

<u>Personal, Social and Emotional Development</u> <u>Objectives:</u> Initiates conversations, attends to and takes account of what others say. (40-60) Explains own knowledge and understanding, and asks appropriate questions of others. (40-60) Confident to speak to others about own needs, wants, interests and opinions. (40-60) They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. British Values - Rule of Law - protects us and helps those who help us stay safe MC - Rules protect all groups in our society from bullying/hatred/unfair treatment How can following God's rules help us to live better lives		<u>Physical Development</u> Experiments with different ways of moving. (40-60) Handles tools, objects, construction and malleable materials safely and with increasing control. (40-60) Shows a preference for a dominant hand. (40-60) Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing. (ELG) Eats a healthy range of foodstuffs and understands need for variety in food. (40-60) The children have daily access to the Outdoor Areas which includes den making, wheeled vehicles on the track, sand, water, PE trolley of equipment, space hoppers, gardening equipment, small world toys, construction, role play areas, chalk & large boards, instruments, mats for free movement, large building blocks How can the body God gave us help us move?		<u>Communication and Language</u> Listens and responds to ideas expressed by others in conversation or discussion. (40-60) Uses language to imagine and recreate roles and experiences in play situations. (40-60) Alien "hot seating" where the children answer questions as if they were an alien from a different planet. Learning new vocabulary related to Space. Listening to stories about Space and trying to predict the ending. Answering a range of open ended questions about "Whatever Next" & adding details to their answers. <u>Stories include:</u> Whatever Next Aliens Love under pants There's no place like space Toys in Space	
<u>Literacy</u> Writes own name and other things such as labels and captions (40-60) Attempts to write short sentences in meaningful contexts (40-60) Handwriting practise. Line writing: dreams in rockets, planet names, alliterative planet poems, letters to the alien on the moon, Three letter word building. Variety of continuous provision such as invisible superhero writing, click together letters and mark making in glitter. Fine motor skills activities such as tweezers and sequins or tweezers and mini aliens.		<u>Maths</u> Orders two or three items by length or height. (40-60) Estimates how many objects they can see and checks by counting them (40-60) Finds the total number of two groups by counting all of them, (40-60) Estimating and counting stars. Tracking star routes with numbers. Adding astronauts. Weighing moon rocks and comparing sizes and weights. Positional language with soft rocket. Shape space pictures.		<u>Understanding the World</u> They talk about the features of their own immediate environment and how environments might vary from one another. (ELG) Uses ICT hardware to interact with age-appropriate computer software. (40-60) Fact finding about the different planets. Compare to Earth. Hot seating a Space Man to talk about life on the moon. Space picture using Paintbox on the IWB. (ICT) A day in the life of an astronaut. How did God help us to find out about the things within the world? Continued understanding of the importance of being safe on the computer.-British Values MC Understanding different peoples roles and responsibilities-MC	
<u>History</u> Topic: Significant Individuals - Explorers - Learn about the lives of significant individuals in the past who have contributed to national and international achievements - Explain what makes a person significant - Learn and retell the stories and of Christopher Columbus and Neil Armstrong - Compare the ships that Columbus and Armstrong used - Choose equipment for an adventure or expedition . What does Jesus teach us to help us follow the right path? British values-decision making		<u>P.E</u> Dance (3 Little Pigs Unit) & Gymnastics (Making Shapes) Create a simple sequence of movements to music. Dance movements for use in Nativity Pike, Straddle, Tuck, Arch and Dish shapes. Link shapes to make a simple sequence of movements. How can the body God gave us help us move?		<u>Music</u> Singing and playing simple percussion instruments and performing and sharing for others. Playing instruments from Africa and sharing with others. MC-To explore different sounds and instruments of different cultures.	
				<u>Science</u> Topic: Seasonal Change - observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies. Children will be looking at how the weather changes from season to season and the effects it has on the things around them. What if there were no seasons?	
				<u>R.E</u> Listening to the stories Jesus heard (EYFS RE) Y1 - Jesus was Special (1.4) MC - the importance of stories from others. How can we use Gods stories to make the world a better place? British Values - Freedom of Faith and Acceptance	

