Prime Area: Personal, Social & Emotional Development

Discuss bedtime routines, sleeping, dreaming and compare experiences.

Why is sleep so important? Why is keeping clean/brushing our teeth important for a healthy lifestyle?

Manage personal needs including dressing: practise ‘getting changed for bedtime’ through games and role-play opportunities

Working with Others – active listening (remembering and asking questions); expressing ideas

Develop independence and responsibility, as children take on ‘Super Star’ roles in the classroom eg watering the plants (belonging to a community:- respect, equality, caring for the environment)

**EYFS Framework** – 3 Prime Areas of Learning and 4 specific areas underpinned by four key themes: A unique child; Positive Relationships; Enabling Environments; Learning and Development As part of our Growth Mindset approach we are collaborative, resilient, disciplined, imaginative and curious learners

Prime Area: Communication & Language

Express ourselves effectively (including present and past tenses), describing and comparing our bedtime routines

Listen attentively, ask and answer ‘how’ and ‘why’ questions in response to stories or events

Develop own narratives and explanations by connecting ideas or events

Follow increasingly complex instructions involving several ideas or actions

Prime Area: Physical Development

Develop balance and movement skills through yoga, continuous provision opportunities outside and P.E. (Dance)

Handle equipment and tools effectively and safely to manipulate and join materials for modelling

Use a variety of mark making tools to create pieces of art including drawing, painting and collage (light & dark pictures)

Use correct pencil grip in order to write recognisable letters that are formed with a cursive style (including lead in stroke and ‘flick’)

Literacy: Comprehension, Word Reading and Writing

Texts: The Dinosaur who pooped a planet, The Owl Who Was Afraid of the Dark, Night Monkey Day Monkey, How to Catch a Star, Zoom Rocket Zoom, Laura’s Star

Read and understand simple sentences, using phonic knowledge to decode regular words and read them aloud accurately; increasingly read irregular ‘tricky words’ by sight

Demonstrate understanding when talking with others about what they have read

Explore a range of space themed stories and non-fiction texts

Begin to spell phonetically regular words of more than one syllable as well as many irregular but high frequency words

Write simple sentences about night-time and space, which can be read by themselves and others

Use role-play and exploration of topic related stories as impetus to create own narratives

**Moon Zoom EYFS Term 4 - 2025**

**(What happens when I fall sleep?)**



**Underwater Class Topic Web**

**TERM 4 Spring 2025**

**EYFS** Medium Term Planning, based on the characteristics of effective learning:- playing and exploring, active learning, creative and critical thinking

Mathematics: Number and Numerical Patterns

Solve practical number problems; record and explain our mathematical marks

Estimate a number of objects and check quantities by counting up to 20 and beyond

Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups

Explore time (o’clock), through routines of the day: what time do you have lunch, go home, go to bed? etc

Explore length: create and compare ‘ladders to the stars’ made from lolly sticks etc

Use Paint program (or similar) to create a range of shapes including a star and moon. Use mathematical language to describe the shapes.

Understanding the World

Investigate how plants grow; sow seeds and use our senses to observe changes and discuss our findings

What is the importance of light and dark for living things?

Explore our world and begin to know that the environment and living things are influenced by human activity: explore photos of earth from space, looking at the oceans and continents of the world

Begin to explore constellations and planets in our solar system

Lives of others: find out about significant astronauts eg Helen Sharman, Tim Peak

Ask questions about the life of an astronaut on the moon

Nocturnal/diurnal/crepuscular animals: leave food out for night-time visitors and monitor what gets eaten

R.E. – Why do Christians put a cross in an Easter Garden?

Expressive Arts & Design

Construction:- use a choice of materials and tools to create a rocket

Explore the work of famous artists e.g Starry Night by van Gogh

Listen to and recite lullabies for bedtime and compose our own soothing music

Listen to and discuss ‘The Planets’ by Holst. How does the music make us feel? Draw pictures in response.

Create ‘pictures from space’ inspired by photos from the Hubble Space Telescope

Role-play bedtime routines