

Communication and Language

Key Texts: Naughty Bus, My First Book of Transport, The Train Ride, Mr Gumpy's Outing, Duck in the Truck, Down by the Station

How do you get to school? What journeys have you been on? Role play opportunities linked to travel: rail stations, bus stop, airport etc

Discuss story language, act out texts and sequence events.

Write cvc words, sequence a sentence and start to write simple sentences.

Reception Spring 2019 Transport: We're on the Move!

Reading

Read cvc words and captions linked to key texts

Discuss sentence structure

Read labels and signs in role play situations et bus stop, airport

Writing

Correct pencil grip and letter formation.

Write travel tickets: bus, train, aeroplane

Creating and writing simple sentences about modes of transport.

Label vehicles: car, bicycle, train

Maths: White Rose

Consolidating numbers to 10: written numbers and counting

Teen numbers: saying, writing and building using a variety of resources, models and images

Exploring 1 more and 1 less

Investigating 3D shapes

Tally charts related to topic: how many children get to school in a car?

Understanding the World

Maps: looking carefully at different maps, creating our own maps, looking at signs and symbols all around us.

Technology: how do different types of transport work. Use iPads to draw vehicles.

People and Communities: what do we take with us on journeys? What to pack in a suitcase.

The World gone by: what did vehicles look like a long time ago? How have they changed?

Physical Development

Gymnastics

Finger gym

Safety: How to stay safe on the road.

Using equipment safely.

Main Theme

Exploring the characteristics of vehicles and thinking about different modes of transport: buses, trains, boats, aeroplanes, hot air balloons.

Expressive Arts and Design

Design and make vehicles out of junk. Explore how split pin can create moving models. What can we do with wheels? What patterns do they make? Look at different wheels on different vehicles. Circle patterns with paint.