

Overview: Spring 2 (3-5 Yr olds)- Space Themed

Continuous Links to EYFS

ELG 17 Being Imaginative:

- 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.

ELG 04 – 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.

Project	Overview	Learning Objectives	Links to EYFS
<p>1. Twinkle, Twinkle Little Star</p>	<p>The Song – “Twinkle, twinkle little star” Children will create a project with a twinkling star using the Hide and Show blocks. To record the song “Twinkle, Twinkle” with an awareness of an audience.</p>	<ul style="list-style-type: none"> ● To use looks blocks, hide and show ● To record a sound independently. 	<p>Expressive arts and design</p> <ul style="list-style-type: none"> ● Begins to build a repertoire of songs and dances.
<p>2. Penguin Joke</p>	<p>Joke- How does a penguin make his house? He ig-lues it together. To consolidate their learning of using “Hide” and “Show” children will create an animation in time with the joke by introducing the “wait” block.</p>	<ul style="list-style-type: none"> ● To use looks blocks, hide and show ● To use wait blocks 	<p>Communication and Language</p> <ul style="list-style-type: none"> ● Maintains attention, concentrates and sits quietly during appropriate activity. ● Understands humour, e.g. nonsense rhymes, jokes.
<p>3. Things that Go</p>	<p>Create a fun scene with different transport characters, moving about the screen and triggering other characters to move and make sound using the start on Bump Block. Children will also be introduced to counting loops using the repeat block. Optional Books as stimulus: “You Can’t Take an Elephant On The Bus” By Patricia Cleveland-Peck</p>	<ul style="list-style-type: none"> ● To confidently use motion blocks ● To use Start on Bump ● To use a counting loop 	<p>Communication and language:</p> <ul style="list-style-type: none"> ● Two-channelled attention – can listen and do for short span. <p>Mathematics: Numbers</p> <ul style="list-style-type: none"> ● In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

<p>4. Space Explorer</p>	<p>This is the first trip to the moon for this Spaceperson, she has a good look around the moon, recording a commentary of what she encounters. When the space person “Bumps” a character, the character moves in an interesting way.</p>	<ul style="list-style-type: none"> ● To use Start on Bump trigger block. ● To record a narration with a clear voice and an awareness of an audience. ● To use the motion blocks to move a character around the screen with a clear intention. 	<p>Mathematics Shape, space and measures:</p> <ul style="list-style-type: none"> ● Children use everyday language to talk about size, position, and time to compare quantities and objects and to solve problems
<p>5. Handa’s surprise Game</p>	<p>Optional Story Stimulus Handa’s Surprise: The savannah animals are trying to eat the tangerine can you stop them? Tap the animals to keep them away from the tangerine.</p>	<ul style="list-style-type: none"> ● To use the ‘Go Home’ block. ● To use a variety of trigger blocks with support. 	<p>Technology:</p> <ul style="list-style-type: none"> ● Completes a simple program on a computer. <p>Listening and attention:</p> <ul style="list-style-type: none"> ● They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions
<p>6. Magical space – hide and seek</p>	<p>Can you find the rocket? Tap on the characters’ to find where the rocket has been hidden. Children will consolidate their learning this term and have an opportunity to personalise this project</p>	<ul style="list-style-type: none"> ● To confidently “Hide” and “Show” blocks. ● To start to use my own ideas to personalise a project. 	<p>Speaking</p> <ul style="list-style-type: none"> ● Children express themselves effectively, showing awareness of listeners’ needs <p>Personal, social and emotional development</p> <ul style="list-style-type: none"> ● develop a positive sense of themselves and others
<p>Spare: Sleeping Bunnies</p>	<p>Create an animation to accompany the popular Sleeping Bunnies song. Children will also practise using the wait, jump and loop blocks correctly. There is opportunity to personalise the project with their own drawings or adapting the song, for example: Sleeping monkeys – Swing swing swing; Sleeping crocodiles – Snap, snap, snap</p>	<ul style="list-style-type: none"> ● To use wait blocks ● To use the Jump block 	<p>Understanding the World</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Completes a simple program on a computer.