

Maids Moreton CE School

Medium Term Planning 2021-2022

Space

Year Groups: EYFS

Term: Autumn 2

<p><u>Communication and Language</u></p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and song, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • 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. <p>Speaking</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-fourth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> • Learning to socialise with our friends and giving attention to others. • Sustaining play when in role – space station developing imaginative play and acquisition of language. • Stories clearly defined and linked to space topic – Area set up to allow children to explore independently and through class inputs • Talk time to allow for questions, comments and brainstorming. • Developing focus and concentration for increasing periods of time. • Remembering our manners • Learning to ask for help when needed • Developing confidence when talking in front of others • Intro concept of ‘star words’ to introduce new vocabulary at the start of each lesson. • Using new language in role play situations. • Focus on children starting off each topic with mind maps and
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	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<p>developing their ideas and interests. Continually building and adapting.</p> <ul style="list-style-type: none"> • Talk about the different planets. What would you like to learn? Time given for children to offer explanations for what they have found out. • What would you take to space? • Retelling simple stories • Question dice • Positional language
<p><u>Physical Development</u></p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>Gross Motor skills</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - Rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - Regular physical activity • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - Lining up and queuing - Mealtimes - Personal hygiene 	<ul style="list-style-type: none"> • Weekly PE lesson • Consideration for others when moving around both indoors and outdoors. • Strength and balance outside equipment • Group games; ring, group and playground games • Gaining control over fastenings when getting dressed and undressed for P.E sessions • Using correct tripod grid (some exceptions allowed – left handed) • Following cursive script • Using and holding scissors correctly

	<ul style="list-style-type: none"> • 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • 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. 	<ul style="list-style-type: none"> • Using a range of one handed tools with increasing control e.g. scissors, brushes, pens and pencils. • Developing fine motor control with daily finger gym. • Focus on the use of cutlery at lunchtime and in the role play area • Accuracy when drawing and looking for more detail e.g. when drawing space and planets
<p><u>Personal, Social and Emotional Development</u></p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Self-regulation</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. <p>Managing self</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Manage their own needs • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> • Team games • Circle time • PSHE lessons focused on teaching strategies for self-calming, (mindful videos at the start of each session) • Worry and adjusting to change. • Dealing with separation. • Recognising the importance of when to seek help. • Discussing grief • Ready to explore new topics and activities

	<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building relationships</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feeling and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> • Following the rules of the classroom • Rules for being a good friend • Persevering with tasks until the end goal is achieved. • Sustaining focus and concentration on a chosen activity • Forming good relationships with staff and peers
<p><u>Literacy</u></p> <p>Comprehension</p> <p>Word reading</p> <p>Writing</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>• Demonstrated understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>• Anticipate – where – appropriate – key events in stories</p> <p>• Use and understand recently introduced vocabulary during discussions about stories, non-fictions, rhymes and poems during role play</p> <p>Word reading</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read a few common exception words matched to the school's phonic programme. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly 	<ul style="list-style-type: none"> • Developing recall of familiar stories and what has been read to them. • Use of role play (space stations) and puppets with the focus of recently introduced vocabulary. • Class discussions for retelling and predicting events (linked to space books and theories) • Reading non-fiction and fiction stories. • Ordering pictures to tell and create stories. • Phonics • Continuing phase 2 / 3 • Beginning to learn to 'blend' sounds together to read simple 2 and 3 letter words.

	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and represent the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Writing lists, labels and menus – items to take into space, labelling a space suit and menus for an astronaut. • Beginning to learn to form letters in the cursive script. • Giving meaning to marks • Writing letters to an alien in simple phrases or sentences.
<p><u>Mathematics</u> <u>Number</u></p> <p>Numerical patterns</p>	<p>Number</p> <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number value (numeral) with its cardinal number value. • Count beyond 10 • Compare numbers • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-10 • Have a deep understanding of number to 10, including the composition of each number <ul style="list-style-type: none"> • Subitise (recognise quantities without counting up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds for numbers 0-5 (Including subtraction facts) and some numbers to 10 including double facts. <p>Numerical patterns</p> <ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes within in, just as numbers can. • Continue, copy, and create repeating patterns. • Compare quantities up to 10 in different contexts, recognising when one quantity is great than, less than or the same as the other quantity. 	<ul style="list-style-type: none"> • Explore the composition of numbers up to 10. • Counting in order 1-10. • Using number names in order in familiar contexts up to 10 including ‘0’ • Counting objects reliably showing 1-1 correspondence. • Automatically recall number bonds • Visual memory – subitise and recall. Ways of representing number in different ways e.g. dice, numicon, tens frame – ‘Story’ of each number • Finding 1 more or less than a given number • Link the number, numeral with its cardinal value

		<ul style="list-style-type: none"> • 2d/ 3d shapes – Rocket designs • Number recognition and formation • Counting aliens • Patterns – repeating • Size – size of different underpants • Weighing moon rocks
<p><u>Understanding the World</u> <u>Past and Present</u></p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Past and present</p> <ul style="list-style-type: none"> • Compare and contrast character from stories, including figures from the past. • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in their country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- when appropriate - maps <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them. 	<ul style="list-style-type: none"> • Remembrance Day – activities • Exploring astronauts and their lives linking to what we have read in class • Exploring different textures – making alien food / tasting astronaut food • Explore space and different planets – changes e.g. Pluto • Explore the Northern Lights, shooting stars • What is gravity? • Exploring Ice experiments – painting ice cubes • Seasonal changes in Autumn/Winter – forest school, what happens when puddles dry up? What happens to ice? What happens to the leaves on trees?

	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. • Explore the natural world around them, making observations and drawing pictures of animals and plants • 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 • Understand some importance processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Christmas around the World.
<p><u>Expressive Arts and Design</u></p> <p>Creating with materials</p> <p>Performing</p>	<p>Creating with materials</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively sharing ideas, resources and skills. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role-playing characters in narratives and stories. <p>Performing</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. • Sing a range of well known-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music 	<ul style="list-style-type: none"> • (Music, Art & Design & DT) • Junk modelling – rockets • Paper mache planets • Marbling planets • Making moons / craters using tools and different textures for different effects. • Alien food • Space role play • Space small world – moon landing • Sing space and alien rhymes • Design and label your own alien • Create a new planet • Explore textures by printing and mixing media. • Transient art • Natural art • Fireworks, shooting stars Northern Lights

		<p>representations (paint, chalk, pastel)</p> <ul style="list-style-type: none">• Retelling familiar stories• Learning Christmas Nativity songs• Performing nativity• Stage area set up in outside area for shows.
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Green – Reception

Purple – ELG - Foundation stage profile