

## Hunton & Arrathorne EYFS Planning Spring 1

### ZOOM TO THE MOON!

Books;	
Hooks;	Alien landing in the classroom
Special Days;	RSPB Birdwatch (6 <sup>th</sup> Jan-20 <sup>th</sup> Feb) Chinese New Year (22 <sup>nd</sup> Jan) Burns Night (25 <sup>th</sup> Jan), Valentines Day (Feb 14 <sup>th</sup> )
Trips;	Stargazing at school
Songs;	Eurovision Spaceman
Role Play;	Spaceship, control centre

Area of Learning	Early Learning Goals	Implementation	Intent - Skills progression
Communication and Language (Prime)	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>Make comments about what they have heard and ask</i></li> </ul>	<p>Vocabulary linked to space, past and present, significant people, exploring language from books</p> <p>Rhymes, poems and songs - Twinkle Twinkle Little Star, 5 Little Men in a Flying Saucer, The Planets - Gustav Holst</p> <p>Children will have opportunities to talk about space and planets and what they know. They will be encouraged to ask questions about what they want to learn and do not know as we move through our learning</p>	<p>To engage in non-fiction books.</p> <p>To be able to ask questions to find out more and to check they understand what has been said to them.</p> <p>To listen to and talk about stories to build familiarity and understanding.</p>

	<p><i>questions to clarify their understanding.</i></p> <ul style="list-style-type: none"> <li>• <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></li> </ul>		To learn rhymes, poems and songs.
	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></li> <li>• <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></li> <li>• <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></li> </ul>	<p>To look at simple terms scientific concepts relating to the earth and planets</p> <p>Look at how shadows are formed</p> <p>Discuss star gazing experiences - in some detail. What did we do? What happened? What did we notice?</p> <p>Introduce questioning for organising thinking - using the curiosity cube to create questions linked to objects.</p>	<p>To develop confidence to talk to other adults and children they know within school.</p> <p>To be able to articulate their ideas and thoughts in well-formed sentences including conjunctions (and, or, because).</p> <p>To describe events in some detail.</p> <p>To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>
Physical Development (Prime)	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Negotiate space and obstacles safely, with consideration for themselves and others.</i></li> </ul>	<p>Progress towards a more fluent style of moving, with developing control and grace in PE and opportunities in provision and outdoor play</p> <p>Develop the overall body strength, coordination, balance and agility needed to</p>	To demonstrate control over their body when moving around the yard/hall.

	<ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>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)</p> <p>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?</p>	<p>To create short sequences using shape/balances and travelling movements.</p> <p>To safely explore apparatus, balancing, travelling and jumping safely, around, over and through.</p>
	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Dough Disco/letters modelled in phonics/opportunities to write in guided and independent learning time</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>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</p> <p>Begin to show accuracy and care when drawing</p> <p>Look at observational skills and using correct colours when drawing</p> <p>Look at shading light and dark</p>	<p>To continue to use a tripod grip for mark making.</p> <p>Begin to develop dexterity for manipulating small shapes example- thread with small beads, use small pegs.</p> <p>To write taught letters using the correct letter formation.</p> <p>To hold scissors safety and correctly and cut out large shapes.</p>
<p>Personal Social and Emotional</p>	<p>Self-regulation</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of</li> </ul>	<p>Continue to discuss feelings and emotions and develop self-regulation based on needs of children</p>	<p>To maintain focus during longer whole class input sessions.</p>

Development (Prime)	<p><i>others, and begin to regulate their behaviour accordingly.</i></p> <ul style="list-style-type: none"> <li><i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i></li> <li><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></li> </ul>	No-outsiders book and weekly assemblies are opportunities to discuss their feelings	Can label and talk about their emotions and others around them.
	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i></li> <li><i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i></li> <li><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></li> </ul>	<p>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?</p>	<p>To begin to show resilience and perseverance when faced with a challenge and tackle them with encouragement.</p> <p>To independently manage to fasten a zipper on a coat.</p> <p>To independently manage to fasten buttons.</p> <p>To begin to understand some ways to stay healthy.</p>
	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li><i>Work and play cooperatively and take turns with others.</i></li> </ul>	<p>Build constructive and respectful relationships Work on relationships based on needs of children</p>	To begin to work as a group with support from adults.

	<ul style="list-style-type: none"> <li>• <i>Form positive attachments to adults and friendships with peers.</i></li> <li>• <i>Show sensitivity to their own and to others' needs.</i></li> </ul>	<p>Children to be taught to play games with more rules including Uno, Race to the moon, Orchard Toy games or similar games</p> <p>Children to play games taking turns with support from adults</p> <p>Children to complete jigsaws together</p>	<p>To take turns during group work and when playing games together.</p>
<p>Literacy (Specific)</p>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>• <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></li> <li>• <i>Anticipate (where appropriate) key events in stories.</i></li> <li>• <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></li> </ul>	<p>Possible stories/books, fiction and non-fiction books linked to Space (see above)</p> <ul style="list-style-type: none"> <li>• Whatever Next</li> <li>• Back to Earth with a Bump</li> <li>• Goodnight Spaceman</li> <li>• Bringing Sown the Moon</li> <li>• One Giant Leap</li> </ul> <p>Answer questions during LW reading sessions</p> <p>Answer questions during story time - using VIPERS</p> <p>Encourage children to act out well known stories read to them</p> <p>Highlight, discuss and display vocabulary in texts read to them</p> <p>Sequence stories in deeper context, beginning, middle and end.</p>	<p>To role play and act out stories they have heard.</p> <p>To begin to understand the sequence of a story, identifying the beginning, middle and end.</p> <p>To begin to use modelled vocabulary during role play for example in the Small World.</p> <p>To seek familiar texts or stories to re-read in the book area.</p> <p>Requests favourite stories and poems for example during our Vote for 'Story of the day'.</p>
	<p>Word Reading</p> <ul style="list-style-type: none"> <li>• <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></li> <li>• <i>Read words consistent with their phonic knowledge by sound-blending.</i></li> <li>• <i>Read aloud simple sentences and books that are consistent with their phonic knowledge,</i></li> </ul>	<p>Little Wandle sessions/ Phonics displayed within provision /environment</p> <p>Morning tasks linked to taught graphemes/ phonemes</p> <p>Phonic assessments</p> <p>Messenger centre</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>• Able to complete a rhyming string.</li> <li>• Begin to use sound buttons and segmenting fingers to identify how many sounds are in a word.</li> </ul>

	<p><i>including some common exception words.</i></p>	Poetry basket	<p>Recognise all taught sounds, including some digraphs.</p> <p>To read phonetically decodable books matched to their phonics ability to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read captions and simple sentences containing known letter-sound correspondences containing 1 or 2 tricky words.</p>
	<p>Writing</p> <ul style="list-style-type: none"> <li>• <i>Write recognisable letters, most of which are correctly formed.</i></li> <li>• <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></li> <li>• <i>Write simple phrases and sentences that can be read by others.</i></li> </ul>	<p>Children to draw and write about their weekends each week.</p> <ul style="list-style-type: none"> <li>• Name writing</li> <li>• Labels and captions</li> <li>• Lists</li> <li>• Explanation sentences</li> <li>• Observational sentences 'I can see...'</li> <li>• Speech bubbles</li> </ul>	<p>To form lower case letters correctly, from the correct starting point.</p> <p>To begin to write sentences using finger spaces.</p> <p>To spell words using taught sounds, including special friends.</p> <p>Writes cvc words and labels using taught sounds.</p>

			<p>Spells some high frequency tricky words.</p> <p><b><u>Physical Development</u></b>          Develop the foundations of a handwriting style which is fast, accurate and efficient.          Begin to use tripod grip.</p>
<p>Mathematics (Specific)</p>	<p>Number</p> <ul style="list-style-type: none"> <li>• <i>Have a deep understanding of number to 10, including the composition of each number.</i></li> <li>• <i>Subitise (recognise quantities without counting) up to 5.</i></li> <li>• <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></li> </ul>	<p>White Rose Maths SOW</p> <ul style="list-style-type: none"> <li>• Alive in 5!</li> <li>• Mass and Capacity</li> <li>• Growing 6, 7, 8</li> </ul> <p>Super Sixes          Maths Mastery</p>	<p>Subitise - Look at small quantities in familiar patterns - for example a dice - and random arrangements, saying how many they can see.</p> <p>Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled.</p> <p>Confidently talks about the different ways that numbers can be made to 5 and is now beginning to apply this knowledge to numbers to 10.</p> <p>Links subtraction facts to composition of numbers to 5.</p> <p>To recognise numbers 6-10.          To find one more of numbers to 10.          To find one less of numbers to 10.</p>



	<p>Numerical Patterns</p> <ul style="list-style-type: none"> <li>• <i>Verbally count beyond 20, recognising the pattern of the counting system.</i></li> <li>• <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></li> <li>• <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></li> </ul>	<p>White Rose Maths SOW</p> <ul style="list-style-type: none"> <li>• Alive in 5!</li> <li>• Mass and Capacity</li> <li>• Growing 6, 7, 8</li> </ul> <p>Super Sixes Maths Mastery</p>	<p>Count beyond 10, noticing patterns within the structure of counting. To find the missing number from a number line.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Recognises numbers to 10 and puts them in order.</p>
<p>Understanding the World (Specific)</p>	<p>Past and Present</p> <ul style="list-style-type: none"> <li>• <i>Talk about the lives of the people around them and their roles in society.</i></li> <li>• <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></li> <li>• <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></li> </ul>	<p>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</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling (first landing on the moon, solar system, star constellations)</p> <p>Compare and contract characters from stories, including figures from the past.</p> <p>Talks about significant historical events and how things were different in the past.</p>



	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></li> <li>• <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></li> <li>• <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></li> </ul>	<p>Chinese New Year</p>	<p>To talk about Chinese New Year.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate different times in different ways.</p> <p>Recognise some similarities and differences between life in this county and life in other countries.</p> <p>Has a wider understanding of the wider world and draws comparisons between own local environment/ community and other places. Looks at, and makes maps, of local environment.</p>
	<p>The Natural World</p> <ul style="list-style-type: none"> <li>• <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></li> <li>• <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences</i></li> </ul>	<p>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 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</p>	<p>To identify and recognise the features of Winter.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>

	<p><i>and what has been read in class.</i></p> <ul style="list-style-type: none"> <li>• <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></li> </ul>	<p>Look at different environments on our own planet and compare and contrast this with other planets</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Look at element of nature - earth, fire, water, air, darkness, lightness, ice and nature and discuss in context of our planet and solar system</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Has a good 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.</p>
Expressive Art and Design (Specific)	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>• <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <li>• <i>Share their creations, explaining the process they have used.</i></li> <li>• <i>Make use of props and materials when role playing characters in narratives and stories.</i></li> </ul>	<p>Artistic effects/materials/tools/ techniques - Van Gogh Starry Night - Using other art as inspiration</p> <p>Printing with Shapes - Aliens Marbled Planets</p> <p>Rockets</p> <p>Junk models/Papier Mache Mod Roc Planets</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To explore a range of materials.</p> <p>To continue to explore joining techniques for a range of materials.</p> <p>To use collage materials and different textures to create puppets.</p> <p>To use some cooking techniques - Easter nests and pancakes.</p>
	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• <i>Invent, adapt and recount narratives a story with peers and their teacher.</i></li> </ul>	<p>Listen to and respond to Gustav Holst The Planets</p> <p>Develop storylines in their pretend play</p> <p>Role play - Rocket/Space Station</p>	<p>To join in with whole school singing assemblies.</p> <p>To create musical patterns using un-tuned instruments.</p>

	<ul style="list-style-type: none"> <li>• <i>Sing a range of well-known nursery rhymes and songs.</i></li> <li>• <i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i></li> </ul>	<p>Small World - Rocket and astronauts/Aliens Space Adventure to music Perform nursery rhymes/poems/stories</p>	<p>To move in time to music and learn dance routines.</p> <p>To act out well-known stories.</p>
Intentional vocabulary	<p>Vehicles/journeys/transport: rail, road, air, train, bus, aeroplane, ship, boat, walking, travel, holiday, close, far away, traffic, roundabout, passenger, driver, pilot, track, carriage</p> <p>Fiction, non-fiction, fact</p> <p>Space: Earth, Moon, stars, Sun, rocket, planets, sky, twinkle, shine, solar system</p> <p>Maths:</p> <p>Music: instrument, compose, loud, quiet, soft, fast, tempo Shake, tap, beat, rhythm, loud, quiet, drum, bells, triangle, tambourine, chime bars, xylophone, percussion, High, Low, Fast, Slow, Loud, Quiet, steady Beat, Rhythm, Singing, whispering, talking, voice, Audience, Song, Tune, Body percussion, Instruments, Triangle, Bells, Drum, Maraca, Chime bars, Tambourine, Listen, shaking, hitting, rattling, on own, together, beginning, middle, end, playing, pulse, taps</p> <p>Design: Picture, drawing, use, make, experiment, create, creation, change, tools, materials, idea, improve, adapt, technology, masking</p> <p>Science: Experiment, Fair, Find out, Explain, Reason, Why, Change</p> <p>Seasons - Winter, cold, wet, snow, dark/er, moon, night, melt, change, ice</p>		