often needs adult support. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Can tell adults when hungry or tired or when they want to rest or play. ● Observes the effects of activity on their bodies. ● Understands that equipment and tools have to be used safely. ● Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. ● Can usually manage washing and drying hands. ● 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.
<p>Personal, Social, & Emotional Development (PSED)</p>	<ul style="list-style-type: none"> ● Continuation of the classroom 'Golden Rules' ● SMSC weekly ideas ● Exploring the film <i>The Lorax</i> through PSED. Big Questions: -What kind of person is the Once-ler? Why won't he listen to The Lorax? -What was the land of The Lorax like before the Once-ler arrived? Did it seem like a place you would like to live in? -Why does The Lorax speak for the trees? Why is it important to speak up for others? Have you ever spoken up for someone else? Has someone else ever spoken up for you? ● The students will use the film <i>The Lorax</i> as a stimulus to explore how to make friends with one another inside the classroom and outside in the Learning Garden ● Comparing characters from the film <i>The Lorax</i> as well as in core texts, the students will be 	<p>Making Relationships: <u>22-36 months</u></p> <ul style="list-style-type: none"> ● Interested in others' play and starting to join in. ● Seeks out others to share experiences. ● Shows affection and concern for people who are special to them. ● May form a special friendship with another child. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. ● Initiates play, offering cues to peers to join them. ● Keeps play going by responding to what others are saying or doing.

	<p>encouraged to think about who is special to them</p> <ul style="list-style-type: none"> ● Students to think about how trees help us and make us feel - i.e. they provide us with shade from the sun, they help us to breathe cleaner air, etc. ● Discussing the importance of sharing special things with others and explaining how this is kind and can make us feel happy – link to the story “The Giving Tree” ● Using the characters from the film <i>The Lorax</i> as a stimulus to explore different feelings and emotions ● Making PSED themed Jack-O-Lanterns for Halloween - a happy one, a sad one, an angry one, etc. ● Talking about ‘respect’ – respect for trees and the environment and understanding the consequences of not respecting the trees or the environment ● Students to discuss and make posters with the famous quotes from <i>The Lorax</i>: “Unless someone like you cares a whole awful lot, things aren’t going to get better, they’re not.” – what does this quote mean? Why is it important to stand up for what we believe in? How can we use our voice to make a difference? 	<p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>Self Confidence and Self Awareness: <u>22-36 months</u></p> <ul style="list-style-type: none"> ● Separates from main carer with support and encouragement from a familiar adult. ● Expresses own preferences and interests. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Can select and use activities and resources with help. ● Welcomes and values praise for what they have done. ● Enjoys responsibility of carrying out small tasks. ● Is more outgoing towards unfamiliar people and more confident in new social situations. ● Confident to talk to other children when playing, and will communicate freely about own home and community. ● Shows confidence in asking adults for help. <p>Managing Feelings and Behaviour: <u>22-36 months</u></p> <ul style="list-style-type: none"> ● Seeks comfort from familiar adults when needed. ● Can express their own feelings such as sad, happy, cross, scared, worried. ● Responds to the feelings and wishes of others. ● Aware that some actions can hurt or harm others. ● Tries to help or give comfort when others are distressed. ● Shows understanding and cooperates with some boundaries and routines. ● Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do. ● Growing ability to distract self when upset, e.g. by engaging in a new play activity. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Aware of own feelings, and knows that some actions and words can hurt others’ feelings. ● Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. ● Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. ● Can usually adapt behaviour to different events, social situations and changes in routine.
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Specific Areas of Learning

Literacy	<p>Core Texts:</p> <ul style="list-style-type: none"> ● Percy the Park Keeper ● The Giving Tree ● The Stick Man ● The Lorax ● The Tiny Seed 	<p>Reading <u>22-36 months</u></p> <ul style="list-style-type: none"> ● Has some favourite stories, rhymes, songs, poems or jingles. ● Repeats 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 ...’.
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	<ul style="list-style-type: none"> ● Stuck ● Stanley's Stick ● Little Red Riding Hood ● The Gruffalo <ul style="list-style-type: none"> ● In the book corner, students will be provided with fiction texts featuring woods and forests and non fiction texts about trees, natural habitats and the seasons. With adults, students will be encouraged to talk about the differences and how they know if something is a fiction or non fiction text ● Students to sequence key events in core texts as well as the film <i>The Lorax</i> ● Daily Phonics: focusing on Phase 1 and Phase 2 sounds, singing the Jolly Phonics song on YouTube and sharing the link with parents/carers for home use ● Making phonics games available on the interactive whiteboard ● Listening to stories, songs, and poems related to trees and forests ● Making magnetic story sequencing cards available in the book corner ● Looking at rhyming words from core texts and Dr. Seuss' <i>The Lorax</i> ● Using topic themed bordered paper and a variety of writing materials for the students to use independently ● Providing opportunities for the students to learn how to write their names in different ways - with pens, pencils, in the sand, with paint, etc. ● Explaining the importance of labelling our work with our name ● Retelling stories and the film <i>The Lorax</i> through drawing and writing ● Providing writing paper and materials for the home corner – shopping lists, food diaries, calendars, etc. ● Writing letters to characters from <i>The Lorax</i> or Santa Claus at Christmas time ● Using speech bubbles and thought bubbles to write about what the story and film characters might be thinking about or saying ● Labelling different types of trees ● Making environmental protest posters relating to the central quote from The Lorax: "Unless someone like you cares a whole awful lot, things aren't going to get better, they're not." 	<p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Enjoys rhyming and rhythmic activities. ● Shows awareness of rhyme and alliteration. ● Recognises rhythm in spoken words. ● Listens to and joins in with stories and poems, one-to-one and also in small groups. ● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ● Beginning to be aware of the way stories are structured. ● Suggests how the story might end. ● Listens to stories with increasing attention and recall. ● Describes main story settings, events and principal characters. ● Shows interest in illustrations and print in books and print in the environment. ● Recognises familiar words and signs such as own name and advertising logos. ● Looks at books independently. ● Handles books carefully. ● Knows information can be relayed in the form of print. ● Holds books the correct way up and turns pages. ● Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Distinguishes between the different marks they make. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Sometimes gives meaning to marks as they draw and paint. ● Ascribes meanings to marks that they see in different places.
<p>Mathematics</p>	<ul style="list-style-type: none"> ● Build up the students' interest in counting and numbers through rhymes and songs. ● Continue to expose to numerals 0-10 ● Using the Numicon to recognise the numbers from 1-10 ● Count and compare number of leaves, nuts, or fruit in different tree pictures ● Making repeating patterns with leaves and sticks and natural materials from the Learning Garden ● Making repeating patterns fruit kebabs with fruit that grows on trees ● Exploring 2D shapes and 3D shapes, introducing mathematical language to name sides and corners ● Ordering sticks, leaves, and trees according to length/height ● Sorting and counting natural materials found in The Learning Garden and the forest ● Using mathematical language to describe the different trees around the school and Learning Garden ● Showing an interest in representing numbers by making marks on paper - i.e. tally marks to record the number of trees in the school gardens ● 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. 	<p>Number</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. ● Recites some number names in sequence. ● Creates and experiments with symbols and marks representing ideas of number. ● Begins to make comparisons between quantities. ● Uses some language of quantities, such as 'more' and 'a lot'. ● Knows that a group of things changes in quantity when something is added or taken away. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Uses some number names and number language spontaneously. ● Uses some number names accurately in play. ● Recites numbers in order to 10. ● Knows that numbers identify how many objects are in a set. ● Beginning to represent numbers using fingers, marks on paper or pictures. ● Sometimes matches numeral and quantity correctly. ● Shows curiosity about numbers by offering comments or asking

	<ul style="list-style-type: none"> ● Learning about the days of the week and monitoring the daily temperature and weather trends through the BBC Weather Report ● Discussing 'time and light' through daylight savings time, morning routines, school routines, evening routines, etc. – sequencing a typical school day ● Introducing money in the home corner so that the students can explore how to use and handle money in their role play - i.e. paying for food at the shop/market ● Encouraging the students to count and represent numbers in different ways - i.e. with marks on paper (writing numbers or tally marks), counting fingers, counting objects, etc. ● Using and reinforcing positional language – i.e. through the 'Elf on a Shelf' at Christmas time ● Exploring weight through natural and found materials – leaves, sticks, branches, trees, etc. – What is heavy and what is light? ● Exploring the concepts of floating and sinking in the water tray ● Examining autumn leaves in the Learning Garden and sorting them by colour and size <p><u>STEM Investigations:</u></p> <ul style="list-style-type: none"> ● Examining the decomposing Jack-o-Lantern and recording the changes over time with pictures, notes, and descriptive language ● Designing and building a house for The Lorax out of natural and found materials as well as recycled materials ● Making bird feeders for local birds and observing how they help the trees and birds in our local community 	<p>questions.</p> <ul style="list-style-type: none"> ● Compares two groups of objects, saying when they have the same number. ● Shows an interest in number problems. ● Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. ● Shows an interest in numerals in the environment ● Shows an interest in representing numbers. ● Realises not only objects, but anything can be counted, including steps, claps or jumps. <p>Shape, Space and Measure</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Notices simple shapes and patterns in pictures. ● Beginning to categorise objects according to properties such as shape or size. ● Begins to use the language of size. ● Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. ● Anticipates specific time-based events such as mealtimes or home time. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Shows an interest in shape and space by playing with shapes or making arrangements with objects. ● Shows awareness of similarities of shapes in the environment. ● Uses positional language. ● Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. ● Shows interest in shapes in the environment. ● Uses shapes appropriately for tasks. ● Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
<p>Understanding the World</p>	<ul style="list-style-type: none"> ● Collecting, sorting and naming leaves for art projects: leaf strip, Gruffalo mask, decorating seasonal animals, leaf pressing to make autumn mobiles ● Collecting and sorting sticks for art projects: making stick people, stick 2D shapes, magic wands from elder for winter wishes ● Nature walks, looking at plants, trees and seasonal changes ● Learn about woodland animals and how they survive the winter - make bird feeders ● Make a family tree with names of brothers, sisters, mum, dad, aunts, uncles and grandparents ● Talk about celebrations and how students celebrate them at home: birthdays, halloween, bonfire night, diwali, christmas. ● Explore different celebrations from different religions or places around the world such as Hanukkah, Diwali, Guy Fawkes Night, and Christmas ● Talking about and exploring clothes and artefacts associated with these celebrations and how people around the world prepare for them ● The students will recall special times and events in their lives and discuss things that they celebrate at home. They will compare and contrast with one another. "We are the same because... We are different because..." 	<p>People and Communities</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Has a sense of own immediate family and relations. ● In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. ● Beginning to have their own friends. ● Learns that they have similarities and differences that connect them to, and distinguish them from, others. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Shows interest in the lives of people who are familiar to them. ● 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. ● 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.

- Exploring changes to nature during autumn and winter to understand growth and decay and changes over time
- Learning about Guy Fawkes and the story behind Bonfire Night – Who is Guy Fawkes? What happened to him? How did people live and dress back then compared to now?
- Enhancing the home corner with different cultures and traditions – i.e. food eaten during Hanukkah, Diwali, and Christmas
- Students will use technology to document the changes in the seasons and how plants and trees change over time
- Using age appropriate software – iPads, computers, interactive whiteboard
- Students will continue to explore the central quote from *The Lorax* and talk about environmental issues and what we can do to protect our planet and look after it as well as one another – how can we take environmental action?

The World

22-36 months

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

30-50 months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- 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.

Technology

22-36 months

- Seeks to acquire basic skills in turning on and operating some ICT equipment.
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

30-50 months

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- 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 computers

Expressive Art & Design

- Retelling the story of *The Lorax* through imaginative role play in the Learning Garden
- Make Gruffalo leaf mask
- Use found materials to make transient art self-portraits
- Use found materials to make Stanley's Stick pictures
- Use sticks to make Stick Man to decorate a tree
- Dry and press leaves to make autumn leaf mobiles
- Christmas decorations out of painted pine cones
- Painting with found materials - pine cones, fir tree leaves etc
- Making broomsticks
- Finger painting to put apples on trees
- Making musical instruments and rain sticks with natural and found materials
- Preparation and rehearsal for Christmas performance
- Halloween handprint ghosts: using phonic knowledge to label them 'boo'
- Singing and reciting favourite nursery rhymes and songs
- Artwork linked to fireworks and Guy Fawkes - splashing paint and exploring the effects (i.e. Jackson Pollock art)
- Making leaf rubbing drawings using crayons and autumn leaves to experiment with colours and textures
- Making Christmas cards for friends and families
- Making Indian related crafts for Diwali - Henna handprints, diva lamps, painting with Indian spices, etc.

Exploring and Using Media and Materials

22-36 months

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Experiments with blocks, colours and marks.

30-50 months

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.

- Role playing in the home corner and celebrating the different holidays and events throughout the term
- Using props and costumes to act out the film *The Lorax* and core texts
- Providing students with opportunities to review and reflect on their work - What do you like about it? What would you do differently next time?
- Making Truffula Trees from the film *The Lorax*

- Realises tools can be used for a purpose.

Being Imaginative

22-36 months

- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- Beginning to make-believe by pretending.

30-50 months

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

GGL
Nursery – Academy specific vision, ethos, Learning Model and priorities
Autumn 2 '18

Greenside

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

Experiential Learning Model: Our Nursery class trip to Walpole Park will help inspire us and engage us with our learning topic “Trees!” this half term. The students will use the trip as a stimulus to help them discuss trees and explore environmental issues in more detail. We will learn about the landscape of Walpole Park and the different types of trees that are native to the area. Then we will compare our findings with the landscape in Shepherds Bush and the different types of trees that are found in our neighborhood and in the Learning Garden at Greenside. Through our core text “The Tiny Seed,” the students will learn about the changes in seasons and unpack what trees need in order to grow and be healthy. Then we will grow some watercress in the classroom as a STEM project and make observations about the different stages and changes that have occurred over time.

Questioning: Open-ended questions and reasoning questions will be the focus this term. The students will gain a better understanding of trees and the environment through questions like: How do trees grow? What do they need in order to survive? What kind of trees did we find in Walpole Park? How are they the same or different from the trees in Shepherds Bush and Greenside? Do all plants need the same amount of water and sunlight to survive? How do different trees grow and develop in different habitats?

Christmas: The Nursery students will assist the Reception class with their Nativity play. We will rehearse the songs and actions in the Nativity so that we can help join the Nativity choir. We will also read the Nativity story and learn about why Christians celebrate Christmas every year on the 25th of December. We will also link the Christmas holidays with our topic “Trees!” and learn about how and why Christians decorate a Christmas tree (pine trees, artificial trees, etc). We will also explore the other holidays and traditions that take place during this term like Hanukkah, Diwali, and Eid in order to reflect the different beliefs and cultures of our diverse class.

Griffin
Inside Out Fridays:
Forest School:
Reasoning:
Christmas:
Lena Gardens
Enterprise Academy:
Teaching mixed groups:
Questioning:
Christmas: