

**Spring 2 Medium Term Plan – We’re On The Move**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Theme</b>	<b>Journeys and vehicles</b>	<b>Buses</b>	<b>Trains</b>	<b>Tractors</b>	<b>Diggers</b>
<b>Focus text</b>	<b>The Sounds Around Town by Maria Carluccio</b>	<b>The Wheels on the Bus by Andy Cooke</b>	<b>The Train Ride by June Crebbin</b>	<b>Tremendous Tractors by Tony Mitton and Ant Parker</b>	<b>Roadworks by Sally Sutton</b>
<b>Tier 3 Vocabulary</b>	journey vehicle transport move road map passenger building	bus journey move road map passenger building traffic	train journey move rails map passenger building	tractor farm field mud	digger road dig ground dirt stones
<b>Area of Learning</b>	<b>Planned Learning Opportunities</b>				
<b>Communication and Language</b> <b>Speaking</b> <b>Listening, Attention and Understanding</b>	Use a wider range of vocabulary.  Introduce and reinforce new vocabulary linked to the topic.	Sing a large repertoire of songs.  Learn and sing ‘The Wheels on the Bus’.	Use talk to organise themselves and their play: “Let’s go on a train ... you sit there... I’ll be the driver.”  Role play with big cardboard boxes/chairs. What can you see out of the window?	Use a wider range of vocabulary.  Understand ‘why’ questions, like: “Why do you think the tractor is used?”	Use a wider range of vocabulary.  Understand ‘why’ questions, like: “Why do you think the digger is used?”
<b>PSED</b> <b>Managing Self</b> <b>Building Relationships</b>	Develop their sense of responsibility and membership of a community.	Develop their sense of responsibility and membership of a community.	Increasingly follow rules, understanding why they are important.  Link to safety when travelling on a	Make healthy choices about food.  Link to planting beans (Talk for Writing – Jaspar’s Beanstalk).	Talk about their feelings using words like ‘happy’, ‘sad’ or ‘worried’.

	Link to the road they live in.	Link to the journey to school.	train/standing on a platform.		Link to feelings about keeping safe when using vehicles/walking.
Physical Development Fine Motor Gross Motor	Continue to develop their movement, balancing and riding scooters, trikes and bikes.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  Learn and sing 'The Wheels on the Bus'.	Start taking part in some group activities which they make up for themselves, or in teams.  Role play with big cardboard boxes/chairs. What can you see out of the window?	Use one-handed tools and equipment, for example, making snips in paper with scissors.  Cutting a name label for their bean. Making beanstalks.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Large construction outdoors with soil and diggers. Exploring the digging pit and mud kitchen.

<p style="text-align: center;"> <b>Literacy</b>  <b>Comprehension</b>  <b>Word Reading</b>  <b>Writing</b> </p>	<p>Comprehension and books:</p> <ul style="list-style-type: none"> <li>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings.</li> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print).</li> <li>• Handle books and touch screen technology carefully and the correct way up with growing competence.</li> </ul> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.</p> <p>Word Reading/Phonics:</p> <p>Environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting.</p> <p>Name recognition.</p> <p>Begin to recognise signs and symbols in the environment.</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to their drawings and paintings.</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</li> <li>• Includes mark making and early writing in their play.</li> <li>• Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</li> </ul>				

<p><b>Understanding the World</b>  <b>Past and Present</b>  <b>People, Culture and Communities</b>  <b>The Natural World</b></p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p><a href="#">Link to different types of vehicles.</a></p>	<p>Show interest in different occupations.</p> <p><a href="#">Link to bus/train/taxi driver/farmer/builder.</a></p>	<p>Know that there are different types of places in our country and talk about the differences they have experienced or seen in photos.</p> <p><a href="#">Link to a train ride through the countryside/to a beach.</a></p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><a href="#">Link to planting beans (Talk for Writing – Jasper’s Beanstalk).</a></p> <p><a href="#">How is a tractor used on a farm? Tractor Ted videos.</a></p>	<p>Explore how things work.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p><a href="#">Large construction outdoors with soil and diggers.</a></p> <p><a href="#">Exploring the digging pit and mud kitchen.</a></p> <p><a href="#">Bob the Builder videos.</a></p>
<p><b>Expressive Arts and Design</b>  <b>Creating With Materials</b>  <b>Being Imaginative and Expressive</b></p>	<p>Begin to develop complex stories using small world equipment. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p><a href="#">Linked to road map/ramps for vehicles.</a></p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing</p>	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</p> <p><a href="#">Linked to vehicles.</a></p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p><a href="#">Linked to vehicles.</a></p>	<p>Explore colour and colour-mixing.</p> <p><a href="#">Mix different shades of green. Use it to paint beanstalks.</a></p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p><a href="#">Play in a ‘Construction Commotion’ band.</a></p>

	<p>their thoughts and feelings.</p> <p><a href="#">Linked to focused text.</a></p>				
<p>Climate Curriculum</p>	<p>Pupils gather a range of positive and playful experiences in nature that stimulate their natural curiosity.</p> <p>Pupils learn songs and rhymes about nature and regularly sing them in natural outdoor spaces. Pupils can choose their favourite natural spaces or items when in their outdoor space.</p> <p>Pupils recycle food packaging from home in their artwork.</p> <p>Pupils have the opportunity to use their five senses to explore the natural world.</p> <p>Pupils experience and observe a range of weather patterns.</p> <p>Pupils can make observations on the days weather. Gain a growing vocabulary including words such as rain, wind, snow, ice, sun, cold, hot.</p> <p>Pupils spend time outdoors interacting with trees (climbing, gazing, hiding).</p> <p>Pupils take part in actions that positively impact our planet.</p> <p>Pupils are read stories with positive actions and futures.</p> <p>Pupils develop a positive relationship with nature.</p> <p>Pupils spend mindful time in nature listening to different sounds.</p>				

Maths – see REAch 2 planning