

Communication and Language

- To look at non-fiction books about 'Space' and develop specific vocabulary.
- To develop questioning and interviewing skills to find out about new things. – Use question words 'why', 'who', 'where', 'when', 'how'
- To retell their groups information.

Literacy

- To sequence the story, use a story map, role-play the story to innovate the story.
- To build and segment more complex words CVCC and CCVC words.
- To read simple sentences.
- To write simple sentences.
- To design and describe an alien, make alien passports and wanted posters.
- Make a story map and innovate the story.
- List writing; what you would take to the moon? What food would you pack?
- A postcard from an alien planet
- To look at non-fiction books about 'Space'.
- To make nonfiction posters/class books about planets/space rockets etc.

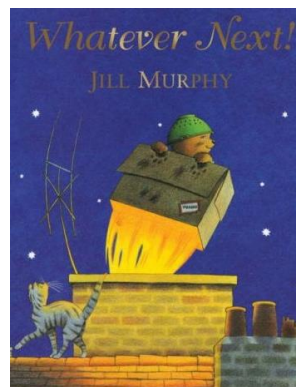
Understanding of the World

- To look at books on Space and identify key features and facts following our own interests.
- To watch the Lunar Landing 1969, Neil Armstrong and some of Tim Peake's clips of life in space. (Famous People) Show interest in occupations – astronauts
- To ask questions, learn how to find out the answers.
- To talk about Spring and changes.
- Growing why do things grow here and not on the moon?
- Life cycles butterfly and frog– new growth.
- Look at different power sources, wind and elastic band, wind up boats, solar mobile building sets.

Personal and Social and Emotional

- To express their feelings and talk about emotions.
- To be positive and talk about their own abilities and that of others.
- To maintain attention and concentrate for longer periods.
- To become more organised for activities; collecting appropriate resources and completing tasks with growing independence.
- To be more responsible for their own learning, knowing what they need to focus on and remember to do better next time.
- Use 5 Little Fiends to discuss the joy of sharing and not being selfish.
- To know how to be, and stay, safe and healthy.
- To understand how food, exercise, sleep and hygiene keep us healthy.
- To discuss stranger danger.

Curriculum Map Foundation Stage Out of this World Spring B 2023 J Pascoe L Hall C Boston



Home corner

- Outside:** Garage continued, whatever next role-play, big bricks rocket building and imaginary play.
- Inside:** Shop and home combined.

Physical Development (Gross & Fine Motor)

- Continue to develop fine motor control.
- Continue to develop Gross Motor skills.
- To improve handwriting forming letters correctly and of same size, including capital letters.
- Through the context of 'gymnastics' - Use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- Combine movements, selecting actions in response to the task and apparatus.
- Confidently and safely use a range of large and small apparatus.
- Negotiate space safely with consideration for myself and others.

Mathematics

- Count forwards and backwards to 10 then 20.
- Finding different ways of making 9 and 10 i.e. 3, 3 and 3.
- Recalling number bonds to 10.
1 and 9, 2 and 8, 7 and 3, 6 and 4, 5 and 5, 9 and 1.....
- Using number bond knowledge to solve problems i.e. I need 10, I have 2 already how many more do I need?
- Recalling doubles to 10.
- Combining 2 numbers.
- 3D shape, sorting naming and describing properties.
- Patterns - continuing more complex repeating patterns such as ABC, ABB, AABB, AABBB, AABBC.

Expressive Art and Design

- Collage work on space.
- Make straw rockets.
- Drawing to music. Listen to 'The Planets' – respond to what they have heard expressing thought, feelings and movement through dance.
- Junk modelling – joining different pieces together.
- Put to music 5 Little Fiends.
- Make up new lyrics and accompanying actions; sing and play a rising and falling melody and use appropriate hand actions to mark a changing pitch.
- Improvise a vocal/physical soundscape about minibeasts; Sing in call-and-response; play an accompaniment using tuned & untuned percussion and recognise a change in tempo; listen to a piece of classical music and respond through dance.