



Reception Spring Term 1

What does Space look like?

Books:

Listening to and learning the following stories through Talk for Writing:

- *These are animals
 - *Percy the Park Keeper
 - *Snow
 - *Lost and Found
 - *Dragons in the city
- We will also be sharing these stories through our end of the day story:
- *Aliens love underpants
 - *The smeds and the smoos
 - *David Attenborough – Little People, Big Dreams.
 - *What we'll build
 - *The scarecrows wedding
 - *Hairy Maclary and Zachary Quack

Communication and Language:

- *Using language well
- *Discovering passions
- *Retell a story with story language
- *Ask questions to find out more and to check they understand what has been said to them.
- *Describe events in some detail
- *Listen to and talk about stories to build familiarity and understanding.
- *Learn rhymes, poems and songs.

Personal, Social and Emotional Development:

- *Learning about qualities and differences
- *Celebrating differences
- *Identify and moderate their own feelings socially and emotionally.
- *Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.

Physical Development:

- *Fine Motor activities: begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage the children to draw freely.
 - *Gross Motor activities: Ball skills – aiming, dribbling, pushing, throwing and catching, patting, or kicking.
- Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.

Literacy:

Phonics will be the focus of the morning Literacy Lessons, developing phonic ability and reading.

- *Learning Floppy's Phonics routines and Level 2 sounds.
- *Beginning to form recognisable letters
- *Segmenting and beginning to write a CVC word using known sounds.
- *Starting to join words together to read and write a simple phrase.
- *Learning through stories, the Talk for Writing 'imitation' phase – through acting it out, drawing the text map and writing it.
- *Make up stories with themselves as the main character. Encourage children to record stories through picture drawing/ mark making.
- *Writing a Space Fact File
- *Make a 'Space passport' and write the names of the planet you are visiting, astronaut name

Maths:

Learning is split into Number and Numerical Pattern.

- *Counting concrete apparatus to 8 in and out of ten frames.
- *Learning the composition of numbers 7 and 8.
- *Recognising hexagons
- *Creating AABB patterns.
- *Recognising the digits 7 and 8
- *Recognising and learning the 7 colours of the rainbow.

Understanding the World:

- *Locate planets in the solar system
- *Research facts about planets
- *Looking at space rockets
- *Chinese New Year
- *Life cycle of day between day and night
- *Looking at space rockets
- *Seasonal changes between Autumn and Winter
- *To identify different light sources, including the sun.

Expressive Arts and Design:

- *Rousseau's Tiger/animal prints/designing homes for hibernating animals
- *Make Paper Mache Planets (small group collaborative art)
- *Space Sculpture using playdough
- *Shadow puppets – teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.
- *Chalk pastel 'space window'.
- *Paint the night sky.
- *Weaving with hot colours to create colours of the sun.

Reception		Spring 1											
Summary (Why learn about this.....)	Provide opportunities for every child to learn more about space. Learning will focus on our Solar System, the Sun and the Moon. It will look at life in outer space from the view of an astronaut and travelling through space.												
Prior Learning (previous topics)	This topic builds on what children have learnt in Nursery And the concepts of <ul style="list-style-type: none">Nocturnal animals linked to the Autumn 1 project (the changes between day and night)Vocabulary ‘chimney’ which is used the ‘Whatever Next’ book and links to the ‘chimney’ in ‘The Three Little Pigs’												
Launch Activity	The children will watch a video of the first man landing on the moon, they will arrive to a space rocket in the outdoor environment with the project key texts wrapped up.												
Vocabulary	<table><tr><td>moon</td><td>orbit</td></tr><tr><td>planet</td><td>sunrise</td></tr><tr><td>earth</td><td>rocket</td></tr><tr><td>nocturnal</td><td>night</td></tr><tr><td>space</td><td>gravity</td></tr></table>			moon	orbit	planet	sunrise	earth	rocket	nocturnal	night	space	gravity
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Possible activities for home learning	<ul style="list-style-type: none"> • Make a space rocket • Act out getting into a rocket • Research facts about space and the planets
Assessment	<p><i>Most children will:</i> name and describe a planet</p> <p><i>Some children will not have made so much progress and will:</i> name a planet and with support describe it.</p> <p><i>Some children will have progressed further and will also:</i> name, describe and compare planets.</p>

Adult Input	Key Concept / Learning Intention	Activities	Assessment
Launch	Introduce the topic 'Space' and create a What We Already Know and questions we would like to ask and answer.	<ul style="list-style-type: none"> • Drawing and using talk to articulate what we already know about Space and the Planets. 	
Input 2	Introduce a planet, watch a video and learn facts about the planets.	<ul style="list-style-type: none"> • Drawing, painting, collaging the planet. • Writing words, captions about the planets • Using talk to describe the planet 	Use at least 2 facts to describe a planet.
Input 3	Introduce a 2nd planet, watch a video and learn facts about the planets.	<ul style="list-style-type: none"> • Drawing, painting, collaging the planet. • Writing words, captions about the planets • Using talk to describe the planet 	Use at least 2 facts to describe a planet.
Input 4	Introduce a 3 rd planet, watch a video and learn facts about the planets.	<ul style="list-style-type: none"> • Drawing, painting, collaging the planet. • Writing words, captions about the planets • Using talk to describe the planet 	Use at least 2 facts to describe a planet.

Input 7	Identify different light sources including the sun.	<ul style="list-style-type: none"> Using torches, sun to explore how light works. 	Name a light source
Input 8	Who is Neil Armstrong? Who is Tim Peake?	<ul style="list-style-type: none"> Researching information Reading Non-Fiction Texts and watching YouTube clips. 	Use at least two sentence to describe the astronauts.