

Mathematical Development

- Data handling – who's happy to go into space? Favourite treats to take to space.
- Recognising coins, buying objects to take to space/for snack/spring shop – finding totals
- Positional language
- Measuring
- Days of the week, time to the hour – moon watch
- Addition and subtraction of suns and planets
- Finding half of space objects
- Counting eyes on aliens in 2's and 10's
- Learning numbers 11-20

Literacy

- Labelling rockets, facts about astronauts
- Writing instructions to make a rocket
- Writing lists, signs and posters
 - Descriptive language – moon poems
- Postcards from space
- Guided reading and individual readers
- Letters and sounds Phase 2 & 3

Knowledge and Understanding of the World

- To know that the push to make their rocket fly is a force. To recognise that when their rocket slows down and stops there is a cause.
- To explore and describe the way our environment is changing as the season changes to spring
- Astronaut food – changes by removing and adding water
- To know what living things need in order to survive.



Communication, Language and Literacy

- Listening skills.
- Following instructions with multiple steps
- Looking at using new vocabulary and expanding word knowledge
- Learning to ask questions responding to what others have said

Expressive Art and Design

- Moving rhythmically through dance and song.
- Exploring different instruments to develop their own musical patterns and rhythms,
- Engaging in imaginative role play based on own experiences – creating storylines and narratives
- Using various construction materials and tools for effective purposes to adapt and change their work to improve the end result.
- Mixing colours to create new colours of their own

EYFS

Destination – Outer Space

This theme will focus on the children thinking about their wider universe after reflecting on our local community last term. We will also be touching on the changing season of Spring.

Teaching Staff: Mrs Baker and Miss Whittle

Forest School

- Keeping up routines of Forest school
- Getting to know the other children in the Forest setting – learning to communicate and share
- Managing own belongings and becoming independent with managing them
- Exploring the forest area and learning our boundaries
- Exploring the world around us, learning names for nature we can see
- Observing the changing season and looking for signs of Spring
- Planting and changing areas based on interest

Physical Development

- Work on developing fine motor skills to support children's ability to dress/undress unaided (e.g buttons, zips etc).
- Developing cutting skills and pencil grip
- Building confidence moving in a range of ways such as slithering, rolling, skipping and hopping. Having control in kicking, caching and throwing.
- Exploring Dance

Personal, Social and Emotional Development

- Listening to others ideas and responding appropriately with ideas, questions and comments. To begin solving conflicts.
- To develop concentrations and listening skills during learning
- Work on recognition of own feelings and how their actions can affect others. To be able to discuss strategies they can use when expressing different emotions.
- Developing stronger confidence to share ideas in larger groups and also to try new things e.g. a new area of the environment
- To be able to describe what they enjoy and things they do not