



**GGL Federation, Greenside**  
**Nursery Medium Term Planning: Spring Term 1**  
**Topic: Oceans Greenside Film: Moana**  
**Teachers: Christina Morra and Sharon Black**

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Communication and Language	<ul style="list-style-type: none"> <li>● Playing the “Hot Seat Game” - asking and answering who, what, where, when, why, and how questions relating to core texts and <b>Moana</b></li> <li>● Role-play opportunities inside the classroom (home corner) and outside in the Learning Garden to explore pirate stories and story language. Students will be encouraged to explore the concept of fairness and ‘stealing’</li> <li>● Listening for rhyming words in core texts, predicting the next part of the story, creating alternate endings, etc.</li> <li>● Learning new vocabulary related to oceans - sea, beach, water, island, boat, etc. and sea creatures - fish, whale, shark, octopus, jellyfish, seagull</li> <li>● Learning new vocabulary related to film - sound, special effects, animated, scene, frame, characters, setting, etc.</li> <li>● Reinforcing initial sounds and dominant sounds within new topic words - i.e. S is for Starfish, J is for Jellyfish, etc.</li> <li>● Using language to express our thoughts, opinions, and feelings – How did you feel when...?</li> <li>● Sing topic related songs - 5 Little Ducks, Baby Shark, Row Row Row Your Boat, etc.</li> <li>● Language structures: Comparing our core texts and the film <b>Moana</b> – “They are the same because... They are different because...”</li> <li>● Using classifying language to discuss sea creatures – “This is a whale” or “That is a fish”</li> <li>● Students to sequence the different core texts and the film <b>Moana</b> using story sequencing language: first, then, next, after that, finally</li> <li>● Constant modelling of the correct past, present, and future tenses</li> <li>● Using mathematical language – big, small, more, less, tall, short, a lot, a little bit, etc.</li> <li>● Using positional language – next to, beside, in front of, behind, above, under, in between, on top, etc.</li> <li>● Asking the students to recall recent experiences – i.e. How did you spend your Christmas holiday? The Weekend? Remembering class trips, etc.</li> <li>● After screening <b>Moana</b>, ask the students to retell the story and recall the film and its main characters, Model how to use descriptive language and the correct tenses to discuss the film plot and main characters.</li> <li>● Using <b>Moana</b> and the TV series “Blue Planet” as a stimulus to discuss and understand the</li> </ul>	<p><b>Listening and Attention</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Listens with interest to the noises adults make when they read stories.</li> <li>● Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>● Shows interest in play with sounds, songs and rhymes.</li> <li>● Single channelled attention.</li> <li>● Can shift to a different task if attention fully obtained – using student’s name helps focus.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Listens to others one to one or in small groups, when conversation interests them.</li> <li>● Listens to stories with increasing attention and recall.</li> <li>● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>● Focusing attention – still listen or do, but can shift own attention.</li> <li>● Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <p><b>Understanding</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Identifies action words by pointing to the right picture, e.g., “Who’s jumping?”</li> <li>● Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’</li> <li>● Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?).</li> <li>● Developing understanding of simple concepts (e.g. big/little).</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Understands use of objects (e.g. “What do we use to cut things?”)</li> <li>● Shows understanding of prepositions such as ‘under’, ‘on top’,</li> </ul>

	<p>human impact on our oceans and climate change</p> <ul style="list-style-type: none"> <li>• Students to give verbal book reviews and film reviews for a display in class, framing their sentences and justifying with the connective 'because'</li> <li>• Using maps from pirate themed stories as a stimulus to discuss and understand directions about how to get home from school, from a friend's house, etc. Encouraging students to use positional and directional language.</li> </ul>	<p>'behind' by carrying out an action or selecting correct picture.</p> <ul style="list-style-type: none"> <li>• Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions.</li> </ul> <p><b>Speaking</b>  <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</li> <li>• Uses a variety of questions (e.g. what, where, who).</li> <li>• Uses simple sentences (e.g. 'Mummy gonna work.')</li> <li>• Beginning to use word endings (e.g. going, cats).</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>• Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> </ul>
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Large artwork in the Learning Garden with chalk to develop gross motor skills - drawing fish, waves, pirate flags, treasure maps, etc.</li> <li>• Setting up obstacle courses in the Learning Garden to experimenting with different ways of moving - The Best Pirate related</li> <li>• Manipulating clay, plasticine, etc. to create fish and ocean animals</li> <li>• Holding pencil, chalk, pens, and paint brush correctly.</li> <li>• Handwriting activities - Jarman and Nelson patterns, letter formation, and number formation</li> <li>• Fine motor skills - finger painting, cornflour, zips, buttons and fasteners on clothes, use of scissors, etc.</li> <li>• Threading patterns of ocean animals with ribbon and string</li> <li>• Ribbons and chalks available in the Learning Garden to encourage letter formation and different shapes</li> <li>• Encouraging the students to tie their own shoelaces, zip up their own coats, and fasten their own buttons as part of their fine motor skills</li> <li>• Students will have an open snack bar in the morning, where they will be encouraged to eat healthy foods of their choosing, discussing what is good for their body and what their body needs to give them further energy for the morning.</li> </ul>	<p><b>Moving and Handling</b>  <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>• Imitates drawing simple shapes such as circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways,</li> </ul>

	<ul style="list-style-type: none"> <li>• Exploring healthy eating and linking it to a pirate’s diet and scurvy - why is it important to maintain a balanced diet?</li> <li>• Moving in different ways like sea creatures e.g. crawl like a crab, hop like a pirate with a peg leg, waddle like a penguin, jiggle like a jellyfish, etc.</li> <li>• Playing mirror games with a partner by copying simple actions (link to main characters from core texts and <b>Moana</b>)</li> <li>• Riding bikes and trikes in the Learning Garden</li> <li>• Finger Gym: beads, tweezers, threading, and weaving activities</li> <li>• P.E. Focus: Obstacle courses, dance, and gymnastics</li> <li>• Dancing to “A Pirate You Shall be” on Just Dance Kids and “Baby Shark”</li> <li>• Acting stories and the film - <b>Moana</b>, The Rainbow Fish, Night Pirates, Captain Pike Looks After the Baby, Clark the Shark, Fish Fingers, etc.</li> <li>• Digging for buried treasure in the sand pit of our Learning Garden</li> <li>• Role playing pirates looking for treasure and following instructions on a treasure map to conduct a scavenger hunt through the Learning Garden</li> </ul>	<p>such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul> <p><b>Health and Self Care</b>  <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>• Feeds self competently with spoon.</li> <li>• Drinks well without spilling.</li> <li>• Clearly communicates their need for potty or toilet.</li> <li>• Beginning to recognise danger and seeks support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• 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.</li> </ul>
<p><b>Personal, Social, &amp; Emotional Development (PSED)</b></p>	<ul style="list-style-type: none"> <li>• Continuation of the ‘Golden Rules’ and reinforcing them during play</li> <li>• SMSC weekly topics and themes</li> <li>• Link and Learn Morning - inviting parents/ carers to EYFS to join the students and showcasing how we teach phonics at school</li> <li>• Students to recall how they felt after screening <b>Moana</b> - Should children always obey their parents/ carers? Why or why not? How is Maui a good friend and not such a good friend?</li> <li>• Linking feelings to the characters within <b>Moana</b> and core texts - How do they resolve conflicts?</li> <li>• Examining the different personalities and traits of the characters of <b>Moana</b> and core texts. The students can explore this through various questioning and the ‘Hot Seat’ game</li> <li>• Discussing the importance of water - how we need water to survive, how plants and animals</li> </ul>	<p><b>Making Relationships:</b>  <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>• Interested in others’ play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another student.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other students.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> </ul>

	<p>also need water to survive, and how not everyone is fortunate enough to have access to clean water around the world - Link this concept to oil spills and the importance of clean water for the fish and ocean animals</p> <ul style="list-style-type: none"> <li>● EYFS Charity Fundraiser - organising an EYFS Charity Fundraiser in which all proceeds go to a charity related to our oceans topic (i.e. helping the polar bears)</li> <li>● Reading and exploring the story “Night Pirates” and discussing the concept of fairness and equality between boys and girls</li> <li>● Students to discuss the things that they treasure most. Read “The Rainbow Fish” and discuss the importance of sharing special things with other people and being kind to others. Explaining and understanding that giving and sharing can make us feel happy</li> <li>● After reading “The Rainbow Fish,” students will hypothesise what the fish could have done instead, and how he could have used his words to talk about how he was feeling.</li> <li>● Using “The Rainbow Fish” as a stimulus to start a ‘show and share’ schedule in Nursery in which the students will be encouraged to bring in some of their favourite things from home and then discussing their importance with their peers</li> <li>● Students to talk and think about the idea of respect and how we need to respect our oceans and our planet. Also discussing the consequences of not respecting our planet (i.e. the diminishing coral reef)</li> <li>● Using <i>Moana</i> as a stimulus to discuss the importance of family - How does our family keep us safe? Who can we turn to when we feel unsafe?</li> <li>● Using <i>Moana</i> as a stimulus to discuss different cultures and traditions around the world (i.e. the Polynesian people) - How are we the same? How are we different? What makes us unique? Focus on the importance of diversity and celebrating our cultural differences and uniqueness</li> <li>● Students will help to organise a litter pick in our local area, inviting friends and family to help. They will talk about the consequences of their own and others actions.</li> </ul>	<p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p><b>Self Confidence and Self Awareness:</b>  <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Separates from main carer with support and encouragement from a familiar adult.</li> <li>● Expresses own preferences and interests.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Can select and use activities and resources with help.</li> <li>● Welcomes and values praise for what they have done.</li> <li>● Enjoys responsibility of carrying out small tasks.</li> <li>● Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>● Confident to talk to other students when playing, and will communicate freely about own home and community.</li> <li>● Shows confidence in asking adults for help.</li> </ul> <p><b>Managing Feelings and Behaviour:</b>  <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Seeks comfort from familiar adults when needed.</li> <li>● Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>● Responds to the feelings and wishes of others.</li> <li>● Aware that some actions can hurt or harm others.</li> <li>● Tries to help or give comfort when others are distressed.</li> <li>● Shows understanding and cooperates with some boundaries and routines.</li> <li>● Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do.</li> <li>● Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</li> <li>● Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>● Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>● Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>
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**Specific Areas of Learning**

<b>Literacy</b>	<p><b>Core Texts:</b></p> <ul style="list-style-type: none"> <li>● <b>The Lighthouse Keeper’s Lunch</b></li> <li>● <b>Fidgety Fish</b></li> <li>● <b>The Best Pirate</b></li> <li>● <b>Little Mermaid</b></li> </ul>	<p><b>Reading</b>  <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>● Repeats words or phrases from familiar stories.</li> <li>● Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’.</li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>Blue Penguin</b></li> <li>● <b>Tiddler</b></li> <li>● <b>Fish Fingers</b></li> <li>● <b>Clark The Shark</b></li> <li>● <b>Captain Pike Looks After the Baby</b></li> <li>● <b>Rainbow Fish</b></li> <li>● <b>Night Pirates</b></li> </ul> <ul style="list-style-type: none"> <li>● In the book corner, students will be provided with fiction as well as nonfiction texts featuring oceans and sea creatures. With adults, students will be encouraged to talk about the differences and how they know if something is a fiction or a nonfiction text</li> <li>● Students to sequence key events in core texts and <b>Moana</b> using story sequencing prompts and pictures</li> <li>● 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</li> <li>● Making phonics games available on the interactive whiteboard</li> <li>● Listening to stories, songs, and poems related to oceans and sea animals</li> <li>● Making magnetic story sequencing cards available in the book corner</li> <li>● Looking at rhyming words from core texts</li> <li>● Using topic themed bordered paper and a variety of writing materials for the students to use independently</li> <li>● Providing opportunities for the students to learn how to write their names in different ways - with pens, pencils, chalks, in the sand, with paint, etc.</li> <li>● Explaining the importance of labelling our work with our name</li> <li>● Providing writing paper and materials for the home corner – treasure maps, clues to finding the treasure, list of jobs for pirates, pirate passports, and daily pirate ship logs</li> <li>● Writing letters to characters from core texts</li> <li>● Using speech bubbles and thought bubbles to write about what the story and film characters might be thinking about or saying</li> <li>● Labelling different types of sea creatures and ocean animals</li> <li>● Writing different ocean animal ‘fact files’ - i.e. The jellyfish can sting you, Dolphins are social animals that live in groups, etc.</li> <li>● Role playing and re-enacting the different core texts and <b>Moana</b> and providing props for the students to explore them creatively</li> <li>● Retelling key events from core texts and <b>Moana</b> through drawing, speaking, and writing</li> <li>● Playing the silly soup game for rhyme and alliteration</li> <li>● Writing lists - What’s in the Lighthouse Keeper’s Lunchbox? What sort of jobs do pirates have?</li> <li>● Instructional writing - making step-by-step instructions on how to look after a baby in the “Captain Pike Looks After the Baby” story</li> <li>● Making environmental posters - how we can reduce, reuse, and recycle and raising awareness about the diminishing coral reef and climate change</li> <li>● Making Wanted Posters and Writing a Message in a Bottle for the “Night Pirates” story</li> <li>● Students will write a message in a bottle, pretending they’ve been shipwrecked and need help</li> </ul>	<p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Enjoys rhyming and rhythmic activities.</li> <li>● Shows awareness of rhyme and alliteration.</li> <li>● Recognises rhythm in spoken words.</li> <li>● Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>● Beginning to be aware of the way stories are structured.</li> <li>● Suggests how the story might end.</li> <li>● Listens to stories with increasing attention and recall.</li> <li>● Describes main story settings, events and principal characters.</li> <li>● Shows interest in illustrations and print in books and print in the environment.</li> <li>● Recognises familiar words and signs such as own name and advertising logos.</li> <li>● Looks at books independently.</li> <li>● Handles books carefully.</li> <li>● Knows information can be relayed in the form of print.</li> <li>● Holds books the correct way up and turns pages.</li> <li>● Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p><b>Writing</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Distinguishes between the different marks they make.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Sometimes gives meaning to marks as they draw and paint.</li> <li>● Ascribes meanings to marks that they see in different places.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>● Build up the students’ interest in counting and numbers through rhymes and songs.</li> <li>● Continue to expose the students to numerals 0-10</li> </ul>	<p><b>Number</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Selects a small number of objects from a group when asked, for</li> </ul>

- Using Numicon to recognise numbers and quantities from 1-10
- Counting and comparing number of fish, boats, seashells, etc. in different sea pictures
- Making repeating patterns with seashells, stones and other materials related to the beach and oceans
- Exploring 2D shapes and 3D shapes, introducing mathematical language to name sides and corners - making sandwiches for Lighthouse Keeper's lunch
- Ordering sea creatures according to length and lighthouses according to height
- Match numbers to lighthouses made of unifix
- Using mathematical language to describe different sea creatures - big, small, tall, short, heavy, light, etc.
- In the home corner, students will have opportunities to explore lots of environmental Maths concepts, such as a calendar, a food diary, a clock, a purse with money, etc.
- Learning about the days of the week and monitoring the daily temperature and weather trends through the BBC Weather Report
- Discussing 'time and light' through daylight savings time, morning routines, 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 buried pirate treasure games
- Exploring weight through different topic related objects (sea creatures, fish, boats, treasure chests, etc) – What is heavy and what is light?
- Exploring the concepts of floating and sinking in the water tray
- Weight and Capacity - relate to water and sea levels. Key Vocab: empty, full, heavy, light, float, sink. Big Questions: Which container has the largest capacity? Which item is the heaviest? How do you know?
- 1 more and 1 less - i.e. a pirate has 1 more or 1 less of gold coins
- Sorting rubbish and recyclables (link to Blue Planet and the importance of protecting our ocean life)
- Positional language linked to a treasure hunt in the classroom and Learning Garden
- Estimating: using boats and small world people, students will be encouraged to estimate how many people can fit in the boat, then test and calculate whether their prediction was more or less than the actual total.

#### STEM Investigations:

- Building boats and rafts for the pirates and then testing them to see if they sink or float
- Exploring the water cycle and conducting experiments linked to water, ice, puddles, and evaporation
- Waterproofing experiments - testing different materials to see whether or not they are waterproof and whether they will float or sink
- Freezing toy polar bears in blocks of ice and predicting how quickly they will melt - link to the shrinking ice caps in Blue Planet

- 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.

#### 30-50 months

- 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 questions.
- 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.

#### **Shape, Space and Measure**

##### 22-36 months

- 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.

##### 30-50 months

- 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'.

	<ul style="list-style-type: none"> <li>● Volcano Experiment - linked to the film <b>Moana</b></li> <li>● Mixing oil and water - observing what happens and linking the results to oil spills in our oceans</li> <li>● Sorting and classifying recyclable materials</li> <li>● Designing and creating new things out of recyclable materials (re-use)</li> <li>● Examining floating and sinking in saltwater and freshwater</li> </ul>	
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>● Examining puddles and the different types of water that we can see outside - looking at the change and evaporation in water or water freezing and turning into ice at zero degrees celsius</li> <li>● Investigating different types of clothing worn at different times of the year - link to seasons, time zones, and daylight savings (i.e. the weather in the film <b>Moana</b> vs. local winter weather in London, England)</li> <li>● Exploring weather patterns (past weather and weather forecasts) - What was the weather like yesterday? What will it be like tomorrow?</li> <li>● Looking at the daily BBC Weather Report on the interactive whiteboard and comparing London, England with the Polynesian weather linked to <b>Moana</b></li> <li>● Understanding the water cycle through Mr. Drippy animation and the cotton ball experiment</li> <li>● Looking at local water systems (i.e. the River Thames) and comparing it with the ocean - what is the difference between a river and an ocean?</li> <li>● Using the interactive whiteboard to explore the NASA Climate Kids website and the Coral Bleaching Game <a href="https://climatekids.nasa.gov/coral-bleaching/">https://climatekids.nasa.gov/coral-bleaching/</a></li> <li>● Looking at <b>Moana</b> and Blue Planet as a stimulus to discuss climate change, water pollution and the dangers it has on the ocean animals and coral reef</li> <li>● Studying the different types of animals that live in the water and exploring the oceanic habitats</li> <li>● Technology: Using the BeeBots to move around a pirate treasure map</li> <li>● People and Communities: Discussing how we spent our winter half term holidays and exploring how different people have different beliefs, values, and traditions</li> <li>● In STEM activities and investigations, students will be encouraged to explain and observe the changes that are happening in different states of water and talk about why that might be</li> <li>● Students will learn about Chinese New Year and have the opportunity to explore the celebration with enhancements in their home corner</li> <li>● Looking at the importance of water – Who needs water? (people, plants, animals, etc.) Why do we need water to survive?</li> </ul>	<p><b>People and Communities</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Has a sense of own immediate family and relations.</li> <li>● In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>● Beginning to have their own friends.</li> <li>● Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Shows interest in the lives of people who are familiar to them.</li> <li>● Remembers and talks about significant events in their own experience.</li> <li>● Recognises and describes special times or events for family or friends.</li> <li>● Shows interest in different occupations and ways of life.</li> <li>● 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.</li> </ul> <p><b>The World</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>● Notices detailed features of objects in their environment.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>● Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>● Talks about why things happen and how things work.</li> <li>● Developing an understanding of growth, decay and changes over time.</li> <li>● Shows care and concern for living things and the environment.</li> </ul> <p><b>Technology</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>● Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> </ul>

		<ul style="list-style-type: none"> <li>● Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>● Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>● Knows that information can be retrieved from computers</li> </ul>
<b>Expressive Art &amp; Design</b>	<ul style="list-style-type: none"> <li>● Retelling the film <b>Moana</b> and core texts through imaginative role play in the Learning Garden</li> <li>● Make Pirate hats and eye patches</li> <li>● Painting to music - creating a visual representation of what they can hear</li> <li>● Bubble painting to represent water and the ocean</li> <li>● Finger painting to put spots on fish - link to Rainbow Fish</li> <li>● Making musical instruments and rain sticks with natural and found materials</li> <li>● Preparation and rehearsal for wave dance</li> <li>● Singing and reciting favourite topic related nursery rhymes and songs - “Row Row Row Your Boat,” “Rain Rain Go Away,” “Five Little Ducks,” “Baby Shark,” “Under the Sea”</li> <li>● Role playing in the home corner and celebrating the different holidays and events throughout the term</li> <li>● Using props and costumes to act out the core texts and the film <b>Moana</b></li> <li>● Making treasure maps and Wanted Posters for the “Night Pirates” story</li> <li>● Making jewelry to go into a pirate’s treasure chest</li> <li>● Making jellyfish mobiles to hang in the classroom</li> <li>● Making 3D pirate ships and lighthouses from core texts</li> <li>● Creating an underwater sea creature collage</li> <li>● Looking at Monet and the water lily paintings</li> <li>● Making ‘Junk Art’ (rafts and boats) from recycled materials</li> <li>● Coral Reef salt art paintings</li> <li>● Creating a classroom ‘under the sea’ display using different textures, colours and materials</li> <li>● Having a sandcastle making competition outside in the sand area of the Learning Garden</li> <li>● Providing students with opportunities to review and reflect on their work - What do you like about it? What would you do differently next time?</li> </ul>	<p><b>Exploring and Using Media and Materials</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Joins in singing favourite songs.</li> <li>● Creates sounds by banging, shaking, tapping or blowing.</li> <li>● Shows an interest in the way musical instruments sound.</li> <li>● Experiments with blocks, colours and marks.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Enjoys joining in with dancing and ring games.</li> <li>● Sings a few familiar songs.</li> <li>● Beginning to move rhythmically.</li> <li>● Imitates movement in response to music.</li> <li>● Taps out simple repeated rhythms.</li> <li>● Explores and learns how sounds can be changed.</li> <li>● Explores colour and how colours can be changed.</li> <li>● Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>● Beginning to be interested in and describe the texture of things.</li> <li>● Uses various construction materials.</li> <li>● Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>● Joins construction pieces together to build and balance.</li> <li>● Realises tools can be used for a purpose.</li> </ul> <p><b>Being Imaginative</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’</li> <li>● Beginning to make-believe by pretending.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Developing preferences for forms of expression.</li> <li>● Uses movement to express feelings.</li> <li>● Creates movement in response to music.</li> <li>● Sings to self and makes up simple songs.</li> <li>● Makes up rhythms.</li> <li>● Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>● Engages in imaginative role-play based on own first-hand experiences.</li> <li>● Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.</li> <li>● 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.</li> </ul>

**GGL**  
**Nursery – Academy specific vision, ethos, Learning Model and priorities**  
**Spring 1 '20**

**Greenside**

**Teaching film – about, through and making film:** The Greenside Nursery students will explore the different themes and motifs in the film *Moana* that relate to our topic “Oceans.” We will examine the environmental aspects of the film. We will discuss how the character *Moana* was chosen by the ocean itself to look after it as well as the Polynesian people of her village. We will also discuss the importance of water - how humans, plants, and animals need it to survive and why it is important to look after the oceans and ocean animals. Alongside the animated film *Moana*, we will explore the documentary television series *Blue Planet* to understand more about climate change and the different challenges that we are currently facing in our oceans (such as the diminishing coral reef in Australia). We will look at the different characters within the film *Moana* 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 *Moana* 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. The students will also be prompted to look at the characterisation of the animation and how this is indicative of the type of character. The character Maui is quite tall and strong looking... what does that tell us about his personality traits?

**Experiential Learning Model:** Our STEM investigations and science experiments will inspire us and engage us with our new learning topic “Oceans” this half term. We will use the film *Moana* and the character Te Kā as a stimulus to help us to learn more about volcanoes and the impact that a volcanic eruption has on the environment. Then we will experiment and create our own volcanic eruption in the classroom using baking soda and dish soap. We will also examine the water cycle and conduct experiments linked to water, ice, puddles, and evaporation. Finally, we will look at weather patterns and trends over time including the melting of the polar ice caps and the rising sea levels.

**Questioning:** Open-ended questions and reasoning questions will continue to be the focus of this term. The students will gain a better understanding of oceans and the environment through questions like: What are the most significant threats facing our oceans and the ocean animals? Why is the coral reef such an important part of our oceans? How can we make sure that we are protecting our oceans and ocean animals?