

	WEEK 1 21/2/22	WEEK 2 28/2/22	WEEK 3 7/3/22	WEEK 4 14/3/22	WEEK 5 21/3/22	WEEK 6 28/3/22
FOCUS	Sparkly start: Planetarium visit	World Book Day				Fabulous Finish: Dress up as an alien party
CL	<p>LA&U: Make comments about what they have heard and ask questions to clarify their understanding (ELG).</p> <p>During the planetarium visit, listen to the visitor and ask relevant questions.</p> <p>LA&U: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG).</p> <p>Linked to UW. Create a knowledge harvest about what the children know about space and the moon.</p>	<p>S: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG).</p> <p>Thinking question: If we had a rocket, where might we go? What might we see if we could travel to the moon?</p>	<p>S: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG).</p> <p>Thinking question: If I went to the moon or a different planet I would... Think about what you might see, hear, smell and do.</p>	<p>LA&U: 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 (ELG).</p> <p>Listen to the story – Rockets and Spaceships on BBC Listen and Play. https://www.bbc.co.uk/teach/school-radio/listen-and-play-rockets-and-spaceships/z7xmd6f</p> <p>Answer questions about the story.</p>	<p>S: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG).</p> <p>Thinking question: Why do people not live on the moon? What would happen if they did?</p>	<p>S: 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 (ELG).</p> <p>Look back at pictures from the planetarium visit. Can they remember what they learnt? Talk about the experience. Encourage the children to use the sentence starter: When we had the planetarium visit...</p>
PSED	<p>SR: 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 (ELG).</p> <p>Participate in the planetarium visit, following the instructions they are given by the visitors.</p>	<p>MS: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG).</p> <p>BR: Show sensitivity to their own and to others' needs (ELG).</p> <p>Baby Bear has a bath when he gets home, why? What other things does he need to do before going to sleep?</p>	<p>BR: Work and play cooperatively and take turns with others (ELG).</p> <p>Teamwork. Astronaut training mission – Work in teams to guide each other around the 'space' obstacles.</p>	<p>MS: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG).</p> <p>Explore woodwork, using screws and screwdrivers. Make a house for the Man on the Moon.</p>	<p>MS: Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG).</p> <p>Explain that the aliens think it is OK to take other people's underpants and they have different rules to us so don't understand how to behave on Earth. Explain to the children that we need to make a poster of our recipe so they know how to behave.</p>	<p>SR: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG).</p> <p>The aliens set challenges ('space records') for the children to complete – imagining that these are based on the best achievements from their own Planet Moonbeam. During the alien challenges, ask the children to set</p>

		Talk about own bedtime routines.				themselves simple challenges, then see if they can beat it the next time.
PD	<p>GMS: Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG).</p> <p style="text-align: center;">Coaching sessions – travelling using apparatus.</p>					
	<p>GMS: Demonstrate strength, balance and coordination when playing. Yoga/Mindfulness: Mike the space monkey, Space picnic, Mike the Muttnik, All about rockets, Bop the alien</p>					
	<p>FMS: Begin to show accuracy and care when drawing (ELG). Draw a person. How to draw activities.</p>					
L	SPACE POEM	WHATEVER NEXT!	NON-FICTION TEXTS ABOUT THE MOON	MAN ON THE MOON	ALIENS LOVE UNDERPANTS	THERE'S AN ALIEN IN YOUR BOOK
	<p>C: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG).</p> <p>W: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others (ELG).</p>					
	<p>Listen to the poem 'Climb Aboard'.</p> <p>Use Talk4writing to retell the poem through oral rehearsal, actions and story mapping.</p> <p>Use adjectives to describe the spaceship and moon.</p>	<p>Read the book 'Whatever Next'.</p> <p>Reading: Look at pictures from the story that have been placed in the wrong order. Sequence the pictures and match the right words or sentences to them.</p> <p>Writing: Create a list of everything little Bear needed to take with him to the moon.</p>	<p>Look at information about Neil Armstrong's moon landing.</p> <p>Reading: Look at a non-fiction book to find out more about the moon. Read simple facts about the moon.</p> <p>Writing: Write fact sheets about the moon. Create a whole class non-fiction book.</p>	<p>Read the book 'Man on the moon'.</p> <p>Reading: Read the list of jobs Bob has to do.</p> <p>Writing: Write a letter to Bob telling him there are aliens on the moon with him.</p>	<p>Read the book 'Aliens love underpants'.</p> <p>Watch a video of a spaceship in our school field.</p> <p>Reading: Read a letter left by an alien, saying he took our underpants. Read clues that tell us what the alien looks like.</p> <p>Writing: Use adjectives to describe the aliens and underpants. Write missing/wanted posters.</p>	<p>Read the book 'There's an Alien in your book'.</p> <p>Reading: Stepping stones. Read the instructions to match the right pictures.</p> <p>Writing: Write instructions, telling the alien how to get back to his planet.</p> <p style="text-align: center;">WRITING ASSESSMENT</p>
	<p>Superstar reading/writing: The rocket is...</p>	<p>Superstar reading/writing: He had a ...</p>	<p>Superstar reading/writing: The moon is ...</p>	<p>Superstar reading/writing: Bob needs to...</p>	<p>Superstar reading/writing: The pants are ...</p>	<p>Superstar reading/writing: The alien is ...</p>

M	<p>N: Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts (ELG).</p> <p>NP: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG).</p> <p>NCETM Maths - Learn about numbers to 10.</p>					
	<p>SSM: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Link to EAD: Use 2D/3D shapes to make a rocket.</p>	<p>N: Automatically recall number bonds up to 5 and some number bonds to 10, including double facts (ELG).</p> <p>SSM: Compare length, weight and capacity.</p> <p>Use picnic context from 'Whatever Next' story to involve doubling, halving and sharing quantities. E.g. bear and his teddy need to have the same amount of food in the picnic basket, if bear has 2 apples, how many do we need to put in for bear? Then the next day explain that we have 6 pieces of food in the basket, how can we share it fairly between bear and teddy, and then bear, teddy and owl? During teaching, have food that is different sizes to compare. Talk about the capacity of the picnic basket.</p>	<p>SSM: Compare length, weight and capacity.</p> <p>Measure pictures of footprints found on the moon.</p> <p>Create a 'space landscape' using 3D shapes wrapped in tinfoil.</p>	<p>SSM: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>'Planet Rock Shop': Set up a shop that sells 3D shaped rocks from the different alien planets and encourage children to use money language to buy items from the shop. Give chn 10p and ask them to buy 2 items, adding, the price tags together, then taking the total away from 10p to find out how much is left.</p>	<p>SSM: Continue, copy and create repeating patterns.</p> <p>Using different aliens/underpants, create repeated patterns.</p>	<p>SSM: Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Encourage children to solve a range of jigsaws of increasing challenge.</p>
UW	<p>TNW: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and</p>	<p>PCC: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and</p>	<p>P&P: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG). Understand the</p>	<p>P&P: Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).</p>	<p>TNW: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and</p>	<p>TNW: Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG). PCC: Describe their immediate environment</p>

	<p>what has been read in class (ELG).</p> <p>Create a knowledge harvest about what the children know about space and the moon.</p>	<p>what has been read in class (ELG).</p> <p>RE: How did the world begin? Look at the Christian creation story from the Bible.</p>	<p>past through settings, characters and events encountered in books read in class and storytelling (ELG).</p> <p>Discuss the first landing on the moon and find information out about it.</p> <p>TNW: 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 (ELG).</p> <p>Tell the chn that we want to find out more about the moon. How can we do it. Use the computer (Kiddle) to research about the moon and look at pictures, talking about how it looks different throughout its phases. Look at the moon and Earth, how are they similar/different?</p>	<p>Look at the artist: Van Gogh and his painting - Starry Night.</p> <p>P&P: Talk about the lives of the people around them and their roles in society (ELG).</p> <p>Think about Bob the astronaut. He had an important job on the moon. Discuss what other important jobs there are where we live. Does anyone we know have an important role?</p>	<p>what has been read in class (ELG).</p> <p>TNW: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG).</p> <p>Explain that there are also different planets in our solar system. Look at images of different planets. Look at the weather on different planets. Discuss how they are similar/different.</p>	<p>using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG).</p> <p>Look at Earth, what do we have on our planet? What can we see in our local area? Go outside and do observational drawing of what we see, discussing if we would find these things on other planets.</p> <p>Draw a map of our immediate environment.</p>
--	--	--	---	--	--	--

<p>EAD</p>	<p>CWM: Make use of props and materials when role playing characters in narratives and stories (ELG).</p> <p>Use shapes and creative resources to make 3D rockets.</p> <p>BI&E: Sing a range of well-known nursery rhymes and songs (ELG).</p> <p>Listen to and sing songs about space.</p>	<p>CWM: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG).</p> <p>Make telescopes to look at the moon and space.</p> <p>BI&E: Invent, adapt and recount narratives and stories with peers and their teacher (ELG).</p> <p>Dress up a teddy in a tinfoil astronaut costume.</p> <p>Create split pin teddy bear/owl puppets to act out the story.</p>	<p>CWM: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG).</p> <p>Design and create paintings of the moon/planets using colour mixing or different materials e.g. paper mâché/pasta/glitter/squares of tissue paper to decorate with for a 3D effect.</p> <p>BI&E: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (ELG).</p> <p>Take your pencil for a walk – listening to space music</p>	<p>CWM: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG).</p> <p>Look at the artist: Van Gogh and his painting - Starry Night.</p>	<p>CWM: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG).</p> <p>Create own 'Starry Night' paintings.</p> <p>CWM: Share their creations, explaining the process they have used (ELG).</p> <p>Make Mother's Day cards using starry night paintings (27th March).</p>	<p>CWM: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG).</p> <p>Create paintings of aliens using a variety of colours and colour mixing.</p> <p>CWM: Make use of props and materials when role playing characters in narratives and stories (ELG).</p> <p>Create paper plate alien masks.</p>
-------------------	---	--	--	---	--	--