



GGL Federation, Greenside
Reception Medium Term Planning: Autumn Term 2 - 2020
Topic: Trees - Greenside Film: *The Lorax*
Teacher: Kimberley Buchanan

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Communication and Language	<ul style="list-style-type: none"> ● Stanley's Stick Students to think of if they had a magic stick (ideally use actual sticks that each student has collected) what might its magic/superhero power be? Students to listen ideally attentively to peers in this as a circle time ● Stanley's Stick Can students predict at the beginning of the story what they think might happen? What might Stanley do/make with his stick, imagine his stick is? ● Stanley's Stick Prepositions - Can you place the stick(s) under, next to, on top of, behind something? ● Introducing Indian ingredients and decorations into the home corner, to reflect Diwali ● Students experience a 'natural feely box', exploring ways to describe what their different senses. ● Language structures: comparisons between core texts and the film The Lorax– they are the same because... they are different because... ● Classifying language around naturally found materials and leaves ● Reinforce initial sounds and dominant sounds within new topic words – birch, oak, alder, ash, aspen, beech, etc. ● Explore rhythm and rhyme in stories and songs, particularly The Lorax and other Dr Seuss books. ● Students will think of a range of describing words for Truffula Trees and will be encouraged to engage all their senses to describe them. ● Students to sequence key stories, retelling them and putting events in order. ● Story Sequencing language: first, then, next, finally ● Listening for rhyming words in core texts, predicting the next part of the story, creating alternate endings ● Introduce topic specific vocabulary related to naming different types of trees and plants, fairy creatures, different types of forests and climates ● Playing 'hot seat' game and asking questions related to core texts and The Lorax – who, what, where, when, why, how ● Students will be encouraged to discuss and use comparative language to talk about the book and the film of The Lorax. ● Students will learn off by heart the central and important quote from The Lorax so they are able to quote it. 	<p>Listening and Attention</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Listens to others one to one or in small groups, when conversation interests them. ● Listens to stories with increasing attention and recall. ● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ● Focusing attention – still listen or do, but can shift own attention. ● Is able to follow directions (if not intently focused on own choice of activity). <p><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>Understanding</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Understands use of objects (e.g. "What do we use to cut things?") ● Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. ● Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. <p><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>Speaking</p>

	<ul style="list-style-type: none"> ● Students will think about some alternative things they could bring The Onceler in The Lorax to pay him to tell a story. ● Learn the poem of 'Remember remember the 5th of November' ● Learning lines for our class Nativity play 	<p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Beginning to use more complex sentences to link thoughts (e.g. using and, because). ● Can retell a simple past event in correct order (e.g. went down slide, hurt finger). ● Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. ● Questions why things happen and gives explanations. Asks e.g. who, what, when, how. ● Uses a range of tenses (e.g. play, playing, will play, played). ● Uses intonation, rhythm and phrasing to make the meaning clear to others. ● Uses vocabulary focused on objects and people that are of particular importance to them. ● Builds up vocabulary that reflects the breadth of their experiences. ● Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' <p><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 situations. ● 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>Physical Development</p>	<ul style="list-style-type: none"> ● Holding pencil, chalk, pens, and paint brush correctly ● Manipulating materials – clay, plasticine, etc. ● Finger painting, hand painting ● Handwriting activities - Jarman patterns, letter formation and number formation ● Threading patterns with ribbon and string ● Fine motor skills: painting, doing up zips and buttons, using scissors, etc. ● Riding bikes and trikes in the learning garden ● Finger Gym: beads and tweezers - different coloured stones, sorting them by colour. ● Explore malleable materials, such as clay, dough, soap flakes, plasticine, cornflour by patting, stroking, poking, squeezing, pinching and twisting. Provide students with different coloured doughs. Experiment with the mixing of colours. ● 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. Just Dance as a PE game) ● Go on a 'colour hunt' around the forest looking for specific colours and matching them together. ● Play fireworks game, moving their bodies and through the space like different fireworks would (eg: spin like a Catherine wheel, bounce like a firecracker, jump in the air like a rocket) ● Managing risks in Forest School play, learning to climb safely and use tools appropriately ● PE focus: Yoga Learning about the different muscles in our body, and working on our ability to balance using our core strength. Students will warm up their bodies with aerobics exercises, then learn the routine of Salute To the Sun. Students will also be encouraged over the course of the PE sessions to focus on their breaths and warm down with a meditation session. 	<p>Moving and Handling</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ● Mounts stairs, steps or climbing equipment using alternate feet. ● Walks downstairs, two feet to each step while carrying a small object. ● Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. ● Can stand momentarily on one foot when shown. ● Can catch a large ball. ● Draws lines and circles using gross motor movements. ● Uses one-handed tools and equipment, e.g. makes snips in paper with student scissors. ● Holds pencil between thumb and two fingers, no longer using whole-hand grasp. ● Holds pencil near point between first two fingers and thumb and uses it with good control. ● Can copy some letters, e.g. letters from their name. <p><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

		<p>obstacles.</p> <ul style="list-style-type: none"> ● 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>Health and Self Care</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Can tell adults when hungry or tired or when they want to rest or play. ● Observes the effects of activity on their bodies. ● Understands that equipment and tools have to be used safely. ● Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. ● Can usually manage washing and drying hands. ● Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p><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 supervision.
<p>Personal, Social, & Emotional Development</p>	<ul style="list-style-type: none"> ● Continuation of the 'Golden Rules' and reinforcement during play. ● SMSC weekly topics ● Link and Learn morning, inviting parents/ carers to join their Students for a morning to showcase phonics learning. ● Students to talk and think about the idea of Respect, and how the humans don't respect The Lorax or environment in the film. Students will also discuss the consequences of not respecting others, or our planet. ● Students recall feelings after Bonfire night and discuss dangers and who might be affected by them (ie: animals, babies etc.) Students to come up with possible solutions to deal with these feelings. ● Talk about the importance of light to help us feel safe in the dark and vitamin D, and how Scandinavian countries use light at this time of the year.. Students to discuss different forms of light (lamps, torches, candles, street lights, headlights). Students to come up with solutions for keeping safe in the dark. ● Students will discuss different events and festivals which people celebrate throughout the year 	<p>Making Relationships:</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other Students. ● Initiates play, offering cues to peers to join them. ● Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults <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

	<p>(Christmas, Diwali, Eid, Hanukkah etc.)</p> <ul style="list-style-type: none"> ● Students talk about why The Lorax needs to ‘speak for the trees’ and explore the importance of giving voice to those that can’t speak (babies, animals). ● Ask about how colours make them feel. Eg blue Sad, Red Angry, Yellow Happy (link to My Many Coloured Days) ● Students to talk about languages they speak at home and ways they celebrate their culture to encourage understanding and acceptance of differences. ● Students talk about, and make posters with the quote from the The Lorax, ‘Unless someone like you cares a whole awful lot, things aren’t going to get better, they’re not.’ ● After reading the chapter ‘The Land of Bad Tempers’, from The Magic Faraway Tree, students will talk about what makes them lose their temper, and how they can calm themselves down. <ul style="list-style-type: none"> ● Did Dorothy do the right thing saving Toto? What would you save from your house in a tornado? 	<p>compromise.</p> <p>Self Confidence and Self Awareness: <u>30-50 months</u></p> <ul style="list-style-type: none"> ● Can select and use activities and resources with help. ● Welcomes and values praise for what they have done. ● Enjoys responsibility of carrying out small tasks. ● Is more outgoing towards unfamiliar people and more confident in new social situations. ● Confident to talk to other Students when playing, and will communicate freely about own home and community. ● Shows confidence in asking adults for help. <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>Managing Feelings and Behaviour: <u>30-50 months</u></p> <ul style="list-style-type: none"> ● Aware of own feelings, and knows that some actions and words can hurt others’ feelings. ● Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. ● Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. ● Can usually adapt behaviour to different events, social situations and changes in routine. <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 student 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
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Specific Areas of Learning

<p>Literacy</p>	<p>Core Texts: The Lorax Percy the Park Keeper The Magic Faraway Tree Stanley’s Stick Stick Man</p> <ul style="list-style-type: none"> ● 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 ● Phonics games available on the IWB – phase 2 and 3 ● Clap syllables of names and topic words. 	<p>Reading <u>30-50 months</u></p> <ul style="list-style-type: none"> ● Enjoys rhyming and rhythmic activities. ● Shows awareness of rhyme and alliteration. ● Recognises rhythm in spoken words. ● Listens to and joins in with stories and poems, one-to-one and also in small groups. ● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ● Beginning to be aware of the way stories are structured. ● Suggests how the story might end. ● Listens to stories with increasing attention and recall. ● Describes main story settings, events and principal characters.
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	<ul style="list-style-type: none"> ● Listen to stories, songs, poems associated with colours, light, festivals, and celebrations. ● Magnetic story sequence 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, saying how the two have different purposes. ● Looking at rhyming topic words using <i>My Many Coloured Days</i> and stimulus from Dr Seuss. ● Role-play the different core texts and provide props for students to explore them. ● Use topic-themed bordered paper and provide different writing materials for the students to use independently ● Chalks and various mark-making equipment in the Learning Garden. Students to independently use and manage resources. ● Provide opportunities to write their names in coloured sand, flour, soapy sand or paint and to make the letters of their names from coloured playdough. ● Students attempt to retell (through drawing, speaking, or writing) key events ● Writing paper and materials for the home corner: writing letters to friends ● Students write letters to the fairies living in our garden ● Silly soup game with rhyming words and alliterations ● Writing on envelopes and addressing them to people, making Christmas cards and mailing them ● Speech bubbles for The Lorax, messages of saving and looking after trees ● Role-play the different core texts and provide props for students to explore them. ● Writing on envelopes ● Making a special Christmas stamp for the Royal Mail ● After watching The Lorax, students will be encouraged to make a movie review, using Adobe Voice ● Students imagine a new land for The Magic Faraway Tree, label and write about what happens there ● After reading the chapter 'The Land of Magic Medicines', students write an ingredient list for a new medicine. ● After reading the chapter 'The Land of Do As You Please' students will imagine what they would do there and draw pictures with labeling. ● Learning the story of 'A Midsummer Night's Dream' and the importance of the forest and the fairies in the play. ● Stanley's Stick - Use sticks (ideally ones students collected) to write Phase 2 and 3 letters, tricky words and CVC words in a sand tray. ● Stanley's Stick - Make Class Book of what powers the students think our class magic stick might have/ do. ● Stanley's Stick - Picture and speech bubble of Students saying what magic power they think their stick will have. If possible encourage them to write these themselves. ● Stanley's Stick - Students to make their own books explaining what their stick can do and the adventures they have with it. 	<ul style="list-style-type: none"> ● Shows interest in illustrations and print in books and print in the environment. ● Recognises familiar words and signs such as own name and advertising logos. ● Looks at books independently. ● Handles books carefully. ● Knows information can be relayed in the form of print. ● Holds books the correct way up and turns pages. ● Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● 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. <p>Writing</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Sometimes gives meaning to marks as they draw and paint. ● Ascribes meanings to marks that they see in different places. <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● 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.
<p>Mathematics</p>	<ul style="list-style-type: none"> ● Time and Light: Daylight savings time, morning routines, school schedule, bed time routine, etc. ● Estimating using numicon pieces ● Exploring 2D shapes and 3D shapes – describing their properties and understanding the differences between them (i.e. 2D shapes are flat and 3D shapes are not) ● Money: Provide students with money and purses in the home corner so they can explore using and handling money in their role play. ● Seeing shapes in the environment - students to go on a 'shape hunt' around the learning garden and school. ● Playing Metal Mike with students- emphasising 1 more and 1 more less, and counting mentally ● Provide magnetic pictures/number symbols linked to number rhymes/songs for use in group sessions or on a Maths table when students are working independently. Use questioning to support 	<p>Number</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Uses some number names and number language spontaneously. ● Uses some number names accurately in play. ● Recites numbers in order to 10. ● Knows that numbers identify how many objects are in a set. ● Beginning to represent numbers using fingers, marks on paper or pictures. ● Sometimes matches numeral and quantity correctly. ● Shows curiosity about numbers by offering comments or asking questions.

- understanding of numbers and mathematical language –‘what number comes next?’, ‘how many have you got?’
- Encourage students to count using fingers, starting with a clenched fist, encourage Students to straighten one finger as a number is said. Introduce counting with a range of objects.
 - Use Numicon – to order, make patterns, and estimate
 - Positional language to be reinforced during all activities – ‘Elf on a Shelf’ toy at Christmas time.
 - Weight: heavy/light/balanced – weighing Christmas presents, exploring floating and sinking in the water tray
 - Counting the number of each Students within all areas of the classroom (i.e. five people in the home corner, four people at the water table, etc.)
 - Students explore quantities of things by looking at Autumn leaves and piles of less and more.
 - Weighing and counting conkers.
 - Weighing and describing the properties of shapes disguised as presents from Father Christmas.
 - At tidy up time allow Students to sort and tidy toys and equipment into appropriate boxes
 - Use prepositions and directions to make the bee-bot move
 - Look at patterns, shapes, sizes when using recycled materials.
 - Name 3d shapes when making things from boxes.
 - Positional language to be reinforced during all activities.

STEM Investigations:

- Dyeing flowers with different colours, and observing changes over time, trying to make a Truffula Tree
- Decomposing pumpkin, recording changes over time
- Designing and building a house for **the Lorax** out of natural materials
- Making bird feeders for local birds and observing how they are used.
- Tallying the different kinds of birds that are attracted to our Garden
- Making sustainable presents for friends and family as Christmas presents
- Making a tornado swirl in a water bottle, linked to **The Wizard of Oz**

- 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.

40-60 months

- 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.

Shape, Space and Measure

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’.

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.

		<ul style="list-style-type: none"> ● 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.
Understanding the World	<ul style="list-style-type: none"> ● Explore different celebrations from different religions or places around the world such Hanukkah, Diwali, Guy Fawkes Night, and Christmas. ● Students will talk about and explore clothes, colours and artefacts associated with these celebrations and how people around the world prepare for them. ● Students will recall special events and times (including going to the cinema) in their lives and the celebrations they have at home. ● Students will explore carving pumpkins for Halloween, making pumpkin soup with the innards. ● Students will learn about Guy Fawkes night, why we celebrate it and the traditions associated with it. ● Role play corner will be enhanced with Indian ingredients and decoration to reflect learning about Diwali. ● Students will explore different spices, describing their smells and colours and make mandalas with them as part of Diwali celebrations. ● Students will use ipads to explore phonics games and letter formation. ● Students will help to safely light the candles for the different days of Hanukkah, helping to recite the prayer as they do so. ● Students will learn the story of the Nativity and the basis of Christmas. ● Look at the concept of Harvest and Autumn fruits and vegetables- making things using those ingredients. ● Students explore how food is important to celebrations, eating samosas for Diwali, apples and honey for Hanukkah, and Christmas pudding for Christmas. ● Looking at the quote from The Lorax about environmental action, students plan and action a protest for environmental change. ● What is a tornado and how do they occur? Link to The Wizard of Oz 	People and Communities <u>30-50 months</u> <ul style="list-style-type: none"> ● Shows interest in the lives of people who are familiar to them. ● Remembers and talks about significant events in their own experience. ● Recognises and describes special times or events for family or friends. ● Shows interest in different occupations and ways of life. ● Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <u>40-60 months</u> <ul style="list-style-type: none"> ● Enjoys joining in with family customs and routines. The World <u>30-50 months</u> <ul style="list-style-type: none"> ● Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. ● Can talk about some of the things they have observed such as plants, animals, natural and found objects. ● Talks about why things happen and how things work. ● Developing an understanding of growth, decay and changes over time. ● Shows care and concern for living things and the environment. <u>40-60 months</u> <ul style="list-style-type: none"> ● Looks closely at similarities, differences, patterns and change. Technology <u>30-50 months</u> <ul style="list-style-type: none"> ● Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. ● Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. ● Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. ● Knows that information can be retrieved from computers <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.
Expressive Art & Design	<ul style="list-style-type: none"> ● Transient art with natural materials ● Work inspired by Richard Shilling - Land Art ● Sing and recite favourite rhymes and songs ● Explore artworks from the artist Andy Goldsworthy and recreate some of them. ● Make fireworks and rockets from tubes and recycled materials. Add crepe paper streamers. ● Use fluorescent paint on black paper to recreate fireworks patterns. ● Create colourful collages using mixed media and materials. 	Exploring and Using Media and Materials <u>30-50 months</u> <ul style="list-style-type: none"> ● Enjoys joining in with dancing and ring games. ● Sings a few familiar songs. ● Beginning to move rhythmically. ● Imitates movement in response to music. ● Taps out simple repeated rhythms.

- Create a stained glass window using different coloured cellophane.
- Printing using Autumn leaves and conkers.
- Make Autumn leaf mobiles and hangers
- Painting with specific Autumn colours and mixing to make them.
- Making Christmas cards for friends and families
- Wrapping presents in Santa's Workshop with boxes, sellotape, and Christmas paper.
- Making decorations for Xmas trees
- Providing students with props to act out core texts and stories.
- Talk about different shades of colours, warm and cool etc.
- Provide students with opportunities to review and reflect on their work and offer comments on what they liked or could have done better.
- Making Truffula Trees from The Lorax
- Making large scale art with natural materials found outside
- Making Leaf people craft
- Make a Stick Man
- Painting with natural material paintbrushes
- Colour mixing using bottles of water with paint in the cap (shake to colour the water) What do blue and yellow make? Etc.
- Painting a black and white scene from **The Wizard of Oz**

- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

40-60 months

- 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.

Being Imaginative

30-50 months

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

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.

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

Greenside

Teaching film – about, through and making film: Revisiting our film this term *The Lorax* will enable students to look more deeply at the underlying issues and problems the film is promoting. Students will examine and compare scenes of Thneedville 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 characterisation of the animation, and how this is indicative of the type of character (Aloysius O'Hare is short and fat, his eyes are small, what does this tell you about his character? Can we tell just by looking at the character if they are good or bad?)

Experiential Learning Model: Students will be encouraged to talk about and explore the varieties of different tree, plant, and flower species. They will also be encouraged to think more deeply about the necessities for trees to grow and be healthy, and how that is different for different species (ie: Why do these plants grow inside? Why can't they grow outside?)
Our learning about trees will then be followed up, extended, and focused by examining native trees and animals. Students will explore the woodland of The Learning Garden and species native to us in our city and country. They will examine the traces of native animals that live there, and be encouraged to build new habitats and dens for woodland animals and creatures.

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 trees and growing conditions, to broaden their understanding through questions such as, 'Do all plants need water?', 'Why do some need more than others?', 'What growing conditions are ideal for these plants or flowers?'

Christmas: Preparing for our Nativity film, students will learn about the story of Christmas that Christians believe. We will also recognise other beliefs during this time- particularly Hanukkah (for Jewish students) and Eid-al-Fitr (as the main Islamic celebration).
To link with our theme of 'Trees', we will also look at Christmas Trees (specifically pine) and the tradition of decorating them from the Victorian times. Students will then look at other Christmas traditions from around the world (ie: Tomte in Scandinavia, and St Nicholas in Belgium).