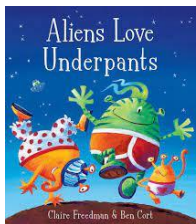
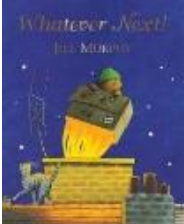
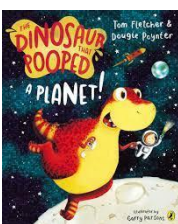
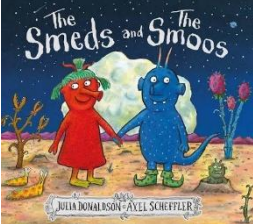
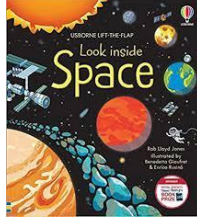


Hunton & Arrathorne EYFS Planning Spring 1

ZOOM TO THE MOON!

Books;	     
Hooks;	Alien landing in the classroom
Special Days;	RSPB Birdwatch (6 th Jan-20 th Feb) Chinese New Year (22 nd Jan) Burns Night (25 th Jan), Valentines Day (Feb 14 th)
Potential Trips;	Stargazing at school
Songs/ Rhymes -	5 little men in a flying saucer 5 cheeky monkeys
Role Play;	Spaceship, control centre

Area of Learning	Early Learning Goals	Implementation	Intent - Skills progression
Communication and Language (Prime)	Listening, Attention and Understanding <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i>	Vocabulary linked to space, past and present, significant people, exploring language from books Rhymes, poems and songs - Twinkle Twinkle Little Star, 5 Little Men in a Flying Saucer, The Planets - Gustav Holst Children will have opportunities to talk about space and planets and what they know.	I can learn to ask questions to find out more and to check I understand what has been said to me. I can wait and take turns on conversations.

	• <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> • <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i>	They will be encouraged to ask questions about what they want to learn and do not know as we move through our learning	
	Speaking • <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> • <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> • <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>	To look at simple terms scientific concepts relating to the earth and planets Look at how shadows are formed Discuss star gazing experiences - in some detail. What did we do? What happened? What did we notice? Introduce questioning for organising thinking - using the curiosity cube to create questions linked to objects.	I can develop confidence to talk to other adults and children I know within school. I can articulate my ideas and thoughts in well-formed sentences including conjunctions (and, or, because). I can describe events in some detail. I can use the present tense I can explain my thinking.
Physical Development (Prime)	Gross Motor Skills	Progress towards a more fluent style of moving, with developing control and grace in PE and opportunities in provision and outdoor play	I can demonstrate control over my body when moving around the yard/hall.

	- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming in PE, classroom activities and provision (swimming from parent voice) Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'- Look at screen time What do we use it for? Is it productive and enjoyable? How much is healthy? What other activities can we do in our spare time?	I can control a ball in different ways - rolling, kicking developing accuracy. I can begin to put my hands out ready to catch a ball.
	Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.	Develop the foundations of a handwriting style which is fast, accurate and efficient Dough Disco/letters modelled in phonics/opportunities to write in guided and independent learning time 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 - opportunities to use these and model to help improve skill and accuracy Begin to show accuracy and care when drawing Look at observational skills and using correct colours when drawing Look at shading light and dark	I can begin to develop and manipulate small shapes example- thread with small beads, use small pegs. I can use a tripod grip to form my letters correctly. I can cut along zig zagged line. I can use a tripod grip when mark making with more control.

Personal Social and Emotional Development (Prime)	Self-regulation • <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> • <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> • <i>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</i>	Continue to discuss feelings and emotions and develop self-regulation based on needs of children No-outsiders book and weekly assemblies are opportunities to discuss their feelings	I can focus attention in a whole class group for a longer period of time. I can label and talk emotions and others around me. I can ignore distractions.
	Managing Self • <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> • <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> • <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i>	Children encouraged to try new activities and foods as part of our learning. Set challenges which encourage resilience and perseverance. Look at 100 things to do challenges. Promote independence for self-care. Discuss ways to be healthy- even if you're an astronaut in space. How can you stay healthy?	I can begin to show resilience and perseverance when faced with a challenge and tackle them with encouragement. I can independently manage to fasten a zipper on a coat. I can begin to understand some ways to stay healthy (good sleep/ exercise/eating) I can talk about some things which are safe to go into my body and some things which are not safe.

			I can name some things which are not safe in my house and some things which are not safe outside
	Building Relationships <i>Work and play cooperatively and take turns with others.</i> <i>Form positive attachments to adults and friendships with peers.</i> <i>Show sensitivity to their own and to others' needs.</i>	Build constructive and respectful relationships Work on relationships based on needs of children Children to be taught to play games with more rules including Uno, Race to the moon, Orchard Toy games or similar games Children to play games taking turns with support from adults Children to complete jigsaws together	I can begin to work as a group with support from adults. I can take turns during group work and when playing games together. I can identify when another child is upset and respond appropriately. I can use taught strategies to support turn taking. I can name three people who help keep me safe.
Literacy (Specific)	Comprehension <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> <i>Anticipate (where appropriate) key events in stories.</i> <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>	Possible stories/books, fiction and non-fiction books linked to Space (see above) - Whatever Next - Back to Earth with a Bump - Goodnight Spaceman - Bringing Sown the Moon - One Giant Leap Answer questions during LW reading sessions Answer questions during story time - using VIPERS Encourage children to act out well known stories read to them Highlight, discuss and display vocabulary in texts read to them	I can use pictures and props to be able to tell a story I can begin to understand the sequence of a story. I can begin to use modelled vocabulary during role play. I can talk about the main events in the story and predict what might happen.

		Sequence stories in deeper context, beginning, middle and end.	
	Word Reading • <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> • <i>Read words consistent with their phonic knowledge by sound-blending.</i> • <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>	Little Wandle sessions/ Phonics displayed within provision /environment Morning tasks linked to taught graphemes/ phonemes Phonic assessments Messagner centre Poetry basket	I can recognise all taught sounds, including some digraphs. I can read captions and short sentences using taught sounds. I can read taught tricky words.
	Writing • <i>Write recognisable letters, most of which are correctly formed.</i> • <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> • <i>Write simple phrases and sentences that can be read by others.</i>	Children to draw and write about their weekends each week. • Name writing • Labels and captions • Lists • Explanation sentences • Observational sentences 'I can see...' • Speech bubbles	I can form lower case letters correctly, from the correct starting point. I can write dictated cvc words and labels. I can begin to write dictated captions. I can spell some high frequency tricky words. <u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient.

			Begin to use tripod grip.
Mathematics (Specific)	Number • <i>Have a deep understanding of number to 10, including the composition of each number.</i> • <i>Subitise (recognise quantities without counting) up to 5.</i> • <i>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</i>	Maths Mastery • Subitising • Counting, ordinality, cardinality • Composition	I can develop a deep understanding of 1-7 I can subitise to 7 I can start to show how numbers can be made of parts. I can recognise numerals 6-10. I can link the numeral to its cardinal number value to 10. I can use 5 frames. I can confidently talk about the different ways that numbers can be made to 5 and is now beginning to apply this knowledge to numbers to 10. I can link subtraction facts to composition of numbers to 5.
	Numerical Patterns • <i>Verbally count beyond 20, recognising the pattern of the counting system.</i>	Maths Mastery • Subitising • Counting, ordinality, cardinality • Composition	I can rote count reliably to 20. I can understand the 'one more than/one less than' relationship between consecutive numbers.

	• <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i> • <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i>		I can compare and notice equal and unequal groups. I can order numbers to 10. I can count backwards from from 10 to 0.
	Shape, Space and Measure No ELG	Shape & Space - 2D and 3D	I can explore and name common 2D shapes (circle, square, triangle, rectangle). I can match, sort and classify shapes by simple properties. I can explore common 3D shapes through play (cube, cuboid, sphere, cylinder, cone). I can describe and compare 2D and 3D shapes using mathematical language (sides, corners, faces).
Understanding the World (Specific)	Past and Present • <i>Talk about the lives of the people around them and their roles in society.</i> • <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i>	Comment on images of familiar situations in the past - images of man landing on the moon Compare and contrast characters from stories, including figures from the past and understand the past through settings, characters and events encountered in books read in class and storytelling Neil Armstrong/Buzz Aldrin/Mae Jamison	I can discuss the past through settings, characters and events encountered in books read in class and storytelling (first landing on the moon, solar system, star constellations)

	<i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>		I can compare and contrast characters from stories, including figures from the past. I understand the difference between past and present historical events
	People, Culture and Communities <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i> <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i> <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</i>	Chinese New Year	I can show I understand that some places are special to members of the community. I can discuss my wider understanding of the wider world and draws comparisons between own local environment/ community and other places. I Know the story of creation and can retell it. I can talk about things they find interesting, puzzling or wonderful.
	The Natural World <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i>	Recognise some environments that are different to the one in which they live Look at differences between the earth and the moon and other planets	I can express ideas about how to look after animals and plants. I can identify and recognise the features of Winter.

	• <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i> • <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Look at different environments on our own planet and compare and contrast this with other planets Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Look at element of nature - earth, fire, water, air, darkness, lightness, ice and nature and discuss in context of our planet and solar system	I can describe what I see, hear and feel whilst outside. I can show I understand the effect of changing seasons on the natural world around them. I can recognise some environments that are different to the one in which they live. I can describe the changes to the wider world (pollution) and how we can be change makers. I can discuss general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.
Expressive Art and Design (Specific)	Creating with Materials • <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> • <i>Share their creations, explaining the process they have used.</i> • <i>Make use of props and materials when role playing characters in narratives and stories.</i>	Artistic effects/materials/tools/ techniques - Van Gogh Starry Night - Using other art as inspiration Printing with Shapes - Aliens Marbled Planets Rockets Junk models/Papier Mache Mod Roc Planets	I can experiment with different mark making tools such as art pencils, pastels, chalk. I can explore a range of materials. I can explore joining techniques for a range of materials. I can use collage materials and different textures to create I can use some cooking techniques - Easter nests and pancakes.

			I can talk about why I like about my work/creation.
	Being Imaginative and Expressive <i>Invent, adapt and recount narratives a story with peers and their teacher.</i> <i>Sing a range of well-known nursery rhymes and songs.</i> <i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i>	Listen to and respond to Gustav Holst The Planets Develop storylines in their pretend play Role play - Rocket/Space Station Small World - Rocket and astronauts/Aliens Space Adventure to music Perform nursery rhymes/poems/stories	I can join in with whole school singing assemblies. I can create musical patterns using un-tuned instruments. I can move in time to music and learn dance routines. I can act out well-known stories. I can recognise loud and quiet sounds.
Intentional vocabulary	Planet, Earth, Moon, Sun, star, orbit, gravity Jobs/people who help us: nurse, doctor, vet, police officer, fire fighter, teacher, lollipop person Maths: 2D, 3D, match, sort side, corner, face, edge, roll Globe, map, Country, world Observe, notice, compare, predict, investigate PE: - bounce - catch - roll - space - targe Creative: quiet - loud - quick - slow - long - short - pulse - percussion instruments, - join, thread, cut, fold Persevere, try, determined Safe, unsafe, online, trusted adult		