


<p><b>We will develop Personally, Socially and Emotionally (PSE):</b>          Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.          In ways such as:</p> <ul style="list-style-type: none"> <li>• Rewarding positive behaviour, use monkey reward system.</li> <li>• Understanding rules and boundaries</li> <li>• Work as a group to solve problems</li> <li>• Healthy and safe ways to travel to school</li> <li>• Personal journeys that the children have been on</li> <li>• Why people use transport</li> <li>• Road safety</li> </ul>	<p><b>We will develop our Communication and Language (CL):</b>          Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books.          Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.          In ways such as:</p> <ul style="list-style-type: none"> <li>• Transport surveys, what to look for checklists</li> <li>• Transport and traffic sounds</li> <li>• Role-play – travel agents, train station, garage</li> <li>• Tickets and checklists for journeys</li> <li>• Holiday postcards reading and writing</li> <li>• Songs and rhymes</li> <li>• Books fiction and non-fictions about transport</li> <li>• Small word road and tracks layouts</li> </ul>	 <p style="text-align: center;"><b>Reception Spring 1</b></p> <p><b>Guided Play/Enrichment Activities:</b></p> <ul style="list-style-type: none"> <li>• Making boats and floating them down the stream in the local river</li> <li>• Take the children on a bus trip</li> <li>• Post a postcard to someone taking it to the local post box</li> <li>• Make Kites</li> </ul>
<p><b>We will develop as Mathematicians (MD):</b>          Count beyond 10.          Compare numbers.          Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as number can.          Select, rotate and manipulate shapes.          In ways such as:</p> <ul style="list-style-type: none"> <li>• Daily adult maths sessions.</li> <li>• Graph of how children get to school</li> <li>• Counting one more and one less activities</li> <li>• Adding numbers on the train/bus/plane</li> <li>• Car race and ordinal numbers</li> <li>• Subtracting numbers on boats in the water tray</li> <li>• 2d transport shapes, matching, sorting, sequencing</li> <li>• Countdown to a rocket launch</li> <li>• Money to buy tickets</li> <li>• Easter egg hunt shape and pattern</li> <li>• Positional words and games</li> </ul>	<p><b>Key texts:</b>          The Naughty bus- Jan Oke.            Duck in a truck- Jez Alborough.            Journey- Aaron Becker.            The way home- Oliver Jeffers.            Ailens love underpants- Claire Freedman</p>	<p><b>We will develop our Literacy skills (LD):</b>          Read some letter groups that each represent one sound and say sounds for them.          Read a few common exception words matched to the school’s phonic programme.          In ways such as:</p> <ul style="list-style-type: none"> <li>• Daily phonic sessions tailored to meet individual needs</li> <li>• Daily speed sound lessons, teach letter formation, word time reading, and spelling</li> <li>• Pinny time and one to one tutoring to support children with their early reading.</li> <li>• Phonic resources in the provision to encourage children modelling to each other.</li> <li>• Attractive book areas with inviting texts.</li> <li>• Daily story time sessions</li> <li>• Writing table with themed activities encouraging writing patterns and letter formation.</li> </ul>

<p><b>We will develop our Understanding of the World (UOW):</b>          Draw information from a simple map.          Recognising some similarities and difference between life in the country and life in other countries.          In such ways as:</p> <ul style="list-style-type: none"> <li>• Tyre rolling and exploring forces</li> <li>• Sorting past and present transport pictures</li> <li>• Transport that do jobs to help us</li> <li>• Ice blocks and exploring the cold</li> <li>• Floating and sinking using a range of objects</li> <li>• Road safety rules</li> <li>• Sorting different types of transport, categorising, similarities and differences</li> <li>• Exploring maps and diagrams</li> <li>• Making maps of the school and local area</li> <li>• Making boats</li> <li>• Waterways made from guttering</li> <li>• Taking a trip on a bus</li> <li>• Taking a bicycle or wheeled toy apart using spanners and screwdrivers</li> <li>• Looking at space transport.</li> </ul>	<p><b>We will develop our use of Expressive Arts and Design (EAD):</b>          Return and build on their previous learning, refining ideas and developing their ability to represent them.          In such ways as:</p> <ul style="list-style-type: none"> <li>• Working in a travel agents making tickets and checklists</li> <li>• Paper aeroplanes and kites</li> <li>• Name rockets and trains from recycled materials</li> <li>• Colour mixing tyre prints</li> <li>• Tyre rubbings</li> <li>• Paintings with wheels</li> <li>• Imitate vehicles with musical instruments</li> <li>• Postcards pictures</li> <li>• Transport songs and rhymes</li> <li>• Easter egg printing</li> <li>• Egg painting</li> </ul>	<p><b>We will develop our Physical skills (PD):</b>          Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.          Develop confidence, competence, precision and accuracy when engaging in activities that involve ball.          In such ways as:</p> <ul style="list-style-type: none"> <li>• PE sessions twice weekly to demonstrate and practice the above gross motor skills.</li> <li>• Visits to willow area to encourage climbing and balancing.</li> <li>• Paper aeroplane making and chasing</li> <li>• Kite flying</li> <li>• Pedalling bicycles</li> <li>• Design, build and use an obstacle course</li> <li>• Stop, go traffic lights game</li> <li>• Follow my leader and positional games</li> <li>• Tyre rolling</li> </ul>
<p><b>Curiosity Table</b></p> <ul style="list-style-type: none"> <li>• Different types of tickets</li> <li>• Postcards old and new</li> <li>• Car parts or bike parts</li> <li>• Wheels and cogs</li> <li>• Tools</li> <li>• Space pictures.</li> </ul>	<p><b>Key Vocabulary:</b>          Car, van, truck, aeroplane, bicycle, boat, ship, helicopter, motorbike, ambulance, fire engine, police car, train, engine, scooter, kite, trike, rocket, spaceship, road sweeper, gritting lorry, bin trucks, recycling lorries, sleigh, jet ski          Roll, turn, faster, slower, push, pull, walk, run, lift, jump, stretch, bend, drag, carry, throw, catch, float, sink, stop, go, pause, wait, rocket, space, moon.          Over, above, below, under, on top, beside, between, inside. outside, beneath, next to, left, right          First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, last</p> <p>We will continue to add key vocabulary as we follow children’s interest throughout the term.</p> <p><b>RE:</b>  <b>Sharing the Easter story and other bible stories.</b>  <b>Celebrations shared by children including birthdays, Chinese new year.</b>  <b>Using Tapestry with families to link family life and school celebrations.</b></p>	