

## Early Years INSPIRE Half Termly Overview – Journeys & Transport

<p><u>C&amp;L</u></p> <ul style="list-style-type: none"> <li>Continues to learn and use more new words</li> <li>Can link sentences with words like ‘and’, ‘or’ ‘because’</li> <li>Listens to a story or information text, talks about it and answers simple questions about what they have heard</li> <li>Articulates ideas and thinking in well-formed sentences</li> <li>Asks questions to find out more and to check understanding about what has been said</li> <li>Continues to learn and use more words. including those found in a range of stories and non-fiction texts, asking what new words mean</li> <li>Engages in sustained conversations with others</li> <li>Enjoys talking with others and joins in with group conversations and games</li> <li>Uses talk to interact and negotiate as part of extended conversations</li> <li>Asks relevant questions and makes relevant comments in relation to what they have heard</li> <li>Follows a longer list of instructions in a range of contexts</li> <li>Re-tells short stories they have heard in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary</li> <li>Talks about some of the new knowledge and vocabulary learnt from books</li> </ul>	<p><u>PSED</u></p> <ul style="list-style-type: none"> <li>Is beginning to be able to pay attention to more than one thing at a time</li> <li>Follows two-part instructions reasonably well</li> <li>Selects and uses a range of resources independently</li> <li>Can play in a pair/three, extending play ideas and shared experiences</li> <li>Understands they may need to wait their turn and is beginning to anticipate when this is</li> <li>Is able to give focused attention in adult led sessions</li> <li>Is able to direct attention as necessary in a range of contexts</li> <li>Follows a longer list of instructions in a range of contexts</li> <li>Takes turns with others in conversation in a range of contexts</li> </ul>	<p><u>PD</u></p> <ul style="list-style-type: none"> <li>Uses smaller objects and implements in play with increasing accuracy and control</li> <li>Manipulates a range of tools and equipment in one hand including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> <li>Demonstrates overall body strength, co-ordination, balance and agility to move in a range of ways</li> <li>Use core muscle strength to achieve good posture when sitting at a table/on the floor</li> <li>Shows a preference for a dominant hand</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>Can collaborate with others to manage large items, e.g. moving a long plank safely</li> </ul>
<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>Engages in extended conversations about stories, rhymes, songs and non-fiction texts, answering simple questions and learning new vocabulary</li> <li>Talks about events and characters in stories and suggests how a story might end</li> <li>Uses some vocabulary from books they have shared in their play</li> <li>Ascribes meanings to signs, symbols and words that they see in different places</li> <li>Uses some of their print and letter knowledge to mark make e.g. writes a shopping list starting at the top of the page</li> <li>Asks questions to find out more and to check understanding about what has been read</li> <li>Re-tells short stories they have heard in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary</li> <li>Talks about some of the new knowledge and vocabulary learnt from books</li> <li>Uses a range of new vocabulary they have met in books in a range of contexts, including role play</li> <li>Can find the blurb and explain what its purpose is</li> <li>Writes full name correctly</li> <li>Orally compose a simple sentence/caption, hold it in memory and write it down</li> <li>Uses spaces in between words and full stops in writing</li> <li>Form lower-case letters correctly.</li> <li>Re-reads what they have written to check it makes sense.</li> </ul>	<p style="text-align: center;"><b>Theme: Journeys &amp; Transport</b></p> <p style="text-align: center;"><b><u>Crucial Curriculum Content (3Cs)</u></b></p> <ul style="list-style-type: none"> <li><b>To be able to name different forms of transport</b></li> <li><b>To explore transport local to me: tram, bus, aeroplanes etc</b></li> <li><b>To understand how different forms of transport move: on the road, tracks, on sea, in the air etc</b></li> <li><b>To know we can travel to different places</b></li> </ul>	<p><u>Maths</u></p> <ul style="list-style-type: none"> <li>Extend and create ABAB patterns.</li> <li>Can spot and correct an error in an ABAB pattern</li> <li>Explores and talks about 2D and 3D shapes</li> <li>e.g. circle, rectangle, triangle, square</li> <li>e.g. cube, cuboid, cylinder, cone</li> <li>using mathematical language e.g. sides, corners, flat, round</li> <li>Partitions and combines shapes to make new shapes using 2D and 3D shapes</li> <li>Understands and uses positional language ‘in’ ‘out’ ‘on’ ‘under’ ‘next to’ ‘behind’</li> <li>Predicts, moves and rotates objects to fit the space or create the shape they would like</li> <li>Describes a familiar route e.g. in a story using simple directional language</li> <li>Has fun counting as far as they can go and is fascinated with large numbers</li> <li>‘Tags’ (reliably points or touches each item) using stable order beyond 5.</li> <li>Can count things of different sizes</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</li> <li>Link some numerals with their cardinal value to 5</li> <li>Can quickly recognise up to 3 objects without having to count them individually</li> </ul>



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		<ul style="list-style-type: none"> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” “-“</li> <li>• Can recall most number bonds to 10, including all double facts</li> <li>• Can explain the pattern</li> <li>• Can talk about patterns of numbers within 10, including odds and evens and number facts</li> <li>• Compares quantities of objects arranged in different ways - ‘more than’ ‘less than’ ‘fewer’ ‘the same as’ ‘equal to’, (up to 10 objects)</li> </ul>
<p><u>UTW</u></p> <ul style="list-style-type: none"> <li>• Can talk about a wide range of occupations e.g. pilot, bus driver, train driver</li> <li>• Comments on people and events in books read to them/in class</li> <li>• Identifies some features on a map</li> <li>• Can understand simple differences between where they live and another place – using observation, discussion and books</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Can talk about sequences relevant to them</li> <li>• Is able to sequence stories</li> <li>• Can explain, in simple terms, the difference between human and physical features on maps</li> <li>• Can use a range of ways to find out about life in the UK compared with other countries and articulate these</li> </ul>	<p><u>EAD</u></p> <ul style="list-style-type: none"> <li>• Manipulates malleable materials, including clay (roll, cut, squash) to create own designs</li> <li>• With adult support, works with others to construct with a range of open-ended resources to make imaginative and complex ‘small worlds’</li> <li>• Begins to use objects to represent something else in pretend play</li> <li>• With support, begins to negotiate roles in play, working with others, copying ideas, and developing skills together</li> <li>• Plays alongside other children who are engaged in the same theme</li> <li>• Colour matches to a specific colour and shade</li> <li>• Selects tools and materials (e.g. rollers, stamps) to use in their painting</li> <li>• Works with others, choosing materials and media to engage in collaborative art, inspired by the work of other artists</li> <li>• Returns to work on another occasion to edit and improve</li> <li>• Draws landscapes, buildings, and animals with some details</li> <li>• Constructs a collaborative piece with clear intentions, discussing problems and how they might be solved as they arise, and reflecting on how they have achieved their aims</li> <li>• Works with others to engage in and develop creative role play and small world play, which sometimes develops over time</li> </ul>	

<b>Wow starter</b>	<b>Parental Engagement</b>	<b>Curriculum enrichment</b>
Give the children a train ticket as they arrive, ready for the train ride <a href="#">Steam Trains For Children   Gecko's Real Vehicles</a>	Teddy Bears Picnic on the moon where parents are invited	Trip to Manchester Airport Viewing Area  Trip to the Transport Museum/ Steam Train Ride
<b>Fantastic Finish</b>	<b>Celebration/Festivals/Events</b>	<b>Key vocabulary</b>

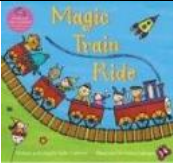





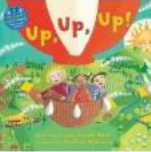





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Journey to space for a Teddy bears picnic. (Invite parents to the picnic on the moon)			Travel, Journey, Transport, Car, Train, Bus, Tram, Tazi, Aeroplane, Rocket, Map		
<b>Nursery</b>					
<b>Key Text</b>	<b>Pobble Picture</b>	<b>Inspire</b>	<b>Shared Reading/Storytime</b>	<b>Maths Focus</b>	
		Role play going on a train ride		Repeating Pattern	
		-Role playing going on a bus  -Explore videos of sightseeing buses and the landmarks they see (London)		Shape 2D & 3D	
		-Creating roadways for the cars and trucks to travel along		Combining Shapes	
		-Creating junk model vehicles		Positional Language	
<b>Reception</b>					
<b>Key Text</b>	<b>Pobble Picture</b>	<b>Inspire</b>	<b>Shared Reading/Storytime</b>	<b>Maths Focus</b>	
		Role play going on a train ride		Number bonds to 10	



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				<p>Addition</p>
		<p>Role playing going on a bus</p> <p>Explore videos of sightseeing buses and the landmarks they see (London)</p> <p>Find out about London using maps, leaflets and postcards etc</p>		<p>Subtraction</p>
		<p>Creating junk model vehicles</p>		<p>Grouping</p>
		<p>Story telling like the boy and the penguin, with props.</p> <p>Scribe children's ideas to add their stories to the reading area.</p>		<p>Problem solving games</p>

### Enhanced Provision



Aspirational

Confident

Resilient

Tolerant

Creative

Communicator

Motivational

Co-operative

Problem Solver

Honest

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Books and puppets	Writing/ Mark making	Maths	Small world	Construction	Blocks	Malleable	Sand
<ul style="list-style-type: none"> <li>-Fiction and Non-Fiction books about transport and Journeys</li> <li>-Travel brochures</li> </ul>	<ul style="list-style-type: none"> <li>-Creating maps together, talking about different transport and journeys</li> <li>-Sharing own experience of journeys</li> <li>-Large scale mark making on big paper, creating roads, maps, journeys etc</li> </ul>	<ul style="list-style-type: none"> <li>-Using shapes to make pictures of different transport</li> <li>- Pattern enhancements</li> <li>-Transport counters for pattern making</li> </ul>	<ul style="list-style-type: none"> <li>-Airport small world added</li> <li>-Various transport added</li> <li>- Local and world maps to explore and discuss</li> <li>- QR codes to scan to find out about places of interest around the world</li> <li>- Train track and trains, adding small world resources to create a journey like in the book. What will you see along the way?</li> </ul>	<ul style="list-style-type: none"> <li>-Building types of transport with Duplo, Lego &amp; Mobilo</li> <li>-Large cardboard boxes: encourage children to make transport e.g. a big bus</li> </ul>	<ul style="list-style-type: none"> <li>-Using the block to build types of transport, creating small world to include travel, transport and journeys</li> </ul>	<ul style="list-style-type: none"> <li>-Vehicle cutters</li> <li>- Small tyres and pattern makers to make mark in the dough</li> </ul>	<ul style="list-style-type: none"> <li>-A range of diggers and vehicles</li> </ul>
Water	Creative Workshop	Painting	Investigation	Home Corner	Transient Art/ Lose Parts	Outdoors	
<ul style="list-style-type: none"> <li>-Boats and people</li> </ul>	<ul style="list-style-type: none"> <li>-Junk model vehicles</li> <li>-Creating props to support role play: pilot/ train driver hats, badges, tickets etc for travelling</li> </ul>	<ul style="list-style-type: none"> <li>-Painting vehicles</li> <li>-Painting a journey</li> <li>- Making marks with vehicles – what happens when they move through paint and then onto the paper?</li> </ul>	<ul style="list-style-type: none"> <li>-Things that move</li> <li>-Globe, maps and non-fiction books/ guides for places around the world</li> </ul>	<ul style="list-style-type: none"> <li>-Suitcase and holiday items added for different holidays around the world</li> <li>-Add tourist guidebooks etc</li> </ul>	<ul style="list-style-type: none"> <li>-Old bike wheel with spokes- threading beads &amp; other resources, onto ribbons and weaving through the spokes</li> <li>-Using lose parts to create images of vehicles or places travelled to</li> </ul>	<ul style="list-style-type: none"> <li>-Building vehicles in the construction area</li> <li>-Using the den making area to make an airport or train station</li> <li>-Different uniform and clothing added to support role play</li> <li>-Suitcases and props available for role playing</li> <li>-Create road signs, signs for the airport, train station etc with the children and display.</li> <li>-Add real environmental print linked to vehicles and transport</li> </ul>	

