



**GGL Federation, Greenside**  
**Nursery Medium Term Planning: Autumn Term 1**  
**Topic: London & My Community - Greenside Film: *Paddington***  
**Teachers: Christina Morra and Sharon Black**

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>● Sing topic related songs and introduce new vocab</li> <li>● New topic related words: me, myself, family, mum, dad, brother, sister, grandma, grandpa, friends, community, togetherness, Shepherd’s Bush, London, <b><i>Paddington</i></b></li> <li>● Reinforcing initial sounds, dominant sounds, and final sounds within new topic words and vocabulary</li> <li>● Looking at ourselves, our family, and our community - Answer who, what, where, when, how, and why questions (link to the film <b><i>Paddington</i></b>) - How are we the same? How are we different? What landmarks can you recognise in the film? Where do you live? Where does <b><i>Paddington</i></b> live? Why is family important?</li> <li>● ‘Grown up word of the week’ and sight reading strategies to encourage language development</li> <li>● Language structures: comparing ourselves with our friends and peers. We are different because... We are the same because...</li> <li>● Classifying language: This is a...</li> <li>● Story sequencing language: First, then, next, after that, finally</li> <li>● Constant modelling of the correct past, present, and future tenses</li> <li>● Maths language - addition, add, altogether, take away, less, fewer, more, 2D shape names, big, small, medium, etc.</li> <li>● Positional language: next to, beside, in front of, behind, above, under, etc.</li> <li>● Looking at different environments - discussing and comparing ourselves, our families, and our local community</li> <li>● Students will bring in a photo of their family from home. They will be encouraged to talk to their teachers or friends in small groups about who is in their family, their ages, etc. What makes you unique?</li> <li>● The role play area will be set up as a market, with lots of real items that they might find in their local supermarket (toy food, shopping lists, shopping baskets, coins, till, etc) to encourage authentic play and language related to everyday life scenarios</li> <li>● The students will explore topic specific vocabulary associated with London each week in the construction area and in their writing, such as the London Eye or Big Ben. maps, photos, and figurines will help encourage the students to build and construct or draw and write.</li> <li>● Teddy ‘Show and Share’ - the students will take turns bringing in their own teddy from home that they can share with the rest of the class and discuss why it’s important to them just like <b><i>Paddington</i></b> and the Brown family</li> </ul>	<p><b>Listening and Attention</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Listens with interest to the noises adults make when they read stories.</li> <li>● Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>● Shows interest in play with sounds, songs and rhymes.</li> <li>● Single channelled attention.</li> <li>● Can shift to a different task if attention fully obtained – using child’s name helps focus.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Listens to others one to one or in small groups, when conversation interests them.</li> <li>● Listens to stories with increasing attention and recall.</li> <li>● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>● Focusing attention – still listen or do, but can shift own attention.</li> <li>● Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <p><b>Understanding</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Identifies action words by pointing to the right picture, e.g., “Who’s jumping?”</li> <li>● Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’</li> <li>● Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?).</li> <li>● Developing understanding of simple concepts (e.g. big/little).</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Understands use of objects (e.g. “What do we use to cut things?”)</li> <li>● Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li> </ul>

	<ul style="list-style-type: none"> <li>• Nursery students and families will go on a 'Teddy Bear Picnic' in Ravenscourt Park with their teddies in order to explore our local community and interact with our local families and friends</li> <li>• <b>Paddington</b> discussion questions: Who is Paddington? What does he look like? Where does he get lost? Why does he feel lost? Which places does Paddington visit in London? Why is he searching for a family?</li> <li>• Looking at different modes of transportation around London and in the film <b>Paddington</b>, students will be encouraged to talk about and recall their preferred methods of transport (i.e. walking, cycling, bus, tube, etc).</li> <li>• The students will discuss how to keep ourselves healthy and safe within our classroom and the local community - i.e. the importance of hand washing and maintaining good hygiene and also the importance of road safety (like crossing at zebra crossings only, and looking both ways before we cross the road)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions.</li> </ul> <p><b>Speaking</b> <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</li> <li>• Uses a variety of questions (e.g. what, where, who).</li> <li>• Uses simple sentences (e.g. 'Mummy gonna work.')</li> <li>• Beginning to use word endings (e.g. going, cats).</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>• Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> </ul>
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Friday P.E. focus: throwing and catching skills</li> <li>• Students will be encouraged to draw pictures of themselves and their family (Baseline writing piece)</li> <li>• Learning how to hold a pencil, chalk, pens, paint brush correctly.</li> <li>• Weekly Jarman handwriting patterns to encourage the correct letter formation</li> <li>• Large artwork in the garden to develop gross motor skills - like sidewalk chalks</li> <li>• Manipulating clay, playdough, etc.</li> <li>• Beads and tweezers</li> <li>• Bikes/Trikes - using our imaginations outdoors to visit different landmarks in London like <b>Paddington</b> does</li> <li>• Fine motor skills - finger painting/cornflour, zips, buttons and fasteners on clothes, drawing patterns, peg boards, threading patterns, use of scissors, etc.</li> <li>• Making hula hoops and ribbons available in the Learning Garden to encourage different shapes and movements</li> <li>• Moving in different ways in relation to the environment and the London sights within the film <b>Paddington</b> - he goes over the bridge, through the tunnel, etc.</li> <li>• Making models of Paddington Bear, The London Eye, Big Ben, etc. using a variety of textures and materials</li> </ul>	<p><b>Moving and Handling</b> <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>• Imitates drawing simple shapes such as circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> </ul>

	<ul style="list-style-type: none"> <li>● Learning how to handle different utensils appropriately at lunch time: knives for cutting and chopping; forks for ploughing and eating; scissors for cutting herbs and flowers; spoons for scooping and serving; using our hands to knead dough and pick fruit and vegetables from the Learning Garden</li> <li>● Obstacle courses will be set up in P.E. and in the Learning Garden to re-enact scenes from <b>Paddington</b> or other core texts</li> <li>● Encouraging the students to tie their own shoelaces, zip up their own coats, and fasten their own buttons as part of their fine motor skills</li> <li>● Students will have an open snack bar in the morning, where they will be encouraged to eat healthy foods of their choosing, discussing what is good for their body and what their body needs to give them further energy for the morning</li> <li>● Introducing and playing games which allow opportunities to find their own space and allow them to be aware of other people's space – experimenting with different ways of moving and doing so safely in P.E. and in the garden (like obstacle courses and climbing frames)</li> <li>● Introducing Cosmic Yoga and Mindfulness in the classroom to help the students think about their mind and bodies in a healthy way - discussing healthy active living and why exercise and meditation is good for our bodies</li> </ul>	<ul style="list-style-type: none"> <li>● Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>● Walks downstairs, two feet to each step while carrying a small object.</li> <li>● Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>● Can stand momentarily on one foot when shown.</li> <li>● Can catch a large ball.</li> <li>● Draws lines and circles using gross motor movements.</li> <li>● Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>● Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>● Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>● Can copy some letters, e.g. letters from their name.</li> </ul> <p><b>Health and Self Care</b>  <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Feeds self competently with spoon.</li> <li>● Drinks well without spilling.</li> <li>● Clearly communicates their need for potty or toilet.</li> <li>● Beginning to recognise danger and seeks support of significant adults for help.</li> <li>● Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>● Beginning to be independent in self-care, but still often needs adult support.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Can tell adults when hungry or tired or when they want to rest or play.</li> <li>● Observes the effects of activity on their bodies.</li> <li>● Understands that equipment and tools have to be used safely.</li> <li>● Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>● Can usually manage washing and drying hands.</li> <li>● Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>
<p><b>Personal, Social, &amp; Emotional Development (PSED)</b></p>	<ul style="list-style-type: none"> <li>● Introduction to the class 'Golden Rules' - do be kind and helpful, do be gentle, do listen to people, do be honest, do work hard, etc.</li> <li>● Introduction to class mantra "Choose it, Use it, Put it away", encouraging students to look after toys and resources</li> <li>● SMSC weekly themes and ideas to discuss moral dilemmas and important world events</li> <li>● Students will be encouraged to pick a partner in a small group activity, where the students will sit facing each other and be encouraged to draw portraits of the other. They will be encouraged to look at the features of the other person, and talk to them afterwards about their painting with teacher support - how are we the same? How are we different?</li> <li>● Looking at different environments - comparing our home, our school, and the city of London</li> <li>● Discussing the need to care of and look after the environment and our local community. 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> </ul>	<p><b>Making Relationships:</b>  <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Interested in others' play and starting to join in.</li> <li>● Seeks out others to share experiences.</li> <li>● Shows affection and concern for people who are special to them.</li> <li>● May form a special friendship with another child.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>● Initiates play, offering cues to peers to join them.</li> <li>● Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li> </ul>

	<ul style="list-style-type: none"> <li>• Students may bring in their favourite teddy bears from home to talk about and share - link to the Teddy Bear Picnic' nursery rhyme and the story 'We're Going on a Bear Hunt'</li> <li>• Discuss the film and how <b>Paddington</b> is trying to find a family and then ask the students to talk about their own families and who they live with at home</li> <li>• Ask students: "If you saw that <b>Paddington</b> was lost and alone in London, how would you make him feel more welcome?"</li> <li>• Talk to the students about community and a sense of belonging: "How did <b>Paddington</b> feel when he was lost? How can we take care of one another?"</li> <li>• Continued reinforcement of E-safety rules when engaging with Technology</li> <li>• Using the core text <b>Paddington</b>, students will be encouraged to think about the feelings he might have leaving his country and going to a new one. They'll also be encouraged to think about the character of Mr Brown and his emotional change throughout the story.</li> <li>• In the text 'Julian is a Mermaid', students will talk about identity and their different likes and dislikes, learning to be respectful of their differences and people who might think differently to them.</li> <li>• In the text 'Jabari Jumps', students will be encouraged to think about what it means to be brave, and how to cope with things that might seem scary at first.</li> <li>• Students will go on a walk around their local community, looking at and discussing things along the way. They'll be encouraged to talk about the different facilities they use and the people in the community that help them everyday.</li> <li>• Students will paint portraits and self portraits, thinking about the emotion they want to portray, and how they can do that by changing the features of the face. This will open students up to a discussion about facial expressions, and how we read them to know what someone is thinking or feeling.</li> <li>• We will look closely and examine the characters in <b>Paddington</b> and discuss their feelings and behaviour - which characters are 'good' and which characters are 'bad?' When we do something wrong or 'bad,' how can we make it right?</li> <li>• Talking about how to share the resources, take turns, and play fairly so that the students are familiar with their own feelings and actions and how this can impact their peers - reflecting on our actions and behaviour</li> <li>• We will examine the relationships among characters within the film <b>Paddington</b> - how does the Brown family make Paddington Bear feel included and welcome? Why is it important to build strong relationships with friends and family? How can we be kind and inclusive to each other in our classroom?</li> </ul>	<p><b>Self Confidence and Self Awareness:</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult.</li> <li>• Expresses own preferences and interests.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul> <p><b>Managing Feelings and Behaviour:</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed.</li> <li>• Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>• Responds to the feelings and wishes of others.</li> <li>• Aware that some actions can hurt or harm others.</li> <li>• Tries to help or give comfort when others are distressed.</li> <li>• Shows understanding and cooperates with some boundaries and routines.</li> <li>• Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>• Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>
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**Specific Areas of Learning**

<p><b>Literacy</b></p>	<p><b>Core Texts:</b>          Paddington          We're Going on a Bear Hunt          Katie's Picture Show          Jabari Jumps          Julian is a Mermaid          Mr Chicken goes to London          The Naughty Bus          London Calls!</p>	<p><b>Reading</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Students will be read to from the story <b>Paddington</b> in stages/chapters, in order to discuss what might happen next, and help students to recall the story previously. As <b>Paddington</b> visits different places in London in the book, we will mark them on a display map and talk about London as the setting for the story.</li> <li>• Students will be encouraged to draw, build and construct different landmarks of London and write signs for them so that tourists like <b>Paddington</b> know what they are and where to go if they get lost</li> <li>• After reading the story 'Jabari Jumps', students will be encouraged to finish writing the sentence "I was brave when..." recalling a time when they did something similar.</li> <li>• Students will be encouraged to write their name on all work, using name tags if required.</li> <li>• In the book corner, students will be provided with fiction and non fiction texts about London and their community. 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>• Students will have access to different role play props and costumes in order to re-enact core texts, such as a suitcase and duffel coat for <b>Paddington</b>, and glittery sequin materials for 'Julian is a Mermaid'</li> <li>• Using a map of their local area, students will be supported to write and draw some of the places in our community - our school, the park, the post office, etc.</li> <li>• Topic bordered paper will be available to the students in most areas of the classroom with some frames for writing scaffolds where appropriate</li> <li>• Phase 1 phonics - general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting</li> <li>• Phase 2 phonics daily and learning the Jolly Phonics song on YouTube</li> <li>• Studying the different Phase 2 Sounds: s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, b, ff, ll, ss</li> <li>• Making words with SATPIN - as, at, it, sat, sit, pit, pin, pat, tip, tap, etc.</li> <li>• A variety of phonics games will be made available on the interactive whiteboard</li> <li>• Making shopping lists and recipe books in the home corner - what does <b>Paddington</b> like to eat? What would he buy from the shop or cook for himself at home?</li> <li>• Making TFL tickets for <b>Paddington</b> to explore around London</li> <li>• Students will be encouraged to draw what they would put in a suitcase if they were coming to visit London, like <b>Paddington</b></li> <li>• Inspired by <b>Paddington</b>, the students will look at and use a recipe for marmalade - how is it made? What ingredients are in marmalade? Then we will make our own marmalade</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p><b>Writing</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Build up the students' interest in counting and numbers through rhymes and songs. Introduce new rhymes and songs such as 'Teddy Bear, Teddy Bear, Turn Around' Use objects or student volunteers to encourage and support their involvement in singing and counting</li> <li>• Introduction to numerals 0-10</li> <li>• Students will be encouraged to recite numbers up to 10, using students in the class and lining them up, stopping when they get to a given number. Eg: I need 7 students to stand up, count with me as I tap them on the head</li> <li>• Repeating patterns at the maths table and the creative table</li> <li>• Introducing maths in multiple areas of the classroom to create a more practical approach to the understanding of numbers. For example, selecting and counting a small group of objects in the home corner... "please give me 4 bananas to make the banana bread"</li> <li>• Using the 'compare bears' to compare the different colours and sizes of the bears - small, medium, big</li> <li>• Counting the amount of food we will need for our 'Teddy Bear Picnic' and learning how to share it equally - using the language 'more' and 'a lot' or 'less' and 'fewer'</li> <li>• Setting the table in the home corner for a family or for the bears in Goldilocks and the Three</li> </ul>	<p><b>Number</b></p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> <li>• Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</li> <li>• Recites some number names in sequence.</li> <li>• Creates and experiments with symbols and marks representing ideas of number.</li> <li>• Begins to make comparisons between quantities.</li> <li>• Uses some language of quantities, such as 'more' and 'a lot'.</li> <li>• Knows that a group of things changes in quantity when something is added or taken away.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or</li> </ul>

- Bears - three bowls of porridge, three spoons, three cups of tea, etc.
- Measuring **Paddington** bears and London landmarks by length and height
- Students will learn the names of the different 2D shapes by using the 2D shape magnetic pattern blocks to make and design buildings from the London skyline
- Weighing our teddy bears and discussing the terms 'heavy' and 'light'
- Showing an interest in representing numbers in the environment - i.e. a home address for the home corner
- Noticing different 2D shapes around the classroom - What shape is our clock? What shape is our classroom door?
- Going on a '2D shape hunt' in the classroom and in the Learning Garden to see how many 2D shapes the students are able to find and recognise
- Showing an interest in representing numbers by making marks on paper - i.e. tally marks to record the number of students present at school
- Creating a transportation survey through a graph - how do you get to school everyday? (i.e. walk, cycle, bus, car, etc.) Which method is the most popular in Nursery? Which is the least popular? How does **Paddington** arrive in London? How does he get around the city in the film?
- Thinking of prices for our 'Teddy Bear Picnic' food items or food items in the home corner
- Introducing toy money and cash registers in the home corner and in the Learning Garden
- Students will look at a London Underground Map and design their own map for a city they've built
- Students will make their own bus tickets and purchase them using coins to ride the London bus in the Learning Garden
- Students will use toy London buses and the wooden ramps to measure the distance that each bus has travelled - Which bus was the fastest? Which bus was the slowest? How far did each bus go?
- Directional and positional language linked to a transportation map – North, South, East, West, "it is next to..." "it is behind..."
- In the home corner, students will have opportunities to explore lots of environmental maths concepts, such as a calendar, a food diary, a clock, a purse with money, etc.
- Learning about the days of the week and monitoring the daily temperature and weather trends through the BBC Weather Report
- Using the Numicon to recognise the numbers from 1-10
- The students will go on a short walk around the school and neighbourhood to discover how mathematics is all around us. We will examine numbers in the environment (like house numbers, numbers on buses, and licence plate numbers). We will also explore the different 2D and 3D shapes that we can see along our walk (i.e. rectangular doors, square tiles, traffic cones, etc.)

- STEM investigations:

-Building a bridge for **Paddington** to cross the River Thames

-Making a boat for **Paddington** and testing it to see if it will float or sink

-Tracking the weather patterns and trends and recording them on a chart

-Collecting leaves and observing the changes of the trees in the Learning Garden as we transition from Summer to Autumn

-Examining and recording the different changes to our class worm farm and bokashi compost bin

pictures.

- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

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

#### 22-36 months

- Notices simple shapes and patterns in pictures.
- Beginning to categorise objects according to properties such as shape or size.
- Begins to use the language of size.
- Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.
- Anticipates specific time-based events such as mealtimes or home time.

#### 30-50 months

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>● Making a range of ICT available for the students to access - IWB, camera, iPads, BeeBots</li> <li>● Looking at pictures of our school and our homes on Google Earth - comparing different places and environments - Link to <b>Paddington</b>: How is London, England different to Peru?</li> <li>● Understanding how to take care of and look after our school, our home, and our community - Reduce, Reuse, Recycle</li> <li>● Reinforcing the use of our class worm farm and bokashi compost bin to help the environment and enrich the soil in our Learning Garden</li> <li>● Discussing healthy eating and healthy active living - What kind of food shall we bring to our 'Teddy Bear Picnic?' Which foods are healthy and which foods are not so healthy?</li> <li>● Students will go on a walk around their local area, looking at the houses and shops that are nearby or that the students frequent. They will then come back to school and make collage pictures of their houses or favourite shops for a display about our local community.</li> <li>● Students will use an iPad to take photographic portraits of themselves- selfies! Students will then discuss if photography is the same as painting, and whether it classifies as art.</li> <li>● Students will look at maps of their local area and London, being encouraged to interpret the symbols and colours they see (eg: Can you find the hospital? What does the symbol look like?)</li> <li>● will learn about and implement creative ways to reduce waste at school</li> <li>● Looking closely at similarities and differences between the different people in our community and their different professions – who helps us when we have a toothache? Who helps us when we have a tummy ache? Who helps our pets when they feel sick? Who helps us to cross the road?</li> <li>● Planting in the Learning Garden – exploring different plants and vegetables, learning about compost and vegetable peelings and how things rot over time (link to farmers and how they help feed us)</li> <li>● Programming and coding the Bee Bots to go to different places and locations on the road map</li> <li>● Comparing the different people and communities in the film <b>Paddington</b>, to the diversity and multiculturalism in our classroom, across our school, and in the city of London - how are we unique? What are some similarities and differences among us and our families?</li> <li>● Using the iPads and class camera to take selfies with our teddy bears and with our class <b>Paddington</b></li> <li>● Using the film <b>Paddington</b> to explore the world around us - which London landmarks does Paddington Bear visit? What methods of transportation does he use to get around London? Looking closely at detailed features within the city of London</li> </ul>	<p><b>People and Communities</b>  <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Has a sense of own immediate family and relations.</li> <li>● In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>● Beginning to have their own friends.</li> <li>● Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Shows interest in the lives of people who are familiar to them.</li> <li>● Remembers and talks about significant events in their own experience.</li> <li>● Recognises and describes special times or events for family or friends.</li> <li>● Shows interest in different occupations and ways of life.</li> <li>● Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><b>The World</b>  <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>● Notices detailed features of objects in their environment.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>● Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>● Talks about why things happen and how things work.</li> <li>● Developing an understanding of growth, decay and changes over time.</li> <li>● Shows care and concern for living things and the environment.</li> </ul> <p><b>Technology</b>  <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>● Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>● Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>● Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>● Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>● Knows that information can be retrieved from computers</li> </ul>
<p><b>Expressive Art &amp; Design</b></p>	<ul style="list-style-type: none"> <li>● Students will be asked to look into a mirror and then paint their own self-portrait with some adult scaffolding - What colour eyes do you have? What colour hair do you have?</li> <li>● Students will look at famous portraits of people and be encouraged to imagine who those people might have been or what they did or how they're feeling by inferring from the image</li> </ul>	<p><b>Exploring and Using Media and Materials</b>  <u>22-36 months</u></p> <ul style="list-style-type: none"> <li>● Joins in singing favourite songs.</li> <li>● Creates sounds by banging, shaking, tapping or blowing.</li> </ul>

- The role play area will be set up as a home corner where students will be encouraged to play different roles in their family
- Using 'Katie's Picture Show' as stimulus, students recreate famous paintings or portraits and are encouraged to think about what would happen if they could step into the painting like Katie
- Students will explore a range of ways to portray a portrait, such as taking selfies, painting in a mirror, or tracing silhouettes.
- Students to make a variety of self-portraits in different styles eg Pop Art, cutting and re-assembling photograph of themselves, using 2D shapes
- The students will build and construct our school and community using a variety of materials (Lego, Stickle Bricks, wooden blocks, etc.) or they will paint a large mural of our school and community
- Using clay, plasticine, and playdough, the students will design their own version of **Paddington**
- Sing and recite favourite topic related rhymes and songs – "London Bridge is Falling Down", "Pop goes the Weasel", "Oranges and Lemons",
- Students will be given props from the different paintings explored in 'Katie's Picture Show' for them to re-enact jumping into paintings and having adventures.
- Students will have access to a wide variety of construction materials and visual prompts of famous landmarks in London. They will be encouraged to build the city and new buildings for it, designing and annotating as they go along.
- The students will be encouraged to use a variety of textures and materials in their artwork
- They will also be encouraged to talk about and reflect on their artwork - what do you like most about it? How did you build and design it? What worked well?
- Learning how to use different shapes and colours to draw and design our own pictures of **Paddington** - what does he look like? What is he wearing?
- Using different props and costumes, the students will be able to use imaginative role play and story language to re-enact different scenes from the film **Paddington**
- We will study how music is used within the film **Paddington** and then design and create our own instruments to help set the mood within the film

- Shows an interest in the way musical instruments sound.
  - Experiments with blocks, colours and marks.
- 30-50 months
- Enjoys joining in with dancing and ring games.
  - Sings a few familiar songs.
  - Beginning to move rhythmically.
  - Imitates movement in response to music.
  - Taps out simple repeated rhythms.
  - Explores and learns how sounds can be changed.
  - Explores colour and how colours can be changed.
  - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
  - Beginning to be interested in and describe the texture of things.
  - Uses various construction materials.
  - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
  - Joins construction pieces together to build and balance.
  - Realises tools can be used for a purpose.

### **Being Imaginative**

#### 22-36 months

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

#### 30-50 months

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



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

**Greenside**

**Teaching film – about, through and making film:** The Nursery students will use the film *Paddington* as a stimulus to help them feel comfortable and more acquainted with themselves, their community and the city of London. Each Nursery student will have an opportunity to take our pet Paddington Bear home with them so that they can write and discuss what we have been learning about through the film and how it relates to the changes we are experiencing by entering a new school year at Greenside. At our Nursery sharing assembly, we will share our knowledge of ourselves, our community, London, and the film *Paddington* through our own photos of film clips that we have created and documented throughout the term.

**Experiential Learning Model:** This term our focus in Nursery will be to take our learning across different environments and settings. We will explore Shepherd's Bush and the local community by going on a mathematical shape hunt to help us better understand that shapes and other mathematical concepts are a part of our everyday lives. Then we will celebrate the end of term by inviting our families to join us on a Paddington Bear themed Teddy Bear's Picnic to help us consolidate our learning about our diverse selves, families, and overall community.

**Questioning:** The film *Paddington* will allow us to unpack and discuss a variety of open-ended questions that relate to our topic "London and My Community." We will explore questions like: What is a community? Where do we come from? How are we the same? How are we unique? Why is family important? How do our friends, family, and community make us feel safe?