

EYFS Medium Term Planning - Whatever Next?

Prime Area - Personal, Social and Emotional Development		
Aspects	Learning & Development Focus	Possible experiences, opportunities, activities and enhancements
Making relationships	<p>40-60m</p> <ul style="list-style-type: none"> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>ELG</p> <ul style="list-style-type: none"> Play co-operatively, taking turns with others Take account of one another's ideas about how to organise their activity Show sensitivity to others' needs and feelings Form positive relationships with adults and other children 	<p>Texts:Fiction: Whatever Next - Jill Murphy, On the Moon by Anna Milbourne and Benji Davies, Roaring Rockets by Tony Mitton and Ant Parker, Man on the Moon (a day in the life of Bob) by Simon Bartram, Aliens Love Underpants by Claire Freedman and Ben Court, Here Come the Aliens by Colin McNaughton, We're Off to Look For Aliens by Colin McNaughton, Laura's Star by Klaus Baumgart, How to catch a Star by Oliver Jeffers</p> <p>Non Fiction: The Solar System by Emily Bone, Terry Pastor and Tim Haggerty, Living in Space by Katie Daynes</p> <p>Poetry/Rhymes: The Owl and the Pussycat - Edward Lear, The Owl and the Astronaut, Count down poems/ rhymes, The planets by Dave Ward (Space Poems, p10), Space Poems Chosen by Gaby Morgan</p> <ul style="list-style-type: none"> Role-play - taking turns, sharing, cooperating as part of a group. Children to agree on a theme for the role-play area: Space station, rocket, moon. How will we change it? Set up an area in the classroom for role playing in a space station/ shuttle. Include some of the following resources to enhance role playing experiences: walkie talkies, tuff cameras, star charts, space log books, binoculars, telescopes. Encourage children to take on the roles of people who talk to astronauts on missions in space. What does an astronaut do? Explore images of an astronaut's clothing. Use the images to explain what each part does. Explore materials used for clothes, helmets. Discuss ways to take care of the Earth such as not dropping litter, turning off taps, recycling and switching off lights. Look at a globe. Show the children that the Earth is a sphere. Show chn the Space Pictures. Chn take turns to tell the group about a memory they have of a big event (not something that happened to them but to others.) Chn must pay attention and listen to the speaker. Talk about what it must have felt like to be the first man to walk in space. Enjoy role playing the first space walk. Show the chn images of stars. Explain that the sun is a star, a giant ball of very hot gas. Talk about the importance of the Sun for providing heat and light on Earth. (PS3) Briefly recap on sun safety (What do chn remember about this from Autumn Look through books to find characters that are sensibly wearing sunhats and clothing with sleeves Read <i>Laura's Star</i>. Discuss when we feel lonely / when we feel as if someone does not understand. Would we like a star to talk to? Provide each child with a star. Ask chn to think of 5 things, 1 for each point, they could talk to their star about. They can write a word or draw a simple picture to indicate each thing, e.g. a ball to indicate football, a plate to indicate food..., etc.
Self-confidence and self-esteem	<p>40-60m</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>ELG</p> <ul style="list-style-type: none"> Confident to try new activities, and say why they like some activities more than others Confident to speak in a familiar group, will talk about their ideas Choose the resources they need for their chosen activities Say when they do or don't need help 	
Managing feelings and behaviour	<p>40 - 60m</p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>ELG</p> <ul style="list-style-type: none"> Talk about how they and others show feelings Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable Work as part of a group or class, and understand and follow the rules Adjust their behaviour to different situations, and take changes of routine in their stride 	

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Prime Area - Communication and Language		
Aspects	Learning & Development Focus	Possible experiences, opportunities, activities and enhancements
Listening & Attention	<p>40 - 60m</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span. <p>ELG</p> <ul style="list-style-type: none"> Listen attentively in a range of situations Listen to stories, accurately anticipating key events Respond to what they hear with relevant comments, questions or actions Give their attention to what others say and respond appropriately, while engaged in another activity 	<p>Texts:Fiction: Whatever Next - Jill Murphy, On the Moon by Anna Milbourne and Benji Davies, Roaring Rockets by Tony Mitton and Ant Parker, Man on the Moon (a day in the life of Bob) by Simon Bartram, Aliens Love Underpants by Claire Freedman and Ben Court, Here Come the Aliens by Colin McNaughton, We're Off to Look For Aliens by Colin McNaughton, Laura's Star by Klaus Baumgart, How to catch a Star by Oliver Jeffers</p> <p>Non Fiction: The Solar System by Emily Bone, Terry Pastor and Tim Haggerty, Living in Space by Katie Daynes</p> <p>Poetry/Rhymes: The Owl and the Pussycat - Edward Lear, The Owl and the Astronaut, Count down poems/ rhymes, The planets by Dave Ward (<i>Space Poems</i>, p10), Space Poems Chosen by Gaby Morgan</p> <ul style="list-style-type: none"> Children listen to space themed stories and answer questions about the story, Stop reading before the end of the story, what do you think will happen next? What can we find beyond the sky? What's in Space and how will we get there? Which planet do we live on? What makes Earth special? What would it be like to visit the moon? What would it be like to live on a different planet? Children could pretend to be space robots to explore positional language and directions. Tell the children that as space robots, they have to follow the instructions of the astronaut. Give them instructions to follow using positional language or directions - for example 'space robots, stand next to the slide' or 'space robots, take 2 steps to the left.' Talk about what can be seen at night-time. Ask the children to draw what they see in the night sky through their bedroom window. Play a listening game where one child is blindfolded in the middle of a circle. The children in the circle take it in turns to say 'It's only me a friendly alien!' in an appropriate squeaky or gruff voice. The blindfolded child guesses who was speaking/where in the room the child was
Understanding	<p>40 - 60m</p> <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. <p>ELG</p> <ul style="list-style-type: none"> Follow instructions involving several ideas or actions Answer 'how' and 'why' questions about their experiences Answer 'how' and 'why' questions in response to stories or events 	
Speaking	<p>40 - 60m</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. <p>ELG</p> <ul style="list-style-type: none"> Express themselves effectively, showing awareness of listeners' needs Use past, present and future forms accurately when talking about events that have happened or are to happen in the future Develop their own narratives and explanations by connecting ideas or events 	

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Prime Area - Physical		
Aspects	Learning & Development Focus	Possible experiences, opportunities, activities and enhancements
Moving and Handling	<p>40 - 60m</p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>ELG</p> <ul style="list-style-type: none"> Show good control and co-ordination in large movements Show good control and co-ordination in small movements Move confidently in a range of ways, safely negotiating space Handle equipment and tools effectively, including pencils for writing 	<p>Texts as starting points:</p> <p>Texts:Fiction: Whatever Next - Jill Murphy, On the Moon by Anna Milbourne and Benji Davies, Roaring Rockets by Tony Mitton and Ant Parker, Man on the Moon (a day in the life of Bob) by Simon Bartram, Aliens Love Underpants by Claire Freedman and Ben Court, Here Come the Aliens by Colin McNaughton, We're Off to Look For Aliens by Colin McNaughton, Laura's Star by Klaus Baumgart, How to catch a Star by Oliver Jeffers</p> <p>Non Fiction: The Solar System by Emily Bone, Terry Pastor and Tim Haggerty, Living in Space by Katie Daynes</p> <p>Poetry/Rhymes: The Owl and the Pussycat - Edward Lear, The Owl and the Astronaut, Count down poems/ rhymes, The planets by Dave Ward (<i>Space Poems</i>, p10), Space Poems Chosen by Gaby Morgan</p> <p>Real PE Unit 3</p> <ul style="list-style-type: none"> Use large equipment to pretend to be astronauts climbing into a rocket. Rush to the ship! Use hoops as space rockets, bounce around in space to the music, when it stops go and stand in a rocket. Space games In pairs, chn play throwing/catching games. As there is no gravity on the Moon the ball would float away unless we jump really high to catch it. Child throwing throws ball high so their partner has to jump up to catch it. Musical Moon craters: Place a series of hoops around the hall - these are moon craters. Chn pretend to be aliens dancing around the Moon in time to the music. When the music stops they jump into the nearest craters to hide from the visiting spacemen. Use playground chalk to draw a number of stars outside. Encourage the chn to practise use beanbags to aim at the stars as a target. Develop fine motor skills through threading spherical beads to make planet necklaces. (PD7)
Health and Self Care	<p>40 - 60m</p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. <p>ELG</p> <ul style="list-style-type: none"> Know the importance for good health of physical exercise, and a healthy diet Talk about ways to keep healthy and safe Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently 	

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Specific Area - Literacy		
Aspects	Learning & Development Focus	Possible experiences, opportunities, activities and enhancements
Reading	<p>40 - 60m</p> <ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p>ELG</p> <ul style="list-style-type: none"> Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding when talking with others about what they have read 	<p>Texts:Fiction: Whatever Next - Jill Murphy, On the Moon by Anna Milbourne and Benji Davies, Roaring Rockets by Tony Mitton and Ant Parker, Man on the Moon (a day in the life of Bob) by Simon Bartram, Aliens Love Underpants by Claire Freedman and Ben Court, Here Come the Aliens by Colin McNaughton, We're Off to Look For Aliens by Colin McNaughton, Laura's Star by Klaus Baumgart, How to catch a Star by Oliver Jeffers</p> <p>Non Fiction: The Solar System by Emily Bone, Terry Pastor and Tim Haggerty, Living in Space by Katie Daynes</p> <p>Poetry/Rhymes: The Owl and the Pussycat - Edward Lear, The Owl and the Astronaut, Count down poems/ rhymes, The planets by Dave Ward (<i>Space Poems</i>, p10), Space Poems Chosen by Gaby Morgan</p> <ul style="list-style-type: none"> Prepare a Space Party and write invitations, write recipes for some of the Space Party food, understood how to write lists and simple instructions. Make a story map of the story 'Whatever Next!' Sequences pictures of the story Write a sentence for the beginning, middle and end of the story. Make up an alternative ending to the story Write a list of ingredients for a picnic to take to the moon 'We're off to look for Aliens' Write a description of an alien and give it an alliterative name. Read Write Inc Phonics set 1 & 2 sounds Introduce Red Ditties Weekly letter formation and spelling practice on wipe boards Continue to send home letter flashcards Send home red and green word flashcards
	<p>40 - 60m</p> <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. <p>ELG</p> <ul style="list-style-type: none"> Use their phonic knowledge to write words in ways which match their spoken sounds Write some irregular common words Write simple sentences which can be read by themselves and others In writing some words are spelt correctly and others are phonetically plausible 	
Writing		

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Specific Area - Numeracy

		Learning & Development Focus	Possible experiences, opportunities, activities and enhancements
	Aspects		
	Numbers	<p>40 - 60m</p> <ul style="list-style-type: none"> Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. <p>ELG</p> <ul style="list-style-type: none"> Count reliably with numbers from one to 20 Place numbers 1-20 in order Say which number is one more or one less than a given number to 20 Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer Solve problems, including doubling, halving and sharing 	<p>Texts:Fiction: Whatever Next - Jill Murphy, On the Moon by Anna Milbourne and Benji Davies, Roaring Rockets by Tony Mitton and Ant Parker, Man on the Moon (a day in the life of Bob) by Simon Bartram, Aliens Love Underpants by Claire Freedman and Ben Court, Here Come the Aliens by Colin McNaughton, We're Off to Look For Aliens by Colin McNaughton, Laura's Star by Klaus Baumgart, How to catch a Star by Oliver Jeffers</p> <p>Non Fiction: The Solar System by Emily Bone, Terry Pastor and Tim Haggerty, Living in Space by Katie Daynes</p> <p>Poetry/Rhymes: The Owl and the Pussycat - Edward Lear, The Owl and the Astronaut, Count down poems/ rhymes, The planets by Dave Ward (<i>Space Poems</i>, p10), Space Poems Chosen by Gaby Morgan</p> <ul style="list-style-type: none"> Songs and rhymes - 5 little men in a flying saucer One less flying saucer, how many left Subtraction using flying saucers - vocabulary Explore different ways to record addition and subtraction Positional vocabulary based on 'Whatever Next!' describe where baby bear is in relation to his rocket or where his rocket was, e.g. under the stairs. Encourage the chn to place the bear in different positions and use appropriate positional language as the bear is moved e.g. near, under, over, outside, inside, beside, next to, on, in, above and below a variety of objects. Use solid shapes to build space rockets and vehicles, revisit names and properties of 3D shapes. Sort solid shapes into cones and cylinders. Use flat shapes to make space shape pictures, revisit names and properties of flat shapes Numbers - recognise and order numbered rockets to 20. Time Days of the week, months of the year, morning / afternoon / evening / day & night Pattern One more and one less. Make a block graph showing which food chn would take to moon. Discuss the results and use the graph to answer questions. Make different sized moon rocks using tin foil. Place a heavy weight in the smallest. Ask chn to estimate which rock will be the heaviest and which will be the lightest. Test predictions by direct comparison, then use balancing scales to check accuracy. Use words relating to measurement e.g. big, small, largest, smallest, heaviest, lightest etc Planet Pelmanism: Spread planet pair cards out face down on table, muddled up. Chn take turns to turn over 2 cards. Do they make a pair? If so, child keeps them & takes another turn. If not they turn them back over again and next child takes a turn. At end of the game, before playing again, use the pairs to help chn count in twos. Practise doing this as a whole class: Two, four, six, etc.
	Shape, Space & Measure	<p>30 - 50m</p> <ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <p>40 - 60m</p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways. <p>ELG</p> <ul style="list-style-type: none"> Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems Recognise, create and describe patterns Explore characteristics of everyday objects and shapes and use mathematical language to describe them 	

EYFS Medium Term Planning - Whatever Next?

Specific Area - Understanding the World

Learning & Development Focus Possible experiences, opportunities, activities and enhancements		
Aspects		
People and Communities	40 - 60m <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. ELG <ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members Know that other children don't always enjoy the same things and are sensitive to this Know about similarities and differences between themselves and others Know about similarities and differences among families, communities and traditions 	Texts:Fiction: Whatever Next - Jill Murphy, On the Moon by Anna Milbourne and Benji Davies, Roaring Rockets by Tony Mitton and Ant Parker, Man on the Moon (a day in the life of Bob) by Simon Bartram, Aliens Love Underpants by Claire Freedman and Ben Court, Here Come the Aliens by Colin McNaughton, We're Off to Look For Aliens by Colin McNaughton, Laura's Star by Klaus Baumgart, How to catch a Star by Oliver Jeffers Non Fiction: The Solar System by Emily Bone, Terry Pastor and Tim Haggerty, Living in Space by Katie Daynes Poetry/Rhymes: The Owl and the Pussycat - Edward Lear, The Owl and the Astronaut, Count down poems/ rhymes, The planets by Dave Ward (<i>Space Poems</i> , p10), Space Poems Chosen by Gaby Morgan P&C R.E. Special Books - <ul style="list-style-type: none"> How are holy books are treated? e.g. Qur'an, Torah, Guru Granth Sahib Children to bring in their own special books Special People - <ul style="list-style-type: none"> Jesus as special to Christians, stories Jesus told (e.g. Lost Coin, Lost Sheep) Special Times - <ul style="list-style-type: none"> Easter story - How Christians celebrate in church e.g. singing, hymns, prayers Chinese New Year Easter Different jobs - astronaut TW <ul style="list-style-type: none"> Whatever Next? Baby Bear found nothing on the moon. If an alien spaceship landed in our school garden what would they see? Stand in the garden and describe / draw what they can see face 4 directions. Talk about the features of their environment. Are there any things that are not permanent so might not be there next week, e.g. people, cars, etc. Winter Weather
	40 - 60m <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. ELG <ul style="list-style-type: none"> Know about similarities and differences in relation to places, objects, materials and living things Talk about the features of their own immediate environment and how environments might vary from one another Make observations of animals and plants and explain why some things occur, and talk about changes 	
Technology	40 - 60m <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. ELG <ul style="list-style-type: none"> Recognise that a range of technology is used in places such as homes and schools Select and use technology for particular purposes Dress an astronaut for Space http://www.nasa.gov/audience/forstudents/k-4/playandlearn/dress-me-for-space.html http://www.nasa.gov/audience/forstudents/58/features/F_Apollo_35th_Anniversary.html Links to Apollo 11 and the first moon landing http://news.bbc.co.uk/onthisday/hi/dates/stories/july/21/newsid_2635000/2635845.stm http://www.kidsastronomy.com/ Find out about the planets Find out about stars http://www.thecraftycrow.net/2009/07/starry-starry-night.html Pictures of Yuri Gagarin downloaded from: http://www.bbc.co.uk/science/space/exploration/missiontimeline/vostok1.shtml http://starchild.gsfc.nasa.gov/cgi-bin/StarChild/planet_go.pl to put the planets in correct order in the Solar System http://www.bbc.co.uk/cbeebies/#/lb/spacepirates/spacepiratesgame to play games with the Space Pirates	Special Books - <ul style="list-style-type: none"> How are holy books are treated? e.g. Qur'an, Torah, Guru Granth Sahib Children to bring in their own special books Special People - <ul style="list-style-type: none"> Jesus as special to Christians, stories Jesus told (e.g. Lost Coin, Lost Sheep) Special Times - <ul style="list-style-type: none"> Easter story - How Christians celebrate in church e.g. singing, hymns, prayers Chinese New Year Easter Different jobs - astronaut TW <ul style="list-style-type: none"> Whatever Next? Baby Bear found nothing on the moon. If an alien spaceship landed in our school garden what would they see? Stand in the garden and describe / draw what they can see face 4 directions. Talk about the features of their environment. Are there any things that are not permanent so might not be there next week, e.g. people, cars, etc. Winter Weather

	<p>http://www.crickweb.co.uk/Early-Years.html to play games with Lecky, e.g. count with Lecky, dress Lecky or Lecky's friends.</p>	<ul style="list-style-type: none"> • Changing temperatures - melting ice • What can we find beyond the sky? What's in Space and how will we get there? • Which planet do we live on? What makes Earth special? • What would it be like to visit the moon? • What would it be like to live on a different planet? • What would an alien/ UFO look like? • Magnetic items <p>Tech</p> <ul style="list-style-type: none"> • Digital Literacy: Retrieve information. • Using simple IT equipment safely - use Mini Mash activities on Purple Mash • Smartie the Penguin (How to be safe on the internet) Internet Safety Day • Information Technology: Name a range of devices that can be used in homes and schools. • Computer Science: Complete a simple program. My World screens - Find Ted
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EYFS Medium Term Planning - Whatever Next?

Specific Area - Expressive Arts and Design		
Aspects	Learning & Development Focus	Possible experiences, opportunities, activities and enhancements
Exploring and using media and materials <ul style="list-style-type: none"> 40 - 60m <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. ELG <ul style="list-style-type: none"> • Sing songs, make music and dance, and experiment with ways of changing them • Safely use and explore a variety of materials, tools and techniques • Experiment with colour, design, texture, form and function 	<p>Texts as starting points:</p> <p>Texts:Fiction: Whatever Next - Jill Murphy, On the Moon by Anna Milbourne and Benji Davies, Roaring Rockets by Tony Mitton and Ant Parker, Man on the Moon (a day in the life of Bob) by Simon Bartram, Aliens Love Underpants by Claire Freedman and Ben Court, Here Come the Aliens by Colin McNaughton, We're Off to Look For Aliens by Colin McNaughton, Laura's Star by Klaus Baumgart, How to catch a Star by Oliver Jeffers</p> <p>Non Fiction: The Solar System by Emily Bone, Terry Pastor and Tim Haggerty, Living in Space by Katie Daynes</p> <p>Poetry/Rhymes: The Owl and the Pussycat - Edward Lear, The Owl and the Astronaut, Count down poems/ rhymes, The planets by Dave Ward (<i>Space Poems</i>, p10), Space Poems Chosen by Gaby Morgan</p> <p>Charanga Music scheme: Spring 1 - Everyone!</p> <ul style="list-style-type: none"> • Explore different media to create space pictures - oil pastel planets • Colour mixing primary colours and adding white to change shade of colour - planets • Making rockets • Space journey • Tell chn how the Moon is made of rocks & dust. Together make the Moon. Blow up a balloon & cover it with papier mâché. Chn make craters & rocks using salt dough. Stick these onto the surface & paint in shades of grey. When dry paint with PVA glue to give your Moon a shiny surface. Get chn to feel the rocky rough surface. Make a list of describing words, e.g. rocky, rough, bumpy, etc. • Make collages of different planets. Cover the reverse side of small paper plates with overlapping pieces of tissue paper. Varnish the Suns with watered down PVA glue. • Sing 'Twinkle, twinkle little star'. Encourage chn to do actions and to use tuned and unturned percussion instruments to make up starry music. • Chn explore the work of Vincent Van Gogh's Starry Night and use to reproduce own examples using a combination of media to create a silhouette and wax resistant landscape. • Use runny paint and black paper to make blow paintings of shooting stars. • Provide boxes, pipe cleaners, collage materials and resources for joining to make aliens and UFOs. 	
Being Imaginative <ul style="list-style-type: none"> 40 - 60m <ul style="list-style-type: none"> • 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. ELG <ul style="list-style-type: none"> • Plays cooperatively as part of a group to develop and act out a narrative. • Use what they have learnt about media and materials in original ways, thinking about uses and purposes • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories 		

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	Lit	Num	PSED	CLL	Physical	UTW	EAD	SMSC
Week 1 6.1.20	RWI Phonics & Ditties Writing about holidays	Number: 5 Little Men in a Flying Saucer – 1 less, subtraction from 5 / 10 Part – part – whole model	Agree on a theme for the role-play area: Set up an area in the classroom for role playing in a space station/ shuttle. Encourage children to take on the roles of people who talk to astronauts on missions in space.	What can I see at night? What is it like at night time? Talk to the children about the things they can see outside at night time. What's in Space and how will we get there?	Real PE Unit 3 lesson 1	What can we find beyond the sky? What's in Space and how will we get there? Which planet do we live on? What makes Earth special?	Music: Charanga Unit 3 Step 1 Chn explore the work of Vincent Van Gogh's Starry Night and use to reproduce own examples using a combination of media. Talk about the different shades of blue – how do we make light blue?	British values: Democracy – Is it important to listen to others?
Week 2 13.1.20	RWI Phonics & Ditties Read the story of 'Whatever Next' to the point where Baby Bear puts his belongings into the rocket. What would you take with you if you went to a different planet? Write a list,	SSM: Use positional vocabulary to describe Baby Bear's position in the box Use flat shapes to create space pictures	Discuss ways to take care of the Earth such as not dropping litter, turning off taps, recycling and switching off lights.	Play a listening game where one child is blindfolded in the middle of a circle. The children in the circle take it in turns to say 'It's only me a friendly alien!'. The blindfolded child guesses who was speaking	Real PE Unit 3 lesson 2	What does an astronaut do? Explore images of an astronaut's clothing. Explore materials used for clothes, helmets. How do we know about space? How do astronauts use technology?	Music: Charanga Unit 3 Step 2 Look at some pictures of different planets and discuss the different marks and colours they can see. Children to investigate using pastels to create a planet.	Wider world: charity/community – How do we help others?
Week 3 20.1.20	RWI Phonics & Ditties Whatever Next! Make a story map of the story 'Whatever Next!'	SSM: Describe the properties of solid shapes and use them to build space models			Real PE Unit 3 lesson 3	Chinese New Year Purple Mash Mini Mash use Paint programme to create rocket / moon picture	Music: Charanga Unit 3 Step 3 Create dragon puppets / dance / music - respond	Raising aspirations: Goals – What am I good at?
Week 4 27.1.20	RWI Phonics & Ditties Whatever Next! Make up an alternative ending to the story	SSM: Children to make a jam sandwich to take to the moon, sequence pictures for making a jam sandwich. What happened first, next, after that.	Aliens Love Underpants – is it okay to steal?	Children pretend to be space robots to explore positional language and directions. Give them instructions to follow using positional language or directions	Real PE Unit 3 lesson 4	Day and night, light and dark. Compare the different activities done during the day & at night Explain that the sun is a star, a giant ball of very hot gas. Talk about the importance of the Sun for providing heat and light on Earth.	Music: Charanga Unit 3 Step 4 Ask the children if they have any special books at home. How should we treat special books? Discuss the reasons why books might be special, Introduce the Qur'an (powerpoint) and how it is treated with respect.	PSHCE Health and wellbeing: balanced lifestyle – What is my favourite food?
Week 5 3.2.20	RWI Phonics & Ditties Write a list of ingredients / instructions for making a jam sandwich.	Number: There are 10 flying saucers altogether but some fly to Saturn and some to Neptune. How many are on each planet?	Read Laura's Star. Discuss when we feel lonely / when we feel as if someone does not understand. Provide each child with a star. Ask chn to think of 5 things, 1 for each point, they could talk to their star about.		Real PE Unit 3 lesson 5	Whatever Next? Baby Bear found nothing on the moon. If an alien spaceship landed in our school garden what would they see?	Music: Charanga Unit 3 Step 5 Children to bring in a special book from home. Discuss the reasons why books might be special,	Keeping safe: risk, hazard, danger – How can we keep ourselves safe at home and school?
Week 6 10.2.20	RWI Phonics & Ditties 'We're off to look for Aliens' Write a description of an alien and give it an alliterative name.	Make different sized moon rocks Ask chn to estimate which rock will be the heaviest and which will be the lightest.			Real PE Unit 3 lesson 6	Valentines Day Safer Internet Day Read the Letter from the Aliens to the class asking children to find the magnetic items they dropped from their spaceship – sort magnetic and non-magnetic materials	Music: Charanga Unit 3 Step 6 How can you show respect for a book? How do Muslims respect their holy writings? What can we learn from the story of Muhammad at the Gates of Makkah?	Sex & relationships: bullying – What would I do if someone is unkind to me?