



How to Catch a Star 2023-24

Medium Term Teacher Focussed Planning Spring 1

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

Prime Areas of Learning	Personal, Social and Emotional Development	Physical Development	Communication and Language
	<p>Why are you a star?            What are you good at?            What are your friends good at?  <u>How does your friend feel?</u>            What do we do if we don't agree?</p> <p>Success Criteria:            Week 1 I can talk about my New Year's Resolution            Week 2 I can say 'I am a star because...'            Week 3 I can recognise we are all good at different things and like different things and that is ok. Use zones            Week 4 I can revisit my set goals and keep trying to achieve them- perseverance. Use zones            Week 5 I can show resilience in trying to achieve my goals. Use zones            Week 6 I can understand that my actions effect my friend's feelings. Use zones</p>	<p>Dance            Why do we warm up?            How do you know your body is warm?            How can we move safely?</p> <p>Success Criteria:            Week 1 I can throw a ball underarm            I can use my body to show shapes, movement and actions            Week 2 I can throw a ball underarm accurately            I can use my body to show shapes, movements and feelings            Week 3 I can strike a ball with my foot            I can travel creatively using different levels            Week 4 I can kick a ball with both feet            I can work with a partner making shapes and movements            Week 5 I can roll a ball with some accuracy</p>	<p>Can you retell a story?            Can you order the story- beginning, middle and end?            Can you make up a story?            How will it begin/ end? What will happen in your story?</p> <p>Success Criteria:            Week 1 I can retell an event- Xmas news            Week 2 I can act out a story- How to catch a star            Week 3 I can order events in a story and I can recall and repeat phrases from a story            Week 4 I know a story has a beginning, middle and end            Week 5 I can make up my own short story- helicopter stories            Week 6 I enjoy listening to rhymes and joining in with rhymes            Week 7 I can give suggestions for changing a well known rhyme- twinkle twinkle</p>

	<p>Week 7 I can reflect on my goals and talk about if I have achieved them or need to continue to working on them</p> <p>Activities:          Play I am a star because...          My friend is good at...          Practise what to say if we don't agree with our friends</p>	<p>I can work with a partner making shapes and movements          Week 6 I can roll a ball with both hands          I can remember and perform a basic sequence led by the teacher</p> <p>Activities:          Dance to Nursery Rhymes- twinkle, twinkle, star trekking</p>	
	<p>ELG          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>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>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 disciplines including dance, gymnastics, sport and swimming.</li> </ul> <p>ELG          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>	<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> <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>
	<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>
<b>Specific Areas of</b>	<p>How do you catch a star?          Can you retell the story?          Plan ideas by drawing pictures          Can you write a sentence from the story?</p>	<p>Spatial awareness- positional language          Counting to 10          Comparing Numbers within 10          Addition to 10</p>	<p>Where are the stars?          What planets are in space?          Can you describe the properties of different objects?</p>

	<p>Measures- length, height, weight          What do you do when you count a group of objects?          Where is the...?          How long/ short?          How tall/ short?          How heavy/light?</p>	<p>Why did the rocket shoot into space?          What is the weather like today?</p>
<p>Success Criteria:          Week 1 I can listen to our new topic book- How to Catch a Star and learn about the author Oliver Jeffers COLD Task independent sentence          Week 2 I can learn actions and words to How to Catch a Star          Week 3 I can order the story and plan a way to catch a star          Week 4 I can write 1-3 sentences from the story          Week 5 I can write 1-3 sentences from the story          Week 6 HOT Task I can write a sentence about how I would catch a star          Week 7 I can read back my writing</p>	<p>Success Criteria:          Week 1 I can use positional language          Week 2 I can count to 6,7,8          Week 3 I can count to 9,10          Week 4 I can compare groups up to 10          Week 5 I can combine 2 groups and find the whole number          Week 6 I can measure length- long, short          Week 7 I can measure height- tall, short and I can measure weight- heavy, light</p>	<p>Success Criteria:          Week 1 I can listen and respond to information books about space, stars, moon, sun          Week 2 I can learn that we live on planet earth, I know that a globe represents earth and I can find the sea and land          Week 3 I can experiment with and investigate materials that are magnetic (link to roleplay)          Week 4 I can sort magnetic materials and non-magnetic materials          Week 5 I can observe and discuss how we shot a rocket to space          Week 6 I can learn about space travel- Tim Peake          Week 7 I can investigate a range of resources independently- trip to Techniquet</p>
<p>Activities:          Talk for Writing          Read How to catch a star          Learn a passage with actions          Decide how you would catch a star          Draw beginning/ middle/ end of story</p>	<p>Activities:          PowerMaths          Counting on and back to 10          Counting objects to 10 with stars and planets          Comparing groups up to 10          Combining two groups          Measure rockets by length, use different measures distance, weight</p>	<p>Activities:          Find out what stars are          Go on a trip to Techniquet – interactive session based on materials          Look at how the weather changes our environment          Make a space/weather station          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> <li>• Re-read what they have written to check that it makes sense.</li> </ul>	<p>ELG          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> <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> </ul>	<p>Reception</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> </ul> <p>ELG          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> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> </ul>

		<ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>
Expressive Arts and Design	Festivals and Celebrations	Parent/Community Links
<p>Who is Van Gogh? What were his paintings like? Which is your favourite, why?</p> <p>Success Criteria: Week 1 I can retell a story using props- roleplay and rocket small word Week 2 I can learn about Vincent Van Gogh and compare to Jackson Pollock Week 3 I can look closely at Starry Night and use similar colours to paint a background Week 4 I can add pastel to my background using Starry Night as inspiration and add chalk and experiment with smudging the chalk making different effects Week 5 I can design and make a rocket using a tube Week 6 I can learn a different version of Twinkle, twinkle and make up own words Week 7 I can perform our new version of Twinkle Twinkle</p> <p>Activities: Make a Starry Night painting- sketch, watercolour sketches, use sketches to draw larger scale starry Night painting Make a rocket, decide on colours of windows, say what is good about your rocket Sing Twinkle Twinkle, sing chocolate bar version, make up class version</p>	<p>Valentine's Day Chinese New Year</p>	<p>Continue Wow Moments Trip to Techniquet</p>
<p>ELG 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> </ul>	<p>Text How to Catch a Star Oliver Jeffers Here We Are Oliver Jeffers The Way Back Home Oliver Jeffers The Heart and the Bottle Oliver Jeffers The Incredible Book eating Boy Oliver Jeffers Q Pootle 5 in Space Nick Butterworth The boy from Mars Simon James Information books The Sun is a Bright Star Ken Wilson-Max On the Moon Benji Davies</p>	<p>Vocabulary</p> <p><b>PSE Vocab-</b> Feelings- Happy, Sad, Angry, Worried, Upset Perseverance, resilience , goals</p> <p><b>Communication &amp; Language Vocab-</b> Retell the story Poem Poetry Own story</p> <p><b>Physical Development Vocab-</b> Space, obstacle, rhythm</p>

	<ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p>Here in Space David Milgrim          Stars          The Awesome Night Sky Kay Barnham          Poetry          Rhymes and poems Creepy Crawly          Hey Little Bug          Aliens love underpants: Claire Freedman and Ben Cort</p>	<p><b>Phonics Vocab-</b>          Phoneme, digraph, grapheme          Blend, segment          Tricky word          Sound buttons</p> <p><b>Book Vocab-</b>          Non fiction- contents page, index          Poetry          Rhyming words</p> <p><b>Number Vocab-</b>          Length          Height          distance</p> <p><b>Understanding the World</b>  <b>Geography Vocab-</b>          Map          Weather Rainy          Sunny          Cloudy Thunder, lightening</p> <p><b>Science Vocab-</b>          Winter, autumn, summer, spring          Stars          Planets- earth Materials – shiny, dull, smooth, rough, bendy, rigid</p> <p><b>Expressive Arts and Design</b>  <b>Art Vocab-</b>          Van Gogh, Starry Night          Artist          Watercolour, acrylic</p>
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