



# Allington Primary School Learning Journey 25/26

## Space

Year: R

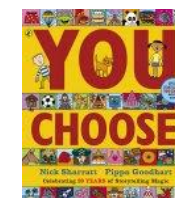
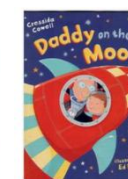
Term: 3

Duration: 6 weeks

### In this topic we will:

- Be confident to speak to others about our own needs, wants, interests and opinions.
- Be aware of the boundaries set, and of behavioural expectations in the setting.
- Listen and respond to ideas expressed by others in conversations or discussions.
- Use vocabulary associated with Space to imagine and recreate roles and experiences in play situations.
- Extend our vocabulary and explore the meaning and sounds of new words.
- Explain what we know about Space and ask appropriate questions of others.
- Say the names of some famous astronauts.
- Use vocabulary which is influenced by our experiences of books.
- Begin to read words and simple sentences.
- Write labels and captions.
- Recognise the value of 0.
- Explore how to make 6, 7 and 8.
- Compare lengths and heights.
- Say which container holds more.
- Sequence events.

### Key texts this term:



### Personal, Social and Emotional:

- Children will take part in 'Special Person' sessions, identifying what makes each of us unique.
- Children will continue to work towards earning 'Star of the week' and be happy for those who achieve this.
- Children will behaviour appropriately during different situations
- Children will explore a range of foods and talk about their preferences
- Children will be open to trying new things and show confidence in a range of situations
- Children will be exposed to working with different adults and children across the year group
- Children will be encouraged to talk about their feelings and emotions and find ways to self-regulate
- Children will understand that it is ok to choose something that isn't the same as their friend.

### Communication and Language:

- Children will listen to their peers when sharing their holiday news
- Children will listen and respond to a range of texts whilst making predictions
- Children will increase their focussed attention during teacher directed activities
- Children will begin to extend their topic focussed vocabulary
- Children will use the correct language to imagine roles and experiences

**Physical:**

**PPP - Primary PE Planning - Dance**

In this unit, children will experiment with different ways of moving to music. Children will learn through dance to negotiate space, move around in various directions and to look out for their friends. They will begin to create dances on their own and in pairs.

<p><b>Physical Me</b></p> <p><b>Moving in different ways:</b> Turning, stamping, sliding, crawling, skipping, jumping, hopping, galloping</p> <p><b>Levels</b> - Experimenting with dancing at different levels</p> <p><b>Directions</b> - Experiment with dancing in different directions</p> <p><b>Balance, Agility and Co-ordination</b></p>	<p><b>Value Me:</b> - Passion (to enjoy the music and dancing)</p> <p><b>Thinking Me</b> - Respond to my feelings - Following dance moves</p> <p><b>Social Me</b> - Taking turns - Listening - Watching a performance</p>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills ELG</b> - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination - Move energetically, such as running, jumping, dancing, hopping and skipping</p>	<p><b>Key Vocabulary</b></p> <p>Space</p> <p>Perform</p> <p>Moving</p> <p>Listen</p>
<p><b>Key Knowledge</b></p> <p><b>Space</b> - When dancing or moving around, it is important to look out for your friends and make sure you are safe.</p> <p><b>Listening</b> - It is important to listen to the music, this will help you to move in time to it.</p> <p><b>Perform</b> - This is when you show the dances that you have created to an audience - your friends and teachers. - It is important, if you are watching, to sit down quietly to show respect to anyone that may be performing</p>			<p><b>Topic Vocabulary</b></p> <p>Spell</p> <p>Broom</p> <p>Fairy</p> <p>Magic</p>

**Pen Disco** - Children will listen to a wide array of music and create patterns on pieces of paper using pens in order to improve their fine motor skills. Children will practise letter shapes such as anti-clockwise circles, vertical lines and zig zags.



**Get Squiggling** - Children will continue to take part in weekly sessions where they actively engage in story telling by drawing pictures and writing labels.



**Gross Motor Skills:**

Children will take part in BEAM exercises to improve their balance and co-ordination. Children will continue to use the outdoor play area freely ensuring they are using the bikes confidently. Children will practise putting on their coats, scarves and gloves and doing their own zips.

**Fine Motor Skills:**

Children will practise their tripod grip daily. Children will continue to use Drawing Club activities to practise their mark making. Children will complete Clever Finger activities to strengthen their fingers and hands.



**Maths:**

Children will learn about zero  
 Children will compare numbers to 5  
 Children will explore different compositions of 4, 5, 6, 7 and 8  
 Children will learn the language associated with capacity  
 Children will learn to combine two groups to find a total  
 Children will be finding one more and one less than a given number  
 Children will continue to subitise  
 Children will find a balance using classroom objects  
 Children will learn about odd and even numbers by making pairs

**Understanding of the World:**

Children will use an iPad to take photos and videos  
 Children will learn about how to stay safe on the internet by taking part in Safer Internet Day  
 Children will observe and investigate how rockets work  
 Children will develop their topic language during social and play situations with their peer  
 Children will learn about the life of an astronaut, focussing on Tim Peake  
 Children will learn about historical events, focussing on Neil Armstrong and Mae Jemison  
 Children will discuss about cultural diversity, focussing on the text Astro Girl

**Expressive Art and Design:**

Children will create simple representations of objects  
 Children will learn Space songs for a performance  
 Children will use a range of resources to design and make a space rocket  
 Children will listen to compositions of music relating to Space and talk about the differences in sound  
 Children will construct with a purpose during play situations, including space themed block play

**Literacy:**

**Phonics -**

Children will consolidate their knowledge of Set 1 sounds. Children will begin to learn Set 2 sounds.

Children will be taught in small groups, across the year group according to their ability.



**Reading -**

Children will make predictions about texts.

Children will sequence events from texts that have been read to them.

Children will orally tell a space adventure with a beginning, middle and end.

Children will think and talk confidently about responses to a book, using prediction, asking questions and making connections with their own experiences.

Children will continue segmenting and blending to read Set 1 words and begin to practise reading set 2 words.

Children will begin to recognise 'red words' and read these correctly.

Children will use their phonic knowledge to read 'alien' words.

**Writing -**

Children will write lists, labels and captions.

Children will regularly practise letter formation.

Children will begin to practise the skill of 'hold a sentence' in order to write words in a sequence from left to right.

Children will use their imagination when writing about a space adventure.

**Vocabulary**

Through our topic and the stories we share, we will be broadening the children's vocabulary and knowledge of words. These are the words the children will hear and learn:

Astronaut, Asteroid, Gravity, Experiments, Aspire, Rescue, Mechanic, Atmosphere, Genius, Qualified, Full moon, Crescent moon, Total eclipse, Whoosh, Passengers, Bump, Roared, Gasp, Question mark, Question, Choose, Perhaps, Snooze

**Enrichments:**

- Space singing to an audience
- Sharing our learning with our families
- Watching a Panto with the whole school

