



**GGL Federation, Greenside**  
**Reception Medium Term Planning: Spring Term 2 - 2020**  
**Topic: Space - Greenside Film: *Wall-E***  
**Teachers: Kimberley Buchanan and Amina Thomas**

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Sequencing the story, beginning, middle, and end. Retelling the story using puppets. Roleplay box for whatever next. Big boxes to sit in when outside to make up their own story.</li> <li>Learn new vocabulary linked to space and use this in play, eg: New topic related words: Earth, oxygen, gravity, planet names, Milky Way, moon, outer space, stars, comets, etc.</li> <li>Watching a clip of Wall-E with no picture, just sound, students will be encouraged to talk about what they think might be happening and how sound can tell a story without pictures...</li> <li>Watch clips from Wall-E and talk about how he communicates instead of words. Practice using robot voices like Wall-E and Eva.</li> <li>Sing topic related songs with Storybots <a href="https://www.youtube.com/watch?v=Vb2ZXRh74WU">https://www.youtube.com/watch?v=Vb2ZXRh74WU</a></li> <li>Answer who, what, where, when, how, and why questions</li> <li>Grown up word of the week' to encourage language development</li> <li>Language structures: comparison between Earth &amp; Moon. They are different because... they are the same because...</li> <li>Classifying language; This is a...</li> <li>Story sequencing language: First, then, next, after, finally</li> <li>Constant modelling of correct past, present, and future tense</li> <li>Maths language: addition, add, altogether, take away, less, fewer, more</li> <li>Positional language: next to, beside, in front of, behind, above, under, etc.</li> <li>Role play in the home corner, enhanced with a Birthday Party to reflect upcoming birthdays</li> <li>Model how to play cooperatively and use imaginative language in the home corner or in small-world activities</li> <li>Think about what it would be like to go to space; what would you hear, see, taste, touch, smell on the moon? How would gravity affect your senses? Students will explore how the moon or space is different to Earth</li> <li>Asking the students to recall recent experiences.. How did you spend your holiday? The Weekend?</li> <li>Recount the trip to the Science Museum: First, then, next, after, finally,</li> </ul>	<p><b>Listening and Attention</b>  <u>40-60 months</u></p> <ul style="list-style-type: none"> <li>Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>Two-channelled attention – can listen and do for short span.</li> </ul> <p><u>Early Learning Goals</u>  <b>ELG:</b> Students listen attentively in a range of situations  <b>ELG:</b> They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions  <b>ELG:</b> They give their attention to what others say and respond appropriately, while engaged in another activity</p> <p><b>Understanding</b>  <u>40-60 months</u></p> <ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence.</li> <li>Understands humour, e.g. nonsense rhymes, jokes.</li> <li>Able to follow a story without pictures or props.</li> <li>Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><u>Early Learning Goals</u>  <b>ELG:</b> Students follow instructions involving several ideas or actions  <b>ELG:</b> They answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p><b>Speaking</b>  <u>40-60 months</u></p> <ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings</li> </ul>

		<p>and events.</p> <ul style="list-style-type: none"> <li>● Introduces a storyline or narrative into their play</li> </ul> <p><u>Early Learning Goals</u></p> <p><b>ELG:</b> students express themselves effectively, showing awareness of listeners' needs</p> <p><b>ELG:</b> They use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p><b>ELG:</b> They develop their own narratives and explanations by connecting ideas or events</p>
<p><b>Physical Development</b></p>	<p><b>PE Focus: Gymnastics</b></p> <ul style="list-style-type: none"> <li>● Moving in different ways such as the moonwalk, walking with low gravity and being a speeding rocket</li> <li>● Space dance <a href="https://www.youtube.com/watch?v=zRkPmgmZLOI">https://www.youtube.com/watch?v=zRkPmgmZLOI</a> (Just dance)</li> <li>● <a href="https://www.youtube.com/watch?v=B-gxryXbViA">https://www.youtube.com/watch?v=B-gxryXbViA</a> (5 a day Fitness)</li> <li>● Holding pencil, chalk, pens, paint brush correctly</li> <li>● Space linked handwriting sheets and Jarman handwriting activities</li> <li>● Large artwork in the garden with chalk – drawing the planets, Wall-E and Eva</li> <li>● Finger gym: Peg boards, threading patterns, beads and tweezers, moon rocks, space jewels</li> <li>● Space training obstacle courses in the learning garden</li> <li>● Manipulating clay, plasticine, etc. related to the film Wall-E and the solar system</li> <li>● Bikes/Trikes relating to space and rockets</li> <li>● Finger painting/Hand painting related to the film Wall-E and the solar system</li> <li>● Fine motor skills - zips, buttons and fasteners on clothes, use of scissors</li> <li>● After watching Wall-E, students will be encouraged to talk about why the humans look like they do and what happened to them. We will use this as a stimulus to discuss healthy active living – healthy eating and exercise, taking care of our bodies</li> <li>● Students will choose food for the humans to eat on the spaceship from Wall-E</li> <li>● Introduce and play games which allow opportunities to find their own space and allow them to be aware of others space – the students move around the space in different ways (i.e. move like a robot like Wall-E and Eva, move like an astronaut)</li> <li>● Move in different ways in response to the name of a space object – let the students make their own suggestions e.g. float like in space, move stiffly like a robot, moonwalk, be a spaceman with no gravity holding you down</li> <li>● Retell the story of Wall-E through role play</li> <li>● Students examine what happens to the human body after being in space for a while- looking at videos and interviews of Tim Peake after his return to Earth.</li> <li>● Students look at, and try, space food, talking about why it has to be packaged that way, and getting important nutrients.</li> </ul>	<p><b>Moving and Handling</b></p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>● Experiments with different ways of moving.</li> <li>● Jumps off an object and lands appropriately.</li> <li>● Negotiates space successfully when playing racing and chasing games with other Students, adjusting speed or changing direction to avoid obstacles.</li> <li>● Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>● Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>● Uses simple tools to effect changes to materials.</li> <li>● Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>● Shows a preference for a dominant hand.</li> <li>● Begins to use anticlockwise movement and retrace vertical lines.</li> <li>● Begins to form recognisable letters.</li> <li>● Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><u>Early Learning Goals</u></p> <p><b>ELG:</b> students show good control and coordination in large and small movements</p> <p><b>ELG:</b> They move confidently in a range of ways, safely negotiating space</p> <p><b>ELG:</b> They handle equipment and tools effectively, including pencils for writing.</p> <p><b>Health and Self Care</b></p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>● Eat a healthy range of foodstuffs and understand the need for variety in food.</li> <li>● Usually dry and clean during the day.</li> <li>● Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>● Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>● Shows understanding of how to transport and store equipment safely.</li> <li>● Practices some appropriate safety measures without direct supervision.</li> </ul>

		<p><u>Early Learning Goals</u>  <b>ELG:</b> students know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe  <b>ELG:</b> They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>
<p><b>Personal, Social, &amp; Emotional Development</b></p>	<ul style="list-style-type: none"> <li>● Consolidation of the ‘Golden Rules’</li> <li>● SMSC weekly ideas</li> <li>● Exploring the character of Wall-E through PSED <ul style="list-style-type: none"> <li>-How do you think Wall-E feels being alone on planet Earth?</li> <li>-Would it be fun to have no friends?</li> <li>-How does Wall-E feel when he meets Eva?</li> <li>-Why does Wall-E keep trying?</li> </ul> </li> <li>● Students will use the film as a stimulus to explore how to make friends with one another in the classroom</li> <li>● After watching a short clip, students will talk about some of the kind and helpful things that Wall-E does (ie: cleaning up, sharing with others, helping them) –reinforce the ‘Golden Rules’ and ask what we can do to help one another</li> <li>● Looking at different environments comparing Earth &amp; Space</li> <li>● Talk about the need to care for and look after the environment, both indoor and out. Students to suggest how to do this (ie: do not waste water, turn off the taps, do not throw rubbish, throw it in the bin etc.) Reduce, Reuse, Recycle</li> <li>● After reading ‘Way Back Home’, students explore why the boy and the alien helped each other, and does it matter that they aren’t from the same planet?</li> </ul>	<p><b>Making Relationships:</b>  <u>40-60 months</u>  ● 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> <p><u>Early Learning Goals</u>  <b>ELG:</b> students play cooperatively, taking turns with others  <b>ELG:</b> They take account of one another’s ideas about how to organize their activity  <b>ELG:</b> They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other students.</p> <p><b>Self Confidence and Self Awareness:</b>  <u>40-60 months</u>  ● Confident to speak to others about their own needs, wants, interests and opinions.  ● Can describe self in positive terms and talk about abilities.</p> <p><u>Early Learning Goals</u>  <b>ELG:</b> students are confident to try new activities, and say why they like some activities more than others  <b>ELG:</b> 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.  <b>ELG:</b> They say when they do or don’t need help</p> <p><b>Managing Feelings and Behaviour:</b>  <u>40-60 months</u>  ● 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> <p><u>Early Learning Goals:</u>  <b>ELG:</b> 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  <b>ELG:</b> They work as part of a group or class, and understand and follow the rules  <b>ELG:</b> They adjust their behaviour to different situations, and take changes of routine in their stride</p>

## Specific Areas of Learning

<p><b>Literacy</b></p>	<p><b>Core Texts:</b> How to Catch A Star, The Way Back Home, Zoom Rocket Zoom, Man On The Moon, Welcome To Alien School, Alien Love Underpants, Aliens in Underpants Save The World, Beegu, Whatever Next Q Pootle and You Choose in Space.</p> <ul style="list-style-type: none"> <li>● In the book corner, students will be provided with fiction texts featuring travelling to space and aliens and non fiction texts about space and recycling. With adults, students will be encouraged to talk about the differences and how they know if something is a fiction or non fiction text.</li> <li>● In the book corner, students try the weekly 'word search', looking through the books to find the word of the week.</li> <li>● Students sequence key events in core texts.</li> <li>● Writing story map of key texts</li> <li>● Daily Phonics: focusing on Phase 3 and Phase 4 sounds. Grouping students different depending on phonics assessment. Parents evening sharing phonics links with parents/carers for home use.</li> <li>● Listening to stories, songs, and poems related to space <a href="https://www.youtube.com/watch?v=BZ-qLUlj_A0">https://www.youtube.com/watch?v=BZ-qLUlj_A0</a></li> <li>● Retelling story through drawing and writing</li> <li>● Writing sentences about how Beegu feels? To describe Beegu as a character. Hotseat Beegu, write a letter to Beegu.</li> <li>● Writing space facts</li> <li>● Writing a newspaper article about space travel</li> <li>● Writing space diary</li> <li>● Writing list of things you would pack to go to space</li> <li>● Writing a list of things you would put in the Voyager capsule if you were to send a message to aliens.</li> <li>● Using speech bubbles and thought bubbles to write about what the story characters are saying/ thinking</li> <li>● Labelling different planets in the solar system</li> <li>● Making recycling posters</li> <li>● Using 'Aliens Love Underpants' students imagine what they would say to an alien if they visited.</li> <li>● In role play, students use a 'Space Log' to pretend to record all the things they see in Space.</li> <li>● Students write a recipe and list of things they'd like to take on a picnic to the moon.</li> <li>● Students write a ticket to Space on a private Space X flight</li> <li>● Space letter box: postcards and letters back to Earth to tell people what they have seen</li> <li>● Recount key events from the trip to the Science Museum</li> </ul>	<p><b>Reading</b> <u>40-60 months</u></p> <ul style="list-style-type: none"> <li>● Continues a rhyming string.</li> <li>● Hears and says the initial sound in words.</li> <li>● Can segment the sounds in simple words and blend them together and know which letters represent some of them.</li> <li>● Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>● Begins to read words and simple sentences.</li> <li>● Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>● Enjoys an increasing range of books.</li> <li>● Knows that information can be retrieved from books and computers.</li> </ul> <p><u>Early Learning Goals</u> <b>ELG:</b> students read and understand simple sentences <b>ELG:</b> They use phonic knowledge to decode regular words and read them aloud accurately <b>ELG:</b> They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p> <p><b>Writing</b> <u>40-60 months</u></p> <ul style="list-style-type: none"> <li>● Gives meaning to marks they make as they draw, write and paint.</li> <li>● Begins to break the flow of speech into words.</li> <li>● Continues a rhyming string.</li> <li>● Hears and says the initial sound in words.</li> <li>● Can segment the sounds in simple words and blend them together.</li> <li>● Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>● Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>● Writes own name and other things such as labels,captions.</li> <li>● Attempts to write short sentences in meaningful contexts.</li> </ul> <p><u>Early Learning Goals</u> <b>ELG:</b> students use their phonic knowledge to write words in ways which match their spoken sounds <b>ELG:</b> They also write some irregular common words <b>ELG:</b> They write simple sentences which can be read by themselves and others <b>ELG:</b> Some words are spelt correctly and others are phonetically plausible</p>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>● Counting backwards and ordering numbers with different sequences</li> <li>● Using 2D&amp;3D shapes to make rockets. Students begin to talk about shape properties and use the correct mathematical language when describing objects they have made</li> <li>● Create different types of numbers lines with the students – stars, planets, robots etc.</li> <li>● Consolidation of numerals 10-20</li> <li>● Repeating patterns</li> <li>● Counting out the amount of food each astronaut needs (counting and sharing)</li> </ul>	<p><b>Number</b> <u>40-60 months</u></p> <ul style="list-style-type: none"> <li>● Recognise some numerals of personal significance.</li> <li>● Recognises numerals 1 to 5.</li> <li>● Counts up to three or four objects by saying one number name for each item.</li> <li>● Counts actions or objects which cannot be moved.</li> </ul>

- Weighing moon rocks (heavier/lighter)
- Data handling – who’s happy to go into space? Favourite treats to take to space?
- Recognising coins, buying objects to take to space – finding totals
- Positional language – placing rockets on space charts
- Estimating and weighing moon rocks, measuring depth of moon dust
- Days of the week – through our moon journal
- Addition and subtraction of suns and planets
- Finding half of space objects
- Counting eyes on aliens
- Buying space tickets to the Moon using money/double amount to go to Mars because it is further away
- Introduce counting in 2’s by pairing underpants from ‘Aliens Love Underpants’ and finding the total.
- Cost of fuel to put in the rocket
- Review 2D and 3D shapes what shape is Earth?
- Make robots in different colours, 3D shapes and sizes.
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**STEM Investigations:**

- Exploring the cycles of the moon through a ‘moon phase’ diary. Students take it home each night and record what they see of the moon that night
- Students will investigate the idea of gravity and why it’s important. They will conduct an experiment investigating if anything can defy gravity
- Students will design and build a robot like Wall-E – one that has a purpose to help humans
- Science Week- investigations

- 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.
- Find the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Find 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 your own interests and fascinations.
- **Early Learning Goals**

**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

**ELG:** Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer

**ELG:** They solve problems, including doubling, halving and sharing

**Shape, Space and Measure**

**40-60 months**

- 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.
- Measures short periods of time in simple ways.

**Early Learning Goals**

**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><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>● Learning facts about the solar system</li> <li>● Students will learn about caring for the environment. How can we take care of our planet? What makes our planet special/precious?</li> <li>● learn about recycling and the 3 Rs reduce, reuse and recycle - invite Wandsworth recycling centre to visit</li> <li>● Earth Day students will explore how everyone can take simple steps to help save planet earth.</li> <li>● Looking at maps- Google Earth</li> <li>● Understanding where we are in the universe, planet alignment</li> <li>● Explore live on a space rocket Q: How do astronauts eat, use the lavatory, move about etc...</li> <li>● Science Week - exploring light (black box), movement (moving a paper rocket) and solving problems (how to fix a astronauts glove).</li> <li>● A variety of ICT: interactive whiteboard, students' computer, camera, iPads</li> <li>● Watch 'First Moon landings' - Neil Armstrong</li> <li>● Alien game on Busy Things</li> <li>● Looking at pictures of our school and homes on Google Earth</li> <li>● Exploring Day/Night - the Earth spinning once every 24 hours, and how that affects time differences</li> <li>● Earth: What things do we need to live? Why do we live on Earth? Looking at why Earth is the only planet we can live on.</li> <li>● Programme Beet Bots and roamer to move around 'space maps'</li> <li>● Balloon rocket: <a href="http://alittlelearningfortwo.blogspot.co.uk/2010/11/balloonrockets.html">http://alittlelearningfortwo.blogspot.co.uk/2010/11/balloonrockets.html</a></li> <li>● Alien photographs using iPads – link to the film Wall-E and explore the characters and setting of the film in comparison to the classroom alien photos</li> <li>● Watching YouTube video of Chris Hadfield</li> <li>● Students will learn about the planets of the solar system and their different features through StoryBots songs and videos</li> <li>● Students will be encouraged to name some of the different planets in the solar system and then discuss them using comparative language (they are the same because... they are different because...)</li> <li>● Students will be asked to think about Wall-E and aliens and robots and then discuss what they would tell an alien about our planet if they could speak to one</li> <li>● Explore the different weather patterns of each planet within the solar system</li> <li>● Using Wall-E, students will look at different types of robots and machines that help us in our daily life. Students will then design their own robot that might help them with something.</li> <li>● Students will grow bean sprouts in containers and look after them, linking this with the importance of Wall-E's plant finding on Earth and how important plants are to us.</li> <li>● Discuss seasonal changes as winter turns to spring</li> <li>● Studying the different types of spring flowers</li> <li>● Celebrating Easter and how different people have different beliefs, values, and traditions</li> </ul>	<p><b>People and Communities</b>  <u>40-60 months</u></p> <ul style="list-style-type: none"> <li>● Enjoys joining in with family customs and routines.</li> </ul> <p><u>Early Learning Goals</u></p> <p><b>ELG:</b> students talk about past and present events in their own lives and in the lives of family members</p> <p><b>ELG:</b> They know that other students don't always enjoy the same things, and are sensitive to this</p> <p><b>ELG:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p><b>The World</b>  <u>40-60 months</u></p> <ul style="list-style-type: none"> <li>● Look closely at similarities, differences, patterns and change.</li> </ul> <p><u>Early Learning Goals</u></p> <p><b>ELG:</b> students know about similarities and differences in relation to places, objects, materials and living things</p> <p><b>ELG:</b> They talk about the features of their own immediate environment and how environments might vary from one another</p> <p><b>ELG:</b> They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p><b>Technology</b>  <u>40-60 months</u></p> <ul style="list-style-type: none"> <li>● Completes a simple program on a computer.</li> <li>● Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><u>Early Learning Goals</u></p> <p><b>ELG:</b> students recognise that a range of technology is used in places such as homes and schools</p> <p><b>ELG:</b> They select and use technology for particular purposes</p>
<p><b>Expressive Art &amp; Design</b></p>	<ul style="list-style-type: none"> <li>● Make a rocket out of junk modelling materials.</li> <li>● Make planets out of junk modelling materials.</li> <li>● Water colours for earth</li> <li>● Mixing colours to explore different shades of blue, green, black</li> <li>● Learning space songs</li> <li>● Use instruments to explore sounds heard on space shuttle</li> <li>● Small world: dye sand/craters/astronauts</li> <li>● Design flags to place on the moon linked to the space landings</li> <li>● Large scale storyboards annotated with captions/labels</li> <li>● Take photos of students acting out scenes from the text</li> <li>● Props from the text in the garden/CL</li> </ul>	<p><b>Exploring and Using Media and Materials</b>  <u>40-60 months</u></p> <ul style="list-style-type: none"> <li>● Begins to build a repertoire of songs and dances.</li> <li>● Explores the different sounds of instruments.</li> <li>● Explores what happens when they mix colours.</li> <li>● Experiments to create different textures.</li> <li>● Understands that different media can be combined to create new effects.</li> <li>● Manipulates materials to achieve a planned effect.</li> <li>● Constructs with a purpose in mind, using a variety of resources.</li> <li>● Uses simple tools and techniques competently and appropriately.</li> </ul>

- Play sounds of space on IWB, students to move to different sounds – floating, jumping, bouncing etc.
- Marbling space designs
- Space chalk drawings
- Sing and dancing to space music: Ground control to Major Tom/Spaceman
- Moonwalk dancing - Michael Jackson
- Designing telescopes for stargazing
- Designing moon buggies
- Looking at Vincent Van Gogh's "Starry Night" and then trying to recreate it
- Pretending to be Wall-E, students will think about how they could recycle rubbish and turn it into something new, like he does
- Imaginative role play as robots, aliens and astronauts in Learning Garden as well as in the home corner

- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

Early Learning Goals

**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

**Being Imaginative**

40-60 months

- 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.

Early Learning Goals

**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

**GGL**  
**Reception – Academy specific vision, ethos, Learning Model and priorities**  
**Spring 2 '20**

**Greenside**

**Teaching film – about, through and making film:** Revisiting our film this term *Wall-E* will enable students to look more deeply at the underlying issues and problems the film is promoting. Students will examine and compare scenes of Earth at the beginning, middle, and end of the film, and talk about the changes that are evident, and the events that have led to this. They will also be prompted to look at the use of sound, music, and speech in the film, and how they have been able to tell a story without words and dialogue.

**Experiential Learning Model:** This term, students learning over different topics will be drawn together- from Trees, to Oceans, students will use their prior knowledge to apply this to their Space learning. Each week, students will take an aspect of Space learning and look at it in depth. STEM investigations will have a heavy Science focus, as students refine and perfect their scientific skills and methods. Students will work on an ongoing class project throughout the term to record observations each evening in our class 'Moon Journal', through this experiment, and by taking their learning home, students will be able to understand how it takes a team of scientists to work together to find discoveries.

**Questioning:** Comparative language and reasoning will be focused on this term through open ended questioning. Students will be prompted to use their prior knowledge about rubbish and renewable energy, to broaden their understanding through questions such as, 'What are some ways we can reduce our rubbish?', 'What are some ways you can think of to make energy?', 'How do we get clean energy for our bodies?'.