

TERM 1 – TRANSPORT

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		Focus Text: Naughty Bus Whatever Next	Hook: Make a large bus in the playground	
		Pupils Learn	Key Vocabulary/Language	Continuous Provision/Learning Experience
COMMUNICATION AND LANGUAGE	LISTENING, ATTENTION AND UNDERSTANDING	<p>To listen to others in a small group.</p> <p>To listen to short stories with increasing recall.</p> <p>To understand the use of objects – using what.</p> <p>To follow simple instructions, related to their new routine.</p>	<p>Good listening</p> <p>Good looking</p> <p>Good thinking</p> <p>Good sitting</p>	Regular story time and book corner themed around transport.
	SPEAKING	<p>To talk about things that are important to them.</p> <p>To start a conversation with an adult or friend.</p>	<p>Hello</p> <p>My name is</p> <p>Do you like...</p> <p>Would you like to...</p>	Plan, do, review – An opportunity to share their thoughts and ideas with the class.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	SELF REGULATION	<p>'Relationships' (PSHE)</p> <p>To recognise what is fair and unfair, kind and unkind, right and wrong and to know how unfair, unkind and wrong words, actions or decisions can make other people feel.</p>	<p>Fair and unfair</p> <p>Kind and unkind</p> <p>Right and wrong</p>	<p>Emotion cards</p> <p>Colour monster book and resources</p>
	MANAGES SELF	<p>To dress with help. For example, open fronted coat, pull trousers up and down independently. Take jumper on and off.</p> <p>To show understanding of how to transport and store equipment safely, organising themselves and their peers as they do so.</p>	<p>I can't do it yet.</p> <p>Please can you help me to...</p>	<p>Dressing up</p> <p>Construction Area – heavy bricks</p> <p>Bikes</p> <p>Areas of the classroom to support tidying of resources.</p>
	BUILDING RELATIONSHIPS	<p>'Relationships' (PSHE)</p> <p>To seek out companionship with adults and other children, sharing experiences and play ideas.</p> <p>That friendships should make them feel happy.</p> <p>To recognise the importance of saying sorry and forgiving their friends if they have a disagreement or a falling out</p>	<p>Friends</p> <p>Friendship</p> <p>Sorry</p> <p>Forgiveness</p>	<p>Turn taking board games</p> <p>Emotion cards</p> <p>Mirrors to explore emotions</p> <p>Colour monster book</p>

PHYSICAL DEVELOPMENT	GROSS MOTOR SKILLS	<p>Introduction to PE – Unit 1 Fundamentals – Unit 1</p> <p>To understand basic principles of a PE lesson, such as finding space and freezing on command.</p> <p>To use and share equipment and work individually, with a partner or a group.</p> <p>To take part in activities, which will develop fundamental movement skills such as running, jumping, skipping, changing direction, balancing, hopping.</p> <p>How to stay safe using space, working independently and with a partner.</p>	<p>Freeze</p> <p>Space</p> <p>Run</p> <p>Jump</p> <p>Skip</p> <p>Balance</p> <p>Hop</p>	<p>Trolley of PE resources in the outside area – balls, bats skipping ropes, bean bags.</p> <p>Outside equipment for balancing.</p>
	FINE MOTOR SKILLS	<p>To start to hold a pencil with a tripod grip.</p> <p>To use scissors to make changes to materials.</p> <p>To develop their pincer grip or activities such as threading and constructing.</p>	<p>'Quack quack fingers' (To encourage tripod grip)</p>	<p>Large range of pens/pencils of different sizes and styles.</p> <p>Small pegs and buses to match.</p> <p>Scissors and transport pictures to cut.</p>
LITERACY	COMPREHENSION	<p>To listen to and join in with stories and poems, when reading one-to one and in small groups.</p> <p>To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>To know information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>To begin to sequence simple stories.</p>	<p>Storytime</p> <p>First</p> <p>Then</p> <p>Next</p> <p>After that</p> <p>Finally</p>	<p>Story sequence cards for transport stories.</p> <p>Regular story time and book corner themed around transport.</p>
	WORD READING	<p>To begin to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs.</p> <p>To hear and say the initial sound in words.</p> <p>To recognise familiar words and signs such as their own name, advertising logos and screen icons.</p> <p>To begin to recognise a few graphemes and common exception words.</p>	<p>Phonemes</p> <p>Graphemes</p> <p>Sounds</p> <p>Tricky words</p>	<p>A selection of interactive phonics games.</p> <p>Access to technology to play phonics games.</p> <p>Decodable books readily available.</p>

	WRITING	<p>To ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p>To include mark making and early writing in their play.</p> <p>To imitate adults' writing by making continuous lines of shapes and symbols.</p> <p>To attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</p> <p>To hear and say the initial sounds in words and attempt to write them.</p>	<p>Tripod grip (Quack quack fingers)</p> <p>Sound mats</p> <p>Initial sounds</p> <p>Labels</p>	<p>Transport themed writing opportunities, e.g. bus tickets, timetables, postcards.</p> <p>Focus on story maps – on a large scale</p> <p>Writing areas – inside and outside</p>
MATHEMATICS	NUMBER	<p>To say one number for each item in order.</p> <p>To compare numbers and order them.</p> <p>To count forwards and backwards to 10.</p> <p>To understand the make it, draw it, write it approach.</p>	<p>Make it</p> <p>Draw it</p> <p>Write it</p> <p>Larger Smaller</p> <p>Less</p> <p>More</p> <p>Fewer</p> <p>Next</p> <p>Before</p>	<p>Buses/Rockets with manipulatives to count people on and off.</p> <p>Comparing amount of people travelling on each bus/rocket.</p> <p>Counting songs</p> <p>Range of manipulatives to 'make' a number. Writing materials to encourage drawing and writing.</p>
	NUMERICAL PATTERNS	<p>To compare two small groups of up to five objects, saying when there are the same number of objects in each group.</p> <p>To compare quantities using language: 'more than', 'fewer than'.</p> <p>To extend and create ABAB patterns.</p> <p>To talk about and identifies the patterns around them.</p>	<p>More than</p> <p>Fewer than</p> <p>Patterns</p> <p>Repeating</p>	<p>Manipulatives for pattern making, e.g. peg boards, numicon, counting frogs.</p> <p>Focus on matching – card games, building matching towers, matching pairs of socks.</p> <p>Noticing objects that can be sorted and matched in our environment. e.g. leaves, sticks.</p>

THE WORLD	PEOPLE AND COMMUNITIES	<p>'Which stories are special and why?' (RE)</p> <p>That there are different religions e.g. Christianity and Islam.</p> <p>That some books are sacred to different religions.</p> <p>That there is a special book for Christians (Bible) and a special book for Muslims (Qur'an)</p> <p>That there are similarities and differences between different religious artefacts e.g. Bible and the Qur'an.</p> <p>That a bible and the Qur'an teach us about God.</p> <p>About when Muhammad was first given the Qur'an (Muhammad and the night of power).</p> <p>Bible stories that show how we can all change our ways e.g. Jesus and the story of (Zacchaeus, Luke 19).</p> <p>That some stories have a meaning to Christians and Muslims.</p>	<p>Islam</p> <p>Muslims</p> <p>Qur'an</p> <p>Christian</p> <p>Bible</p> <p>God</p> <p>Muhammad</p> <p>This source tells us that...</p> <p>This source does not tell us...</p> <p>Etc.</p>	<p>Small world figures from different cultures</p> <p>Puppets and role play resources</p> <p>Pictures of religious artefacts</p> <p>Children's Bibles in Book Corner</p> <p>Story pictures to sequence</p>
	THE NATURAL WORLD	<p>To talk about why things happen and how things work.</p>	<p>That happened because...</p> <p>I think...</p>	<p>Construction materials for bridge and ramp building.</p>
	PAST AND PRESENT	<p>To recall something in the immediate past, using the phrases – 'Yesterday I...' 'This morning I...' 'At the weekend I...'</p> <p>That people in the past did not have the same transport that we have today.</p> <p>The names of different types of transport. E.g. cars, buses.</p> <p>That different transport moves in different ways. Such as boats floating, planes flying etc.</p>	<p>Yesterday</p> <p>This morning</p> <p>At the weekend</p> <p>A long time ago</p> <p>Bus</p> <p>Car</p> <p>Train</p> <p>Fire Engine</p> <p>Aeroplane</p> <p>Tractor</p> <p>Plough</p> <p>Digger</p> <p>Jeep</p> <p>Floating</p> <p>Sinking</p> <p>Flying</p> <p>Driving</p>	<p>Circle time games to share news</p> <p>Labelled pictures of old transport</p> <p>Small world vehicles for comparison</p>

EXPRESSIVE ARTS AND DESIGN	CREATING WITH MATERIALS	<p>To explore and learn how sounds and movements can be changed.</p> <p>To enjoy joining in with moving, dancing and ring games.</p> <p>To sing familiar songs.</p> <p>To experiment with colour and texture.</p>	<p>Loud/Quiet</p> <p>High/Low</p> <p>Fast/Slow</p> <p>Dark/Light</p> <p>Hard/Soft</p> <p>I chose this colour because...</p> <p>I changed the sound by...</p>	<p>Creative area – painting, modelling, collaging different forms of transport.</p> <p>Music Area – instruments to explore.</p> <p>Class songs and opportunities for dancing.</p>
	BEING EXPRESSIVE AND IMAGINATIVE	<p>To engage in imaginative play based on own ideas or first-hand or peer experiences.</p> <p>To use available resources to create props or creates imaginary ones to support play</p>	<p>I know that...</p> <p>I am a ...because</p>	<p>Role play area – Bus station, car garage, space station, travel agent.</p> <p>Creative area for prop making.</p>