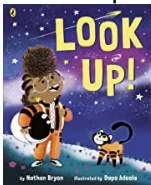
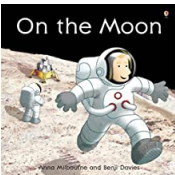
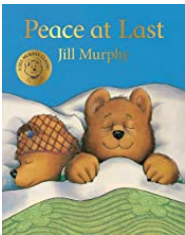


Aston Clinton School – Spring 2 – Out of this World

	Week 1	Week 2	Week 3	Week 4	(IGNORE)	Week 5
Core Text(s) and Rhymes	Look Up 	Space (Ebook) 	On the Moon 	Whatever Next! 	Man on the Moon 	How we celebrate Easter  Rhyme Review
Talk Through Stories	Room on the Broom Searched, grinned, shriek, magnificent, politely, clutched, keen and grateful.	Room on the Broom Searched, grinned, shriek, magnificent, politely, clutched, keen and grateful.	I'm in Charge Bellowed, startled, barged, sneaked, grinned, dreadful, stomped and refused.	I'm in Charge Bellowed, startled, barged, sneaked, grinned, dreadful, stomped and refused.		Review texts.
Key Concepts	Children understand the role of an astronaut and know what a meteor shower is. They understand the importance of following their dreams.	Children can name and describe the different planets in our solar system.	Children understand what conditions are like on the moon. They understand why we have night and day and that the moon does not have any light of its own.	Children can retell the story of Whatever Next. They begin to understand what the moon is like and verbalise this.	Children understand that there aren't really aliens on the moon. They can talk about the differences between fiction and non fiction books.	Children understand how Christians celebrate Easter.

Aston Clinton Medium Term Plan – Spring 2

Key Vocabulary	meteor telescope	solar system planets	gravity astronaut	moon crater	oxygen orbit	Easter cross
Other Texts	Astro Girl  The Darkest Dark 	Once upon a star  Back to Earth with a bump (ebook)	Night Time Around the World 	Peace at Last 	Q Pootle 5 	Range of Easter stories.
PSED - Activities	Focus on the theme of perseverance when reading all the stories this half term. What did the characters in the books do to succeed? They kept going even when things were against them (same is true of Janet and Bill in The Smeds and The Smoos). Astronauts need to be dedicated and work hard to achieve their goals (and this is what Rocket is going to do.) Read 'The Dot' and talk about keeping going and not just giving up if you think something is too difficult. <i>Jigsaw: Dreams and Goals</i>					
Development Matters/ELG	Reception <i>Show resilience and perseverance in the face of challenge.</i> <i>See themselves as a valuable individual.</i>					
Communication and Language – Activities	Talking point: What is your ambition? What do you need to do to achieve it?	Talking point: Which is your favourite planet? Why?	Talking point: Would you like to be an astronaut? Why? Why not?	Talking point: Do you think Baby Bear really went to the moon?	Talking point: Design an alien and describe what it looks like and does. How do the aliens feel in the Smeds and the Smoos. How are the the same/different.	Talking point: How do you celebrate Easter? What happens in spring?
Development	Reception					

Aston Clinton Medium Term Plan – Spring 2

ent Matters/EL G	<i>Understand how to listen carefully and why listening is important.</i> <i>Learn new vocabulary. Use new vocabulary through the day.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Describe events in some detail.</i> <i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</i> <i>Develop social phrases.</i>					
Physical Developm ent - Activities	Daily handwriting practice – with additional weekly group for those still struggling. Griffin OT Dough Dance and Move with Jesse Encourage children to challenge themselves and build more complex obstacle courses. Encourage children to conclude movements in balance and stillness. Give children regular, sensitive reminders about correct posture. Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den. <i>Get Set for PE: Ball Skills Unit 1</i>					
Developm ent Matters/EL G	Reception <i>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing</i> <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> <i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i> <i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i> <i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i> 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.					
Literacy - Activities	Focus groups: Write about their own goals and ambitions. Provision: Speech bubble for Rocket.	Focus groups: Write a list of the planets. Provision: Pictures of planets out for children to copy and write about.	Focus groups: Write a sentence about the moon. Provision: Little books out for children to make their own fact files about subjects they are interested in.	Focus groups: Write a list of things they will take to the moon. Provision: Clipboards and pencils in role play area for Baby Bear to make a list of items to take to the moon. Make own story maps.	Focus groups: Write a sentence about what their alien can do. Provision: Draw an alien and write what it looks like	Focus groups: Write an Easter Card. Provision: Easter cards
Developm ent Matters/EL G	Reception <i>Form lower-case and capital letters correctly.</i> <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i> <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</i> <i>Re-read what they have written to check that it makes sense.</i>					

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Aston Clinton Medium Term Plan – Spring 2

Maths - Activities	Numicon Number bonds to 5 addition. Focus Activity: Naming number bonds to 5. Number formation	Numicon Doubles to 5 and symmetry Focus Activity: Naming doubles to 5 Number formation	Numicon Cutting shapes in half. Halving an amount of objects. Focus Activity: Cutting shapes in half. Halving an amount of objects Number formation	Numicon: Exploring odd and even numbers. Focus activity: Sorting numicon into odd and even numbers	Numicon Unit 12: One Less/One fewer Focus Activity: Children to identify one less/one fewer in a board game Number formation	Assessment week Revising key points from term: Number bonds and Doubles
Development Matters/ELG	Reception 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally			Reception Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	Reception <i>Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.</i>	Reception 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
Understanding the World - Activities	Use Google Moon to look at what the moon looks like close up. Watch a video of the first moon landing. Talk about what a meteor shower is – watch a video. Look at what the life of an astronaut is really like. Watch Let's Go Live video: https://www.youtube.com/watch?v=yfSzf2QVJ0I	Understand some of the differences between the planets.	Understand why we have day and night and that we see the moon at night because of the light reflecting from the sun.	Begin to understand that we live on planet Earth and that the moon is not a planet. The moon orbits the earth.	What is it like on the moon? Investigation - Craters	Who celebrates Easter and how is it celebrated? Do you know anyone who does not celebrate Easter? Why? Discussing signs of spring and finding them in our school environment.

	Investigation - Craters					
Development Matters/ELG	Reception <i>Recognise some environments that are different from the one in which they live. Compare and contrast characters from stories, including figures from the past.</i> ELG: <i>Describe their immediate environment using knowledge from , discussion, stories, non-fiction texts and maps; - 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Explore the natural world around them, making observations and drawing pictures of animals and plants;</i>					
Expressive Arts and Design - Activities	Role Play Area: Baby Bear's house – with 'rocket' 'space boots' etc. Turn into Rocket's bedroom when reading 'Look Up' with telescope and space toys. Provide foil trays/tin foil for children to make space ships in craft area. Gruffalo – home Elmer – small world Rocket Designs rockets 2D and 3D <i>Charanga: Our World</i> <i>FUDGE DAY – helmets, 3D rockets, Launching rockets, poem, helicopters</i>			Role Play Area: Space station Mother's Day Cards Easter Cards and Crafts Wax resist space pictures. Learn storybots song. https://www.youtube.com/watch?v=ZHAqT4hXnMw <i>Charanga: Our World</i>		

Development Matters/ELG	Reception <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i> <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> <i>Create collaboratively, sharing ideas, resources and skills.</i> <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> <i>Develop storylines in their pretend play</i>
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