

Reception Medium Term Plan

Spring 2

Termly Overview- Transport

Curriculum links

Quality Texts

- The Naughty Bus
- Non-Fiction Transport
- Transport Home Readers
- Transport listening station
- Local Library

EAD D&T focus: Children design, build and test a mode of transport of their choice. They create lists of materials needed and challenge to write build instructions. Children make adaptations to models if needed, once tested.

links:

- measure length, 3D objects, 2D shape, number of items, problem solving, time (how long does it last (s)), position.
- writing lists, labelling diagrams, speaking about model, speaking during play, understanding; what went wrong? listening to others
- floating & sinking (who sank the boat), materials, recycling

Special Days

- Now Press Play
- Michael Recycle
- Junk Orchestra
- World Book Day

Literacy

HEW
 I, can, see, the, a, it, is, with, go, to, on, hat

Sentence starters:

- I can see ... on the bus.
- I will go ... on the bus.
- It has ...

• Helicopter stories
 • Captions
 • Labels
 • LKS (EAD)
 • Story Map
 • Animation (1 scene / group)
 • Story re-write (favourite part of the story)

Questions:

- Why is the bus naughty?
- Where is the bus from?
- How can we help the bus get home?
- Which mode of transport is the best to help - explain?
- How do you think the bus feels before, during & after our help?
- What will you see on the bus?
- Where will / do you go?

Transport

MATHS

Money: Everyday language, different ways of paying for travel tickets, matching to Numicon for value.

Addition & subtraction: On and off the bus, buying two travel fares together, simple change e.g. 10p - 5p, finding the difference for length (distance travelled, size of transport), Numicon transport match & find the total

length: measure design, line up transport (traffic), distance travelled (last model) order length inc everyday objects, Map labels & rulers/cubes.

Hook The children receive a gift! It's the Naughty bus. The children explore why the bus has been called 'naughty' and discover the bus is lost. The children have to inquire about other modes of transport to find the most appropriate way to get the bus home.

<p>25.02.19 Week 1</p> <p>Finish comic books and Number fans Now Press Play all day Tuesday- Draw and write about the journey</p>  <p>Children write and draw about what they would like to learn and play with transport- Free writing.</p> <p>What do you know about transport? Which modes of transport have you travelled on? Make a whole class graph.</p>	<p>4.03.19 Week 2</p> <p>The Naughty Bus Michael Recycle Workshop Monday 10- 11 World Book Day all day Thursday</p> <p>Hook: A package arrives- The Naughty Bus... children have to think about what the bus does to get labelled as naughty? Maybe it is lost, (Piccadilly Circus) how do we get it home?</p> <p>Literacy: <i>The bus will (oral) talk for writing.</i></p> <p>Provision: phonics and free writing</p> <p>Maths: money- Beginning to use everyday language related to money.</p> <p>Provision: Buy oyster cards to catch the Naughty bus</p> <p>Expressive Art and Design: Paint the Naughty Bus using poster paint</p> <p>ipad station: money sorting game</p> <p>PD: Balance bikes 6 children</p> 	<p>11.03.19 Week 3</p> <p>The Naughty Bus Junk Orchestra all day 14.03.19</p> <p>Literacy: Taught through EAD</p> <p>Provision: Explore modes of transport; land, sea, air... How will you get the Naughty bus home.</p> <p>Maths: Addition and subtraction- on and off the bus</p> <p>Provision: provide and on and off the bus game to play independently. Addition machine for outside</p> <p>Expressive Art and Design: design mode of transport- draw and label</p> <p>ipad station:</p> <p>PD: Balance bikes 6 children</p> 
<p>11.03.19 Week 4</p> <p>Literacy: Taught through EAD</p> <p>Provision: acting out the story with small world- provide clipboards</p> <p>Maths: Addition and subtraction- on and off the bus</p> <p>Provision: provide and on and off the bus game to play independently. Addition machine for outside</p> <p>Expressive Art and Design: write list of materials needed for the transport build</p> <p>ipad station:</p> <p>PD: Balance bikes 6 children</p>	<p>18.03.19 Week 5</p> <p>Literacy: Taught through EAD</p> <p>Provision: acting out the story with small world- provide clipboards</p> <p>Maths: Addition and subtraction- on and off the bus.</p> <p>Provision: as above</p> <p>Expressive Art and Design: build mode of transport</p> <p>ipad station:</p> <p>PD: Balance bikes 6 children</p>	<p>25.03.19 Week 6</p> <p>Literacy: Re-write favourite part of the story- display with the naughty bus painting from week 2.</p> <p>Provision:</p> <p>Maths: Size- Orders two or three items by length or height</p> <p>Provision:</p> <p>Expressive Art and Design: test mode of transport</p> <p>ipad station:</p> <p>PD: Balance bikes 6 children</p>

Literacy	Numeracy	Understanding the world
<p>30-50 months</p> <p>Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>Reading</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<p>30-50 months</p> <p>Space, Shape and Measure</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <p>Number</p> <ul style="list-style-type: none"> • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. 	<p>30-50 months</p> <p>People and communities</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The world</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. <p>Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or

40-60+

Writing

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Reading

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are

- Realises not only objects, but anything can be counted, including steps, claps or jumps.

40-60+

Space, Shape and Measure

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

Early Learning Goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Number

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.

lifting flaps to achieve effects such as sound, movements or new images.

- Knows that information can be retrieved from computers

40-60+

People and communities

- Enjoys joining in with family customs and routines.

Early Learning Goal

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world

- Looks closely at similarities, differences, patterns and change.

Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

increasingly influenced by their experiences of books.

- Enjoys an increasing range of books.

- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

- Counts actions or objects which cannot be moved.

- Counts objects to 10, and beginning to count beyond 10.

- Counts out up to six objects from a larger group.

- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

- Counts an irregular arrangement of up to ten objects.

- Estimates how many objects they can see and checks by counting them.

- Uses the language of 'more' and 'fewer' to compare two sets of objects.

- Finds the total number of items in two groups by counting all of them.

- Says the number that is one more than a given number.

Early Learning Goal

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

	<ul style="list-style-type: none"> • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	
<p>Expressive art and Design</p>	<p>Physical development</p>	<p>PSED</p>
<p>Exploring and using media</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. 	<p>Health and self-care</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p>Moving and handling</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a 	<p>Making Relationships</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done.

<ul style="list-style-type: none"> • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. <p>Being Imaginative</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine.
<p>Communication and Language</p>		

Listening and attention

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

Understanding

- *Understands use of objects (e.g. "What do we use to cut things?")*
- *Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.*
- *Responds to simple instructions, e.g. to get or put away an object.*
- *Beginning to understand 'why' and 'how' questions.*

Speaking

- *Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.*
- *Questions why things happen and gives explanations. Asks e.g. who, what, when, how.*
- *Uses a range of tenses (e.g. play, playing, will play, played).*
- *Uses intonation, rhythm and phrasing to make the meaning clear to others.*
- *Uses vocabulary focused on objects and people that are of particular importance to them.*
- *Builds up vocabulary that reflects the breadth of their experiences.*
- *Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'*