



Medium Term Planning
Theme / Topic: Space

Term: Spring 1

Date: January-February 2020

Big Question: What do astronauts do?

Year Group: Reception	
Focus of Learning / linked to topics: <ul style="list-style-type: none"> • This topic provides the children with the opportunity to explore ways of life and specialist careers. • They will use different methods, such as ICT and nonfiction books to find information linked with space and astronauts. • Reading and writing activities such as fact files and diary entries will support the children in their learning and develop their reading and writing skills 	Prior Learning / linked to topics: <p>Children have listened to stories with a space theme. Children have seen pictures and videos of astronauts and rockets. Children have seen the stars and moon in the night sky, showing awareness of their surroundings. Some children may have an awareness of some planet names in our solar system.</p>
Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)	
<u>Prime Areas:</u>	
<u>Personal, Social and Emotional Development</u> <p>Making Relationships</p> <ul style="list-style-type: none"> • To initiate conversations and begin to take account of the ideas shared by others in order to keep play going. (40-60) • To begin to take steps to resolve conflicts with other children, e.g. finding a compromise. (40-60) • To begin to show sensitivity to others' needs and feelings. (ELG) • To share ideas and ask appropriate questions of others. (40-60) • To begin to take account of the ideas shared by others when organizing and developing an activity (ELG) <p>Self-Confidence and Self-Awareness</p>	<u>Key vocab / key questions:</u> <p><u>Confidence, compromise, conversations, overcoming problems, consequences, resilience,</u></p> <p><u>What do you know about space already?</u> <u>What would you like to find out about space?</u> <u>What do your friends know about space?</u> <u>How to astronauts behave in training and in space?</u> <u>What do we see when we look into the night sky?</u></p>

- To gain confidence in speaking to others in group activities, expressing ideas and opinions. (40-60)
- To describe themselves in a positive way and talk about things they are good. (40-60)
- To try new activities and talk about why they like some things and not others. (ELG)
- Work as part of a group or class and understand and follow the rules (ELG)

Managing Feelings and Behaviour

- To understand and talk about how their own actions affect other people. (40-60)
- To negotiate and solve problems without aggression, e.g. when someone has taken their toy. (40-60)
- To talk about their own and others' behavior and its consequences. (ELG)

Communication and Language

Listening and Attention

- To listen more attentively in a range of situations. (ELG)
- To listen with increasing attention to stories and poems linked to the Space topic (ELG)
- To anticipate key events in stories and ask/answer questions to show understanding. (ELG)

Understanding

- To be able to follow some short stories without pictures or prompts. (40-60)
- To respond to instructions given involving a two-part sequence. (40-60)
- To understand and answer 'how' and 'why' questions when finding out about things related to space. (ELG)

Speaking

Key vocab / key questions:

Questions, stories, sequence, how, why, attention, listening, poems,

How do astronauts get into space?

Why is space travel important?

How do astronauts train to go to space?

What are the planets called?

How might an astronaut feel before setting off?

- To develop vocabulary whilst learning new information about Space. (40-60)
- To use language to imagine and recreate roles and experiences linked to the Space topic. (40-60)
- To ask questions to find out about space and give explanations by connecting ideas. (ELG)

Physical

Moving and Handling

- To show increasing control over an object, through using a range of media to make structures/models/media related to Space topic (40-60)
- Begins to form recognisable letters (40-60)
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed (40-60)
- To further develop throwing and catching skills using beanbags and balls (using under arm throw), working with a partner or aiming at a given target. (40-60)
- To develop control when moving with a ball (40-60)
- To experiment with different ways of travelling and using different pathways (ELG)
- To use scissors with the correct grip and increasing control. (40-60)

Health and Self-Care

- To put on and fasten own coat and get dressed for PE without adult support. (ELG)
- To show understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60)
- To talk about how exercising, eating and sleeping can contribute to good health (40-60)
- To observe and talk about the effects of activity on the body (40-60)

Key vocab / key questions:

Pencil grip, model making, media, safety, independence, exercise, healthy eating, travelling

What does a rocket look like?

How do astronauts keep safe in space?

How do astronauts prepare for a mission in terms of diet and exercise?

How far do astronauts travel in rockets?

How can I move like a rocket?

What messages might a astronaut send home?

Specific

Literacy

Reading

- To talk about key events from stories, suggest how they might end and answer questions to demonstrate understanding. (40-60)
- To recognise the 26 letter names and say what sounds they represent. (40-60)
- To recognise some digraphs (2 letters that represent 1 sound e.g. 'ai' as in train) and read words containing the sounds. (40-60)
- To read words, captions and simple sentences. (40-60)
- To understand and explore a range of non-fictions related to Space topic and to know information can be retrieved from them (40-60)

Writing

- To be able to segment the sounds in simple words in order to write them e.g. hen = h_e_n, road = r_oa_d. (40-60)
- To write own name using appropriate pencil grip. (40-60)
- To write labels and simple captions. (40-60)
- To begin to write short sentences related to new learning on Space (40-60)

Key vocab / key questions:

Books, texts, media, letter names, letter sounds, digraphs, trigraphs, segment, blend, sentence, caption, read, write

What happened in our story today?

How did the characters feel?

What might happen next?

What sounds do these letters make?

What key space words can you write down?

Mathematics

Numbers

- To be able to separate objects in different ways, recognising that the total is the same. (40-60)
- To recite numbers in order to 20 and above forwards and backwards. (40-60)
- To count reliably up to 10 everyday objects and begin to count beyond 10. (40-60)
- To begin to say the number that is one more and one less than a given number for amounts and when looking at a number track. (40-60)
- To begin to estimate a number of objects and use language of more, less or fewer to compare two sets of objects. (40-60)
- Begin to use vocabulary involved in adding and subtracting within practical activities when looking at objects found in space. (40-60)
- To begin to identify own mathematical problems e.g. counting how

Key vocab / key questions:

Addition, subtraction, plus, takeaway, total, all together, numbers, objects, more, less, estimate, problem, 2-d, 3-d, length, height, sequence,

How far away is the moon?

What is bigger the sun or the moon?

How tall is the rocket?

How many planets are there?

What shapes can you see in a rocket?

What shapes are the planets?

Estimate how long it would take for you to get to space?

If 10 astronauts did training, but only 4 went to space, how many astronauts are left?

If it takes 5 days to get to the moon and 5 days to get back, how long is the total journey?

<p>many planets there are. (40-60)</p> <p>Shape, space and measure</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes. (40-60) • To begin to order two or three items by length or height. (40-60) • To order and sequence familiar events. (40-60) 	
<p><u>Understanding the World</u></p> <p>People and communities</p> <ul style="list-style-type: none"> • To talk about significant events in their own lives and in the lives of family members. (ELG) • To show an interest in different occupations and ways of life (30-50) • To identify and talk about similarities and differences between themselves and others. (ELG) <p>The world</p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places e.g. between planets (ELG) • Talk about how environments on different planets vary and the impact this has on life (ELG) <p>Technology</p> <ul style="list-style-type: none"> • To complete a simple program on the computer or Ipad (40-60) • To show an interest in a range of technology including toys and appliances (40-60) • To sequence a story or set of instructions in order to begin to understand an ‘algorithm’ in simple terms (40-60) 	<p><u>Key vocab / key questions:</u></p> <p><u>Occupations, lifestyle, environment, technology, planet names, Tim Peak, Neil Armstrong, Buzz Aldrin, Conspiracy</u></p> <p><u>What is the role of an astronaut?</u> <u>How is an astronaut’s job different to other jobs we now about?</u> <u>What does it take to be an astronaut?</u> <u>Can we live on the moon?</u> <u>Can we live on other planets?</u> <u>How can we find out more about space?</u></p>
<p><u>Expressive Arts and Design</u></p> <p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • Create a space soundscape using a range of body percussion and untuned instruments (40-60) • To explore songs and dances linked to the topic. (40-60) • To explore the different sounds that instruments can make. (40-60) • To explore different joining techniques when using a variety of construction materials when junk modelling rockets. (40-60) 	<p><u>Key vocab / key questions:</u></p> <p><u>Percussion, sphere, cardboard, paper, sellotape, glue, scissors, rocket, nose, fins, planet, astronauts, suit, space</u></p> <p><u>Can your rocket fly?</u> <u>How can we make a rocket?</u> <u>How can we make a planet?</u> <u>What might an alien look like?</u></p>

- To explore what happens when they mix two colours together. (40-60)

Being imaginative

- To create simple representations of planets, rockets, aliens and astronauts linked to the topic. (40-60)
- To choose a particular colour to use for a purpose e.g. when designing a rocket. (40-60)
- To begin to introduce a storyline to their play and involve others in acting out a narrative linked with Space topic (40-60)

What colours did you mix to create your planet?

What sounds might you hear in space?

Safe Messages

A1,2,3,5,7,8,9

B1,2,4,6

C1,5,6,7,10

D1,2,3

E1,3

I1,2

Topic Resources:

Books linked to Space for use in input and continuous provision

Writing prompts to encourage space related written work

Power points/videos/pictures related to space topic

Junk modelling materials for creating space related models

Construction equipment

Space themed maths activities in continuous provision