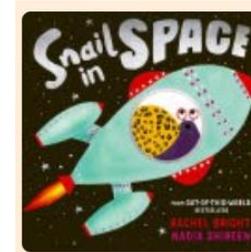
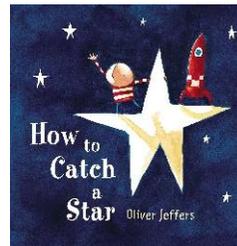
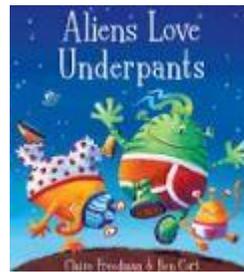
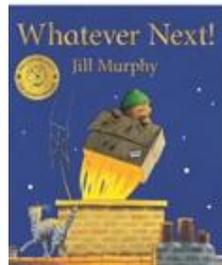
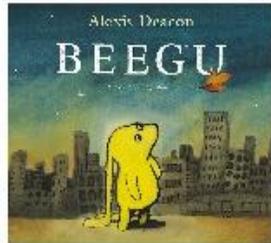


Can I go to the moon?

Nursery & Reception

Spring 1

2025



Week 1

T/W/Th/F

Key vocabulary:

Grateful, thankful, happy, Christmas, memories, family, friends, presents, love, give, receive, New Year, resolutions, January, year.

How was your Christmas? What will the new year bring?

Communication and language:

During circle time, the children will discuss what they did over Christmas. Children will prepare for the new topic by sharing what they already know about space and what they would like to learn. They will also recap previous learning by doing a quiz about bears.

Physical Development:

Children will be practicing their fine motor control through continuous provision activities, which will support their writing and cutting skills. Outside the children will be able to explore balance and jumping in the gross motor focus garden.

Personal, Social & Emotional Development:

The children will reflect on how lucky they have been over Christmas and start to think about New Year resolutions.

Reception children will also be thinking of ways to persevere when challenges arise.

Literacy:

Reception children will write a letter thanking Santa or a family member for their Christmas presents or write about their favourite moment over Christmas. Nursery children will draw a picture of their favourite moment.

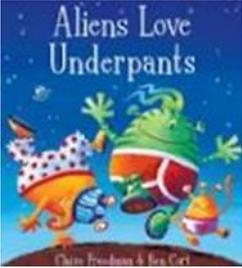
Phonics:

Consolidation week. Blending, segmenting and tricky words from the previous term.

Mathematics:

Both reception and nursery children will recap previously taught mathematics by playing games that will help consolidate numbers; reception will focus on 1-10 and nursery will focus on 1-5.

Understanding the world:

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| | <p>Children will explore new years traditions. Children will be starting to think about space, developing questions that link to the new topic.</p> <p>Expressive Arts and Design: Children will draw a picture of their favourite present.</p> <p>RE: Celebrating New Year, children will think about their own New Year resolutions and learn the meaning of the song Auld Lang Syne.</p> |
| <p>Week 2</p>  <p>Key vocabulary Alien, Space, mysterious, creature, lonely, yellow, different, habitat, lost, spaceship, confused, frightened, nurture, care, needs, healthy, home, Orbit, universe, Earth, family, crash, friends, underpants, real, alone, gravity, atmosphere, force.</p> | <p style="text-align: center;"><u>How can we take care of the Alien?</u></p> <p>Alien crash landing! Find bits of metal/ slime/ clues that may lead the children to believe there's been a crash landing. Find a box with a Beegu and a note attached written in alien pictures (as seen in the book).</p> <p>Communication and language: The children will share their ideas regarding what they think the creature is and where he has come from, explaining why they think that.</p> <p>Physical Development: Children will be provided with playdough along with enhancements, such as googly eyes, pipe cleaners, sequins and lolly sticks; they will be challenged to create a planet of playdough aliens.</p> <p>Personal, Social & Emotional Development: The children will be considering basic needs: What do humans need? What do animals need? So what might the alien need? They will talk about the basic needs e.g. food, warmth/ shelter, sleep, love, fun. We will also talk about how we would feel if we were in a strange place without our family- how would that make us feel? The children will look at how to teach the alien how to look after himself (healthy eating, self-care etc). At the end of the week, even though we have taken such good care of the alien, that he still needs his family and wants to go home! Reception children will this week continue to think about how to keep persevering when things are difficult and begin to recognise times they have overcome problems.</p> <p>Literacy: The children will make a menu for alien, what might the alien eat? Writing letters to Beegu in 'Beegu' language (pictorial messages- add labels for the teachers!) they will feed alien's alien words and teddy's normal words. Are there other aliens? We will read aliens love underpants. The children will think about whether the aliens are real? Have Mrs Moran</p> |

come through with the wet washing from nursery- including lots of pants- to hang on the washing line in the classroom. The next day the pants are gone! The children will compare the aliens in that story to Beegu.

Phonics:

This week Reception children will be learning to read and write the sounds j and v and learning the common exception words he and she.

Mathematics:

This week, the children will use their perceptual subitising skills (seeing the quantity without counting) in increasingly complex arrangements, moving from dots in a line and arrangements of 2, to a focus on standard dice arrangements. For larger quantities, the children will begin to use skills of conceptual subitising, beginning to quickly see the sub-groups within these larger numbers. A key focus will be on developing skills of visualising; the children will be encouraged to look carefully at arrangements of dots and then to close their eyes and explain what they saw. Using spatial language to describe sub-groups within these arrangements will deepen the children's understanding of part-whole relations and allow them to further consider composition (the numbers within numbers).

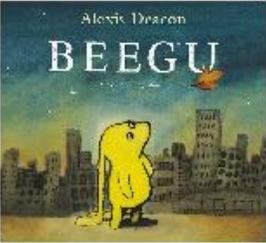
This week, the children will be encouraged to continue representing quantities in different ways, including by showing amounts on 1 hand 'all at once'. There will also be a new focus on the symbolic representation of number and the children will work on their recognition of numerals to 5, matching numerals to correct quantities in various games.

Towards the end of the week, the children will use a number track (with numbers placed in equal spaces in ascending order) to play dice-based games. Playing games with dice will consolidate the children's understanding of the stable order of numbers and allow them to link the numbers on a track to the quantities on a die.

Understanding the world: The children will use critical enquiry to think about Beegu's habitat (the children will refer back to previous learning, thinking about the different bears' habitats). They will explore and analyse clues to piece together where they think this mysterious creature has come from. The children will begin to understand the need to respect and care for the natural environment and all living things. they will explore whether Beegu needs the same things that we need.

Expressive arts and design:

The children will have opportunities to develop their motor skills by making a mini Beegu or a friend for Beegu. They will also be able to create a habitat for him using junk modelling. They will create clothes to keep Beegu warm.

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| | <p>Religious Education: Children will be learning about the Chinese New Year and the Great Race. We will have a day where we fly to China and the children have to complete traditional Chinese New Year activities. It is the year of the Snake (29th January 2025).</p> |
| <p>Week 3</p>  <p>Key vocabulary Meteor, meteor shower, rocket, Saturn, Venus, Mars, Jupiter, Uranus, Mercury, Earth, Neptune, night, dark, day, light, stars, sky, chalk, paper, movement, pattern, art, Van Gogh, artist, show, picture, artist, shape, gravity, atmosphere, force.</p> | <p style="text-align: center;"><u>Where does Beegu come from?</u></p> <p>Communication and language: The children will explore a range of space photos and will use a range of space vocabulary to describe the photos to their friends. They will talk about how the planets are similar and how they are different and state, which photo is their favourite and why.</p> <p>Physical Development: The children will practice their scissor skills by cutting out the planets and placing them in the correct order from the sun. Children will have the chance to mark make and form some letters by doing magic space writing. The children in reception will practice writing CVC words and tricky words.</p> <p>Personal, Social & Emotional Development The children will learn about shooting stars and how some people like to make a wish when they see one. The children will be invited to share their wishes with the class. Children will also reflect on last week's learning about how Beegu might be feeling; they will extend this by thinking about how Beegu's family and friends will be feeling about his absence. Reception children will be learning about setting goals and working towards achieving them. They will also learn about the importance of team work.</p> <p>Literacy: The children will write letters to Beegu, asking him where he comes from. They will think of questions, such as, Is it a hot planet? Is it close to the sun (incorporating positional language)? The children will finally listen to the end of the story and discover where Beegu comes from. The children will listen to the story Look Up, sequence the events in and explore key vocabulary, such as meteor shower.</p> <p>Phonics:</p> |

This week Reception children will be learning to read and write the sounds w and x and learning the common exception words we and me.

Mathematics:

This week, the children will continue to engage with activities that draw attention to the purpose of counting – to find out ‘how many’ objects there are. Adults will need to continue to name the objects being counted to emphasise the numerosity of the set, e.g. *Would you please collect 6 crayons and bring them to me?* The children will also revisit the concept of cardinality – that the last number in the count tells us how many things there are ALTOGETHER. They will continue to be provided with opportunities to hear, join in with and develop their knowledge of the counting sequence.

A key focus this week will be the stable order principle – rehearsing the order of the first 5 numbers and understanding that the position each number holds in our number sequence does not change. While continuing to work with numbers to 5, the children will develop their understanding of the ordinal aspect by investigating the difference in value of consecutive whole numbers. They will spend time discovering that each number has a value of 1 more than the previous number. Using blocks and squares to order quantities from 1 to 5 will help to embed this key understanding.

Although, linguistically, they bear little relation to our number names in English, the children will hear ordinal numbers (first, second, etc.) alongside these ordering activities and as part of classroom routines. Using representations of quantity alongside these ordinal numbers will help to embed understanding.

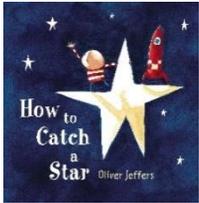
Understanding the world:

All children will learn the main needs of humans and how this would relate to Beegu the alien. They will learn that living things require food, shelter, sleep, water and love. They will look at how to care for themselves and others to keep healthy.

Through non-fiction texts and videos children will learn facts about space such as the different planets and the solar system. They will immerse themselves into space, thinking about light and dark, and colours that we see in space. They will explore the night sky, focusing on the moon and stars. The children will consider which is the best planet for Beegu to live on and why?

Expressive arts and design:

The children will explore the work of Vincent Van Gogh, focusing on his *Starry Night* painting. The children will have chances to explore the artwork and ask questions that help them understand his techniques and style. The children

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| | <p>will make their own versions of The Starry Night by Van Gogh; they'll look at the picture again and think about what colours can you see in the picture, what shapes can you see in the picture? The children will be encouraged to wonder how Van Gogh created the swirl shape and how they could we use different materials to create a similar effect? The children will use wax-resist techniques to to create versions of Van Gogh's 'Starry Night' painting. The children will listen to orchestral music of Gustav Holst, in particular 'The Planets'; they will be encouraged to create movements based on the music for each planet.</p> <p>Religious Education: Children will be learning about how people celebrate Chinese New Year.</p> |
| <p>Week 4</p>  <p>Key vocabulary Transport, rocket, spaceship, travel, fast, blast off, countdown, astronaut, stars, galaxy, solar system, milky way, space shuttle, shuttle launch, space craft, International Space Station, orbit, comet, gravity, atmosphere, force.</p> | <p style="text-align: center;"><u>How can we get back home?</u></p> <p>Communication and language: Following our class discussion last week, we have decided that Beegu needs to be reunited with his family, but how will he get back home? He came from Space- but how do you get there? The children will share ideas regarding how we can help Beegu return home.</p> <p>Physical Development: The children will explore space walking and complete astronaut obstacle courses to develop their gross motor skills. Children can manipulate the playdough to create the shapes and patterns represented in the artwork to create their own playdough version of Van-Gogh's Starry Night.</p> <p>Personal, Social & Emotional Development: The children will work as a team to help get Beegu back home. In groups they will each build a rocket to help Beegu get back to his home. In PSHE lessons Reception children will learn about having a positive attitude and using kind words and actions to help encourage others.</p> <p>Literacy: Children will explore non-fiction texts to discover information about space travel; they will then listen to the story 'How to catch a star' and reflect on the little boy's ideas on how to catch a star. The children will think about how they would</p> |

catch a star. They will then use these ideas to develop an idea of how to get Beegu back home. Reception children will draw their idea and write sentences about it. Nursery will draw and explain their ideas.

Phonics:

This week Reception children will be learning to read and write the sounds y, z and zz and learning the common exception words be and was.

Mathematics:

This week, the children will consolidate their understanding of the composition of 5. Composing and decomposing numbers involves the children investigating part-part-whole relations, e.g. seeing that 5 can be made of 3 and 2. The children will deepen their understanding of a 'whole' being made up of smaller parts through practical experience, in this case moving frogs from a log to a pool in a nursery rhyme. They will begin to recognise that numbers can be made by combining parts in different ways, and will be encouraged to make links by considering similarities and differences in the ways of making 5. A key focus will be partitioning 5 (splitting it into parts) and considering the missing parts; the children will be encouraged to visualise numbers within 5 and to work out how many are hidden when they know the whole number in a set.

Understanding the world:

The children will learn about space transport, exploring rockets and spaceships. They will look at books and videos about space travel. The children will have opportunities to talk about how space/ solar system is different to where we live. We will look at astronauts and what astronauts wear in space, and learn the parts of the rocket properties of materials (magnetic and nonmagnetic sorting- science). The children will listen to the story of Laika, the first dog to go into space and Orbit Earth. The children will also be learning about the space race; they'll briefly learn about the background of the space race and the difference between the USSR and USA. This will allow the children to understand the various attempts to travel in space and the dangers (no air/water/warmth).

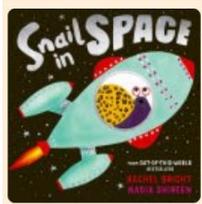
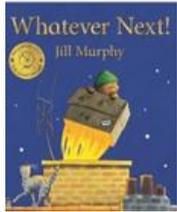
Expressive arts and design:

The children will be able to reflect on last week's Van-Gogh work; children can recreate a large-scale outdoor version of the artwork. The children will have opportunities to work as a team to build a space rocket for Beegu! They will design and build junk model rockets and make astronaut helmets, ready to go and explore space.

Religious Education:

Children will learn about Persian New Year (a Nowruz story).

Week 5



Key Vocabulary

Moon, crescent moon, half moon, full moon, gibbous moon, blood moon, blue moon, waxing, waning, craters, lava plains, valleys, atmosphere,

[Can I go to the moon too?](#)

Communication and language:

The children will have the chance to retell the space stories they have heard or create their own stories. Pictures and recently taught vocabulary will be available as a stimulus. Children will also be encouraged to interact with one another as they go on their adventure to the moon.

Physical Development:

This week children will be practising throwing and aiming; children will throw scrunched up balls of tinfoil or paper to make asteroids throw them into some hoops on the ground. Hide some moon rocks (pebbles wrapped in foil) in a tray of black-coloured rice or sand. Invite children to collect the moon rocks using spoons or scoops to collect the rocks and place them into bowls. Children will explore walking/moving in different ways as though they are astronauts on a moonwalk.

Personal, Social & Emotional Development:

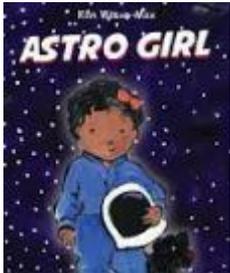
Children will be learning about healthy eating and a balanced diet. Just like baby bear, the children will make a picnic to eat when they land on the moon. Children will develop their teamwork skills by creating a rocket or space vehicle just like baby bear.

In PSHE Reception children will think about what they learn now can lead to the job they would like to do in the future.

Literacy:

The children will read *Whatever Next!* and look carefully at what Baby Bear uses to create his rocket and his space helmet. The children will think about: *How does he launch his rocket? Who does he take?* As a class we will think about whether *Baby Bear really goes to the moon and we will talk about how he imagines he does.* Children will create shopping lists for baby bear's moon picnic. The children will learn about the journey to the moon through the story 'Zoom to the Moon.'

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| | <p>Phonics: This week Reception children will be learning to read and write the sounds s and qu and learning the common exception words my and you.</p> <p>Mathematics: This week, the children will continue to engage with activities that develop their understanding of composition, or the numbers within numbers. A key focus will be on exploring ways to represent numbers using the Hungarian number pattern (die pattern). These key representations will help to underline the '5-ness' of 5, and provide structures that will support exploration of its composition and its relationships with other numbers. The children will secure their understanding of the pairs of numbers that make 5, and then use double dice frames to begin to explore 6 and 7 as numbers that are composed of '5 and a bit'.</p> <p>Understanding the world: The children will learn facts about the moon by watching videos and looking at non-fiction books. Children will learn that in our solar system there are over 200 moons. Through the story 'First Friends on the Moon', children will also learn about real life astronauts who have been to the moon (Neil Armstrong, Buzz Aldrin)- and animals too (monkeys, apes, tortoises and dogs)! They will explore what clothes they wear, what jobs do they do, how they eat/ sleep/ go to the loo. Children will apply what they have learnt about the moon to pack a bag to take on our moon adventure.</p> <p>Expressive arts and design: The children will have opportunities to engage in imaginative play; we will have a whole class imagination trip to the moon. Children will decorate their boxes to look like rockets, and wear their junk model astronaut outfits too. Children will enjoy their picnic in space. Children will use foil to print paint onto card circles, to create their own moon.</p> <p>Religious Education: Children will continue to learn about the Persian New Year (a Nowruz story) and some of the traditions that take place during its celebration.</p> |
| <p>Week 6 Reflection week Astronaut school</p> | <p style="text-align: center;"><u>How can I become an astronaut?</u></p> <p>Understanding the world:</p> |



Key vocabulary

Astronaut, Apollo 11, travel, journey, NASA, Earth, rocket, launch, countdown, blast off, Lunar Module, commander, Buzz Aldrin, Neil Armstrong, Michael Collins.

The children will find out about famous astronauts. The children will then learn a different element at 'astronaut school' to complete their training to go to space. For example, they will:

- Taste astronaut food
- Investigate stars and constellations
- Learn navigation of planets
- Pack a bag for outer space and discuss their choices

Children will learn facts about the first moon landing and subsequent space voyages before 'going on their own space adventures'.

Physical Development:

The children will be encouraged to explore different ways of moving to represent different space items and activities. For example, crouching down and leaping up like a rocket lifting off into space; large, slow steps like an astronaut walking on the Moon; running around like a flying saucer whizzing around in space or being an alien with bouncy or wobbly steps.

Communication and language and Personal, Social & Emotional Development

Children will talk about astronauts and what they do. Children will be invited to talk about if they would like to be an astronaut and why. They will share what they would they pack to take with them on their space adventure and why and they will be encouraged to think about how they would feel: brave, lonely, excited or scared? We will have a big early years' space quiz, where the children will work in teams to retrieve what they have discovered about space!

In PSHE, Reception children will learn to say how they feel when they achieve a goal and know what it means to feel proud.

Literacy

The children will write a letter to Beegu telling him all about their experience in space. The challenge will be to include some key space vocabulary in their letter. Nursery children will draw pictures of their experience. Children may also create a fact file including everything they have learnt about space. The children will listen to the stories Astro Girl and The Darkest Dark and discuss the events and vocabulary in the stories.

Phonics:

This week Reception children will be consolidating learned sounds j, v and w, x and learning the common exception words her and they.

Mathematics:

The children will look again at amounts and subitising without being diverted by colour, shape or size. They will then be encouraged to notice when quantities are equal or unequal, and will begin to consider how they can manipulate the number of objects in 2 sets to make them equal.

Language is a key focus and adults will need to reinforce the language of ‘more than’, ‘fewer than’ and ‘an equal number’ to describe how many objects there are in each set. ‘Fewer than’ is used rather than ‘less than’, as the focus is on countable things.

Expressive arts and design:

The children will have opportunities to create a picture of what they would see through their rocket window using chalk and black sugar paper; they will be encouraged to incorporate Van Gogh’s techniques when drawing the planets and stars. Children will be provided with pictures of space, such as constellations and black holes, alongside a range of transient art materials for children to create their own space-themed pictures. Children will immerse themselves into the role of an astronaut with their peers, using what they have learnt to create realistic play scenarios.

Religious Education:

Children will be learning about Holi Hindu festival. The festival of colour, marking the beginning of spring and the traditions of it.