



GGL Federation, Greenside
Reception Medium Term Planning: Spring Term 1 - 2020
Topic: Oceans - Greenside Film: *Blue Planet II*
Teachers: Kimberley Buchanan and Amina Thomas

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Communication and Language	<ul style="list-style-type: none"> ● Role-play opportunities inside (small world) and outside to explore pirate stories and story language. Students will be encouraged to explore the concept of fairness and ‘stealing’ ● Language structures: comparisons between core texts. Looking at their narratives and characters ● Students to give verbal book reviews for a reading display in class, framing their sentences and justifying with the connective ‘because’ ● Students to explore the differences between fiction and non-fiction, and talk about the features of the different texts. ● Students will be asked to remember and recall key facts about different animals observed in ‘<i>Blue Planet II</i>’ documentary. ● Adults to model the correct past, present, and future tenses for the students ● Maths language: less, fewer, more, add, subtract, takeaway, heavy, light, balanced, positional language, double, half, first, second, third, etc. ● Introduce topic specific vocabulary related to water and oceans – water, weather, solid, liquid, float, sink, waterproof, non-waterproof, tropical, antarctic, coral reef, pollution ● Reinforce initial sounds and dominant sounds within new topic words ● After screening an episode of <i>Blue Planet II</i> each week, ask students to recall some of the animals observed. Model how to use descriptive language and key vocabulary when describing different creatures ● Students to sequence the core texts by retelling them and then putting the main events in order. ● Students to look at the weather forecasts each morning for different countries around the world. Students will talk about and compare the different weather, and talk about why different places are experiencing different weather. ● Story Sequencing language: first, then, next, finally ● Listening for rhyming words in core texts, predicting the next part of the story, creating alternate endings ● Playing ‘Celebrity Heads’ with different animals of the ocean. Students will be encouraged to use different question words and prompts to guess what animal they are. ● Creating a ‘Story Mountain’ surrounding ‘The Smallest Turtle’ in order to re-tell the events 	<p>Listening and Attention <u>40-60 months</u></p> <ul style="list-style-type: none"> ● Maintains attention, concentrates and sits quietly during appropriate activity. ● Two-channelled attention – can listen and do for short span. <p><u>Early Learning Goals</u> ELG: students listen attentively in a range of situations ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions ELG: They give their attention to what others say and respond appropriately, while engaged in another activity</p> <p>Understanding <u>40-60 months</u></p> <ul style="list-style-type: none"> ● Responds to instructions involving a two-part sequence. ● Understands humour, e.g. nonsense rhymes, jokes. ● Able to follow a story without pictures or props. ● Listens and responds to ideas expressed by others in conversation or discussion. <p><u>Early Learning Goals</u> ELG: students follow instructions involving several ideas or actions ELG: They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</p> <p>Speaking <u>40-60 months</u></p> <ul style="list-style-type: none"> ● Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. ● Uses language to imagine and recreate roles and experiences in play

	<ul style="list-style-type: none"> Using classifying language to talk about the different habitats of animals featured in '<i>Blue Planet II</i>' and justifying why those animals prefer different habitats. Using maps from Pirate 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 directional language. Students will be encouraged to choose an animal featured in '<i>Blue Planet II</i>' and use it as a character to create their own narrative around. Students explore and examine real fish and crustacean from a fishmonger, comparing textures and labelling the different parts of their bodies. 	<p>situations.</p> <ul style="list-style-type: none"> Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play <p><u>Early Learning Goals</u> ELG: students express themselves effectively, showing awareness of listeners' needs ELG: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future ELG: They develop their own narratives and explanations by connecting ideas or events</p>
<p>Physical Development</p>	<p>PE Focus: Dance After a team game warm up, students each week will learn a Bollywood routine. Each week students will learn the moves, and how to co-ordinate their bodies and movements in time to the music. Students will build their repertoire of moves until they know a full routine to the song 'Jai Ho', culminating in a performance at the end of the half term.</p> <ul style="list-style-type: none"> Holding pencil, chalk, pens, paintbrush correctly Manipulating materials (like clay, plasticine, etc.) in order to re-create scenes from '<i>Blue Planet II</i>' Finger painting, hand painting (clownfish handprint paintings after watching the coral reef episode of '<i>Blue Planet II</i>') Handwriting activities - Jarman patterns, letter formation and number formation Threading patterns with ribbon and string Explore healthy eating – link to the different diets of animals in the sea and what they need to keep themselves healthy, comparing to what we need to keep ourselves healthy. Riding bikes and trikes in the learning garden Finger Gym: beads, tweezers, and threading activities Introduce and play games which allow opportunities for the students to find their own space and allow them to be aware of other people's space (i.e. chasing games, throwing and catching games in P.E.) Set up obstacle courses in the learning garden to experiment with different ways of moving - link to positional language in Maths and role play how to walk the plank on a pirate ship Act out stories and core texts all around the Learning Garden, moving into different spaces The importance of drinking lots of water to stay hydrated and bathing regularly to promote health and self-care Digging for buried treasure in the sandpit in the Learning Garden Making lighthouses – link to <i>Lighthouse Keeper</i> and Maths (3D shapes and repeating patterns) Role playing Pirates looking for treasure and following instructions on a treasure map to conduct a scavenger hunt through the Learning Garden Weaving octopus legs and threading for fine motor control Inspired by Antarctica episodes of <i>Blue Planet II</i>, students learn about the physical preparation needed for Polar Expeditions. Students train for Polar Expeditions and carry weights like Ernest Shackleton Students learn and master their balance by walking the plank like a pirate. Students use threading materials to make treasure necklaces using fine motor skills. Students use different tools to break and melt ice and frozen figures Manipulating playdough to make mermaid tails for figures, using different tools to help them. Students play with and handle real fish from a fishmonger, exploring the textures of the fish and comparing those features and textures to a crab. 	<p>Moving and Handling <u>40-60 months</u></p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other Students, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p><u>Early Learning Goals</u> ELG: students show good control and co-ordination in large and small movements ELG: They move confidently in a range of ways, safely negotiating space ELG: They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and Self Care <u>40-60 months</u></p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct

		<p>supervision.</p> <p><u>Early Learning Goals</u></p> <p>ELG: students know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</p> <p>ELG: They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>
<p>Personal, Social, & Emotional Development</p>	<ul style="list-style-type: none"> ● SMSC weekly topics ● Link and Learn morning – inviting parents/ carers to EYFS to join the students and showcasing how we teach mathematics at school ● Discussing likes and dislikes about the weather – How does the weather impact your mood and how you feel? (i.e. sunny days can make you feel happy) ● Students to recall how they felt after watching Blue Planet II and the impact of pollution. ● Discussing moral dilemmas: should we keep fish in tanks? ● Talk about the importance of water - how we need water to survive, how animals and plants also need water to survive and how not everyone is fortunate enough to have access to clean water around the world. ● EYFS Charity Fundraiser – students raise money from the community to adopt a polar bear. Students will learn about why the animal is facing extinction, and what we can do to help. Students will plan, advertise and conduct the fundraiser themselves. ● Read <i>Night Pirates</i> and discuss the concept of fairness and equality between boys and girls ● Students to discuss the things that they treasure most. Read <i>The Rainbow Fish</i> and discuss with students the importance of sharing special things with other people and being kind to others. Explain that giving things to others is kind and can make us happy. ● Use <i>The Rainbow Fish</i> as a stimulus to start a ‘Show and Share’ schedule in Reception in which the students will be encouraged to bring in some of their favourite things from home and then discuss their importance with their peers ● After reading ‘<i>The Rainbow Fish</i>’, 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. ● Students to talk and think about the idea of respect, and how the humans don’t respect the ocean or the environment in the documentary ‘<i>Blue Planet II</i>’. Students will also discuss the consequences of not respecting others or our planet (i.e. the diminishing coral reef) ● Students to learn about the consequences of their actions, both good and bad when it comes to looking after our environment. Students will be encouraged to think of ways they can change habits for the good of the planet. ● Students to talk about empathy and their feelings when they see the impact of pollution on animals in the ocean. ● When visiting the WRWA Recycle centre, students will behave accordingly and talk about the safety risks of being in a factory. ● 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. 	<p>Making Relationships:</p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● Initiates conversations, attends to and takes account of what others say. ● Explains own knowledge and understanding, and asks appropriate questions of others. ● Takes steps to resolve conflicts with other Students, e.g. finding a compromise. <p><u>Early Learning Goals</u></p> <p>ELG: students play co-operatively, taking turns with others</p> <p>ELG: They take account of one another’s ideas about how to organize their activity</p> <p>ELG: They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other students.</p> <p>Self Confidence and Self Awareness:</p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● Confident to speak to others about own needs, wants, interests and opinions. ● Can describe self in positive terms and talk about abilities. <p><u>Early Learning Goals</u></p> <p>ELG: students are confident to try new activities, and say why they like some activities more than others</p> <p>ELG: They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>ELG: They say when they do or don’t need help</p> <p>Managing Feelings and Behaviour:</p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. ● Aware of the boundaries set, and of behavioural expectations in the setting. ● Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy <p><u>Early Learning Goals:</u></p> <p>ELG: students talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable</p> <p>ELG: They work as part of a group or class, and understand and follow the rules</p> <p>ELG: They adjust their behaviour to different situations, and take</p>

changes of routine in their stride

Specific Areas of Learning

Literacy

Core Texts:

'The Smallest Turtle'
'Dear Greenpeace'
'The Rainbow Fish'
'The Hidden Forest'
'The Night Pirates'

- Make a poster after visiting WRWA encouraging people to recycle and reuse their rubbish
- Play Phase 2 and Phase 3 Jolly Phonics songs on YouTube – also send links to parents/carers for home use.
- Phase 2 sounds: s, a, t, p, i, n, d, m, n, d, c, k, ck, e, h, r, g, o, u, l, f, b, ff, ll, ss. High frequency words: is, in, it, at. Tricky words: l, no, go, to, into, the.
- Phase 3 sounds: consonant digraphs – ch, sh, th, ng. Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ure, ear, air, er. Tricky words: he, she, we, me, be, was, my, you, her, they, all, are
- Weekly guided reading sessions
- Phonics games available on the IWB – phase 2 and 3
- Introduce Phase 4 sounds CVCC words (i.e. tent) and CCVC words (i.e. spin)
- Clap syllables of names and topic related words
- Students to give verbal book reviews for a reading display in class, framing their sentences and justifying with the connective 'because'
- Magnetic story sequencing cards available for students to put in order in the book corner.
- Provide non-fiction and fiction books on the topic and compare the two types of stories with students, explaining how the two have different purposes.
- Role-play the different core texts as well as the film and provide props for students to explore them.
- Use topic-themed bordered paper and provide different writing materials for the students to use independently
- Students attempt to retell (through drawing, speaking, or writing) key facts from '*Blue Planet II*' and the core texts
- After watching '*Blue Planet II* Diaries' and the making of the series, students attempt to write a diary entry pretending they are a scientist, talking about what they've seen when diving.
- Writing paper and materials for the home corner, envelopes, writing pads and books
- Silly soup game with rhyming words and alliterations
- Speech bubbles and captions for the turtle in '*The Smallest Turtle*'
- Making lists – What's in the Lighthouse Keeper's lunchbox? What sort of jobs do pirates have?
- Instructions – step by step instructions about how to look after a baby in *Captain Pike Looks After the Baby*
- Students write a message in a bottle, pretending they've been shipwrecked and need help
- Students look at the features of a letter after reading 'Dear Greenpeace' and write their own letter to Greenpeace, asking a question or for some help.
- Using our adopted Polar Bear, students will make an information poster to tell other classes in the school about him.
- Students will write an information text about *The Smallest Turtle* in groups, writing about the cycle of turtles.
 - Students will write labels for the different animals featured in the episodes of '*Blue Planet II*'
 - Students attempt to write a letter to the government to ask them to help save our ocean

Reading

40-60 months

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goals

ELG: students read and understand simple sentences

ELG: They use phonic knowledge to decode regular words and read them aloud accurately

ELG: They also read some common irregular words. They demonstrate understanding when talking with others about what they have read

Writing

40-60 months

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goals

ELG: students use their phonic knowledge to write words in ways which match their spoken sounds

ELG: They also write some irregular common words

ELG: They write simple sentences which can be read by themselves and others

ELG: Some words are spelt correctly and others are phonetically plausible

	<p>based on what they have learnt. Using their sounds to write, and drawings to add to their poster.</p>	
<p>Mathematics</p>	<ul style="list-style-type: none"> Positional language linked to a treasure hunt in the classroom and Learning Garden Number recognition from 1-20 – having treasure and a treasure chest displayed in the learning garden. Students must find the correct treasure coins and then deliver them to the treasure chest Ordering different animals featured in <i>'Blue Planet II'</i> by size Weight & 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? Students will learn the names and properties for 3D shapes, playing matching games with ocean animals (ie: Can you put the octopus in the cone?) Using recycled and reused containers, students put the number of coins inside the container with a number on it, up to 20. When counting treasure, students will be encouraged to count in 2s, talking about pairs and counting efficiency Students will explore doubling/halving/sharing treasure amongst the crew of a fictional pirate gang They will practice calculating 1 more & 1 less using treasure and gold coins– i.e. a pirate has 1 more or 1 fewer pieces of treasure Students will begin to use number lines to calculate one more and one less, jumping forwards and backwards when posed with the questions, 'What would one more be?' 'What would one less be?' Students will learn about sorting and classifying using rubbish and recycling Students will explore the concept of money using pirate treasure and coins to add money and coins together 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. Number Bonds: Using <i>Rainbow Fish</i> scales as a stimulus to make number bonds to 10 When looking at the weather around the world each morning, students will be encouraged to look at the daily highest temperature and daily lowest temperature Looking at repeating patterns with <i>Rainbow Fish</i> scales and different ocean animals featured on <i>'Blue Planet II'</i> Creating their own ocean floors. Picking a number of various sea animals e.g '4 fish' out of a hat and having to draw the amount onto their own sea floor painting. Fish blowing bubbles- have to write the number of correct bubbles. Can do halving and sharing using this method too. Creating a fish line, using instructions. 'Add 3 more' ' Add 10 more' (Addition lesson) <p><u>STEM Investigations:</u></p> <ul style="list-style-type: none"> Exploring the water cycle and conducting experiments linked to water, ice, puddles, and evaporation (ie: leaving water in the water tray overnight, watching water condensate in plastic bags) Building rafts to sail then testing them to see if they will sink or float Waterproofing experiments – testing different materials to see whether or not they are waterproof and whether or not they will float or sink Sorting and classifying recyclable materials 	<p>Number <u>40-60 months</u></p> <ul style="list-style-type: none"> Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. <u>Early Learning Goals</u> <p>ELG: students count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number</p> <p>ELG: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer</p> <p>ELG: They solve problems, including doubling, halving and sharing</p> <p>Shape, Space and Measure <u>40-60 months</u></p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events.

	<ul style="list-style-type: none"> • Designing and creating new things out of recyclable materials (re-use) • Examining floating and sinking in saltwater and freshwater • Using a pH testing kit to test the waterways in and around school and compare their levels and measures 	<ul style="list-style-type: none"> • Measures short periods of time in simple ways. <p><u>Early Learning Goals</u> ELG: students use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems ELG: They recognise, create and describe patterns ELG: They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>
<p>Understanding the World</p>	<ul style="list-style-type: none"> • Students will wash clothes in the Learning Garden and exploring the change from wet to dry • Examining puddles and the different types of weather outside – looking at the change and evaporation in water, or water freezing and turning into ice at zero degrees Celsius • Investigating different types of clothing worn at different times of the year – link to seasons, time zones, and daylight savings • Looking at the daily BBC Weather Report on the IWB – compare London, England with different cities around the world • Exploring weather patterns, past weather and weather forecasts – What was the weather like yesterday? What will the weather be like tomorrow? • Learning the days of the week and time of day through the daily weather chart and weather forecast • Students will pH test the different water around the school to measure their levels and talk about clean drinking water, and how some people may not have access to clean drinking water. Compare this with watching a clip, of how a young girl walks to collect her water in a village in Mali. • Looking at local water systems (i.e. River Thames) - talking about the different types of bodies of water, their geographical names, and the difference between them. • Climate Kids: coral bleaching game http://climatekids.nasa.gov/coral-bleaching/ • 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 • Students will learn about Chinese New Year and have the opportunity to explore the celebration with enhancements in their home corner. • After watching '<i>Blue Planet II Diaries</i>' students will discuss the technology used and needed to observe and learn about the ocean, and what scientists do to learn more about the animals. • Looking at the importance of water – Who needs water? (people, plants, animals, etc.) Why do we need water to survive? • Studying the different types of animals that live in water, featured in '<i>Blue Planet II</i>' and comparing some of their features and habitats. • Students will learn about the life cycle of a turtle and their unique start to life. They'll follow this journey both by watching clips of '<i>Blue Planet II</i>' and complemented by 'The Smallest Turtle' • When testing the pH levels of different water, students will take picture on the iPad to compliment their experiment. • Students will have access to the treasure map BeeBot game on the iPads and with the BeeBots • Students will be encouraged to discuss how we spent our winter holidays and exploring how different people have different beliefs, values, and traditions • Through our Jeannie Baker books, students will look at why we need to protect our oceans and how important it is not to litter and the consequences. • Students will find out about shells, explore, play, observe them, and discuss what their used 	<p>People and Communities <u>40-60 months</u> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <u>Early Learning Goals</u> ELG: students talk about past and present events in their own lives and in the lives of family members ELG: They know that other students don't always enjoy the same things, and are sensitive to this ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World <u>40-60 months</u> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <u>Early Learning Goals</u> ELG: students know about similarities and differences in relation to places, objects, materials and living things ELG: They talk about the features of their own immediate environment and how environments might vary from one another ELG: They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>Technology <u>40-60 months</u> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <u>Early Learning Goals</u> ELG: students recognise that a range of technology is used in places such as homes and schools ELG: They select and use technology for particular purposes</p>

	for by different sea animals.	
Expressive Art & Design	<ul style="list-style-type: none"> ● Sing and recite favourite topic related rhymes and songs – “Row Your Boat,” “Rain, Rain Go Away,” “Somewhere Beyond the Sea” from <i>Finding Nemo</i> ● Painting to ocean-inspired music, creating a visual representation of what they can hear ● Provide students with opportunities to review and reflect on their work and offer comments on what they liked or could have done better ● In students role play in the home corner, the home will have changing enhancements to reflect their own houses at home, and the changing celebrations or traditions they might celebrate ● Role play (in the Learning Garden): linked to core texts and characters, such as pirates and mermaids ● Listening to the noises that different types of weather produce (i.e. thunderstorms, tornadoes, etc.) ● Students will make treasure maps linked to the core text ‘<i>The Night Pirates</i>’, where they will explore how to use symbols and a key to represent features. ● Making jewelry to go into a pirate’s treasure chest ● Making a large scale papier-mâché octopus to decorate the classroom ● Making 3D pirate ships and lighthouses out of recycled materials (linked to core texts <i>Night Pirates</i> and <i>Lighthouse Keeper</i>) ● Creating an underwater sea creature collage with characters, inspired by illustrations from Jeannie Baker’s books. ● Students will look at the work of Monet who was inspired by water, and recreate his famous painting of the water lilies. ● Students will look at the work of JW Turner, and how he created ocean scenes with different strokes and brushwork. Students will talk about the different kind of ocean scenes he painted, and analyse the weather patterns they can see and why. ● Using recycled and reused materials, students will make rain shakers and musical instruments, looking at how they can turn materials and rubbish into something new. ● Students will help to create a classroom ‘under the sea’ display using different textures, colours, and materials ● Students will experiment with using crayons to test their resistance to water ● Designing your own nautical flags, using 3D shapes and primary colours. ● Sculpting Rainbow Fish using clay and bright colour sequins. ● Looking at the photographic work of Mandy Barker and how she arranges microplastics to make art that she has found in the ocean. Recreating some of work using recycled plastic. ● Looking at the sculpture ‘Plasticus’ made of recycled plastic and bottle tops. 	<p>Exploring and Using Media and Materials <u>40-60 months</u></p> <ul style="list-style-type: none"> ● Begins to build a repertoire of songs and dances. ● Explores the different sounds of instruments. ● Explores what happens when they mix colours. ● Experiments to create different textures. ● Understands that different media can be combined to create new effects. ● Manipulates materials to achieve a planned effect. ● Constructs with a purpose in mind, using a variety of resources. ● Uses simple tools and techniques competently and appropriately. ● Selects appropriate resources and adapts work where necessary. ● Selects tools and techniques needed to shape, assemble and join materials they are using. <p><u>Early Learning Goals</u> ELG: Students sing songs, make music and dance, and experiment with ways of changing them ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Being Imaginative <u>40-60 months</u></p> <ul style="list-style-type: none"> ● Create simple representations of events, people and objects. ● Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ● Chooses particular colours to use for a purpose. ● Introduces a storyline or narrative into their play. ● Plays alongside other Students who are engaged in the same theme. ● Plays cooperatively as part of a group to develop and act out a narrative. <p><u>Early Learning Goals</u> ELG: Students use what they have learnt about media and materials in original ways, thinking about uses and purposes ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>

Greenside

Teaching film – about, through and making film: Our documentary '*Blue Planet II*' will be used as a hook and an inspiration point each week to look at the animals that live in the ocean, their behaviours, but also some of the problems facing them and the consequences of our actions. Our film will introduce to students animals that they recognise, and many that they don't, so they can then explore this learning further and in a multitude of ways. By also watching '*Blue Planet II Diaries*' after each episode, students will also be encouraged to think about the roles of a scientist and the technology and patience needed to observe phenomena and to learn more about the ocean.

Experiential Learning Model: The greatest challenge this term will be to ensure that their learning is not abstract, but meaningful and concrete. By examining our actions and how they have consequences on the ocean, students can take steps to make changes in their lives and habits, and ensure they are experiencing their learning. Our trip to the WRWA Recycle Centre, will help to take students learning further, and see a side of their community that they might not have any idea about.

Questioning: Our big question this term will be: 'What can we do to help?' This question not only prompts a range of creative and open-ended answers, but also has an action element to inspire students to take their learning further and locate it in the real world. This question, and the subsequent questions that will arise from this topic, will encourage students to use creative problem solving skills to hypothesise scenarios, but to also encourage their empathy and understanding towards the world.