



GGL Federation, Greenside
Nursery Medium Term Planning: Spring Term 2 - 2021
Topic: Space Greenside Film: Wall-E
Teacher: Christina Morra

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Communication and Language	<ul style="list-style-type: none"> ● Continuation of the ‘Golden Rules’ ● SMSC weekly ideas ● Playing the “Hot Seat Game” - asking and answering who, what, where, when, why, and how questions relating to core texts and the film Wall-E ● Listening for rhyming words in core texts, predicting the next part of the story or the film Wall-E, creating alternate endings, etc. ● Learning new vocabulary related to space - planet names, moon, star, comet, asteroid, galaxy, universe etc. and space exploration - rocket, shuttle, satellite, astronaut, spacesuit, jetpack, gravity, oxygen, Milky Way, outer space, alien etc. ● Learning new vocabulary related to film - sound, special effects, animation, scene, frame, characters, setting, plot, mood, etc. ● Reinforcing initial sounds and dominant sounds within new topic words - i.e. S is for Space, A is for Astronaut, W is for Wall-E, R is for Robot, etc. ● Using language to express our thoughts, opinions, and feelings linked to the film Wall-E and core texts – i.e. “How did you feel when...?” ● Sing topic related songs - Zoom, Zoom, Zoom, Twinkle, Twinkle, Little Star, Five Little Men in a Flying Saucer, Bounce Patrol Space song, The StoryBots, etc. ● Language structures: Comparing our core texts – “They are the same because... They are different because...” ● Students to sequence the different core texts and the film Wall-E using story sequencing language: first, then, next, after that, finally ● Constant modelling of the correct past, present, and future tenses ● Using mathematical language – big, small, more, less, tall, short, a lot, a little bit, add, subtract, takeaway, equal, heavy, light, balanced, half, double, first, second, third, etc. ● Using positional language – next to, beside, in front of, behind, above, under, in between, on top of, etc. 	<p>Listening and Attention</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Listens with interest to the noises adults make when they read stories. ● Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. ● Shows interest in play with sounds, songs and rhymes. ● Single channelled attention. ● Can shift to a different task if attention is fully obtained – using a student's name helps focus. <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>Understanding</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Identifies action words by pointing to the right picture, e.g., “Who’s jumping?” ● Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ ● Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g.

	<ul style="list-style-type: none"> ● Asking the students to recall recent experiences – i.e. How did you spend your half term holiday? The Weekend? ● Looking at different environments - comparing Earth and the moon ● Comparing the environment on Earth in the film Wall-E from the past to the present – How did the humans in the film treat planet Earth? Why did they have to leave? ● Talking about the need to care for and look after the environment - Students to suggest how to do this (i.e.: do not waste water, turn off the taps, do not litter, throw it in the bin, etc.) Exploring the 3 Rs - Reduce, Reuse, Recycle ● 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... ● Watching a clip from Wall-E and talking about how he communicates with Eva without using words. Practice using robot voices like Wall-E and Eva ● Looking at different planets and stars through the film Wall-E and the StoryBots ● Introduce 'Grown up word of the week' to encourage language development ● Role play in the home corner - a space station and astronaut theme with a moon journal ● Model how to play cooperatively and use imaginative language in the home corner or in small-world activities ● Reinforce initial sounds and dominant sounds within new topic words ● Think about what it would be like to go to space; what would you hear, see, taste, touch, smell on the moon? Students will explore how the moon or space is different to Earth 	<p>Who's that/can? What's that? Where is.?).</p> <ul style="list-style-type: none"> ● Developing understanding of simple concepts (e.g. big/little). <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>Speaking</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. ● Holds a conversation, jumping from topic to topic. ● Learns new words very rapidly and is able to use them in communicating. ● Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. ● Uses a variety of questions (e.g. what, where, who). ● Uses simple sentences (e.g. 'Mummy gonna work.') ● Beginning to use word endings (e.g. going, cats). <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>Physical Development</p>	<ul style="list-style-type: none"> ● Large artwork in the Learning Garden with chalk to develop gross motor skills - drawing rockets, planets, aliens, Wall-E and Eva 	<p>Moving and Handling</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Runs safely on the whole foot.

- Setting up space/astronaut themed obstacle courses in the Learning Garden to experiment with different ways of moving
- Manipulating clay, placticine, playdough, etc. related to the film **Wall-E** and the solar system - build your own planet, alien, astronaut, robot, etc.
- Access to bikes and trikes in the Learning Garden, relating to space and rockets – i.e. a NASA training camp
- EYFS staff to model how to hold a pencil, chalk, pens, and paint brush correctly
- Handwriting activities - Jarman patterns, letter formation, and number formation
- Space linked handwriting sheets and Jarman handwriting activities
- Fine motor skill activities - finger painting, cornflour, zips, buttons and fasteners on clothes, use of scissors, etc.
- Making ribbons and chalks available in the Learning Garden to encourage letter formation and different shapes
- 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 and independent self-care
- 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
- Making Easter treats - chocolate bird's nests with chocolate eggs inside
- Moving in different ways like an astronaut or an alien in space, simulating a rocket taking off, building our own rockets and spaceships using recycled materials
- Playing mirrored role play games with a partner by copying simple actions (link to main characters from core texts and the film **Wall-E**)
- Finger gym: Peg boards, threading patterns, beads and tweezers, moon rocks, space jewels, etc.
- P.E. Focus: NASA Obstacle courses, dancing, and gymnastics
- Finger painting/Hand painting related to the film **Wall-E** and the solar system – Which colour would we need to paint Mars?
- 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... like the importance of healthy eating and exercise, taking care of our bodies, etc.
- The students will create a healthy food plan for the humans to eat on the spaceship from **Wall-E**
- Introducing and playing games which allow opportunities for the students to find their own space and allow them to be aware of other people's space – the students will move around the space in different ways (i.e. move like a robot like **Wall-E** and Eva, move like an astronaut, etc.)
- Moving in different ways in response to the name of a space object – letting the students make their own suggestions e.g. float like in space, move stiffly like a robot, the moonwalk, be an astronaut with no gravity holding you down
- Retelling the story of the film **Wall-E** through imaginative role play scenarios
- Role playing the story "Whatever Next" in the Learning Garden with props (i.e. a box, food, picnic blanket, colander)

- Squats with steadiness to rest or play with objects on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a large ball.
- Turns pages in a book, sometimes several at once.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools
- Imitates drawing simple shapes such as circles and lines.
- Walks upstairs or downstairs holding onto a rail two feet to a step.
- May be beginning to show preference for dominant hand.

30-50 months

- 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.

Health and Self Care

22-36 months

- Feeds self competently with spoon.
- Drinks well without spilling.
- Clearly communicates their need for the toilet.
- Beginning to recognise danger and seeks support of significant adults for help.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Beginning to be independent in self-care, but still often needs

	<ul style="list-style-type: none"> ● Parachute games – shaking it in different ways and floating gently up and down, lying under the parachute, etc. ● Making moon and star shaped biscuits 	<p>adult support.</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>Personal, Social, & Emotional Development (PSED)</p>	<ul style="list-style-type: none"> ● Continuation of the class ‘Golden Rules’ and reinforcing them during student independent play ● Linking feelings to the characters within core texts and the film Wall-E - How do they resolve conflicts? ● Examining the different personalities and traits of the characters in core texts and in Wall-E. The students can explore this through various questioning and the ‘Hot Seat’ game ● Discussing the importance of clean air, water and food - how we need this to survive, how plants and animals also need this to survive ● Reading and exploring the story “Way Back Home” and discussing friendship and how we should play cooperatively with our friends ● Students to discuss the things that they treasure most. Then read “How to Catch a Star” and discuss the importance of special things in our lives and how these things make us feel happy and secure ● Reading “Beegu” and discussing how we are all different from each other, and these differences must be respected and valued. How are we the same? How are we different? What makes us unique? Focus on the importance of diversity and celebrating our cultural differences and uniqueness ● Reading stories about aliens and discussing how we would tell an alien about ourselves and our families, and the special things that we do – i.e. “Here Come the Aliens!” ● Exploring the character of Wall-E through PSED topics: -How do you think Wall-E feels being alone on planet Earth? -How would you feel if you were alone on Earth without family or friends? -How does Wall-E feel once he meets Eva? -How do the humans change throughout the film Wall-E? Do they look after the environment and planet Earth? Do they learn any lessons at the end of the film? ● Students will use the film Wall-E as a stimulus to explore how to make friends with one another in the classroom and how to treat our peers ● 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) 	<p>Making Relationships:</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Interested in others’ play and starting to join in. ● Seeks out others to share experiences. ● Shows affection and concern for people who are special to them. ● May form a special friendship with another student. <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>Self Confidence and Self Awareness:</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Separates from main carer with support and encouragement from a familiar adult. ● Expresses own preferences and interests. <p><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>–reinforce this with our ‘Golden Rules’ and ask what we can do to help one another at school</p> <ul style="list-style-type: none"> ● Looking at different environments - comparing Earth & Space - How are they similar? How are they different? ● Looking at Baby Bear and Owl’s friendship in “Whatever Next,” the students will talk about how Baby Bear made friends with Owl or how the boy and the alien became friends in “The Way Back Home” ● Create a classroom display of the students as aliens using the iPads – the students can discuss how they altered their photographs with different tools and techniques to make them look silly ● Retelling the core texts through role play activities, practicing how to take turns and work cooperatively together to create a narrative ● Comparing characters from the different core texts and the film Wall-E, students will be encouraged to think about who is special to them (i.e. their friends and families). 	<p>Managing Feelings and Behaviour:</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Seeks comfort from familiar adults when needed. ● Can express their own feelings such as sad, happy, cross, scared, worried. ● Responds to the feelings and wishes of others. ● Aware that some actions can hurt or harm others. ● Tries to help or give comfort when others are distressed. ● Shows understanding and cooperates with some boundaries and routines. ● Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do. ● Growing ability to distract self when upset, e.g. by engaging in a new play activity. <p><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.
--	---	---

Specific Areas of Learning

Literacy	<p>Core Texts: Way Back Home, How to Catch a Star, Beegu, Aliens Love Underpants, Aliens in Underpants Save the World, Whatever Next, On the Moon, Here Come the Aliens</p> <ul style="list-style-type: none"> ● In the book corner, students will be provided with fiction as well as nonfiction texts featuring space. With adults, students will be encouraged to talk about the differences and how they know if something is a fiction or a nonfiction text ● The students will sequence key events in core texts and the film Wall-E, using story sequencing prompts and pictures to help guide them ● Daily Phonics: focusing on Phase 2 and Phase 3 sounds and using our phonics knowledge to independently write words and captions ● Making phonics games regularly available on the interactive whiteboard ● Listening to stories, songs, and poems related to space and the solar system – i.e. StoryBots, Bounce Patrol, Alphabet Space Song, etc. ● Making magnetic story sequencing cards available in the book corner ● Making decodable texts available in the book corner ● Looking at rhyming words from core texts and the film <i>Wall-E</i> ● Finding words that rhyme with some key topic words – i.e. what rhymes with sun? 	<p>Reading</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Has some favourite stories, rhymes, songs, poems or jingles. ● Repeats words or phrases from familiar stories. ● Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’. <p><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.
-----------------	---	---

what rhymes with moon?

- Looking at word families – i.e. ‘un’ = sun, fun, run, bun, etc.
- Using topic themed bordered paper and a variety of writing materials for the students to use independently in the home corner and at the Literacy table
- Making space themed drawings of the solar system using the chalkboard wall and labelling the different planets
- Using black paper and glitter pens for space writing and moon journals
- Providing opportunities for the students to learn how to write their names in different ways - with pens, pencils, chalks, in the sand, with paint, etc.
- Explaining the importance of labelling our work with our name – “The first thing I do is always the same... I pick up a pencil and write my name!”
- Writing letters to characters from our core texts and the film **Wall-E** – what would Wall-E write in a letter to Eva?
- Astronaut Space Log: “During my travels to space I saw...”
- A picnic list of things to bring to the moon - inspired by the story “Whatever Next”
- Space letter box: sending postcards and letters back to Earth to tell people what they have seen in Space
- Using speech bubbles and thought bubbles to write about what the story and film characters might be thinking about or saying
- Making Easter cards for our friends and families
- Writing letters to the aliens - inspired by the story “Aliens Love Underpants”
- Making tickets and passports for the astronauts to travel into space
- Labelling different space-related objects – i.e. the planets, star constellations, etc.
- Role playing and re-enacting the different core texts and providing props for the students to explore them creatively
- Creating Planet Fact Files – i.e. Earth is made up of 70% water
- Retelling key events from core texts and the film **Wall-E** through drawing, speaking, and writing
- Playing the silly soup game for rhyme and alliteration
- Writing lists - What will you take with you in your space rocket? What gifts will you give the aliens when you arrive? What kind of jobs do astronauts do?
- Making Wanted Posters for the aliens from the story “Aliens Love Underpants”
- Matching initial sounds to characters/objects relating to the film Wall-E - R is for rubbish, P is for plant, S is for spaceship, etc.
- learning the actions and singing along to the Phase 2 and Phase 3 Jolly Phonics songs on YouTube
- Using a phonics themed sound chart to help encourage independent writing
- Knowing all of the Phase 2 Sounds: s, a, t, i, p, n, c, k, ck, e, h, r, m, d, g, o, u, l, f, b, ff, ll, ss
- Reading high frequency words: is, it, in, at
- Reading tricky words: no, go, l, to, the

Whatever Next!

- Sequential language: first, then, next, afterwards, finally

- 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.

Writing

22-36 months

- Distinguishes between the different marks they make.

30-50 months

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

	<ul style="list-style-type: none"> • How and why questions: How did Baby Bear get to the moon? Why did mummy bear say 'Whatever Next?' • Reading simple captions linked to the text • Record what Baby Bear might have seen whilst in space • Matching initial word sounds to objects from the story • Moon packing list <p><u>Aliens Love Underpants</u></p> <ul style="list-style-type: none"> • Why did the aliens come to Earth? • Why did they want our underpants? • Writing prompts: "If an alien came to visit, I would..." • Using alien descriptive words to make an alien wanted poster <p><u>Man on the Moon</u></p> <ul style="list-style-type: none"> • Reading phase 2 captions linked to the text Man on the Moon • Extension: Phase 3 long 'oo' sound - moon, moonwalk • What should Bob take to the Moon? • What happens every time that Bob travels to the Moon? • Why does Bob need to clean the Moon? • Postcards from the moon • Cleaning list • Newspaper report 	
<p>Mathematics</p>	<ul style="list-style-type: none"> • Building up the students' interest in counting and numbers through rhymes and songs • Introducing new rhymes and songs such as "5 little men in a flying saucer" • Using objects and pictures to encourage and support their involvement in singing • Creating different types of numbers lines with the students – stars, planets, robots etc. • Continuing to expose the students to numerals 0-10 • Using Numicon to recognise numbers and quantities from 1-10 • Extension: introduce the numbers between 10-20 • Counting and comparing number of stars, rockets, etc. in different space pictures • Practise counting backwards - "10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0, BLAST OFF!" • Making repeating patterns with planets and stars and other objects related to space • Making alien pictures, rolling dice for number eyes, arms, legs, etc • Exploring 2D shapes and 3D shapes, introducing mathematical language to name sides and corners - making pictures of rockets and aliens using shapes • Ordering rockets according to length and height • Ordering the planets by size (from smallest to largest) • Counting out the amount of food each astronaut needs for his or her journey into space (counting and sharing) 	<p>Number</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as 'more' and 'a lot'. • Knows that a group of things changes in quantity when something is added or taken away. <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.

- Using Price tags on food to help understand money and mixed coins
- Weighing moon rocks using scales and using appropriate language - heavy, light, balanced
- Matching numbers to rockets - matching a quantity to a numeral
- Using mathematical language to describe different aliens - big, small, tall, short, heavy, light, etc.
- Data Handling – writing and recording a moon journal to observe the cycles of the moon
- Recognising coins and buying objects to take to space, then finding the totals
- Using Positional language to describe where the aliens or astronauts are located
- Estimating and weighing moon rocks
- Understanding the days of the week through moon journals and moon observations
- Addition and subtraction of stars and planets - more and less
- In the home corner, students will have opportunities to explore lots of environmental Maths concepts, such as a calendar, a food diary, a clock, a purse with money, etc.
- Learning about the days of the week and monitoring the daily temperature and weather trends through the BBC Weather Report
- Discussing ‘time and light’ through daylight savings time, morning routines, school routines, evening routines, etc. – sequencing a typical school day
- Introducing money in the home corner so that the students can explore how to use and handle money in their role play - i.e. paying for food at the shop/market
- Encouraging the students to count and represent numbers in different ways - i.e. with marks on paper (writing numbers or tally marks), counting fingers, counting objects, etc.
- Using and reinforcing positional language
- Exploring weight through different topic related objects (rockets, astronauts, planets, etc.) – What is heavy and what is light?
- Exploring the concepts of floating and sinking in the water tray. Key Vocab: empty, full, heavy, light, float, sink. Big Questions: Which container has the largest capacity? Which item is the heaviest? How do you know?
- 1 more and 1 less - i.e. an alien has 1 more or 1 less arm/eye
- Looking at 2D and 3D shapes - what shape is Earth?
- Making robots in different colours, shapes and sizes. Using triangles, squares, circles, rectangles, etc.

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

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

Shape, Space and Measure

22-36 months

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

30-50 months

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

	<ul style="list-style-type: none"> ● Students will design and build a robot like Wall-E – one that has a purpose to help humans ● 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. 	
<p>Understanding the World</p>	<ul style="list-style-type: none"> ● Examining puddles and the different types of water that we can see outside - looking at the change and evaporation in water or water freezing and turning into ice at zero degrees Celsius ● Exploring weather patterns (past weather and weather forecasts) - What was the weather like yesterday? What will it be like tomorrow? ● Discussing seasonal changes as winter turns to spring ● Planting flower seeds in the Learning Garden ● Studying the different types of spring flowers – why are flowers important to the bees? Discussing the importance of pollination ● Technology: Using the BeeBots to land on different planets within the solar system ● The students will also use the use the film Wall-E as a stimulus to explore the impact that humans have on the planet and how we must look after Earth because there is no Planet B ● Using torches in a blackout tent to investigate light and dark – what would it look like if we were in outer space? ● People and Communities: Discussing how we spent our half term holidays and exploring Easter and how different people have different beliefs, values, and traditions ● Using a variety of technology and software: interactive whiteboard, BeeBots, camera, iPads, etc. ● Exploring the First Man on the Moon - studying Neil Armstrong and his achievements ● Playing the Alien game on Busy Things ● Learning about Space travel and how it could be possible for everyday people to travel to Mars or the moon in the near future ● Understanding the concept of gravity - how does it differ on Earth and on the moon? ● Looking at pictures of our school and homes on Google Earth – would we be able to view them from outer space? ● Understanding Space Travel... How do astronauts train? How do they eat? How do they breathe? How do their rockets work? ● Exploring the four seasons - how will we explain the four seasons to an alien or to Wall-E if they visited Earth? ● Looking at Day/Night sequences and understanding that the Earth rotates completely once every 24 hours 	<p>People and Communities</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Has a sense of own immediate family and relations. ● In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. ● Beginning to have their own friends. ● Learns that they have similarities and differences that connect them to, and distinguish them from, others. <p><u>30-50 months</u></p> <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. <p>The World</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> ● Enjoys playing with small-world models such as a farm, a garage, or a train track. ● Notices detailed features of objects in their environment. <p><u>30-50 months</u></p> <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. <p>Technology</p> <p><u>22-36 months</u></p>

	<ul style="list-style-type: none"> • With some adult support, the students will use the internet to research and understand the orbit of the sun and the changes in the moon • Looking at Earth: What things do we need to live? Why do we live on Earth? How much of it is land vs. how much of it is water? • Explaining the importance of looking after Earth (Reduce/Reuse/Recycle) - linked with Wall-E and how the humans need to evacuate Earth after it becomes inhabitable • Exploring healthy active living and linking to our core text “Bob’s Lunchbox” and the obese human beings in the film Wall-E • 2simple2animate – create an animation of a rocket taking off • Programme the BeeBots to move around different ‘space maps’ • Balloon rocket: http://alittlelearningfortwo.blogspot.co.uk/2010/11/balloonrockets.html • Taking our own alien selfie photographs using the iPads – link to the film Wall-E and explore the characters and setting of the film in comparison to the classroom alien photos • Watch a YouTube video of Chris Hadfield and Neil Armstrong - then looking at female astronauts too like Christina Koch • Students will learn about the planets of the solar system and their different features through StoryBots songs and videos • 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...) • 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 • Explore the different weather patterns of each planet within the solar system • Making space biscuits – and then discussing the flavours and textures • 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. • 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. 	<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. <p><u>30-50 months</u></p> <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
<p>Expressive Art & Design</p>	<ul style="list-style-type: none"> • Retelling core texts through imaginative role play in the Learning Garden • Making a large rocket for the classroom display • Making astronaut helmets and jetpacks as well as robots like Wall-E using recycled materials • Making paper plate flying saucers • Flick paint art to create exploding star paintings and experimenting with different paint splatter techniques • Making alien handprint art • Learning the ‘Space Oddity’ song by David Bowie and singing and dancing along with the musical instruments 	<p>Exploring and Using Media and Materials</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. • Experiments with blocks, colours and marks. <p><u>30-50 months</u></p> <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.

- Singing and dancing to the 'Bounce Patrol Space Song' and the 'Astronaut Alphabet Song'
- Looking at Cosmic Yoga routines on YouTube
- Role playing astronauts in the home corner, in the construction area and outside in the Learning Garden - exploring in space, and following instructions from Ground Control
- Making musical instruments and rain sticks with natural and found materials
- Singing and reciting favourite topic related nursery rhymes and songs – Five Little Men in a Flying Saucer, Twinkle Twinkle Little Star, etc.
- Role playing in the home corner and celebrating the different holidays and events throughout the term – i.e. Easter
- Using props and costumes to act out the different core texts and the film **Wall-E**
- Making Wanted Posters for the aliens in "Aliens Love Underpants"
- Making job advert posters to recruit new NASA astronauts
- Making space themed mobiles to hang in the classroom
- Making papier-mâché planets for the classroom display
- Making 3D rockets, robots, and aliens using junk materials
- Creating a space collage using different textures, colours and materials
- Decorating Easter eggs
- Providing students with opportunities to review and reflect on their work - What do you like about it? What would you do differently next time?
- Junk modelling STEM projects:

-Designing space rockets out of recycled materials

-Designing astronaut oxygen tanks out of recycled soda bottles/water bottles

-Designing telescopes for stargazing

- Small world tray: dye sand/craters/astronauts
- Design flags to place on the moon (linked to the space landings)
- Large scale storyboards annotated with captions/labels
- Marble space designs
- Space chalk drawings
- Singing and dancing to space music: Ground control to Major Tom/Spaceman
- Moonwalk dancing – inspired by Michael Jackson
- Creating a universe in a jar: <http://www.dltkids.com/crafts/space/muniverse.html>
- Handprint Alien: <http://www.redtedart.com/2012/07/09/spacecraftsideastoi nspire/>
- Footprint Rocket: <http://www.redtedart.com/2012/07/09/spacecraftsideastoi nspire/>
- Looking at Vincent Van Gogh's "Starry Night" and then trying to re-create it
- Learn poems, songs, rhymes:

*Twinkle Twinkle little star

*Zoom, Zoom, Zoom we're going to the moon

*5 little men in a flying saucer

*We're all going to the moon tomorrow

- Pretending to be **Wall-E**, students will think about how they could recycle rubbish and turn it into something new, like he does

- 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.

- Imaginative role play as robots, aliens and astronauts in Learning Garden as well as in the home corner
- Paintings and drawings of robots, aliens, rockets and planets
- Explore mark making materials to make different patterns and textures - crayons, chalks, pastels colour pencils - pressing hard/gentle, zig-zags, dots, wavy lines, crosses, shading, putting one colour on top of another
- Explore instruments to reproduce sounds of space e.g. rain stick, thunder tube, ocean drum etc.
- Play sounds of space on IWB, students to move to different sounds – floating, jumping, bouncing etc.
- Provide opportunities to talk about and share the student's work. Talk about the colours they have used, the techniques, patterns, etc.
- Encourage the students to ask each other questions - was the paint runny? What did you use to attach that piece? How did you make that shape/pattern?
- Singing and Dancing along to the StoryBots songs on YouTube
- Making models of spaceships, robots, and the solar system with Lego and building blocks

GGL
Nursery – Academy specific vision, ethos, Learning Model and priorities
Spring 2 2021

Greenside

Teaching film – about, through and making film: The Greenside Nursery students will explore the different themes and motifs in the film *Wall-E* that relate to our topic “Space.” As the students watch and examine the film *Wall-E*, they will be encouraged to look at the use of sound, music, camera angles, and speech in the film to unpack how the story of *Wall-E* has been told with very little words and dialogue. By teaching through film, the students will be exposed to film language (like setting, plot, character, mood, etc.) and examining the film *Wall-E* through a critical lens. We will also use the film as a stimulus to examine the environmental issues and problems within the film’s plot. The students will be prompted to look at and discuss the importance of clean water and plants and oxygen and how crucial it is that we look after our planet to ensure that we live long and healthy lives.

Experiential Learning Model: Our STEM investigations and science experiments will inspire us and engage us with our new learning topic “Space” this half term. We will use the film *Wall-E* and the principal character of the film (Wall-E) as a stimulus to help us to learn more about Earth and the solar system as well as

the direct impact that human actions have on the environment and our planet. We will experiment and grow our own bean sprouts in containers to help us understand the importance of plants and how they are important food sources. We will also monitor and examine the cycles of the moon so that the Nursery students can better understand the importance of science and making observations when we conduct research and making scientific discoveries.

Questioning: Open-ended questions and reasoning questions will continue to be the focus of this term. The students will gain a better understanding of our topic “Space” and the different planets through questions like: Whose responsibility is it to look after Earth? What have we learned through the film *Wall-E* when humans don’t look after Earth? How can we ensure that we look after Earth for future generations?