

St Andrews Reception – Spring 2 - Let's go on a journey

COMMUNICATION & LANGUAGE / LITERACY		UNDERSTANDING THE WORLD	
ACTIVITIES: <ul style="list-style-type: none"> • Journey' by Arron Becker/'The Naughty Bus' by Jan and Jerry Oke – focus stories. • Shared reading – letters from the naughty bus. • https://www.youtube.com/watch?v=sqQ1BAEj1oE – compare this version of the naughty bus to the story book. • Non-fiction transport books. 'Then and Now' looks at old and new vehicles. Discuss observable changes. • Wanted posters to catch the naughty bus. • Writing letters in reply to the naughty bus. • Labels/captions to label the buildings in toy town. • Writing class rules for the naughty bus. • Create maps and plans on large and small scales. Can we help the Naughty Bus find his way back? • Writing bus tickets in role play/ car mechanic order forms. • Introduction to similes using 'My Mum' by Anthony Browne. 	OBJECTIVES 30-50M <ul style="list-style-type: none"> • Shows interest in illustrations and print in books and print in the environment • Recognises words and signs such as their own name and advertising logos. • Describes main story settings, events and principal characters. OBJECTIVES 40-60M <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion. • 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. • Begins to read words and (HA) simple sentences. • Gives meaning to marks they make as they draw, write and paint. • 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 • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	ACTIVITIES <ul style="list-style-type: none"> • The Naughty Bus goes for a drive around Over Hulton! Look at photos on IWB – Can ch. recognise the different places he has visited? Study of local area. • Children to use Google Maps Street View to find their house. Can they give directions from school? • Remote control cars – road safety. • Magnetic/non-magnetic play – link to mechanics. • Comparing old/new types of transport. • Science: Rolling tyres and vocab. speeding up, slowing down, fast, slow, gravity, pulling, pushing, rolling, force, higher, lower. 	OBJECTIVES 30-50M <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. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. OBJECTIVES 40-60M <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. • Looks closely at similarities, differences, patterns and change. • Enjoys joining in with family customs and routines.

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MATHS		PHYSICAL DEVELOPMENT	
ACTIVITIES <ul style="list-style-type: none"> • 3D shapes to construct with and link to toy town from the story – pre-learning task. • Link to shape in other ways – wheels are circles, road signs, tickets. • Outside: Cones in order 0-10 /0-20 and then ride the bikes to each cone in turn. • Introduction to addition - Numbered bus stops. Children to get on and off the bus – one more/one less. • Bus seats in pairs – link to counting in twos and link to money/time. How much does the journey cost? What time does the bus come? • Transport tally. Traffic spotting – looking for different types/colours of vehicles. Children to record as a tally. What did they see most of? CP outdoors. • Rolling tyres and measuring distance - measuring equipment, metre sticks, trundle wheels, tape measures etc. 	OBJECTIVES 30-50M <ul style="list-style-type: none"> • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall' • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows an interest in number problems. OBJECTIVES 40-60M <ul style="list-style-type: none"> • Counts objects to 10 and beginning to count beyond 10. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Records, using marks that they can interpret and explain. • Uses familiar objects and common shapes to create and recreate patterns and build models • Says the number that is one more/one less than a given number • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. 	ACTIVITIES PE – TUESDAY PM/ FRIDAY AM <ul style="list-style-type: none"> • Large construction to build a bus outdoors. Small construction – using coloured blocks make the same town that is in 'The Naughty Bus' book. • Tactile – Naughty bus in baked beans! • Tyres and large paper outside to make paint tracks. Gross motor. • Speeding up and slowing down games. • Road safety (H&SC) 	OBJECTIVES 30-50M Moves freely and with pleasure and confidence in a range of ways. <ul style="list-style-type: none"> • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. OBJECTIVES 40-60M <ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Handles tools, objects, construction and malleable materials safely and with increasing control.

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PERSONAL SOCIAL & EMOTIONAL DEVELOPMENT		EXPRESSIVE ARTS & DESIGN	
ACTIVITIES <ul style="list-style-type: none"> • Sharing WOW slips/News books from the half-term break. • Road Safety. • Class rules for the naughty bus. • Mothering Sunday – How do our mum's help us? Why are they special? What super power does your mum have? What could we do for them? 		ACTIVITIES <ul style="list-style-type: none"> • Role play – Garage and Car Mechanics. • Drawing in 'red' like the girl in 'Journey'. • Tracks from vehicles dipped in paint and tracks in lentils. • Junk modelling of different types of transport. Axels to attach wheels. Show children how to attach tubes and boxes. Make holes for windows and doors. • Re-creating sounds of different vehicles. • 3D shape printing • Constructing 3D shapes using spaghetti and marshmallows. • Mothering Sunday card and gift 	
OBJECTIVES 40-60M <ul style="list-style-type: none"> • Understands that own actions affect other people. • Aware of the boundaries set, and of behavioural expectations in the setting/outside of the setting. • Can describe self in positive terms and talk about abilities. • Confident to speak to others about own needs, wants, interests and opinions. 		OBJECTIVES 30-50M <ul style="list-style-type: none"> • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Builds stories around toys. (Transport) • Realises tools can be used for a purpose OBJECTIVES 40-60M <ul style="list-style-type: none"> • Plays alongside other children who are engaged in the same theme • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. • Understands that different media can be combined to create new effects. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects tools and techniques needed to shape, assemble and join materials they are using. 	

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<u>Special Events this term</u> <u>WOW</u>	<u>Adult- led challenges</u>	<u>Children's questions</u>
Wrapped gift containing the Naughty Bus.	Can you describe what the Naughty Bus looks like? Can you write a class rule for the Naughty Bus? Can you make a vehicle that can move? Can you describe your journey to school? Can you compare old and new transport?	Developed through topic in children's floor books.