

EYFS Summer 1 - EAD – [In a Galaxy Far Far Away] (Designing a Rocket)

VOCABULARY:		FOCUS TEXTS	READING LINKS	WRITING
Tier 2 Join Material Sink	Tier 3 Modify Sticky tape Duct Tape Float Magnetic <u>Attach</u>		<ul style="list-style-type: none"> How to catch a star and The Way Back Home by Oliver Jeffers Bringing down the Moon by Jonathan Emmett Aliens Love Underpants Dr Xargle’s Book of Eartjlets Whatever Next! By Jill Murphy – Talk 4 Writing Text 	<ul style="list-style-type: none"> List of equipment needed Labelling of design Instructions of how to build design Evaluation sentences: I like... Next time I will...
UTW ESSENTIAL KNOWLEDGE AND UNDERSTANDING :			CURRICULUM LANDING POINTS:	
Task: to build a rocket that can crash land back to Earth and land in the sea. <ul style="list-style-type: none"> Know and name the different types of materials around us Know the properties of materials and their uses Know what magnetic means and know materials that are magnetic Make a prediction about which materials they think will float and sink Know which materials float and those that sink Explain why they think the materials float/sink Explain why they have chosen their particular material to build their rocket out of Know how to combine materials using different techniques- glue, tape, staple etc. Be able to test their design Evaluate their design and explain what was good about it and what they can improve next time 			<u>Expressive Art & Design – Using Media & Materials</u> Reception: <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses ELG: Being Imaginative & Expressive: <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music ELG: Creating with Materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories 	
EYFS CURRICULAR LINKS		LINKS TO PRIOR OR OTHER LEARNING		RESOURCES
SSM – Can the children spot 3D shapes within their rocket? Can they describe why they have chosen that shape? UTW- when discussing the rocket can the children recall the facts and information shared from the previous lessons? Who was the first man on the moon etc? EAD: design and make a moon buggy TECH: research the different planets TECH: watch videos of the moon landing EAD: creating pictures of the planets using different mediums (watercolours, pastels, chalk) PSED/CL: children role play being an astronaut in the space station		Prior Learning: Talk about the differences between materials and changes they notice. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures Next Stage: Processes – creates simple designs for a product, use picture/words to describe what he/she wants to do, select from a range of tools and equipment to perform practical tasks, use a range of simple tools to cut, join and combine materials, explore how structures can be made stronger, stiffer and more stable, uses wheels and axels		<ul style="list-style-type: none"> Variety of materials <ul style="list-style-type: none"> Glass Brick Fabric Wood Paper Plastic Metal (tins) Cardboard Magnets Magnetic materials Variety of junk for modelling (plastic, cardboard etc) message parents before unit for donations
WIDER CURRICULUM LINKS				

Learning plan:

Week	Learning	COEL
Week 1	What are materials? What are the materials around us?	Playing & Exploring <ul style="list-style-type: none"> Finding out and exploring: <i>showing a curiosity about objects and events, showing a particular interest, using senses to explore the world around them</i> Playing with what they know: <i>taking on a role of an astronaut in the outdoor area, astronaut in the space ship</i>
Week 2	What are the properties of the materials around us? 1 x group exploring different materials 1 x group exploring magnetism	
Week 3	Which materials will float or sink?	Creating & Thinking Critically <ul style="list-style-type: none"> Having their own ideas (<i>thinking of their own ideas when designing their rocket and choosing their materials and how they will join the materials and the purpose of the parts of their rocket</i>) Making links between what they have learnt and their rocket design and material design Choosing ways to do things <i>making their own rocket following their own design. The process not the ‘outcome’ all children will have a unique rocket.</i> Active Learning <ul style="list-style-type: none"> Keeping on trying <i>children will persist with their build even when they meet challenges and change approach if needed.</i>
Week 4	Which material is best for your rocket? Design	
Week 5	Build your rocket	
Week 6	What is good about your rocket? What can you do better?	

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| | | <ul style="list-style-type: none">- Being involved and concentrating <i>children will maintain their focus when building, showing high energy and fascination in their build, design process and test and will pay attention to the finer details of their rocket</i>- Enjoying achieving what they set out to do <i>children will show satisfaction when they complete their build and will be proud of what they have achieved. They will enjoy meeting the challenge with their outcome rather than external praise e.g the rocket landing and floating.</i> |
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