



Medium Term Planning

Term: Spring 1

Date: January 2022 – February 2022

Theme / Topic: Space

Big Question: What do astronauts do?

Year Group: Reception	
<p>Focus of Learning / linked to topics:</p> <p>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</p>	<p>Prior Learning / linked to topics:</p> <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>
<p>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</p>	
<p>Prime Areas:</p>	
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> To focus during longer whole class lessons. To follow two-step instructions. Begin to plan and talk about what they want to do. To begin to show resilience and perseverance in the face of challenge. To practise doing up a zipper and buttons to fasten a coat. To begin to work as a group with support. To demonstrate patience whilst waiting their turn in a variety of activities and when sharing resources. 	<p>Key vocab / key questions:</p> <p>Confidence, compromise, conversations, overcoming problems, consequences, resilience, turn taking, waiting, patience, perseverance,</p> <p>What do you know about space already? What would you like to find out about space? What do your friends know about space? How do astronauts behave in training and in space? What do we see when we look into the night sky? How was the astronaut feeling in the story? What messages might an astronaut send home? What happens during Chinese New Year celebrations?</p>

Communication and Language

- To ask *who, where, when* and *what* questions to find out more, showing particular interest in finding out more about Space.
- To begin to understand humour.
- To understand a range of complex sentence structures.
- To take on different roles to create stories, including those with a space theme.
- To develop the confidence to talk to other adults they see on a daily basis.
- To talk in sentences using conjunctions e.g. 'and' or 'because'.

Key vocab / key questions:

Questions, who/what/where/when? stories, sequence, how, why, attention, listening, poems, space, famous, WOW words, vocabulary, confidence, and, because, humour, funny.

- What makes good listening? What do I want to see?
- How do astronauts get into space?
- Why is space travel important?
- How do astronauts train to go to space?
- Can you name any planets?
- How might an astronaut feel before setting off?
- What happened at the start of our story?
- How do you think they were feeling?
- What will happen at the end of the story?
- How do astronauts breathe in space?
- Who is Tim Peake and why is he famous?
- What is our special word of the week?

Physical

- To be able to negotiate space confidently.
- Explore actions in response to stimuli of natural elements and stories about space.
- To be able to use their bodies imaginatively to communicate ideas through dance, e.g. represent aspects from stories and topics
- To dribble a ball using feet.
- To kick a ball to a target
- To throw a large ball using both hands and catch with a partner.
- To sit, run and glide using a balance bike.
- To use a tripod grip when using mark making tools.
- To hold scissors correctly and cut along a curved line.
- To thread small beads and place small pegs in a board e.g. when creating patterns.
- To pour water from different containers
- To write taught letters using correct formation, using letter formation guides independently when needed.
- Fill containers with spades, scoops and spoons.

Key vocab / key questions:

Pencil grip, model making, media, safety, independence, exercise, healthy eating, travelling, kick, dribble, pour, scoop, dig, balance, glide.

- What does a rocket look like?
- How can you make your body look like a rocket?
- How can you move like a rocket?
- How do astronauts keep safe in space?
- How do astronauts exercise in space?
- What do astronauts eat in space?
- How do we keep healthy and safe?
- What can you notice about your body before and after exercise?
- Where does each letter start?
- Can you balance whilst running with the balance bike?
- What do you need to do to balance on the bike?

Specific

Literacy

- To act out stories, including those with a space theme.
- To begin to predict what may happen in the story.
- To suggest how a story might end.

Key vocab / key questions:

Books, texts, media, letter names, letter sounds, digraphs, trigraphs, segment, blend, sentence, caption, read, write, Phase 2, Phase 3, tricky words, Rhonda the Reteller, Patty the Predictor,

<ul style="list-style-type: none"> ● To recognise taught Phase 2 and 3 sounds (new sounds ai ee igh oa oo oo ar or ur ow oi ear air er) ● To recognise taught phase 2 and 3 tricky words (new words - was my you they her all are) ● To practise reading and spelling two syllable words. ● To recognise letter names. ● To recognise taught digraphs in words and blend the sounds together. ● To read sentences containing tricky words and digraphs. ● To read books matching their phonics ability ● To form lowercase letters correctly. ● To spell words using taught sounds. ● To begin to practise memorising and repeating a sentence before writing it. ● To begin to write sentences using fingers spaces. ● To write phase 2 tricky words no, go, into. 	<p>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? Where does every letter start when we are writing? Where can you find things to help you with your writing? How do we know what this word says? What do we need to do?</p>
<p><u>Mathematics</u></p> <ul style="list-style-type: none"> ● To recognise numerals 0-8. ● To subitise to 5. ● To find one more or one less from a group of up to 8 objects. ● Begin to find the total number of items in two groups by counting on from the first number. ● To explore the composition of 6, 7 and 8. ● To match the number to quantity up to 8. ● To recite numbers in order up to 20. ● To count backwards from 10. ● To count objects to 10. ● To count out objects up to 10 from a bigger group. ● To compare quantities to 8 and use terms greater than and less than. ● To begin to recognise the difference between odd and even numbers using practical apparatus. ● To combine two groups of objects. 	<p><u>Key vocab / key questions:</u></p> <p>Addition, subtraction, plus, takeaway, total, all together, numbers, numerals, objects, more, less, fewer, compare, estimate, ten frame, flat, two dimensional shape.</p> <p>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? Are there more planets or stars in our small world area? How many zodiac animal signs are there in the Chinese calendar? How many stars can you see in our ten frame? Are there any spaces left? How many stars are around the red planet? How many are there around the blue planet? How many stars altogether? Can you make a rocket taller than this one using blocks? How many blocks do you think you will need?</p>
<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> ● To talk about toys they received for Christmas and compare with toys that adults used to play with. ● To know about figures from the past (Neil Armstrong and Tim Peake) ● To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Space and travel) ● To learn about learn about Chinese New Year, also known as the Lunar New Year or the Spring Festival and associated traditions. ● Pupils will explore Chinese food, such as noodles, spring rolls and prawn crackers. They will explore using chopsticks to eat food. ● To retell they story of how the Chinese new years are named after different animals. (links to past and present) 	<p><u>Key vocab / key questions:</u></p> <p>Occupations, lifestyle, environment, technology, planet names, Tim Peak, Neil Armstrong, Buzz Aldrin, Autumn, Winter, weather, freezing, melting, change, aerial view, location, Chinese/Lunar new year, celebrate, festival,</p> <p>How long ago did the first person step on the moon? How old was Tim Peak when he went into space? What is the role of an astronaut? How is an astronaut’s job different to other jobs we know about? What does it take to be an astronaut? Can we live on the moon? Can we live on other planets?</p>

- To explore dance linked to other cultures.
- To know about and recognise the signs of Winter.
- To explore materials in different states by observing Ice freezing and melting. They will describe and comment on what they observe.
- Describe what they see, hear and feel whilst outside.
- To explore the weather of other countries and discuss the type of clothes they would need to pack if they were to visit different places.
- To look at aerial views of the school setting and talk about what they can see, including buildings, open space, roads and other simple features.

How can we find out more about space?
 Are all planets the same?
 Can you tell me something different about this planet?
 How do people celebrate Chinese New year?
 What Season are we in? How do you know?
 What is the weather like today?
 Why is there ice on the ground?
 What is ice?
 How could we make ice?
 Why does ice disappear?
 Where is our school?
 What things are near to our school?

Expressive Arts and Design

- To experiment with different mark making tools such as art pencils, pastels, chalk, making a particular choice for a purpose when creating simple representations of items linked to the topic of space.
- To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) when junk modelling rockets.
- To join in with year group singing time.
- To create musical patterns using untuned instruments.
- To begin to create costumes and resources for role play.
- To learn dance routines.
- To move in time to music, including space themed songs.

Key vocab / key questions:

Percussion, materials, tools, sphere, cardboard, paper, sellotape, glue, scissors, rocket, planet, astronauts, suit, space, join, cut, shape, movement, fast, slow

How can we move like a rocket?
 What instrument could we use to show take-off?
 Which instrument could we use to show us we need to zoom as fast as a rocket?
 What will you do to make your rocket fly?
 Can you try and follow some traditional Chinese dance moves?
 How can we make a rocket?
 Can we make a Chinese lantern to celebrate Chinese New Year?
 What materials will you need?
 How will you join the pieces together?
 How can we make a planet?
 What might an alien look like?
 What colours did you mix to create your planet?

R.E

What and why do people celebrate?

Celebrating

Know and understand:

- what a celebration is – *Explore*
- how the parish family celebrate – *Reveal*

acquire the skills of assimilation celebration and application of the above – *Respond*

Why do people gather together?

Gathering

Know and understand:

- how and why people gather together – *Explore*
- the joy of gathering together to celebrate at Mass – *Reveal*

Acquire the skills of assimilation, celebration and application of the above – *Respond*

RSHE

Journey in Love:

Who are our friends?

What are our talents?

Life to the full:

Created and Loved by God: Emotional Wellbeing

Created and Loved by God: Life Cycles

Mental Health & Wellbeing week

Internet Safety Day

Chinese New Year

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 to be used: (Literacy) On the Moon by Anna Milbourne; Li's Chinese New Year by Fang Wang; Man on the Moon by Simon Bartram,

Reading for enjoyment:

My Pet Star – Connie Averiss, Look Up – Nathan Bryan, Toys in Space, Mini Grey, Whatever Next – Jill Murphy, How to Catch a Star – Oliver Jeffers, Aliens Love Underpants – Claire Freedman, Angry Cookie – Laura Dockrill, The Lion Inside – Rachel Bright, The Wonder – Faye Hanson,

Non-Fiction:

A Journey Through: Space – Steve Parker, The Skies Above My Eyes – Charlotte Gullain, Look Inside: Space – Rob Lloyd Jones

Other resources will be highlighted in the enhancements section for weekly continuous provision planning.