

# Topic planning



Reception Summer

## Topic overview:

3,2,1 Blast off!

**Literacy**  
Re-tell: Aliens love Underpants whatever Next  
Write factual information about space.  
• Write a description of an alien  
• Read HFH/creaky words on underpants.  
Design and describe our favourite creature from fantasy world → secret messages  
Space pictures → story map book  
• letters to aliens  
Story sequence  
Storyboard from baby bear to mummy bear  
• List of items to take to moon/space  
• List of picnic food  
Caption/Sentences for story pictures.  
• Diary entry about baby bear's trip  
• Label diagram of a rocket with parts and special features.

**Reading**  
• Fact cards \* Topic books.

**Health and self care**  
Try new fruit → Mango, pineapple, Passion fruit, kiwi, watermelon.

**Art and design**  
• Junk modelling rockets <sup>vehicles</sup> 2D/3D shapes  
• Space planet - Marbling/paint  
• Textured Planets  
• Paper Plate space crafts.

**Numeracy.**  
• Use everyday language to talk about distance → Rocket launch → How far will your rocket go?  
• Model rockets using different shapes.  
• Order numbers on your rockets  
• Teen numbers on rockets.  
• Count in 2's, 5's and 10's.  
• Lift off! - counting backwards.  
Alien problem solving - numbers of eyes, arms, legs, heads.  
• Order planets by size  
Doubling/halving/sharing picnic food.  
• Drawing rockets - symmetry  
• One more/less rockets.

**The world**  
Look at similarities and differences between where we live and other places.  
• How do you get to the moon?  
→ space transport, spa photographs  
→ life as an astronaut.  
→ Taste dried fruit like 'space food'

**Role play**  
Space station and rocket.  
Baby Bear's living room - Props, cardboard box, food, animals, colander, boots, clothes, picnic blanket

**Moving and Handling**  
pencil control  
Clay Planets  
Moon walking  
Finger gym - Tweezers.  
Split an astronaut.

**Fawcett Forest**  
Make a den and have a picnic inside.

**Small world**  
• Make up own stories  
• Aliens/bear  
• space ship.

**3,2,1 Blast off!**  
Hook: underpants all over the classroom - CCTV video of alien invasion.  
Empty classroom → Paper Mache planets

Area	Objectives	Discrete?
Making relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	
Self-confidence / awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Within teaching in provision
Managing feelings and behaviour	Children 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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	
Moving and handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	
Health and self-care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	
Listening and attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Within teaching in provision and story time
Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories	

	or events.		
Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.		
Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.		Guided reading
Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.		
Numbers	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.		
Shape, space and measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.		
People and communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.		News time
The world	Children know about similarities and differences in		

	<p>relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>		
Technology	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>		
Exploring and using media and materials	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>		
Being imaginative	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		
Forest area			