



How to Catch a Star 2021-22

Medium Term Teacher Focussed Planning Spring 1

| Characteristics of Effective Learning | PLAYING AND EXPLORING  | ACTIVE LEARNING  | CREATING AND THINKING CRITICALLY   |
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|                                       | <p><b>Finding out and exploring</b><br/> <i>Showing curiosity about objects, events and people</i><br/> <i>Using senses to explore the world around them</i><br/> <i>Engaging in open-ended activity</i><br/> <i>Showing particular interests</i></p> <p><b>Playing with what they know</b><br/> <i>Pretending objects are things from their experience</i><br/> <i>Representing their experiences in play</i><br/> <i>Taking on a role in their play</i><br/> <i>Acting out experiences with other people</i></p> <p><b>Being willing to 'have a go'</b><br/> <i>Initiating activities, seeking challenge</i><br/> <i>Showing a 'can do' attitude</i><br/> <i>Taking a risk, engaging in new experiences, and learning by trial and error</i></p> | <p><b>Being involved and concentrating</b><br/> <i>Maintaining focus on their activity for a period of time</i><br/> <i>Showing high levels of energy, fascination</i><br/> <i>Not easily distracted; Paying attention to details</i></p> <p><b>Keeping on trying</b><br/> <i>Persisting with activity when challenges occur</i><br/> <i>Showing a belief that more effort or a different approach will pay off</i><br/> <i>Bouncing back after difficulties</i></p> <p><b>Enjoying achieving what they set out to do</b><br/> <i>Showing satisfaction in meeting their own goals</i><br/> <i>Being proud of how they accomplished something – not just the end result</i><br/> <i>Enjoying meeting challenges for their own sake rather than external rewards or praise</i></p> | <p><b>Having their own ideas</b><br/> <i>Thinking of ideas</i><br/> <i>Finding ways to solve problems</i><br/> <i>Finding new ways to do things</i></p> <p><b>Making links</b><br/> <i>Making links and noticing patterns in their experience</i><br/> <i>Making predictions; Testing their ideas</i><br/> <i>Developing ideas of grouping, sequences, cause and effect</i></p> <p><b>Choosing ways to do things</b><br/> <i>Planning, making decisions about how to approach a task, solve a problem and reach a goal</i><br/> <i>Checking how well their activities are going</i><br/> <i>Changing strategy as needed</i><br/> <i>Reviewing how well the approach worked</i></p> |

| Prime Areas of Learning | Personal, Social and Emotional Development   | Physical Development  | Communication and Language  |
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|                         | <p>Why are you a star?<br/>           What are you good at?<br/>           What are your friends good at?<br/> <u>How does your friend feel?</u><br/>           What do we do if we don't agree?</p>   | <p>Dance<br/>           Why do we warm up?<br/>           How do you know your body is warm?<br/>           How can we move safely?</p>   | <p>Can you make up a story?<br/>           How will it begin/ end? What will happen in your story?</p>  |
|                         | <p>Activities:<br/>           Play I am a star because...<br/>           My friend is good at...<br/>           Practise what to say if we don't agree with our friends</p>  | <p>Activities:<br/>           Dance to Nursery Rhymes- twinkle, twinkle, star trekking</p>  | <p>Activities:<br/>           Poetry week- separate unit of work<br/>           Read How to catch a star<br/>           Learn some of the text with actions<br/>           Begin 'Helicopter' stories- children tell their own stories and act them out<br/>           Children to learn kind phrases to use with friends</p> |
|                         | <p>ELG<br/>           Self-Regulation</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul> | <p>Reception</p> <ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical</li> </ul> | <p>Reception</p> <ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail</li> </ul>   |

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|                            | <p>Managing Self</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <p>Building Relationships</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>  | <p>disciplines including dance, gymnastics, sport and swimming.</p> <p>ELG</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul> | <ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Develop social phrases</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> |
|                            | Literacy   | Mathematics  | Understanding the World  |
| Specific Areas of Learning | How do you catch a star?   | What do you do when you count a group of objects?  | Where are the stars?<br>What planets are in space?<br>What is the weather like today?  |
|                            | <p>Activities:</p> <p>Read How to catch a star</p> <p>Learn a passage with actions (Talk for Writing)</p> <p>Decide how you would catch a star</p> <p>Draw beginning/ middle/ end of story</p>   | <p>Activities:</p> <p>Counting on and back to 10 with starts and planets</p> <p>Number bonds to 5- systematic approach to partitioning using whole part model</p> <p>Find 1 less using 10 frame and numberline</p> <p>Spatial vocabulary- next to, under etc</p> <p>Ordinal numbers first, second, third</p> <p>Repeat patterns using stars, rockets, planets</p> <p>Measure rockets by length</p>   | <p>Activities:</p> <p>Find out what stars are</p> <p>Go on a trip to Techniquet – interactive session based on materials</p> <p>Look at how the weather changes our environment</p> <p>Make a space/weather station</p> <p>Shoot a rocket into space</p>   |
|                            | <p>Reception</p> <ul style="list-style-type: none"> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul> | <p>ELG</p> <p>Number</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> </ul> <p>Numerical Patterns</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>   | <p>Reception</p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> </ul> <p>ELG</p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul> <p>The Natural World</p>  |

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| <ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> </ul>  | <ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`.</li> <li>Learn odds and evens</li> </ul> <p>2D shape</p> <ul style="list-style-type: none"> <li>Recap square, rectangles</li> <li>Circle, triangle, hexagon, star</li> </ul> <p>3D shape</p> <ul style="list-style-type: none"> <li>Cuboid, cube, cylinder, sphere</li> </ul>  | <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>   |
| <p align="center">Expressive Arts and Design</p>  | <p align="center">Festivals and Celebrations</p>  | <p align="center">Parent/Community Links</p>   |
| <p>Who is Van Gogh?<br/>         What were his paintings like?<br/>         Which is your favourite, why?</p>   | <p>Valentine's Day<br/>         Chinese New Year</p>  | <p>Continue Wow Moments<br/>         Trip to Techniquet</p>  |
| <p>Activities:<br/>         Make a Starry Night painting- sketch, watercolour sketches, use sketches to draw larger scale starry Night painting<br/>         Make a rocket, decide on colours of windows, say what is good about your rocket<br/>         Sing Twinkle Twinkle, sing chocolate bar version, make up class version</p>   |   |  |
| <p>ELG<br/>         Creating with Materials</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p>Being Imaginative</p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and song</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul> | <p>Text<br/>         How to Catch a Star Oliver Jeffers<br/>         Here We Are Oliver Jeffers<br/>         The Way Back Home Oliver Jeffers<br/>         The Heart and the Bottle Oliver Jeffers<br/>         The Incredible Book eating Boy Oliver Jeffers<br/>         Q Pootle 5 in Space Nick Butterworth<br/>         The boy from Mars Simon James<br/>         Information books<br/>         The Sun is a Bright Star Ken Wilson-Max<br/>         On the Moon Benji Davies<br/>         Here in Space David Milgrim<br/>         Stars<br/>         The Awesome Night Sky Kay Barnham<br/>         Poetry<br/>         Rhymes and poems Creepy Crawly<br/>         Hey Little Bug<br/>         Aliens love underpants: Claire Freedman and Ben Cort</p> | <p>Vocabulary<br/>         Poem<br/>         Poetry<br/>         Stars<br/>         Planets- earth<br/>         Materials – shiny, dull, smooth, rough, bendy, rigid<br/>         Weather<br/>         Rainy<br/>         Sunny<br/>         Cloudy<br/>         Thunder, lightening<br/>         Winter, autumn, summer, spring<br/>         Van Gogh<br/>         Artist<br/>         Watercolour, acrylic<br/>         Time -face, hands, hour, minute, second.</p> |