

Vocabulary

moon	rocket
sun	stars
fly	look
exciting	astronaut
planet	Earth
explore	discover
travel	dark
bumpy	far
comet	asteroids
orbit	rotate
Space shuttle	Planet names



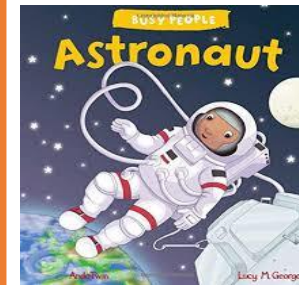
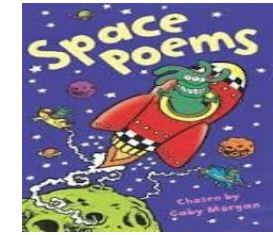
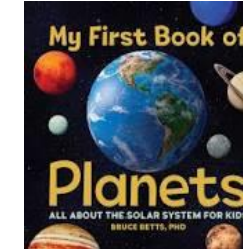
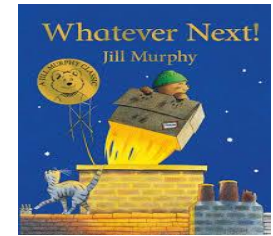
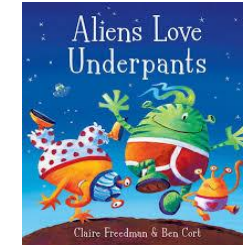
Aspiration and significant people
An **astronaut** is a person who is trained to travel into space. **Tim Peake** (April 7, 1972) is a British astronaut. In 2016 he became the first official British astronaut to walk in space.

LOVE GOD, LOVE OTHER LET YOUR LIGHT SHINE

Famous Quote: "To Infinity and Beyond!" Buzz Lightyear



Book List



Outdoor learning

PSED/C&L: Using the dark den and torches, create a space station/rocket and encourage children to act in role of an astronaut.

Maths: Practise counting backwards from 10 down to 0 for the lift-off sequence of a rocket. At 0, the children could all jump into the air like rockets.

Parental Engagement

Design and make a junk model spacecraft, astronaut and alien.

Create papier-mache planets.

Make a non-fiction book about space.



Enrichment

School: Mobile Planetarium

Visit National Space Centre: Leicester

Visit the Think Tank Birmingham: Planetarium

Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance.
- Explain the reasons for rules.
- Manage their own basic hygiene and personal needs.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

Cool Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Physical Development

Gross Motor Skills

- 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.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Lovely Literacy

- Demonstrate understanding of what has been read to them.
- Use and understand recently introduced vocabulary.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



Marvellous Mathematics

- Have a deep understanding of number to 10.
- Subitise up to 5.
- Recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts.
- Explore and represent evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, and, between the natural world and contrasting environments, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

BRITISH VALUES

EYFS and British values wheel

This EYFS and British values wheel demonstrates how the elements of the EYFS are multi-layered and interconnect, while the child remains the focus at the centre of your planning.

The yellow disk shows how British Values are embedded throughout the EYFS.

The green arrows show the different ways in which children actively engage and learn.



pacey.org.uk/Britishvalues

pacey
Professional Learning Centre

Expressive Arts

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role-playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Personal, Social and Emotional Development

What we do at school: Our Value is **PEACE**. We will learn what the word means, and how we can show it. (FE/HR/VD/RR)

How you can help: Talk to your child about their feelings and encourage them to use different words to express themselves. Talk about why they are feeling this way, and how their body is feeling at that moment.

Cool Communication and Language

What we do at school: We will be talking in full sentences to describe space and different planets. We will be asking questions using “where” and “why”.

How you can help: Look at the night sky with your child and talk about what they can see. Model talking in full sentences and encourage them to use describing words.

Physical Development

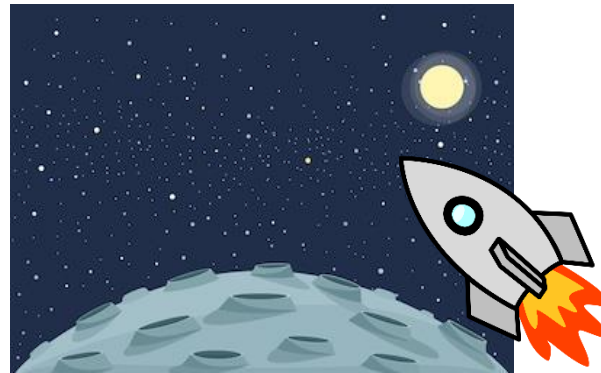
What we do at school: We will be experimenting with different ways of moving like an astronaut. We will be talking about what astronauts need to eat to be healthy.

How you can help: Make small and large movements to the Planets Suite by Holst. Find out what we need to do to keep our bodies healthy.

Lovely Literacy

What we do at school: We will continue our daily phonics and handwriting lessons. We will be writing a list of what we would pack in our space suitcase and creating our own space stories.

How can you help: Practice handwriting at home, remembering fantastic formation and sitting in your perfect writing position. Make a space non-fiction book together.



Marvellous Mathematics

What we do at school: We will be adding and subtracting aliens and astronauts and finding the totals. We will use a rocket number line to count on and count back. We will be ordering rockets by height.

How can you help: Find the total of two groups of interesting objects with your child and record the answer, drawing pictures and writing the number sentence.

Understanding the World

What we do at school: We will be asking questions about space and looking at the similarities and differences between the planets.

How can you help: Talk to your child about what makes our planet special. Find out information about other planets on the internet or at the library.

Characteristics of effective Learning

Playing and exploring

Active learning

Creating and thinking critically

Expressive Arts

What we do at school: We will be using different materials to make models of aliens, rockets & astronauts. We will be having a space station role play area.

How can you help: Encourage your child to collect junk modelling equipment to experiment and develop their creativity. Talk about the shapes they see.

Space Staring

At night,
I lean out of the window
and sip cool darkness.

Speckles of starlight
freckle the night's face.

The moon casts
bone-white light.

A fox nudges a dustbin,
hunting for scraps.

Sleek cats sneak
down back alleys –
a lone car accelerates
up the empty road.

Late night city lights glare,
glowering on street corners.

I whisper a wish into the silence.
A planet blinks its tiny red eye.
The space above me yawns forever.

Shop doorways settle down to sleep.
Dawn is a cup of coffee away.

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The Rubbish Tip Alien

Sitting on the tip,
quite quickly.
Choosing bit by bit,
quite slickly.

Hip hop hap
It's the alien rap

Tractor wheels for eyes,
turn lazy.
Dustbin lids for ears,
creak crazy.

Hip hop hap
It's the alien rap

Freezer for a head,
stares coldly.
Bedspring for a tongue,
juts boldly.

Hip hop hap
It's the alien rap

Car grill for a mouth,
turns fiery.
Hoover for a nose,
burns wiry.

Hip hop hap
It's the alien rap

Six Ways to Look at the Moon

The moon is an Olympic Stadium for intergalactic races -
planet jumping, star throwing and meteoric vaulting.

The moon is Cyclop's eyeball, impassionate as
a death star.

The moon is a Titan's silver boomerang,
transfixed forever.

The moon is a silver coin tossed, heads or tails,
wins or fails.

The moon is a polar bear's eye, the arctic fox's
paw print, the tip of the snowshoe hare's nose.

The moon says, tonight's O-K.