

Topic - 6 week theme: Space & new frontiers						
Talk for writing text: How to Catch a Star     Hook: Visit to the Planetarium						
<b>Talk through Stories:</b> Lost and Found - <i>Oliver Jeffers</i> , Aliens Love Underpants - <i>Claire Freedman</i> , Ruby's Worry - <i>Tom Percival</i> <b>Core Books:</b> On the moon – <i>Anna Milbourne</i> , Here we are – <i>Oliver Jeffers</i> <b>Nursery rhymes:</b> I know an old lady who swallowed a fly, One man went to mow, Twinkle twinkle little star, Jack and Jill, Oranges and Lemons						
Key activities:						
Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and design
Ways the adult can facilitate						
<p>Continue to promote active listening skills and exemplify clearly what good listening 'looks like'.</p> <p>Provide a variety of 'Space' related toys, books &amp; images – introduce and develop the related vocabulary: moon, planets, stars, sun, Mars, galaxy, universe, rocket, astronaut, alien, take-off...</p> <p>Model talking using relevant words and phrases in full sentences.</p> <p>Think 'out loud' modelling raising questions.</p> <p>Narrate own and children's actions in fully formed sentences.</p> <p>Ask open questions: 'What might an astronaut see?', 'What's up in the sky?', 'What have you seen in the sky at night/during the day?', 'What's the</p>	<p>Continue to take opportunities in class to highlight and showcase children's interests showing what you know about them.</p> <p>Ensure children listen to one another and that they engage in play/activities which involve sharing &amp; cooperating with friends and other peers.</p> <p>Undertake activities which encourage talk about feelings &amp; opinions. Think about the feelings of each of the boy/the penguin in the Lost and found' story. Explore different perspectives of the same event.</p> <p>Help children to develop problem solving skills by talking through how they or others have addressed a problem. Focus upon mistakes being a necessary &amp; positive part of learning as we have the</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>rolling</li> <li>crawling</li> <li>walking</li> <li>jumping</li> <li>running</li> <li>hopping</li> <li>skipping</li> <li>climbing</li> </ul> <p>Use the stimulus of working out how machines work to create sequences of movement. Include moments of balance &amp; stillness</p> <p>Develop precise vocabulary when talking about movement sequences.</p> <p>Continue to engage in physical activity through which children become out of breath.</p> <p>Explore how different wheeled resources work</p>	<p>Continue to develop rapid response to speed sounds.</p> <p>Play guess the word games – saying the word in sounds e.g. h-a-t, sh-o-p, s-t-a-m-p</p> <p>develop reading of words where the initial sound is a combined letter sound e.g. th-i-n-k, sh-e-d, ch-i-n, k-ee-p, n-igh-t</p> <p>develop reading of longer words e.g. himself, rabbit, jumping</p> <p>Notice words where the letters and sounds correspondence is unusual/doesn't follow the 'rules'.</p> <p>Read aloud RWInc books at their level</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their</p>	<p><b>Shape and pattern talk about properties of shapes explore characteristics of everyday objects and shapes and use mathematical language to describe them</b></p> <p>explore characteristics of everyday objects and shapes (focusing on 2-D shapes)</p> <p>use mathematical language associated with shape</p> <p>classify and sort shapes</p> <p>recognise, create and describe patterns with shapes</p> <p>use mathematical language to describe size and position</p> <p>Solve increasingly challenging jigsaw puzzles. Try out puzzles fitting component parts into shapes – variety of tangram puzzles/challenges</p>	<p>Focus upon roles of people who make things and introduce children/visitors where possible including those who work in the construction industry, inventors, crafts people, carpenters, electricians, plumbers, etc</p> <p>Find stories about space/space exploration &amp; share with children including people from the past.</p> <p>Compare objects from the past with those that we use today including toys e.g. cars, vehicles, Dolls e.g. Woody &amp; Buzz Lightyear</p> <p>Show images of familiar places in the past and compare with today e.g. homes, schools &amp; transport</p>	<p>Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise.</p> <p>Consider the appearance of constructions/models and use paints, fabric etc to 'finish' designs/creations</p> <p>Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care</p>

<p>same/different?', 'What will happen if....?'</p> <p>Connect one idea or action to another using a range of connectives e.g. I can see you need to wind the handle, but what does that do?</p> <p>Describe in sequence how to put something together/how to build....</p> <p>Encourage children to talk about how to solve a problem together and generate ideas for how to solve it.</p> <p>Give children problem solving words &amp; phrases to use in explanations;/ 'so that', 'because', 'I think it's', 'you could...', 'it might be...'</p> <p>Continue to develop social phrases &amp; exchanges</p> <p>Timetable storytime at least once/day.</p> <p>Show parents how to share stories with children.</p> <p>Use different voices for the narrator and characters.</p> <p>Make asides about the story and additional comments relating them to your own 'thinking out loud' e.g. What do you</p>	<p>chance to evaluate, learn, improve &amp; try again.</p> <p>Support children in recognising when their behaviour does not comply with class rules &amp; why it is important to respect these &amp; behave with respect towards others.</p> <p>Continue to consider healthy and hygienic choices esp re: having a balanced diet.</p> <p>Jigsaw: Celebrating difference (see jigsaw plan)</p>	<p>and use this to inspire movement.</p> <p>Regularly review and refresh the equipment available which support children in developing their small motor skills. Take small structures apart and put them back together.</p> <p>Continuously check how children are holding pencils for writing, scissors, knives &amp; forks.</p> <p>Ensure that there are sitting/working areas which are quiet, purposeful and free of distraction.</p> <p>Give regular, sensitive reminders about correct posture.</p> <p>Provide obstacle courses focussed upon a making this work theme. Set up domino chain reactions and marble runs</p> <p>Provide a wide range of equipment/resources for construction/climbing Introduce an increasing range of ball games, individually and in teams.</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality).</p>	<p>understanding and enjoyment. Take books, matched the their reading fluency home to read.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Hold sentences in heads before writing them down.</p> <p>Model re-reading writing to check it makes sense.</p> <p>Listening games</p>	<p>Explore matching activities e.g. making 3D models to match 2D drawings. Building 3D structures from blocks which will fit through/into a defined space.</p> <p>Explore the different shapes which can be made by combing simple shapes</p> <p>Make patterns with a variety of repeating rules e.g. AB, ABB, ABBC – identify errors in patterns. Make necklaces with repeating patterns.</p> <p><b>Addition and subtraction within 20</b></p> <p><b>estimate a number of objects and check by counting up to 20</b></p> <p>Identify children who have had less prior experience of counting, and provide them with additional opportunities for counting practice.</p> <p>Put objects into fives frames and tens frames to build familiarity with the tens structure of the counting system.</p> <p>Encourage children to subitise first when counting up to 5 objects.</p> <p>Play matching games where there are</p>	<p>Look at toys/familiar objects from other countries/cultures and compare/contrast</p> <p>Explore magnetic toys</p> <p>Explore aerial images of the local area, place images of familiar buildings in place.</p> <p>Draw maps showing simple/familiar routes and imaginary places.</p> <p>Make maps for/of small world scenarios.</p> <p>Explore mechanisms through sand/water play outdoors e.g. channelling/routing sand/water flows, pouring, filling, transferring etc inc objects which float/sink</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p>	<p>not to introduce too many new things at once.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Compare &amp; contrast how different instruments make sound. Listen to music from different places and match instruments to music.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Provide a range of costumes/props for children to incorporate into their pretend play including different puppets.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Introduce new songs and repeat regularly.</p>
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<p>think will happen to the penguin next? What if they never see one another again? How will they feel?</p> <p>Practice possible conversations between the characters.</p> <p>Identify the main characters and talk about their feelings, actions &amp; motives.</p> <p>Retell stories with the aid of a story map.</p> <p>Introduce and highlight new vocabulary in stories exemplifying meaning by using words in different sentences.</p> <p>Pick out rhyming words in stories &amp; rhymes.</p> <p>Learn simple songs and repeat singing them regularly.</p> <p>Share non fiction books which show how things work and look at pop up books and how they function.</p> <p>Reread some books</p> <p><b>Speaking:</b> Decide on the key vocabulary linked to activities and ensure that all staff regularly model its use in a range of contexts (this is a cross-curricular</p>		<p>Provide extra help and guidance when needed.</p> <p>Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian</p> <p>Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes personal hygiene.</p>		<p>opportunities to match quantities of objects with number symbols</p> <p>Explore different ways of recording number/quantities e.g. keeping score in a game/sports match</p> <p><b>add and subtract two single-digit numbers and count on or back to find the answer</b></p> <p>explore the relationship between addition and subtraction</p> <p><b>compare quantities and objects to solve problems solve problems, including doubling, halving and sharing</b></p> <p>say which number is one more or one less than a given number.</p> <p>use quantities and objects to add and subtract two single-digit numbers</p> <p>Distribute items evenly between participants. Where participants receive different amounts compare quantities using the vocabulary of more than/fewer.</p> <p>Predict the 'next/previous' number in simple number sequences where the</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Role Play: Rocket, space station, boat</p>	<p>Sing slowly so that children can listen to the words and the melody of the song.</p> <p>Listen to music related to space travel e.g. rocket launch, Dr Who, Star Wars – build up songs using voices to imitate sounds – whoosh, roar, twinkle, etc</p> <p>Play games which involve responding to music e.g. jumping when the music becomes louder or walking tall and sinking to the ground as it becomes quieter.</p> <p>Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.</p> <p>Design and make Puppets/ models of creatures and their habitats – aliens &amp; space creatures</p>
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<p>link) - Talking about their ideas about how they might make a pair of ear plugs/protectors and using the language of comparison to contrast different ideas/outcomes.          Box clever • Repetitive stories • Chatterbox sessions for parents with speech and language therapist • All adults to model good grammar • Puppets and small world play provided as continuous provision • Visual prompts for adults to support language development • Sign along to be used by trained staff • Nicola's intervention – engaging children in stories/spirited play... • Sign cards • Colourful semantics • Story mapping • Encourage children to speak in full sentences</p>				<p>increase/decrease is constant.</p> <p>Develop automaticity re: number bonds to ten.</p> <p>Play cover up games e.g. with beans e.g. there were 7 beans in the cup. I can see 5, how many are underneath my hand?</p> <p><b>Money</b>  <b>compare quantities and objects to solve problems</b>  <b>use everyday language to talk about money,</b>          recognise coins up to 50p and their values          compare the value of coins          use quantities and objects to count on and back to add and subtract</p>		
<p>What the provision can offer</p>						
<p>Festivals/focus days:</p>						
<p>Calendar events:</p> <ul style="list-style-type: none"> <li>• Father's Day 3<sup>rd</sup> Sunday in June (20<sup>th</sup> June 2021)</li> <li>• National Insect Week (21<sup>st</sup> – 27<sup>th</sup> June)</li> <li>• Children's Art Week (29<sup>th</sup> June – 19<sup>th</sup> July)</li> <li>• Eid-UI-Adha 20<sup>th</sup> July – check date as variable</li> </ul>						
<p>Critical Thinking/Creativity activities:</p>						
<p><b>How to catch a star - suggested Critical Thinking Activities:</b></p> <p>What if....?</p>						

**Games/Challenges:**

- What's the time Mr Troll?
- Snap/pelmanism
- Kim's game
- Variety of parachute games e.g. Washing machine, Cat & Mouse, Popcorn, Songs & rhymes, Fruit salad see: <http://www.earlyyearscentre.com/ev/learning-and-development/top-5-parachute-games-children-early-years/>

**Balloon Balance:** <https://globaldigitalcitizen.org/5-team-building-games-critical-thinking>

The concept of this game is very straightforward. You can decide whether you'd like your students to be in pairs or small groups. Each team is responsible for keeping their balloons in the air with each member being allowed to touch one balloon one time for each turn.

At first with just a few balloons, the game will be fairly easy. Over time it will become more challenging, forcing students to develop a strategy for keeping their balloons in the air.

**Taboo:** <https://family.co/blog/inspiration/10-simple-communication-and-language-activities/>

**The activity** – [Taboo Pack for Kids by Way to Master English](#)

**Communication and language area(s) of development:** Vocabulary, expressive language, confidence & self-esteem

**In a nutshell** – Each card consists of a picture that players have to explain to each other without using the three words listed underneath. It's an amazing, playful activity that takes vocabulary development to a whole new level and encourages creativity.

**What you need** –

- Free Printables
- Scissors

**Story Stones:** <https://family.co/blog/inspiration/10-simple-communication-and-language-activities/>

**The activity** – [Homemade Story Stones by Happy Hooligans](#)

**Communication and language area(s) of development:** Expressive language, vocabulary, turn-taking, attention and listening

**In a nutshell** – Story stones are essentially very simple prompts for narrative play. All you need to do is get some flat and smooth stones from a craft shop or a beach and decorate them with pictures of objects or animals. Choose one of the stones and start a tale based on the picture on it, then encourage your children to draw more stones and continue the story.

***What you need –***

- *Small Stones*
- *Stickers or [Mod Podge](#) and Magazine Pictures Cut-Outs*