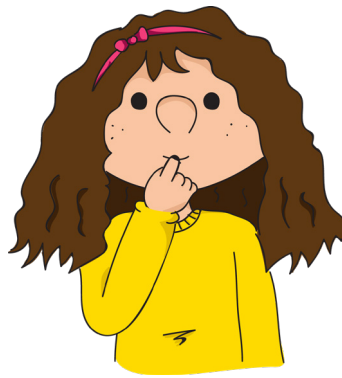


Blast Off! Contents



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Resources

- <https://www.bbc.com/bitesize/topics/zkvv4wx/resources/1>
- <https://www.bbc.com/bitesize/topics/zkbbkqt>
- Space A Children's Encyclopedia (Dk Reference) Amazon
- <https://youtu.be/Qd6nLM2QIWw> - Exploring Our Solar System
- http://downloads.bbc.co.uk/bang/handson/water_bottle_rockets.pdf
- <https://amzn.to/2NX6qTK>
- 'There's an Alien in Your Book' by Tom Fletcher.
- 'Ten Little Aliens' by Mike Brownlow and Simon Rickerby
- The Planets: The Definitive Visual Guide to Our Solar System (Eyewitness) by DK and MaggieAdferin-Pocock
- <https://bit.ly/30Zw9NW> - How Rockets Work

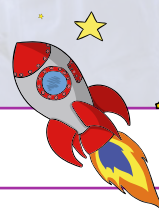


Week One R is for Rocket

Reception



Launch Pad



Pupils are to be given a speed challenge e.g. how quickly can they move ten beanbags from one place to another?

Watch the FunKey film about fast things and ask them to remember as many of them as they can. Can they remember what the last one was?

Listen to the rocket countdown and ask them to join in <https://youtu.be/JAr4dLOQa4U>

Ask the pupils what they know about rockets and write down their ideas.

Explain that they are going to be learning more about them.

Communication and Language

LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- listen attentively and respond to what they hear with relevant questions, comments and actions
- participate in small group, class and one-to-one discussions, offering their own ideas

Ask the pupils if they would want to go inside a rocket to a new and strange land. Make a list together of what they think is in space. What would an astronaut see from his rocket? Ask the pupils to decide what is the one thing they would really like to see in space. Encourage them to listen to one another.

Physical Development

GROSS MOTOR SKILLS

- negotiate space and obstacles safely, with consideration for themselves and others
 - move energetically, such as, running, jumping, dancing, hopping, skipping and climbing
- Rockets travel at a very fast speed. Pupils are to sit in a circle. The teacher is to give each child a name, either a car, train or plane. Then, call out the different modes of transport in any order. When the pupils hear their name, they will need to stand up and run round the outside of the circle in a clockwise direction and return to their place. Repeat this several times. When the teachers calls out 'Rockets!' everyone has to get up and swap places to make a new circle.

FINE MOTOR SKILLS

- use a range of small tools, including scissors, paint brushes and cutlery
- Use the template provided for the rocket and provide plastic straws. Pupils make a rocket out of art straws



Week One R is for Rocket



Reception

Mathematics

NUMBER / NUMERICAL PATTERNS

- have a deeper understanding of number to 10
- subitise up to 5

Watch the animation provided. On each slide, the pupils are to count how many rockets are launched. They can record these numbers on a whiteboard, if they are able, or just call out as appropriate.

Literacy

WORD READING / COMPREHENSION

- *continue a rhyming string*
- read words consistent with their phonic knowledge by sound-blending

Read, 'Zoom Rocket Zoom' by Margaret Mayo. Pupils are to listen to the story and identify the rhyming words. Write these words on blank word cards and hang them up in the reading area for the pupils to read independently, as they choose.

WRITING

- write recognisable letters, most of which are correctly formed
- write simple phrases and sentences that can be read by others

Ask the pupils to imagine they have a rocket with three seats. Who would they take with them and where would they go? Then, using the template provided, pupils are to write about their rocket adventure.

Understanding the World

THE NATURAL WORLD

- understand some important processes around them
- know that saying what you see is an important aspect of science (Sc KB)
- know when in everyday activities science is useful (Sc KB)
- know that science links to other areas of learning (Sc KB)

Pupils are to look at the speed at which different things move. Show them the images and ask them to decide whether they move at a slow, medium or fast speed. Can they order the images from slowest to fastest?



Week One R is for Rocket

Reception



Expressive Arts and Design

CREATING WITH MATERIALS

- safely use and explore a variety of materials, tools and techniques
- identify a range of colours and simple art techniques (Ar KB)
- know that art can be found in different forms everywhere (Ar KB)

The pupils may have heard of rocket fireworks. Ask them what they know about them. Why do they think they are called rockets? Explain that they will create rocket firework pictures using paint and straws to blow through. On white or black paper, use a pipette to drop some different coloured paints on the paper and then, using the straw, pupils should blow outwards to create the effect of a rocket exploding.

Continuous Provision Planner

Area	Learning Focus	Activity	Adult Role
Imaginative Play	<ul style="list-style-type: none">• work and play cooperatively and take turns with others	Make a mission control role play area with a control desk.	Involve pupils in its creation and add enhancements e.g. headsets, walkie talkies.
Toys and Tubs	<ul style="list-style-type: none">• play alongside other children who are engaged in the same theme	Create a small world rocket launchpad.	Ask questions relevant to the topic to enhance their learning.
Construction	<ul style="list-style-type: none">• use a range of small tools	Build a rocket out of construction materials of their own choice.	Use these rockets in the technology activity. Provide pupils with a range of construction.
Motor Skills	<ul style="list-style-type: none">• begin to show accuracy and care when drawing	Pupils make their own picture of a rocket using 2D shapes, when complete draw around it.	Use the sheet provided to find the shapes and match them on the template with pupils.
Outdoor Learning	<ul style="list-style-type: none">• demonstrate strength, balance and coordination when playing	Take turns at stomp rocket launching.	Ensure they play fairly and don't lose the foam rockets!



Week One R is for Rocket

Practitioner Notes



A large, empty white rectangular box with a thin purple border, intended for practitioners to write their notes.



Week One R is for Rocket

Practitioner Notes

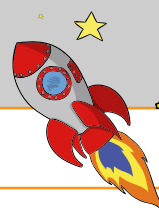


A large, empty white rectangular box with a thin purple border, intended for practitioners to write their notes.



Week Two P is for Planet

Reception



Launch Pad

Look at a selection of space-themed chocolate bars and sweets e.g. Milky Way, Galaxy, Magic Stars, Flying Saucers and Mars. Can the pupils name them? Do they know what they are named after? Explain that they are all named after space-related things. Do they know what Mars is named after? Do they know the names of any other planets?

Watch video <https://youtu.be/mQrlgH97v94>

How many of them can they remember?

Communication and Language

LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- hold conversation when engaged in back-and-forth exchanges with their teacher and peers
 - offer explanations for why things might happen, making use of recently introduced vocabulary
- Look at the image of the planets and their position in relation to the sun. In small groups, put them in order using the templates provided. Encourage teamwork and ensure that everyone has a turn to position one of the planets.

Physical Development

GROSS MOTOR SKILLS

- negotiate space and obstacles safely, with consideration for themselves and others
- It takes a full year (or just over 365 days) for Earth to orbit the sun. An orbit is a repeating path that one object in space takes around another. Give each pupil a hula hoop and allow them time to explore ways to move their bodies to spin the hoop and keep it up around their waist. Who can do it for the longest time?

FINE MOTOR SKILLS

- use a range of small tools, including scissors, paint brushes and cutlery
- Ask the pupils to identify what 3D shape the planets are. Hopefully they will identify them as spheres. Does a sphere have any edges or vertices?
- Pupils to cover an inflated balloon in paper and glue to make their own sphere, when it is dry it can then be painted to look like a planet.



Week Two P is for Planet

Reception



Mathematics

NUMBER / NUMERICAL PATTERNS

- have a deeper understanding of number up to 10
- subitise up to 5
- verbally count beyond 20, recognising the pattern of the counting system

Using a clear plastic jar with a lid, each morning place a different amount of marbles (planets) into the jar. Leave out some post-it notes and pencils for the pupils to estimate how many marbles are in the jar. At some point each day, empty out the marbles and count them. Give lots of praise to everyone who had a go, but special praise to the one who got it right!

Literacy

WORD READING / COMPREHENSION

- use and understand recently introduced vocabulary
- read aloud simple sentences and books that are consistent with their phonic knowledge

Create a space-themed reading area with the planets with labels for the pupils to read and match to the corresponding planet. Provide a selection of non-fiction books about planets.

WRITING

- spell words by identifying sounds in them and representing the sounds with a letter or letters
- write simple phrases and sentences that can be read by others

Using the planet-shaped writing template, pupils are to complete the sentence, "If I could visit any planet, I would choose...because..."

Understanding the World

THE NATURAL WORLD

- explore the natural world around them
- know some similarities and differences between the natural world around them and contrasting environments
- know that saying what you see is an important aspect of science (Sc KB)

We need to take care of Planet Earth. Discuss the different ways we can do this and why it's important. Using the earth-shaped template, pupils can draw Earth on one side and then write a sentence to explain one of the ways we can take care of our world. These could be used in a display.



Week Two P is for Planet

Reception



Expressive Arts and Design

BEING IMAGINATIVE AND EXPRESSIVE

- explores the different sounds of instruments
- know and understand the elements of tempo and dynamics (Mu KB)

Listen to the music from 'The Planets'. Gustav Holst was a British composer whose most famous work is 'The Planets' which he wrote for the orchestra. Use a selection of instruments to create their own planets soundscape. Can they describe what they hear?

Continuous Provision Planner

Area	Learning Focus	Activity	Adult Role
Imaginative Play	<ul style="list-style-type: none">• make use of props and materials	Create a solar system in the small world tray.	Add enhancements, in response to pupils' input.
Toys and Tubs	<ul style="list-style-type: none">• use a range of small tools	Make giant craters in the sand like the surface of a planet.	Provide a range of tools to use in making the craters. Which work best?
Construction	<ul style="list-style-type: none">• safely use and explore a variety of materials, tools and techniques	Collage a planet using a range of fabrics and textures.	Provide a circle template out of card and a selection of materials.
Motor Skills	<ul style="list-style-type: none">• use and understand recently introduced vocabulary	Put glitter in playdoh so pupils can mould the planets in different sizes.	Encourage the pupils to try and create spherical shapes.
Outdoor Learning	<ul style="list-style-type: none">• work and play cooperatively and take turns with others	Build a spaceship using large cardboard boxes. Pupils can fly to different planets!	Ensure pupils understand the rules and play safely.



Week Two P is for Planet

Practitioner Notes



A large, empty white rectangular box with a thin orange border, intended for practitioners to write their notes.



Week Two P is for Planet

Practitioner Notes



A large, empty white rectangular box with a thin orange border, intended for practitioners to write their notes.



Week Three A is for Alien

Reception



Launch Pad



Before the pupils arrive in school, set up a spaceship crash landing site with tape around it and some clues as to what or who may have landed. There could be some green slime, metal, springs, even an alien's passport.

What do the pupils think has happened? Allow them time to think and share their ideas.

Allow one of the pupils to find the note that has been left for them. Read the note aloud and discuss.

An alien would like to learn all about school life but is just too shy to come out and meet the pupils!

In small groups, pupils are to decide what they could write in reply to the alien.

Communication and Language

LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- express their ideas and feelings about their experiences using full sentences

Think of words to describe what they think the alien looks like. In pairs, pupils are to come up with a picture in their heads of their imagined alien. Use large sheets of paper so that they can all try drawing it. They can then share with the others in the class what they have drawn.

Physical Development

GROSS MOTOR SKILLS

- negotiate space and obstacles safely, with consideration for themselves and others
- Play the 'Flying Saucer' game. The pupils have to throw hoops into a target circle. How many can they get in in a minute? They can compete against other teams to see who can get the most in the target. You can also have different levels of challenge using larger and smaller circles.

FINE MOTOR SKILLS

- use a range of small tools, including scissors, paint brushes and cutlery
- Look at the patterns provided of aliens and then, using the template, pupils are to cut out the aliens and create their own patterns. These would look great on a display!



Week Three A is for Alien



Reception

Mathematics

NUMBER / NUMERICAL PATTERNS

- subitise up to 5
- have a deeper understanding of number to 10
- explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly

Look at the images provided of aliens. The pupils are to count how many eyes the alien has and find the correct corresponding number. Count the eyes in twos, discuss the pattern they are in on the aliens face.

Literacy

WORD READING / COMPREHENSION

- anticipate - where appropriate - key events in stories

Provide a selection of stories that include aliens in the space-themed reading area. Some good ones to include are:- 'Welcome to Alien School' by Caryl Hart, 'Aliens Love Underpants' by Claire Freedman and 'Alien Tea on Planet Zum-Zee' by Tony Mitton.

WRITING

- write simple phrases and sentences that can be read by others

Write a letter to the alien explaining what we do in school to help him understand what a school is. Each pupil can write one sentence and then they will have lots of information to leave for the alien to collect at the end of the week and take home to his planet.

Understanding the World

THE NATURAL WORLD

- know some similarities and differences between the natural world around them and contrasting environments
- know what they are designing and making and say what its purpose is (DT KB)

If they could create their own planet, what would it look like?

Show the pupils the image of a new planet called Zeon. This can be used as a stimulus. Talk about what Planet Zeon is like, using the picture to gather information. They are then to design their own new planet and name it.

Encourage imagination!



Week Three A is for Alien

Reception



Expressive Arts and Design

CREATING WITH MATERIALS

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- identify a range of colours and simple art techniques e.g. printing, painting and drawing (Ar KB)

Read the story 'We're Off to Look for Aliens' by Colin McNaughton. The pupils are to use this as a basis for painting their own alien. They could use googly eyes or pipe cleaners to give them a more 3D effect.

Continuous Provision Planner

Area	Learning Focus	Activity	Adult Role
Imaginative Play	<ul style="list-style-type: none"> • perform songs, rhymes, poems and stories with peers 	Using the song 'Five Little Men in a Flying Saucer', pupils are to re-enact it using costumes.	Provide some alien costumes or masks and a sound system.
Toys and Tubs	<ul style="list-style-type: none"> • work and play cooperatively and take turns with others 	Make green slime for the water tray and add enhancements.	Ensure that the slime remains in the tray and that the floor is kept slime-free at all times.
Construction	<ul style="list-style-type: none"> • use a range of small tools, including scissors, paint brushes and cutlery 	Create a flying saucer for the aliens, using construction available.	Print out images of aliens to inspire the pupils.
Motor Skills	<ul style="list-style-type: none"> • manipulate materials to achieve a planned effect 	Mould their own alien using coloured playdoh.	Provide a range of materials to add into the playdoh e.g. matchsticks, googly eyes, pipe cleaners, glitter etc.
Outdoor Learning	<ul style="list-style-type: none"> • make use of props and materials when role playing characters in narratives and stories 	Use the alien crash landing from the Launch Pad activity as a stimulus for their imagination.	Provide a range of drawing and colouring materials, maps, binoculars etc.

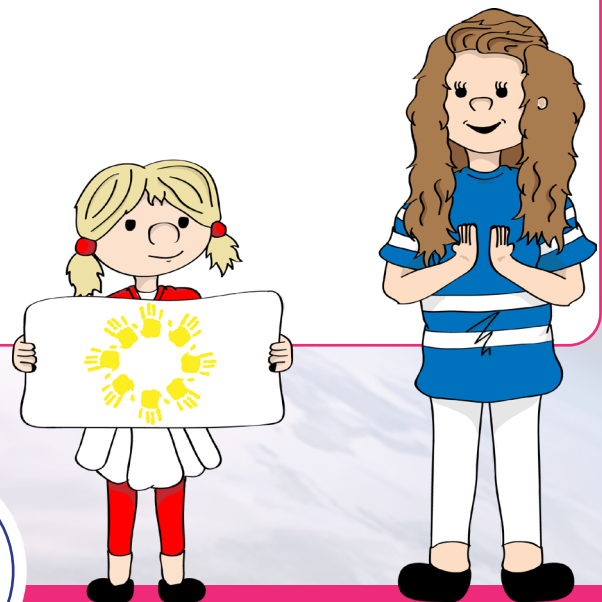


Week Three A is for Alien

Practitioner Notes



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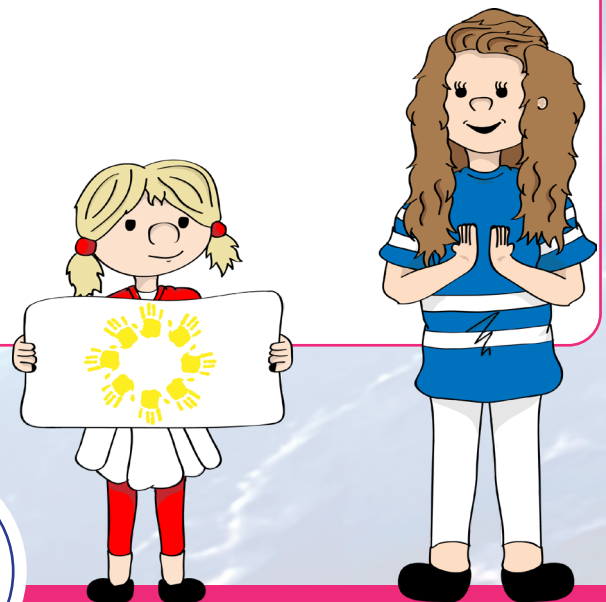


Week Three A is for Alien

Practitioner Notes

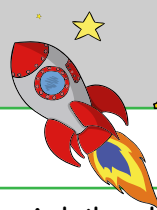


A large, empty white rectangular box with a thin red border, intended for practitioners to write their notes.



Week Four M is for Moon

Reception



Launch Pad

Look at the images provided of a torch, the moon and a lamp. Ask the children to identify them. What do they all have in common? Is there an odd one out? Hopefully, they will identify the moon as the odd one out.

Watch the FunKey film about the moon.

Ask the pupils if they have any questions about the moon and create a list to try and answer.

Communication and Language

LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- make comments about what they have heard and ask questions to clarify understanding
- express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses

Ask the pupils when they go to sleep. Is it when the sun is visible in the sky or when the moon is visible? Hopefully, they will know that bedtime is when the moon is visible. Explain to the pupils that there are animals that are awake during the day, like we are, and go to sleep when we do but there are some animals that sleep in the daytime and are awake at night time. These are called nocturnal animals. The pupils need to look at the images provided and sort them into nocturnal and diurnal animals, using the labels provided.

Physical Development

GROSS MOTOR SKILLS

- negotiate space and obstacles safely, with consideration for themselves and others
- demonstrate strength, balance and coordination when playing

Watch the clip of someone walking on the moon
<https://youtu.be/gayth1yvG0g>

Ask the pupils to pretend to be in space and walk like they are on the moon. Use the music provided to play whilst they are moving.

FINE MOTOR SKILLS

- use a range of small tools, including scissors, paint brushes and cutlery

Pupils to make a moon buggy using junk modelling materials. Support the pupils when cutting and joining materials together.



Week Four M is for Moon

Reception



Mathematics

NUMBER / NUMERICAL PATTERNS

- verbally count beyond 20, recognising the pattern of the counting system

Place the moon number cards face down and pupils take turns to turn one over. They are then to say which number is one more.

Literacy

WORD READING / COMPREHENSION

- say a sound for each letter of the alphabet and at least 10 digraphs
- read words consistent with their phonic knowledge by sound-blending

Show the pupils the 'oo' words provided and ask them to read the words and then think of some more words with 'oo' in the middle.

Display the words for others to read.

WRITING

- write recognisable letters, most of which are correctly formed
- spell words by identifying sounds in them and representing the sounds with a letter or letters

Make some moon dust, using glitter, in a tray.

Pupils are to write their names using fingers in the moon dust. They could also try writing other words linked to the theme.

Understanding the World

THE NATURAL WORLD

- know some similarities and differences between the natural world around them and contrasting environments
- understand some important processes in the natural world
- understand some simple generic vocabulary linked to science (Sc KB)

Do the pupils know what gravity is? Explain that gravity is a force that makes things stay on the earth, so that they don't float off into space. This is very different to being on the moon. Watch the clip of the first man on the moon. His name was Neil Armstrong.

<https://youtu.be/6fn2lXKzddg> Pupils could write down questions they would like to ask if they were to meet him.



Week Four M is for Moon

Reception



Expressive Arts and Design

CREATING WITH MATERIALS

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- identify a range of colours and simple art techniques e.g. printing, painting and drawing (Ar KB)

Make moon pictures using white paint mixed with flour and backed on black paper. The flour is used to create the illusion of craters on the surface of the moon.

Continuous Provision Planner

Area	Learning Focus	Activity	Adult Role
Imaginative Play	<ul style="list-style-type: none"> • work and play cooperatively and take turns with others 	Make a space rocket using a large cardboard box and other objects to create a rocket.	Read story, 'Whatever Next!' by Jill Murphy and then find materials needed e.g. colander.
Toys and Tubs	<ul style="list-style-type: none"> • make use of props and materials when role playing characters in narratives and stories 	Use the moon buggy made in construction in small world play and act out the moon landing.	Remind pupils of sequence of events during moon landing.
Construction	<ul style="list-style-type: none"> • use and understand recently introduced vocabulary 	Pupils cover a selection of different sized pebbles in foil to make 'moon rocks' and build a moonscape with them.	Provide pictures of the moons surface that show the craters.
Motor Skills	<ul style="list-style-type: none"> • use a range of small tools, including scissors, paint brushes and cutlery 	Using small children's hammers, pupils can try to smash the small stones in the space-themed tray.	Ensure that they use the hammers safely.
Outdoor Learning	<ul style="list-style-type: none"> • begin to show accuracy and care when drawing 	Build a large-scale rocket using cardboard boxes and decorate.	Provide a range of drawing and art materials to decorate the rocket.



Week Four M is for Moon

Practitioner Notes



A large, empty white rectangular box with a thin green border, intended for practitioners to write their notes.



Week Four M is for Moon

Practitioner Notes



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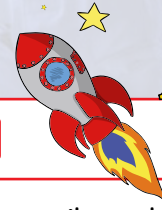


Week Five S is for Star

Reception



Launch Pad



Has anyone ever had a 'Star of the Week' award? Talk to the pupils and listen to their experiences. What does it mean to be a star? Make a note of their explanations. Do they stand out from the crowd? How do they shine brightly?

Explain that we are going to be learning about stars this week. Ask the pupils to tell you what they already know about stars. Use post-it notes to be able to keep for evidence.

Watch the FunKey film.

Communication and Language

LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories

Read the story called 'How to Catch a Star' by Oliver Jeffers. Ask the pupils to share ideas about where they would take their star if they could catch one. Turn all the lights off and watch the YouTube clip 'Underneath the Stars' with images of real stars as seen through the Hubble telescope

<https://youtu.be/0wajspUPIQ8>

Use the template provided to enable the pupils to record their thoughts.

Physical Development

GROSS MOTOR SKILLS

- move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Pupils are to see how many star jumps they can do in 30 seconds. They can time each other in small groups and record the information. They could then repeat with different movements. If required, you can use the template provided to record the results.

FINE MOTOR SKILLS

- hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Using the template provided, pupils are to begin at number one and join the dots together to make a picture. Pupils can name the shape they have made (star). They could try to make their own join the dots picture for a friend and draw a different star.



Week Five S is for Star



Reception

Mathematics

NUMBER / NUMERICAL PATTERNS

- verbally count beyond 20, recognising the pattern of the counting system
- Cut out and laminate the stars provided. Set out an amount of stars for the pupils to count. Repeat as many times as you like. You can use them to add, subtract or even count in 5s (using the 5 points of a star!)

Literacy

WORD READING / COMPREHENSION

- anticipate - where appropriate- key events in stories
- say a sound for each letter of the alphabet and at least 10 digraphs

Place a star in a sealed jar. Read the story, 'Star in the Jar' by Sam Hay. Identify rhyming words in the story and extend their vocabulary. Encourage the pupils to think about where they would take the star, ready for the writing activity.

WRITING

- spell words by identifying sounds in them and representing the sounds with a letter or letters
- write simple phrases and sentences that can be read by others

Make a story map of the adventure they would take the star on (from Reading Activity). Pupils can add labels or captions or even write sentences depending on their ability.

Understanding the World

THE NATURAL WORLD

- explore the natural world around them
- know that saying what you see is an important aspect of science (Sc KB)
- **know a range of simple songs**

Sing the nursery rhyme "Twinkle Twinkle, Little Star".

Do stars really twinkle? Watch this video clip

<https://youtu.be/7t3aXb3LpWg>

Pupils are to explain to each other what the stars are doing. Can they come up with their own explanations?

Week Five S is for Star

Reception



Expressive Arts and Design

CREATING WITH MATERIALS

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- know that art is created by skilled artists (Ar KB)

Read 'Katie and the Starry Night' by James Mayhew. Then, look at the image provided of the painting called 'The Starry Night' by Van Gogh. Pupils are to use this as a stimulus to recreate the picture using paints or chalks. Show the children how to make colours lighter by adding white paint to create different shades.

Continuous Provision Planner

Area	Learning Focus	Activity	Adult Role
Imaginative Play	<ul style="list-style-type: none"> • work and play cooperatively and take turns with others 	Set up a dark den with glow in the dark stars and fairy lights all around.	Try to make the den as dark as possible for the stars to be effective.
Toys and Tubs	<ul style="list-style-type: none"> • use a range of small tools, including scissors, paint brushes and cutlery 	Fish for stars in the glittery water.	Fill the water with little stars and provide small nets for the pupils to catch them.
Construction	<ul style="list-style-type: none"> • safely use and explore a variety of materials, tools and techniques 	Make shiny stars using card templates for pupils to decorate using lots of shiny materials.	Print out the star template provided onto card.
Motor Skills	<ul style="list-style-type: none"> • show good control and co-ordination in large and small movements 	Thread stars onto strings.	Use plastic threading stars if you have some. If not, use card stars with a hole in the middle.
Outdoor Learning	<ul style="list-style-type: none"> • form positive attachments to adults and friendships with peers 	Play 'Hide and Seek' with stars. A pupil hides 10 stars around the outdoor area, then others need to find them.	Supervise the hiding of stars and make sure the pupils are playing

Week Five S is for Star

Practitioner Notes



A large, empty white rectangular box with a thin red border, intended for practitioners to write their notes.



Week Five S is for Star

Practitioner Notes

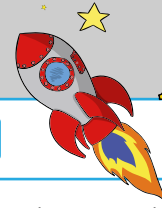


A large, empty white rectangular box with a thin red border, intended for practitioners to write their notes.



Week Six 3...2...1...Blast Off!

Reception



Launch Pad

Using a foam rocket launcher, ideally in the outdoor area, pupils are to have a turn at jumping on the launcher to send the rocket shooting into the air. What words can they think of to say just before the rocket launches? Hopefully, they will begin to countdown and shout, "Blast Off!!"

Ask the pupils if they have ever seen a real rocket launch?

Go back inside to watch the video clip of a rocket launching <https://youtu.be/OnoNITE-CLc>

Why do we say blast off? What does it make them think of? Can they think of other words that mean the same thing?

Communication and Language

LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- listen attentively and respond to what they hear with relevant questions, comments and actions
- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Pupils are to watch this film clip <https://vimeo.com/11725599>. Watch it a second time, but this time, in small groups, they should talk together about what is happening and decide on a storyline that they can retell to the class. They can either retell the story over the top of the video or on their own, without the video playing.

Physical Development

GROSS MOTOR SKILLS

- demonstrate strength, balance and coordination when playing

Pupils can practise their throwing and catching skills using foam rockets. Encourage the pupils to work in pairs, if possible, to throw and catch when stood close together. As they become more confident, they can move further apart from each other. They should count how many throws and catches they can do before the rocket touches the ground!

FINE MOTOR SKILLS

- hold a pencil effectively in preparation for fluent writing

Using the foam rocket launcher from the Launch Pad Activity, pupils are to launch the rocket and time how long it takes to come back down again. Record the timings and see who's launch takes the longest to land. They should set the timer when it launches and stop it as soon as it hits the ground. Each person can have a go at launching, measuring and recording the time.

Week Six 3...2...1...Blast Off!

Reception



Mathematics

NUMBER / NUMERICAL PATTERNS

- verbally count beyond 20, recognising the pattern of the counting system

Watch the animation with the pupils. As the rocket blasts off, how many stars does it pass? Record the amount of stars on a whiteboard, using marks to record the number.

Literacy

WORD READING / COMPREHENSION

- use and understand recently introduced vocabulary during discussions about stories.

Pupils are to read a range of non-fiction books about rockets. Provide them with some blank word cards. They are to write words that describe a rocket launching e.g. zoom, whoosh etc. on the template provided.

WRITING

- spell words by identifying sounds in them and representing the sounds with a letter or letters
- write simple phrases and sentences that can be read by others

Using the template provided, pupils are to fill in the missing numbers and write 'Blast Off!' They could draw a picture of a rocket launching and write other words to describe the rocket blasting off into space.

Understanding the World

PAST AND PRESENT

- know some similarities and differences between things in the past and now
- understand and use language related to the passing of time (Hi KB)

What would it be like to travel in a rocket? Would it have been any different when the first moon landing launched?

Pupils are to talk about what they think it would be like. Would they travel along the earth or up into the sky? Would they need a seatbelt?

Use the template to record their ideas of how space travel might have changed.

Expressive Arts and Design

CREATING WITH MATERIALS

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- know what they are designing and making and say what its purpose is (DT KB)

Pupils are to make bottle rockets using plastic bottles.

<https://www.science-sparks.com/making-a-bottle-rocket/> Watch this video to see how it works to help you <https://youtu.be/D2HqgEoOSMY> The pupils can work in pairs to decorate their rocket ready for launch. Pick a launch day to go out on the playground or open space to launch the rockets. The pupils can enjoy counting down and shouting "Blast Off!" for each launch!

Continuous Provision Planner

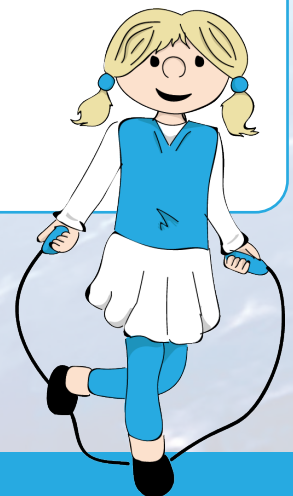
Area	Learning Focus	Activity	Adult Role
Imaginative Play	<ul style="list-style-type: none"> • make use of props and materials when role playing characters 	Launch pad role-play or Space Travel agents.	Provide the relevant enhancements and model role-play with the pupils.
Toys and Tubs	<ul style="list-style-type: none"> • form positive attachments to adults and friendships with peers 	Using wind up water toys that move through the water, pupils are to race against each other.	Supervise water play.
Construction	<ul style="list-style-type: none"> • safely use and explore a variety of materials, tools and techniques 	In groups, the pupils can make their own large rockets that they can use in the outdoor area.	Provide the pupils with some large cardboard boxes and material. Support pupils in cutting the boxes.
Motor Skills	<ul style="list-style-type: none"> • begin to show accuracy and care when drawing 	Using a sheet of foil, pupils are to paint a picture of a rocket.	Provide images of rockets as inspiration for the pupils.
Outdoor Learning	<ul style="list-style-type: none"> • negotiate space and obstacles safely, with consideration for themselves and others 	Pupils are to have rocket races using the large rockets they made out of cardboard. They can climb in them and race against other pupils.	Supervise the races!

Week Six 3...2...1...Blast Off!

Practitioner Notes



A large, empty white rectangular box with a thin blue border, intended for practitioners to write their notes.



Week Six 3...2...1...Blast Off!

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A large, empty white rectangular box with a thin blue border, intended for practitioners to write their notes.

