

EYES possible lines of development

	<p>Summer 2 Reception</p>	<p>3b: Space <i>Week 1:</i> planets <i>Week 2:</i> Astronauts/rockets <i>Week 3:</i> solar systems <i>Week 4:</i> aliens</p>	<p>Hook:</p> <p>Outcome: Class solar system</p>
<p>Personal, Social and Emotional Development Challenges: Each morning go through the Maths meeting. Continue to support children to tick their name on the tick list once they have completed it. Children should independently choose where to put completed work, either in the CT's good tray or in their special box.</p> <p>RRS: Continue reminding children of what their rights and responsibilities are, linking to our class charters e.g. it is our <i>responsibility</i> to eat our fruit and drink our milk.</p> <p>Circle times:</p> <p><i>Week 1:</i> Freedom What does freedom mean? How do you know when you are free? How do you feel if you were trapped? Explain to children that we live in a county that allows us to express ourselves positively. Relate back to RRS values-emphasise our rights.</p> <p><i>Week 2:</i> How do we express our freedom? Show examples of famous people who have expressed themselves positively.</p> <p><i>Week 3:</i> Freedom fighters. How do they help people to be free?</p>	<p>Communication and Language Stories: Support the children to join in with repeated refrains in the story and anticipate what might happen next. As a class/small groups recall what happens in the story. Can the children identify patters in the stories e.g. what happens to the 'good' and 'bad' characters at the end of stories.</p> <p>Role play: Space station. Children to use a variety of language to imagine and recreate the roles of the characters from the story. Support children to use a 'storyline' in their play. Model how to act out the stories using character masks to support.</p> <p>Books: <i>Week 1:</i> Information texts Discuss with the class what space is, how we get there, what is in it. What it might be like to go.</p> <p><i>Week 2:</i> Stella Sydney and the moon. What happened to the moon? Why was it a problem? How do you think Sidney and Stella feel? What would you replace the moon with? What happens at the beginning/</p>	<p>Literacy</p> <p>Talk for Writing</p> <p><i>Core text: Man on the Moon</i> <i>Wk 1, 2, 3, 4: openers</i> <i>Wk 5, 6, 7: fact sheets</i></p> <p>Writing assessments: week 1/ week 7</p> <p><u>Talk for writing weekly timetable:</u></p> <p>Monday: Teach TfW/ immitate text</p> <p>Tuesday: Drama</p> <p>Wednesday: Teaching strand focus</p> <p>Thursday: Teach TfW/ immitate text</p> <p>Friday: Teaching strand focus</p> <p><u>Write away:</u></p> <p>Every day, children will write independently for three minutes in writing books, based on a simple modelled</p>	

<p>e.g Nelson Mandela</p>	<p>middle/ end</p> <p><i>Week 3: Information texts</i> As a class discuss the solar system, name and place planets in correct order.</p> <p><i>Week 4: Aliens love underpants</i> <i>Why do the aliens come to earth? What do they love the most? What do they do with underpants? What are you meant to do with underpants? What do you love the most? Wat planet would you visit?</i></p> <p>Transition: Week 5, 6, 7.</p>	<p>sentence.</p> <p>G&T: spontaneous use of taught writing skills HA: extended sentences MA: full sentence, capitals, full stops. LA: formed sentences/ finger spaces</p>
	<p>Mathematics</p> <p><i>Week 1 and 2 and 3:</i> Addition and subtraction and the inverse Children to add the sea creatures, leaves and people they can see. Children to take items away and to be able to determine the right answer. Once the children establish how to add and take away, teach them how to find the inverse of the answer. Children should always check and find the inverse before moving onto the next question.</p> <p><i>Week 4 and 5:</i> Estimation Children to estimate how many fish they can see today. How can they estimate how many fish are in the sea? Does it look like more than 10 or less than 10? More than 5? Or less than 5?</p> <p><i>Week 6: recap taught subjects</i></p>	<p><u>Understanding the World</u></p> <p><i>Space</i></p> <p>What do we find in space? Brainstorm children's ideas. Can they name any planets?</p> <p>Look at a picture of the solar system and explain what it is. Each day show the children a picture of a different planet and tell them facts about it. Children to act out the solar system to understand how the planets move around the sun.</p> <p>Look at pictures and videos of rockets. What do they look like inside/outside? How do people move around a spaceship? Introduce the word gravity and explain what this means. As a class label parts of the rocket and discuss</p>

		<p>what they are used for. Watch videos on Espresso and You Tube showing rockets taking off into space.</p> <p>What are astronauts? Look at pictures/videos of astronauts and discuss what their job is (particularly Neil Armstrong). Do the children know who the first man was to land on the moon? What did he do/say on the moon?</p> <p>What are aliens? Are they real or made up? Children to share their experiences of aliens e.g. seeing them on the television.</p> <p>Children to share their own ideas. Look at different pictures of aliens and discuss what they look like.</p>
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Expressive Arts and Design

- Making planets using paper plates, planet puppets to act out the solar system, space pictures using splash painting and glitter, observational drawings of planets, paper mache planets (focus), potato print planets, splash painting on large paper for role play area (focus).

- Creating an alien teacher!, drawing pictures of aliens, making pictures for our 'book week door', decorating aliens in underpants, alien masks, playdough aliens.
- : Making rockets using bottles/kitchen rolls, designing a rocket, making a rocket 'puppet' to act out flying through space, decorating a rocket for the role play area (focus), drawing observational pictures of rockets, astronaut masks to act out '5 little men in a flying saucer'.
- **Role play:** Space rocket. Throughout this topic, children will make pictures of rockets, draw and name stars and make planets and aliens to add to the role play area. Items will be covered in foil. They will splash paint the black paper to make 'outer space'. Children to act out being in space, flying rockets, countdowns, write the planets and other things (e.g. aliens and rockets) that they see in space. I can make crabs using my hands

- I can make an octopus