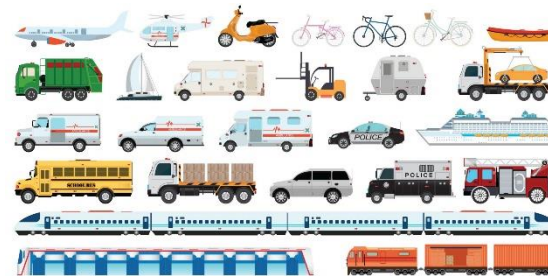




Reception Summer Term 1

How can we travel to places?



Books:

Listening to and learning the following stories through Talk for Writing:

- Mr Gumpy's Outing
- You Can't Take an Elephant on the Bus

Communication and Language:

- *Describing events in detail using time connectives
- *Understand how to listen carefully and why listening is important.
- *Sustain focus when listening to a story.
- *Listen to and talk about stories to build familiarity and understanding
- *Learn rhymes, poems and songs.

Personal, Social and Emotional Development:

- * Looking after others
- *Friendships
- *Dreams and goals
- *Show resilience and perseverance in the face of challenge.
- *Discuss why we take turns, wait politely, and tidy up.

Physical Development:

- *Fine Motor Activities: threading, cutting, weaving, playdough. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / start to cut along a curved line like a circle.
- *Gross Motor Activities: Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Dance / moving to music.

Literacy:

Phonics will be the focus of the morning Literacy Lessons, developing phonic ability and reading.

- *Learning Floppy's Phonics routines and Level 3 sounds.
- *Forming recognisable letters
- *Segmenting and beginning to write a CVC word using known sounds.
- *Starting to join words together to read and write a simple sentence.
- *Learning through stories, the Talk for Writing 'imitation' and 'innovation' phase – through acting it out, drawing the text map and writing it.
- *Writing for a purpose in the role play/construction areas using phonetically plausible attempts at words, beginning to use finger spaces.
- * Description of a vehicle
- * Signs for construction vehicles.
- * Train Tickets and Aeroplane Tickets.

Maths:

- Learning is split into Number and Numerical Pattern.
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 - *Recognising doubles to 10.
 - *Learning number bonds – addition and subtraction facts to 5 and then 10.out of order
 - *Counting beyond 10.
 - *Reading number sentences and making them in concrete form.

Understanding the World:

- Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.
- * Understanding how transport has evolved for people to go on holiday compared to the past.
 - * What jobs use these vehicles.
- Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.
- *Explore Camper Van, Coach and Fire Engine (on site visit)
 - * Road safety and staying safe in water.
 - * Transport through time

Expressive Arts and Design:

- Collage farm animals/ making houses. Pastel drawings, printing patterns on Easter Eggs.
- Construction- making vehicles using junk modelling.
 - Paper plate hot air balloon
 - Ice cream van shop
 - Make a boat and test how it floats
 - Airport role play area

Reception		Summer 1											
Summary (Why learn about this.....)	The project aims to provide opportunities for your child to learn more about transport. Learning will focus on modes of transport, transport in the past, the science behind transport, road safety and how to be safe around water.												
Prior Learning (previous topics)	This topic builds on what children have learnt in Nursery And the concepts of <ul style="list-style-type: none">Cars, trains and busesLooking and exploring the environment on walks.												
Launch Activity	A vehicle arrives in school and be found in the school playground. Each week a new vehicle will arrive into school- campervan, coach and fire engine.												
Vocabulary	<table><tr><td>tram</td><td>train</td></tr><tr><td>travel</td><td>coach</td></tr><tr><td>distance</td><td>traffic</td></tr><tr><td>vehicle</td><td>lorry</td></tr><tr><td>journey</td><td>ferry</td></tr></table>	tram	train	travel	coach	distance	traffic	vehicle	lorry	journey	ferry		
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Possible activities for home learning	<ul style="list-style-type: none">Create a 3D vehicle at home using junk modellingGo on a walk, how many different vehicles did you see?												
Assessment	<p>Most children will: name and describe a vehicles use.</p> <p>Some children will not have made so much progress and will: name and describe a vehicles use with support describe it.</p> <p>Some children will have progressed further and will also: name, describe and compare vehicles and their uses.</p>												

Adult Input	Key Concept / Learning Intention	Activities	Assessment
Input 1	AFL- What is a vehicle, what do we already know about vehicles? What would we like to find out about vehicles?	<ul style="list-style-type: none"> • Creating a list of vehicles as a class • Sorting and categorising vehicles into subgroups. 	
Input 2	Coach/ Bus arrive into school- what is the purpose of this vehicle?	<ul style="list-style-type: none"> • Explore the features of a live coach and bus • Verbally recounting facts about a coach and a bus. • Draw and label a coach 	
Input 3	Campervan- what is the purpose of this vehicle? How does it compare to a van?	<ul style="list-style-type: none"> • Explore the features of a campervan • Verbally recounting facts about a campervan • Draw and label a campervan. 	
Input 4	What is a journey? How do we travel to places? Are some vehicles more suited to travel closer or further?	<ul style="list-style-type: none"> • Explore journeys using Google Earth and discuss time, show YouTube videos of moving vehicles e.g. comparing a sailing boat to an aeroplane. 	
Input 5	Fire Engine- what is the purpose of this vehicle? How does it compare to vehicle we might drive?	<ul style="list-style-type: none"> • Explore the features of a fire engine • Verbally recounting facts about a fire engine • Draw and label a fire engine. 	