

Topic: To infinity and beyond...(Space and Superheroes)

EYFS Curriculum Objectives	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Theme/Books	Whatever Next?	Here Come the Aliens	Man On The Moon (a day in the life of bob)	On the Moon - Non Fiction	Goodnight Spaceman	The Dinosaur that Pooped a Planet.
<p>PSED</p> <p>Building Relationships</p> <p>Self Regulation</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. <p>Managing Self</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. 	<p>Setting Goals</p> <p>Twinkl - New Year's Resolutions Power Point.</p> <p>Introduce the 5R - Reflectiveness. Share the story of The Owl who was Afraid of the Dark by Jill Tomlinson. Discuss what kinds of things we can reflect on to improve our learning or skills.</p> <p>L.O. I can tell you about what being reflective means.</p>	<p>Recap 'Resilience' 5R</p> <p>Seal PSED - Going for goals - assembly resource.</p> <p>Read the story about Samindra and the mountain.</p> <p>Circle Time - How can we be more resilient in our learning and other areas of our life?</p> <p>L.O I can say what it means to be resilient.</p>	<p>Introduce the writing target cards. Explain that these are to help us so that we know what we need to do to get better in our writing. They will help us to be more resilient in our writing so that we will get better.</p> <p>L.O. I know what I need to do to improve my writing.</p>	<p>Seal PSED - Good to be me, FS, page 13.</p> <p>What I like about me?</p> <p>L.O.</p> <p>I can tell or show what feeling proud looks like.</p> <p>I can say how I feel when I am feeling proud.</p>	<p>Why I am special?</p> <p>What makes Ted special?</p> <p>What makes you special?</p> <p>Home Learning: Write a poem about what makes you special.</p> <p>L.O. I can tell you some things that make me special.</p>	<p>Share some of the poems that the children wrote last week about being special.</p> <p>Circle Time - I am special because... My friend is special because...</p> <p>L.O. I can tell you some things that make me special.</p>

<p>COMMUNICATION AND LANGUAGE</p> <p>Listening , Attention, Understanding</p> <p>Speaking</p> <ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Learn rhymes, poems and songs. 	<p>Learn the song: Zoom Zoom Zoom.</p> <p>Learn the song: If you blast off into space today. Recite as a poem.</p> <p>L.O. I can recite a song or poem from memory.</p>	<p>Learn the song: Solar System in Motion.</p> <p>Learn the poem: The Moon Game.</p> <p>L.O. I can recite a song from memory.</p>	<p>During literacy tasks and general discussions about space, encourage children to extend spoken sentences using 'and' to connect ideas.</p> <p>L.O. I can connect ideas using the connective 'and'.</p>	<p>During literacy tasks and general discussions about space, encourage children to extend spoken sentences using 'because, or & but' to connect ideas.</p> <p>L.O. I can connect ideas using the connective 'because', 'or' & 'but'.</p>	<p>Program the Beebot control device to navigate different pathways to reach different locations. Children to work in pairs and use talk to discuss their ideas and thinking.</p> <p>L.O. I can use talk to organise my thinking and explain what has happened.</p>	<p>Program the Beebot control device to navigate different pathways to reach different locations. Children to work in pairs and use talk to discuss their ideas and thinking.</p> <p>L.O. I can use talk to organise my thinking and explain what has happened.</p>
<p>PHYSICAL DEVELOPMENT</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. 	<p>Premier Sports-Gymnastics.</p> <p>Dance Space - Journey To The Moon. https://www.bbc.co.uk/sounds/play/b03g6vs2</p> <p>L.O. I can combine different movements when performing gymnastics, dance and yoga. I can use different apparatus confidently and safely.</p>	<p>Premier Sports-Gymnastics.</p> <p>Yoga - Cosmic Yoga, Mike and Muttnik on the Moon. https://www.youtube.com/watch?v=v9W8iV4AJYQ</p> <p>L.O. I can combine different movements when performing gymnastics, dance and yoga. I can use different apparatus confidently and safely.</p>	<p>Premier Sports-Gymnastics.</p> <p>Dance Space - Meet the aliens. https://www.bbc.co.uk/sounds/play/b03g6vs3</p> <p>L.O. I can combine different movements when performing gymnastics, dance and yoga. I can use different apparatus confidently and safely.</p>	<p>Premier Sports-Gymnastics.</p> <p>Yoga - Cosmic Yoga, Celebrating Our Differences, part 1. https://www.youtube.com/watch?v=GM616BRA_uw</p> <p>L.O. I can combine different movements when performing gymnastics, dance and yoga. I can use different apparatus confidently and safely.</p>	<p>Premier Sports-Gymnastics.</p> <p>Dance - Snow World, Creatures in the snow. https://www.bbc.co.uk/sounds/play/p01n8mjv</p> <p>L.O. I can combine different movements when performing gymnastics, dance and yoga. I can use different apparatus confidently and safely.</p>	<p>Premier Sports-Gymnastics.</p> <p>Yoga - Cosmic Yoga, Celebrating Our Differences, part 2. https://www.youtube.com/watch?v=GM616BRA_uw</p> <p>L.O. I can combine different movements when performing gymnastics, dance and yoga. I can use different apparatus confidently and</p>

<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 						safely.
<p>PHYSICAL DEVELOPMENT Fine Motor Skills</p> <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>Handwriting:</p> <p>Tracing letter q and handwriting patterns.</p> <p>L.O. To form the letter q accurately.</p> <p>Tools:</p> <p>Explore the playdough tools with glitter playdough.</p> <p>Use scissors to cut out 2D shapes to make a rocket picture.</p> <p>L.O. To use scissors with control and accuracy.</p>	<p>Handwriting:</p> <p>Trace and form digraphs: ch, sh and th.</p> <p>L.O. To form the digraphs ch, sh and th accurately.</p> <p>Tools:</p> <p>Use playdough body parts with other craft resources to make an alien.</p> <p>L.O. To develop pincer skills using small parts.</p>	<p>Handwriting:</p> <p>Trace and form digraphs: th (the) , ng and ai.</p> <p>L.O. To form the digraphs th, ng and ai accurately.</p> <p>Tools:</p> <p>Paint an alien.</p> <p>L.O. To use a paintbrush with a trigrip.</p>	<p>Handwriting:</p> <p>Trace and form digraphs: ee, igh and oa.</p> <p>L.O. To form the digraphs ee, igh and oa accurately</p> <p>Tools:</p> <p>Use rollers, knives and forks to roll out and cut out craters to make a moon surface.</p> <p>L.O. To use a knife and fork in each hand to cut and move dough.</p>	<p>Handwriting:</p> <p>Trace and form digraphs: oo, oo and ar.</p> <p>L.O. To form the digraphs oo, oo and ar accurately.</p> <p>Tools:</p> <p>Make a moon, rocket and space model with stars using a paper plate.</p> <p>L.O. I can use different tools with control and accuracy.</p>	<p>Handwriting:</p> <p>Trace and form digraphs: ur and er.</p> <p>L.O. To form the digraphs ur and er accurately.</p> <p>Tools:</p> <p>To use scissors to cut 2D shapes to design own dinosaur.</p> <p>L.O. To use scissors to snip with more accuracy.</p>

<p>LITERACY Word Reading</p> <ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<p>Phonics: u v w x y z qu</p> <p>L.O. To read individual letters.</p> <p>Word Reading: Read key word - Introduce key word: saw. Blend and read words with phase 2 sounds.</p> <p>L.O. To read words and simple phrases.</p>	<p>Phonics: ch, sh, th (think)</p> <p>L.O. To know groups of letters make digraphs.</p> <p>Word Reading: Read key words - I, go, to, the. Blend words with digraphs ch, sh and th.</p> <p>L.O. To read words and simple phrases.</p>	<p>Phonics: th (the), ng, ai</p> <p>L.O. To know groups of letters make digraphs.</p> <p>Word Reading: Read key words - into, no. Blend words with digraphs th, ng and ai.</p> <p>L.O. To read words and simple phrases.</p>	<p>Phonics: ee, igh, oa</p> <p>L.O. To know groups of letters make digraphs.</p> <p>Word Reading: Read key word - you. Blend words with digraphs ee, igh and oa.</p> <p>L.O. To read words and simple phrases.</p>	<p>Phonics: oo, oo, ar</p> <p>L.O. To know groups of letters make digraphs.</p> <p>Word Reading: Read key words - he, me, we, she, be. Blend words with digraphs oo, oo and ar.</p> <p>L.O. To read words and simple phrases.</p>	<p>Phonics: ur, er</p> <p>L.O. To know groups of letters make digraphs.</p> <p>Word Reading: Read key word - are. Blend words with digraphs ur and er.</p> <p>L.O. To read words and simple phrases.</p>
<p>LITERACY Comprehension</p> <ul style="list-style-type: none"> Use of Rex Retriever and Predicting Pip reading skills during reading sessions. <p>C&L</p> <ul style="list-style-type: none"> Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<p>Story Time: Whatever next?</p> <p>L.O. I can retell some story parts.</p>	<p>Story Time: Here Come the Aliens</p> <p>L.O. I can retell some story parts.</p> <p>Guided Reading: Use of Rex Retriever and Predicting Pip to answer simple questions about the characters.</p> <p>L.O. I can describe some story characters.</p> <p>Independent Reading: Phase 2 /3 Early Reading Comprehension.</p>	<p>Story Time: Man on the Moon</p> <p>L.O. I can retell some story parts.</p> <p>Guided Reading: Use of Rex Retriever and Predicting Pip to answer simple questions about the setting.</p> <p>L.O. I can describe some story settings.</p> <p>Independent Reading: Phase 2 /3 Early Reading Comprehension.</p>	<p>Story Time: On the Moon</p> <p>L.O. I can retell some story parts.</p> <p>Guided Reading: Use of Rex Retriever and Predicting Pip to answer simple questions about the events.</p> <p>L.O. I can describe some story events.</p> <p>Independent Reading: Phase 2 /3 Early Reading Comprehension.</p>	<p>Story Time: Goodnight Spaceman</p> <p>L.O. I can retell some story parts.</p> <p>Guided Reading: Non-Fiction Text Look at different features of a non-fiction text.</p> <p>L.O. I can recall simple facts that have been read.</p> <p>Independent Reading: Phase 2 /3 Early Reading Comprehension.</p>	<p>Story Time: The Dinosaur that Pooped a Planet</p> <p>L.O. I can retell some story parts.</p> <p>Guided Reading: Use Rex Retriever to retrieve information from a non-fiction text.</p> <p>L.O. I can recall simple facts that have been read.</p> <p>Independent Reading: Phase 2 /3 Early Reading Comprehension.</p>

<p>LITERCY Writing</p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <p>PD Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Guided Writing: Due to inset - no guided writing this week - guided task will be reading.</p> <p>Independent Writing: Ted Books - to draw and write about what they did in the Christmas holiday.</p> <p>Spelling: Key Word - the, I, mum, dad. Phonic Words - CVC rhyming lists.</p> <p>L.O. I can segment and spell small words.</p>	<p>Guided Writing: Look at some pictures of aliens through the window of your rocket ship. Write simple alien descriptions: He has big... It can... She is... L.O. To rehearse my writing ideas and say my phrase or sentence out loud.</p> <p>Independent Writing: I saw a...</p> <p>Spelling: Key Word - I, can, a, my, and. Phonic Words - segment and spell words with digraphs ch, sh and th. L.O. I can segment and spell words with digraphs.</p>	<p>Guided Writing: What did Bob see on his journey to the moon? He saw a planet. He saw an alien. He saw a star. L.O. To use finger spaces between words.</p> <p>Independent Writing: Draw and write about an alien.</p> <p>Spelling: Key Words - he, saw, went, and. Phonic Words - segment and spell words with digraphs th (the), ng, ai. L.O. I can segment and spell words with digraphs.</p>	<p>Guided Writing: Non-fiction writing about space. It is big. It is red. It has a moon. L.O. To use a capital letter to start a sentence.</p> <p>Independent Writing: I would take to space...</p> <p>Spelling: Key Words - I, saw, you, the. Phonic Words - segment and spell words with digraphs ee, igh, oa. L.O. I can segment and spell words with digraphs.</p>	<p>Writing Assessment: Postcard from space station: To mum and dad, I...</p> <p>Independent Writing: Space Writing Frames</p> <p>Spelling: Key Words - was, saw, like, went. Phonic Words - segment and spell words with digraphs oo, ar. L.O. I can segment and spell words with digraphs.</p>	<p>Guided Writing: Draw and write about the things the dinosaur ate! L.O. To use the writing pencil checks when writing a sentence.</p> <p>Independent Writing: Postcards from space.</p> <p>Spelling: Key Words - are, you, the, into. Phonic Words - segment and spell words with digraphs ur, er. L.O. I can segment and spell words with digraphs.</p>
<p>MATHEMATICS Number</p> <ul style="list-style-type: none"> Subitise. <p>Understand the 'one more than/one less than' relationship</p> <ul style="list-style-type: none"> Between consecutive numbers. 	<p>Number 8</p> <p>Reflect- Different ways to make 8.</p> <p>Making a set of rockets 1-10 using unifix and match numeral to rocket. Carry out with a</p>	<p>Number 9</p> <p>Subitise and count an irregular arrangement of objects up to 10 stars.</p> <p>Use number fans, can the children identify</p>	<p>Number 10</p> <p>Count in rote to 10</p> <p>Begins to use the language of addition. Addition of moon rocks. Bob was out on the moon, he found 3 white rocks and 2 black ones,</p>	<p>Number 11</p> <p>Begins to use the language of subtraction, using part whole model. Use number fans, can the children identify the amount with 1 less.</p>	<p>Number 12</p> <p>Order 3 astronauts according to size.</p> <p>Addition and Subtraction number problems.</p>	<p>Number 13</p> <p>Dominos car park game.</p> <p>Number recognition assessment 1-20</p>

	partner to make rockets and then work as a team to order.	the amount with 1 more.	and how many did he find altogether? Repeat several times. Use the part whole model.			
			Writing in the missing numbers to get to the space rocket.			
MATHEMATICS Numerical Patterns <ul style="list-style-type: none"> Count beyond ten. Compare numbers. Explore the composition of numbers to 10. 	Cut and sticking 2D shapes to make a rocket. Counting to 10.	Colour the space picture using the colour code. Counting to 11.	Weight- orders two items by weight or height. Moon rocks Counting to 12.	Order 2 or 3 items by length or height Focus on vocab. Counting to 13.	Composition of numbers to 5 using cubes, How many ways can you make 5? Counting to 14.	Reflect on all numbers learnt. Recap one more than a given number and one less.
RE U+W People, Culture and Communities <ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	Begin RE scheme. Unit F4: Being special: where do we belong? P27. Talk about the idea that each person is unique and valuable. Talk about occasions when things have happened in their lives that made them feel special, from everyday events (a hug from Mum/Dad/carer/friend) and special events (a birthday).	Introduce the idea that religions teach that each person is unique and valuable too, for example by considering religious beliefs about God loving each person. Explore the Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and their names are written on the palm of God's hand (Isaiah 49:16). Children could draw around their hands, write their names on the palm and decorate.	Share and record occasions when things have happened in their lives that made them feel special.	Explain how this belief that God loves children is shown in Christianity through infant baptism and dedication. People from other communities have different ways of welcoming new babies. □ Consider signs and symbols used in the welcoming of children into the faith community, e.g. water (pure and clean) and a baptismal candle. Look at photos; handle artefacts (robes, cards, etc.); use role	Talk about how children are welcomed into another faith or belief community, e.g. the Islamic Aqiqah ceremony, whispering of adhan and cutting of hair; compare how non-religious families welcome new babies, e.g. some atheists (people who believe there is no God) might hold a Humanist naming ceremony.	Consider ways of showing that people are special from other religions, e.g. stories about Hindus celebrating Raksha Bandhan, which celebrates the special bond between brothers and sisters. A sister ties a band (or rakhi) of gold and red threads around the right hand of her brother. Celebrate the fact

		Also reflect on Christian beliefs about Jesus believing children to be very special. Tell the story of Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13-16). Who do we know who makes children feel special?		play.		that we are all special. No fingerprints are the same, and neither are our identities, but we all share one classroom - and one world.
U+W Past and Present <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. The Natural World Spring B	Look at some pictures of space shuttles, rockets and moon landings from the past. Invite the children to ask questions about space. L.O. I can talk about pictures from the past.	Read the story of Dogger to introduce the concept of past and present. Invite the children to bring in an 'old' toy of theirs to show and tell. L.O. I understand what the past means.	Introduce the terms Then and Now / Past and Present. Look at some pictures and artefacts of toys 'Past and Present'. L.O. I can talk about toys from the past and present.	Re-cap the terms Then and Now / Past and Present. Look at the PowerPoint: Household Items From The Past - Twinkl. Have some past and present artefacts: typewriter, phone, old camera, etc. L.O. I can talk about how items are different in the past.	Discuss two famous astronauts from the past: Yuri Gagarin and Neil Armstrong. L.O. I can talk about figures from the past.	Discuss Major Tim Peakes and use the powerpoint to discuss his life and achievements. Compare to Yuri Gagarin and Neil Armstrong. L.O. I can compare figures from the past and present.
EXPRESSIVE ARTS AND DESIGN Being Imaginative and Expressive <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	Explore the range of resources available in the art area.	Design a spaceship / rocket using a large cardboard box. L.O. To evaluate and modify rocket design through group discussion.	Design and make your own spaceship porthole. L.O. To use learning about space to develop their ideas about what they will include in their porthole. Add details and features to alien	Design and make an alien finger puppet or alien mask. L.O. To evaluate the work of others in order to refine and develop own work.	Design and make a space buggy using construction equipment. Test the buggy on a 'rocky' moon surface. L.O. To work collaboratively to develop and refine ideas.	To design, make and apply finishing techniques to make a papier mache planet. L.O. To use previous knowledge of missed media to complete design.

			painting using different media. L.O. To know that mixed media can be combined to create new effects.			
EXPRESSIVE ARTS AND DESIGN Creating with Materials <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	Explore the range of resources available in the art area.	Paint an alien. L.O. I can use a paintbrush with control. Design and make a junk model rocket. L.O. To explore joining techniques.	Design and make a junk model rocket. L.O. To explore joining techniques.	Design and make a junk model rocket. L.O. To explore joining techniques.	Design and make a junk model rocket. L.O. To explore joining techniques.	Design and make a papier mache balloon planet. L.O. To extend knowledge of joining materials and creating 3D structures.

CHARACTERISTICS OF LEARNING

Playing and Exploring <ul style="list-style-type: none"> Respond to new experiences that you bring to their attention. Plan and think ahead about how they will explore or play with objects. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. 	Active Learning <ul style="list-style-type: none"> Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. Keep on trying when things are difficult. 	Creating and Thinking Critically <ul style="list-style-type: none"> Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." Know more, so feel confident about coming up with their own ideas.
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