

Key Texts

On sudden hill, Whatever next, How to catch a star, I took the moon for a walk, Aliens love underpants and a range of non-fiction texts.

Literacy/ CAL

Talk 4 writing—Story sequencing / oral recall- nonfiction text, whatever next, rhymes; The owl and the Pussy Cat, Hey Diddle Diddle.
Write like an astronaut- paper under tables
Following an algorithm using communication in print - how to build a rocket then labelling parts of a rocket
Writing letters to an alien/ an astronaut
Passport to space- writing names
Writing Postcards to home from space

Physical Development

Malleable materials, moon dough, playdough, clay- making planets and rockets
PE- expressive dance- moving like an alien/ walking on the moon
Gross motor- outdoor play exploring different planets linked to cross lateral dance
Fine motor- split pin astronauts, catching a star with tweezers in slime, smashing moon rocks, threading astronaut bracelets.
Scissor skills- cutting out planets

PSED

Growth mindset- focussing on inventors, looking at perseverance and gumption
If I Meet an Alien- focussing on friendships and having a positive self-image
It's not a box- working together as a team and sharing ideas.

It's not a box... It is a rocket!



Expressive art and design

Symmetrical alien painting
Blow painting stars
Crayon resist galaxy painting
Oil pastel galaxy art
Expressive music- following a tempo/ exploring dynamic
Exploring new music genres (Gustav Holst- The planets, Richard Strauss- A Spacetime Odyssey)

Numeracy

Creating collage 2D Shaped aliens
Number songs (number recognition/ counting) 5 Little men in a flying saucer, zoom zoom zoom we're going to the moon
Positional language/ size language- comparing aliens
Making space food- measuring ingredients
Counting out objects- mini planets (one to one correspondence/ suberising)
Ordinal planets number sequencing

Extra opportunities

It's not a box day- Children to watch it's not a box video s inspiration to use their own imaginations to create something from a box.

Understanding the world

Range of non fiction texts supported by a space discovery sack to aid discussion
Coke bottle rockets
Making a telescope
Exploring light and dark using torches and cardboard boxes.
Light box to make space constellations

Literacy

I have some favourite stories, rhymes, songs, poems or jingles (22-36)
I can fill in the missing word or phrase in a known rhyme, story or game (22-36)
I can distinguish between the different marks I make (22-36)
I can listen to and join in with stories and poems (30-50)
I show an interest in illustrations and print in books and print in the environment (30-50)
I can recognise familiar words and signs such as my own name and advertising logos (30-50)

Physical Development

I am beginning to use three fingers (tripod grip) to hold writing tools (22-36)
I am beginning to show preference for a dominant hand (22-36)
I am beginning to be independent in self-care including dressing myself. (22-36)
I can move freely and with pleasure and confidence in a range of ways. (30-50)
I can attend to toileting needs most of the time (30-50)

Numeracy

I can select a small number of objects from a group (22-36)
I can recite some number names in sequence (22-36)
I am able to notice simple shapes and patterns in pictures (22-36)
I am beginning to use the language of size (22-36)
I can recite numbers in order to 10 (30-50)
I can sometimes match numeral and quantity correctly (30-50)
I realise not only objects, but anything can be counted (30-50)
I can use positional language (30-50)
I show an interest in shapes in the environment (30-50)
I can use shapes appropriately for tasks (30-50)
I am beginning to talk about the shapes of everyday objects (30-50)

What will I be learning?

Key:

Nursery

Rising 3's



Expressive Art and Design

I can join in singing my favourite songs (22-36)
I show an interest in the way musical instruments sound (22-36)
I am beginning to make-believe by pretending (22-36)
I can imitate movement in response to music (30-50)
I can tap out simple repeated rhythms (30-50)
I am able to explore and learn how sounds can be changed (30-50)
I can use various construction materials (30-50)
I am able to create movement in response to music (30-50)
I can use available resources to create props to support roleplay (30-50)

Personal, Social and Emotional Development

I can separate from my main carer with support (22-36)
I am aware that some actions can hurt or harm others (22-36)
I may form a special friendship with another child (22-36)
I am confident to talk to other children when playing (30-50)
I am aware of my own feelings, and I know that some actions and words can hurt others' feelings (30-50)
I can play in a group, extending and elaborating play ideas (30-50)

Communication and Language

I can focus with a single channelled attention. (22-36)
I am developing understanding of simple concepts (22-36)
I can use simple sentences (22-36)
I can listen to stories with increasing attention and recall. (30-50)
I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories (30-50)
I am beginning to understand 'why' and 'how' questions. (30-50)
I can use more complex sentences to link my thoughts (30-50)

Understanding the world

I am learning that we all have similarities and differences (22-36)
I notice detailed features of objects in my environment (22-36)
I can operate mechanical toys (22-36)
I am interested in different occupations and ways of life (30-50)
I talk about why things happen and how things work. (30-50)
I comment and ask questions about aspects of my familiar world (30-50)
I know that information can be retrieved from computers (30-50)