



Reception Medium Term Plan Spring 1 – Space



Area of Learning	Possible Activities
Personal, Social and Emotional Development <ul style="list-style-type: none">To begin to understand how others might be feeling. (3-4)To talk with others to solve conflicts. (3-4)To play with one or more other children, extending and elaborating play ideas. (3-4)To increasingly follow rules, understanding why they are important. (3-4)Help to find solutions to conflicts and rivalries. (3-4)To see themselves as a valuable individual. (Reception)To understand that own actions affect other people.To identify and moderate their own feelings socially and emotionally. (Reception)To begin to consider the feelings of others. (Reception)	<ul style="list-style-type: none">PATHS lessons – introducing different feelingsJigsaw (PSE scheme)Protective behaviours - keeping safeStar of the weekPupil of the weekSmall group games – focus on taking turns
Communication and Language <ul style="list-style-type: none">To listen to and talk about stories to build familiarity and understanding. (Reception)To understand a question or instruction that has two parts. (3-4)To engage in non-fiction books. (Reception)To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (Reception)To learn new vocabulary. (Reception)To use new vocabulary through the day. (Reception)To start a conversation with an adult or a friend and continue it for many turns. (3-4)To use talk to organise themselves and their play. (3-4)To articulate their ideas and thoughts in well-formed sentences. (Reception)To connect one idea or action to another using a range of connectives. (Reception)To ask questions to find out more and to check they understand what has been said to them. (Reception)	<ul style="list-style-type: none">Listening to stories and answering questionsSmall world play areasRole play areasVocabulary wall – space related vocabNews time
Physical Development <ul style="list-style-type: none">To use a comfortable grip with good control when holding pens and pencils. (3-4)To use one handed tools and equipment. (3-4)	<ul style="list-style-type: none">Funky Fingers stationOutdoors – climbing mound, bikes, large construction to develop large movementsCutting activities

<ul style="list-style-type: none"> • To be increasingly independent as they dress and undress e.g. putting on coats and doing up zips. (3-4) • To develop their small motor skills so they can use a range of tools competently. (Reception) • To develop the foundations of a handwriting style. (Reception) • To skip, hop, stand on one leg and hold a pose. (3-4) • To revise and refine the fundamental movement skills they have already acquired. (Reception) • To combine different movements with ease and fluency. (Reception) • To develop overall body strength, co-ordination, balance and agility. (Reception) • To develop a range of ball skills including: throwing, catching, kicking and passing. (Reception) 	<ul style="list-style-type: none"> • Name writing practise / daily phonics session • Putting on own coat • Weekly PE session • Handwriting – letter join scheme (single letters) • Balls outside
<p>Literacy</p> <ul style="list-style-type: none"> • To spot and suggest rhymes. (3/4) • To ask questions about books. To make comments and shares ideas. (0-3) • To engage in extended conversations about stories, learning new vocabulary. (3/4) • To blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Reception) • To begin to read simple phrases and sentences. (Reception) • To know that print has meaning and can have different purposes. (3/4) • To spell words by identifying the sounds and then writing the sounds with letters. (Reception) • To begin to write short sentences. (Reception) • To leave spaces between my words. (Reception) • To begin to use capital letters at the beginning of sentences. (Reception) • To use full stops at the end of sentences. (Reception) • To form lower-case letters correctly. (Reception) 	<ul style="list-style-type: none"> • Sharing stories, 1:1 and in small groups • Daily phonics (RWD) • Regular name writing practise • Matching objects that rhyme • Reading red words • Labelling space pictures • Writing simple phrases / sentences • Describing a setting <p><u>Talk for writing texts</u> Goldilocks and the Three Bears We're going on a bear hunt by Michael Rosen</p> <p><u>Favourite 5</u> Man on the Moon by Simon Bartrum How to catch a star by Oliver Jeffers Whatever Next by Jill Murphy Toys in Space by Mini Grey Beegu by Alexis Deacon Professor Astro Cat's Solar System by Ben Newman and Dominic Walliman</p>
<p>Mathematics</p> <ul style="list-style-type: none"> • To compare weights of objects using the language of heavy and light. (0-3) • Make comparisons between objects relating to weight. (3-4) • Compare weight. (Reception) • Show finger numbers up to 9. (3/4) • Experiment with their own symbols and marks as well as numerals. (3/4) • Explore the composition of numbers to 9 (Reception) 	<ul style="list-style-type: none"> • Counting forwards to at least 20 • Number flashcards – ordering, recognition • Numicon • Counting accurately, matching amount to numeral • Target games – find the number that is one more / one less than • Weighing objects – heaviest / lightest • Ordering space rocks by weight • Estimating sweets in a jar • Making rockets using 3D shapes

<ul style="list-style-type: none"> • To subitise up to 9. (Reception) • To automatically recall number bonds for numbers 0-9. • To compare the 'one more than/one less than' relationship between consecutive numbers. (Reception) • To solve real-world mathematical problems with numbers up to 5. (3-4) • To talk about and explore 2D and 3D shapes. (3-4) • To select shapes appropriately for a particular use. (3-4) • To begin to describe a sequence of events using words such as 'first, 'then'...' (3-4) • To understand position through words alone (3-4) • To discuss routes and locations, using words like in front and behind (3-4) 	<ul style="list-style-type: none"> • Language related to time – day / night / morning / afternoon – sort pictures • Representing numbers to 10 in different ways
<p>Understanding the World</p> <ul style="list-style-type: none"> • To explore and talk about different forces they can feel. (3-4) • To talk about the differences between materials and changes they notice. (3-4) • Explore how things work. (3-4) • Shows an interest in different occupations. (3-4) • To use their senses in hands-on exploration of natural materials. (3-4) • To explore the natural world around them. (Reception) • To describe what they see, hear and feel whilst outside. (Reception) • To recognise some environments are different to the one in which we live. (Reception) • Compare and contrast characters from stories, including figures from the past. (Reception) • To recognise that people have different beliefs and celebrate special times in different ways (Reception) • To recognise some similarities and differences between life in this country and life on other countries (Reception) 	<ul style="list-style-type: none"> • Using an interactive whiteboard / PC • Use of iPad with guided access • Winter walk – signs of winter • Exploring ice / water • News time – family and significant events • Using internet to find out facts about space (adult guided) • Sharing facts about space / planets • Remote control cars • Explore toys with buttons, switches • Taking a picture with the camera (on ipad) • Chinese New Year celebrations
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • To listen to increased attention to sounds. (3-4) • To remember and sing entire songs. (3-4) • To develop their own ideas and then decide which materials to use to express them. (3-4) • To join different materials and explore different textures. (3-4) • To play instruments with increasing control. (3-4) • To explore colour and colour-mixing. (3-4) • To create collaboratively, sharing ideas, resources and skills. (Reception) • To explore, use and refine a variety of artistic effects to express their ideas and feelings. (Reception) 	<ul style="list-style-type: none"> • Splatter painting - aliens • Junk modelling – space vehicles • Music area – exploring ways to make sounds • Weekly Music - learning to play instruments, learning new songs • Art work – in the style of a famous artist (Van Gogh?) • Role play (home, school, pizza hut, space rocket - outside)

<ul style="list-style-type: none"> To develop storylines in their pretend play. (Reception) 	
Enrichment Junk modelling afternoon Art Gallery	Key Vocabulary Star Sun Planet The moon Earth Rocket Astronaut Gravity Night
Key skills / knowledge (Topic) <ul style="list-style-type: none"> I can name the planet we live on I can name some other planets I can tell you what an astronaut does I can name a famous astronaut I can tell you how you travel in space I can talk about changes that happen to ice 	