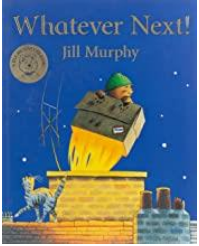
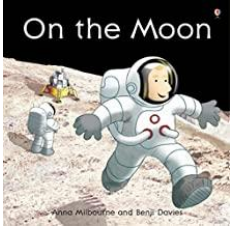
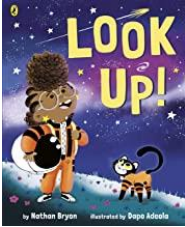


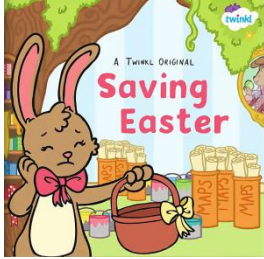
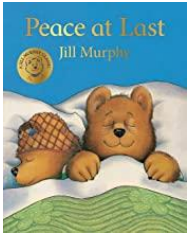

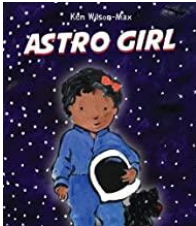
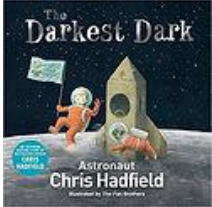

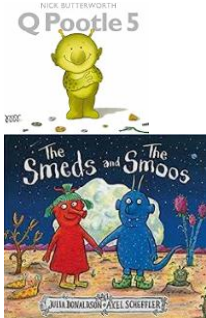
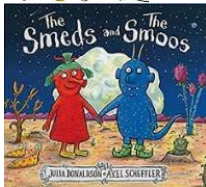


Aston Clinton School – Spring 2 – Out of this World

	Week 1	Week 2 NSCPP - Pants	Week 3 FUDGE Day	Week 4	Week 5	Week 6
Core Text(s)	<p>Whatever Next</p> 	<p>On the Moon</p> 	<p>Look Up</p> 	<p>Space (ebook)</p> 	<p>Man on the Moon</p> 	<p>Saving Easter</p> 
Key Concepts	<p>Children can retell the story of Whatever Next. They begin to understand what the moon is like.</p>	<p>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.</p>	<p>Children understand the role of an astronaut and know what a meteor shower is. They understand the importance of following their dreams.</p>	<p>Children can name and describe the different planets in our solar system.</p>	<p>Children understand that there aren't really aliens on the moon. They can talk about the differences between fiction and non fiction books.</p>	<p>Children to understand who celebrates Easter and how it is celebrated.</p>

<p>Key Vocabulary</p>	<p>moon crater</p>	<p>gravity astronaut</p>	<p>meteor telescope</p>	<p>solar system sun Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune gravity galaxy universe ebook</p>	<p>alien</p>	<p>Spring Easter</p>
<p>Other Texts</p>	<p>Peace at Last </p>	<p>Night Time Around the World </p>	<p>Astro Girl  The Darkest Dark </p>	<p>Once Upon a Star </p>	<p>Q Pootle 5  </p>	<p>Little Bears Spring CBeebies – Celebrating Easter.</p>
<p>PSED - Activities</p>	<p>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 really 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></p>					

Aston Clinton Medium Term Plan – Spring 2

<p>Development Matters/ELG</p>	<p>Reception <i>Show resilience and perseverance in the face of challenge. See themselves as a valuable individual.</i></p>					
<p>Communication and Language – Activities</p>	<p>Talking point: Do you think Baby Bear really went to the moon?</p>	<p>Talking point: Would you like to be an astronaut? Why? Why not?</p>	<p>Talking point: What is your ambition? What do you need to do to achieve it?</p>	<p>Talking point: Which is your favourite planet? Why?</p>	<p>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 they the same/different.</p>	<p>Talking point: How do you celebrate Easter? What happens in spring?</p>
<p>Development</p>	<p>Reception <i>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.</i></p>					

<p>Matters/ELG</p>	
<p>Physical Development - Activities</p>	<p>Daily handwriting practice – with additional weekly group for those still struggling.</p> <p>Encourage children to challenge themselves and build more complex obstacle courses.</p> <p>Encourage children to conclude movements in balance and stillness.</p> <p>Give children regular, sensitive reminders about correct posture.</p> <p>Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.</p> <p><i>Get Set for PE: Ball Skills Unit 1</i></p>
<p>Developmental Matters/ELG</p>	<p>Reception</p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing</i></p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></p> <p><i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i></p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i></p> <p><i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p> <p>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>

<p>Literacy - Activities</p>	<p>Focus groups: Write a list of things they will take to the moon.</p> <p>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.</p>	<p>Focus groups: Write a sentence about the moon.</p> <p>Provision: Little books out for children to make their own fact files about subjects they are interested in.</p>	<p>Focus groups: Write about their own goals and ambitions.</p> <p>Provision: Speech bubble for Rocket.</p>	<p>Focus groups: Mothers Day Cards.</p> <p>Provision: Pictures of planets out for children to copy and write about.</p>	<p>Focus groups: Label the planets</p> <p>Provision: Draw an alien and write what it looks like</p>	<p>Focus groups: Write an Easter Card.</p> <p>Provision: Easter cards</p>
<p>Developmental Matters/ELG</p>	<p>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></p>					

<p>Maths - Activities</p>	<p>Numicon Number bonds to 5 addition and subtractions</p> <p>Focus Activity: Naming number bonds to 5.</p> <p>Number formation</p>	<p>Numicon Doubles to 5 And symmetry</p> <p>Focus Activity: Naming doubles to 5</p> <p>Number formation</p>	<p>Numicon Cutting shapes in half. Halving an amount of objects.</p> <p>Focus Activity: Cutting shapes in half. Halving an amount of objects</p> <p>Number formation</p>	<p>Numicon Unit 12: One Less/One fewer</p> <p>Focus Activity: Children to identify one less/one fewer in a board game</p> <p>Number formation</p>	<p>Numicon Unit 12: One Less/One fewer</p> <p>Focus Activity: Spotting the peg that has been moved. Activity 4</p> <p>Number formation</p>	<p>Numicon Unit 13: Halving collections</p> <p>Focus Activity: Sharing equally.</p>
<p>Development Matters/ELG</p>	<p>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</p>		<p>Reception Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>Reception <i>Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.</i></p>	<p>Reception <i>Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.</i></p>	

<p>Understanding the World - Activities</p>	<p>Begin to understand that we live on planet Earth and that the moon is not a planet. The moon orbits the earth.</p>	<p>Use Google Moon to look at what the moon looks like close up. Watch a video of the first moon landing. Understand why we have day and night and that we see the moon at night because of the light reflecting from the sun.</p>	<p>Talk about what a meteor shower is – watch a video. Look at what the life of an astronaut is really like.</p>	<p>Understand some of the differences between the planets. Watch Let's Go Live video: https://www.youtube.com/watch?v=yfSzf2QVJ0I</p>	<p>Recap the planets and label them.</p>	<p>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.</p>
<p>Development Matters/ELG</p>	<p>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></p> <p>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></p>					
<p>Expressive Arts and</p>	<p>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.</p>			<p>Role Play Area: Space station Mother's Day Cards Easter Cards and Crafts Wax resist space pictures.</p>		

<p>Design - Activities</p>	<p>Gruffalo – hospital Elmer – small world Rocket</p> <p>Designs rockets 2D and 3D</p> <p><i>Charanga: Our World</i></p> <p><i>FUDGE DAY – helmets, 3D rockets, Launching rockets, poem</i></p>	<p>Learn storybots song. https://www.youtube.com/watch?v=ZHAqT4hXnMw <i>Charanga: Our World</i></p>
<p>Development Matters/ELG</p>	<p>Reception <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play</i></p>	