

Learning Question: Do we have to go anywhere to have an adventure?
 Concepts: Friendship, dreams, pride, transformations
 Hook: Fallen star in the outside area
 Final Outcome: Space day – invite to the parents to attend and do activities with their child

Understanding the World

They know the properties of some materials and can suggest some of the purposes they are used for.
 They recognise that a range of technology is used in places such as homes and schools.
 They select and use technology for particular purposes.
 Children find out about and use a range of everyday technology.
 They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Vocabulary:

Space, planet names, Earth, sun, star, moon, astronaut, alien, rocket, spaceship

PLODs:

Learning about the sun, moon, planets and stars – link to Whatever Next
 Recording key moments from the term in their own way – fallen star, drama workshop
 Beginning to use iPads to complete a game/find out information

Expressive Arts and Design

Children develop their own ideas through selecting and using materials and working on processes that interest them.
 Through their explorations they find out and make decisions about how media and materials can be combined and changed.
 Children talk about the ideas and processes which have led them to make music, designs, images or products.
 They can talk about features of their own and others work, recognising the differences between them and the strengths of others.

Vocabulary:

Design, plan, create, evaluate, instrument names, select, attach, adapt, rhythm

PLODs:

Making a rocket/spaceship
 Designing an alien – link to the Smeds and the Smoos
 Acting out stories and texts learnt
 Telling a story using musical instruments – We're Going on a Bear Hunt

Literacy

They read and understand simple sentences.
 They use phonic knowledge to decode regular words and read them aloud accurately.
 Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words.
 They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
 Attempts to write short sentences in meaningful contexts.
 They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
 Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.
 They use key features of narrative in their own writing.

Vocabulary:

Talk for Writing, actions, directions, instructions, fiction, non-fiction, finger space, capital letter, full stop, sentence

PLODs:

Talk for Writing – Whatever Next!
 Learning stories through actions and then innovating
 Making maps for journeys
 Writing directions/instructions

Mathematics

They count reliably with numbers from one to 20.
 They place numbers 1-20 in order.
 They say which number is one more than a given number (to 20).
 They say which number is one less than a given number (to 20).
 They solve problems, including doubling.
 They solve problems including halving.
 They solve problems including sharing.
 They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

Vocabulary:

Problem, doubling, halving, double, halve, share, quarter, equal, groups, one more, one less, addition, subtraction

PLODs:

Numbering and ordering planets
 Doubling and halving machines
 Sharing snack to take on a journey

Physical Development

Children can hop confidently and skip in time to music.
 They hold paper in position and use their preferred hand for writing, using a correct pencil grip.
 They are beginning to be able to write on lines and control letter size.
 Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
 Children know about and can make healthy choices in relation to healthy eating and exercise.
 They can dress and undress independently, successfully managing fastening buttons or laces.

Vocabulary:

Healthy, exercise, PE, space walk, gravity, astronaut, pre-cursive.

PLODs:

Dressing for a space
 Space walk in PE
 Preparing for a journey – link to healthy lifestyle

Personal, Social and Emotional Development

They are resourceful in finding support when they need help or information.
 They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
 They understand what bullying is and that this is unacceptable behaviour.

Vocabulary:

Information, plan, change, adapt, bullying, behaviour, transition, similarities and differences

PLODs:

Transition into Year 1 – change and similarities
 Good friends – what makes a good friend and how to tackle social difficulties e.g. friendship problems, sharing etc
 Feelings moving on to Year 1
 Difference between each other and families – link to the Smeds and the Smoos

Communication and Language

They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.
 They can carry out instructions which contain several parts in a sequence.
 They recount experiences and imagine possibilities, often connecting ideas.
 They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Vocabulary:

Assembly, audience, Talk for Writing, retell, vocabulary, actions, space

PLODs:

Assembly practise – speaking confidently in front of a large group
 Listening to a story and retelling it through actions (Talk for Writing)
 Learn new vocabulary related to space

