

Communication and Language Prime Area

Listening to voice of familiar staff member, parent or topic sounds such as "Space Sounds"(CD). Showing a response to a familiar scent or touch such as massage of hands or feet by an adult. (Fast / slow or gentle / firm pressure) Responding through movement, facial expression or vocalisation to being wrapped gently in a space blanket (RFL)

Communicating "more" or "no more" of a game or activity through movement, facial expression or vocalisation (RFL)

Listening to rhythmic patterns, stories and finger rhymes (see below Rhyme and Rhythm in Literacy section)

Responding to simple words and instructions in context and linking to object eg ("Where is your head?"). Following a verbal sequence of two or three key instructions such as "Count to five and then make the rocket fly"

Understanding basic concepts such as colour, size and positional vocabulary. Understand "Who / where or what" questions

Using crying, sounds, facial expressions, eye pointing, words, simple phrases, objects or symbols to communicate meaning eg "I want a..." or "I see a..."

Responding to / initiating an interaction with an adult for a favourite topic game such as "Whizzing through space" (REACH). Maintaining several "Circles of Communication" Repairing the game if an adult moves away

Retell a story verbally in correct order

Personal Social and Emotional Development Prime Area

Being close to a favourite adult. Looking at faces, giving eye contact, copying facial expressions or looking at what an adult is looking at (REACH)

Responding to, or initiating an interaction with an adult such as swinging in a blanket. (REACH)

Showing awareness of the activities of other children or supported paired drama games such as "Two little Men in a flying saucer"

Initiating interaction with another child using a gesture, word or symbol (REACH) for example asking / gesturing in order to throw a rocket in outside classroom.

Making choices through eye gaze, words, facial expressions, vocalisations, objects or symbols such as choosing a favourite snack for "Moon Picnic"(as in "Whatever next?")

Calming when rocked or under weighted blanket with help from adult (REACH)

Recognition of different emotions and using gesture, facial expression and verbalisations to express emotions (REACH)

Responding to boundaries of behaviour such as "Only three astronauts allowed in the rocket"

Using pretend play or enacting topic stories to explore themes dealing with emotions such as anger / curiosity / fear etc (REACH). Starting to show some awareness of the feelings or needs of others

Asking for help from an adult with symbols, vocalisations or words (sabotage a task so that help is a necessity!) REACH

Awareness of danger and keeping safe. Why must we sit down in the rocket?

Physical Development Prime Area

Stilling, smiling, turning head or reaching out in response to topic sounds, sights or textures such as shiny space blanket or bright orange fur for the "Sun" (RFL)

Looking intently at own hands and feet. Noticing if they have a sock or glove put on them!

Moving in different ways – jumping, crawling or climbing "Ready Steady... Blast off!" Spinning in circles in Pacers and wheelchairs

Rebound Therapy – showing awareness of being on trampoline / responding to movement or independently bouncing "up to space". High / low.

Rolling, throwing and catching a ball. Dropping a ball into a tray of flour!

Make fine motor movements in sand, corn flour, angel delight, salt and play dough. Using tools such as scissors and glue sticks to make a "Space Collage"

Communicating thirst or hunger. Practise self-help skills – dressing and undressing through putting on and taking off dressing up clothes

Literacy Specific Area

Sharing topic books such as "Q Pootle 5", "Aliens Love Underpants, "Whatever Next?" or "Laura's Star" Reading some words independently. Discussing content / predicting what may happen next

Showing interest in rhymes, songs and jingles.

Joining in with actions, sounds or words.

Phonics (Phase 1): Sound discrimination

Listening to sounds (such as footsteps) , body sounds (stamping or clapping and instrumental sounds Rhyme and Rhythm

Listening to rhymes such as "On the moon I had a... (Old Macdonald). Copying a beat tapped out on drum / body **Phase 2** – initial sounds and blending sounds. Recognise and name alphabet sounds. Begin to recognise, segment and blend sounds of simple words

Writing Making marks in a variety of media such as sand, foam or coloured "moon" sand. Making an "Alien Class book", writing names of self and peers

Space

Expressive Arts and Design Specific Area

Exploring material through senses – warm orange jelly for "sun", cold textured ice for "moon" or feet put in a ball pool of "planets".

Responding to topic songs and music with whole bodies such as "The sun has got his hat on" or "Zoom Zoom Zoom We're Going to the Moon" or "The Planets" by Holst. Using Resonance Board / Drum to lie on.

Responding to sound beam trolley

Joining in with songs and creating sounds using instruments or recycled materials such a rice shaker.

Imitate voice sounds and actions with an adult in a back and forth interaction (REACH) Using voice distorter / microphone to make alien voices and sounds.

Mix shiny paint, and use circular marks with fingers or tools

Understanding and using descriptive vocabulary such as "bumpy" and "soft"

Make giant 3D model of spaceship or smaller individual rockets from junk

Use pretend play to act out different scenarios eg going on a moon buggy ride. What do you see / hear / feel?

Mathematics Specific Area

Experience number rhymes such eg "Five Little Men in a Flying Saucer", "Ten Green Aliens sitting on a wall"

Object Permanence – following a toy with eyes as it goes out of sight. Showing a brief memory through movement, facial expression or vocalisation when it is re-presented (RFL)

Number – Counting backwards 10-zero and then Blast off! Counting aliens-how many? Counting arms and legs (in pairs) .Matching two rockets which are the "same". One to one correspondence – matching space suits to astronauts

Noticing and naming shapes, colours and patterns-eg making a rocket from junk. Finding shapes in the Outside Classroom

Showing awareness of everyday routines through visual timetable, Transition songs and Objects of Reference. Anticipating an action which might happen "now" through familiar songs "5, 4, 3, 2, 1 ..."

Experience / use language of size "Big / bigger / Biggest". Sequencing stars in size order

Positional language such as through, on, off or next to.

Understanding the World Specific Area

Responding to a favourite toy such as spinning light globe with movement, facial expressions or vocalisations. Following a moving stimulus with eyes.

Showing response to familiar environment (the classroom) and visually scanning or responding to a new event or object such as space music starting / stopping (RFL)

Responding / show curiosity to a familiar adult looking different such as wearing a spaceman helmet (RFL)

Explore objects by combining movements such as reaching out and grasping a toy suspended from a hoop or rail or Be Active box (RFL)

Looking at pictures of themselves dressed up or wearing an alien mask. Who could it be? Talking about similarities / differences

Using familiar Outside Classroom to go on a "Star Hunt". Digging in sand or raised beds for space treasure! Watching shiny space blankets flap in the wind

Sensory Studio / ICT – Focusing on / tracking moving lights in dark area and projector patterns in white area. Climbing and then jumping into ball pool "5, 4, 3, 2, 1".

Operating simple wind up toys or programs on the computer using touch screen or mouse such as "Five Little Aliens", or "Rockets" (Help Kidz Learn) .Watching "Tommy Zoom" or "Space Pirates" (CBeebies)