

South Baddesley Medium Term Plan

Topic: Aliens & Astronauts	Class: 1 Yr R & Yr 1	Term Spring 1 - 2015
Hook: <p>A postcard has arrived from Bob the man on the moon - he has invited the children to take part in a very special competition - to win a trip into space. To take part the children need to become space experts - they need to train as astronauts! During their training they will take part in a number of exercises to enable them to become space experts!!</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>		Outcome: lead focus EYFS - EAD - Being Imaginative Use their imaginations & previous experiences to develop their own narratives / pictures / initiate play ideas Develop story language & use of new vocabulary Use ipad to record their own stories / diaries / ideas EYFS Development Matters 40 -60 months & ELG Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. •Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. •Plays alongside other children who are engaged in the same theme. •Plays cooperatively as part of a group to develop and act out a narrative. Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories
Opportunities for Outdoor Learning: Forest School Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.	Opportunities for Mathematics: Use a 100 square to show number patterns. Encourage children to count the things they see and talk about and use numbers beyond ten Make number games readily available and teach children how to use them.	Opportunities for Communication & Language & Literacy When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. “mmmmummy”, “shshshshadow”, “K-K-K-KKaty”.

<p>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".</p> <ul style="list-style-type: none"> • Numbered aliens • Building space ships & rockets • Make alien food in mud kitchen • Walking like astronauts - moon walking 	<p>Display interesting books about number. Play games such as hide and seek that involve counting. Encourage children to record what they have done, e.g. by drawing or tallying. Use number staircases to show a starting point and how you arrive at another point when something is added or taken away. Provide a wide range of number resources and encourage children to be creative in identifying and devising problems and solutions in all areas of learning. Make number lines available for reference and encourage children to use them in their own play. Help children to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make six eggs altogether</p>	<p>Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape. Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds. When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the...'. Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character. Help children to talk about and plan how they will begin, what parts each will play and what materials they will need. Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts. Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities. Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.</p>
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Understanding the World	Expressive Arts & Design	Physical Development	Personal Social & Emotional
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Home Learning

Invent your own Aliens -draw a picture of them - make them as original as you can - and then give them a rhyming name
e.g Sam Pam or John Pon or Gill Pill

See if you can make a 3D model of your Alien using junk modelling or any other recycling materials you can find. You may have lots of exciting boxes left over from Christmas !

Yr 1 - write a description of your Alien. Try to use as many describing words as you can.