

## Spring 2 Medium Term Plan – We're On The Move

	Week 1	Week 2	Week 3	Week 4	Week 5
Theme	Journeys and vehicles	On the road	On the water	In the air	Up in space
Focus text	<b>Traffic and Road Safety by Louise Spilsbury</b>	<b>Mr. Gumpy's Motor Car by John Burningham</b>	<b>Mr. Gumpy's Outing by John Burningham</b>	<b>Amazing Aeroplanes by Tony Mitton and Ant Parker</b>	<b>Space Cadets to the Rescue by Paul Harrison and Sue Mason</b>
Tier 3 Vocabulary	journey vehicle transport move road map passenger building	train bus traffic land landmark building	sea sea travel boat float sink holiday beach	air travel hot air balloon aeroplane holiday beach suitcase landmark building	space rocket astronaut planet
Area of Learning	<b>Planned Learning Opportunities</b>				
Communication and Language Speaking Listening, Attention and Understanding	<p>To be able to describe a journey.</p> <p>Can children talk about a journey they have been on? Whats the longest journey you've ever been on? How did you get there? If you could go anywhere, where would it be? What would it look like? What would it have? How would you get there?</p> <p>Draw a map as a class or in groups. Include positional language and left/right as well as objects described as seen.</p>	<p>To describe similarities and differences to explain what they see.</p> <p>Talk about the difference between the countryside scene and the roads near where they live.</p> <p>What does traffic do for the environment? How could we reduce pollution?</p>	<p>To be able to describe what they see, feel and think.</p> <p>Describe and sort which items float and which sink. Can the children predict before testing and use full sentences to share their predictions and outcomes.</p>	<p>To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Children share personal experiences of air travel with the class:</p> <p>Where have you been? How did you get there? What was the journey like? How long did it take? What was the airport like? How did you feel on the aeroplane? Did your body change?</p>	<p>To be able to ask questions to extend their knowledge.</p> <p>What do children already know about space? Where is space? What might you see in space?</p>

<p style="text-align: center;"><b>PSED</b> <b>Managing Self</b> <b>Building</b> <b>Relationships</b></p>	<p>To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Personal experiences: Where have you been? How have you got there? Where did you go during the holiday? How did you get there? What was the journey like?</p>	<p>See above.</p>	<p><b>To understand how to keep ourselves safe near water.</b></p> <p>To talk to children about the different things they can do to keep themselves safe near water.</p>	<p><b>To see themselves as a valuable individual.</b></p> <p>(See UW)</p>	<p><b>To be able to see themselves as a valuable individual.</b></p> <p>Astronaut to visit (see UW).</p> <p>To discuss interests and think about future careers. What are they interested and what do they want to be and why? Are there certain jobs they can and can't do?</p>
<p style="text-align: center;"><b>Physical Development</b> <b>Fine Motor</b> <b>Gross Motor</b></p>	<p><b>To be able to negotiate space and obstacles safely.</b></p> <p>Children to move like a vehicle around the outdoor area. Use positional language previously learned to describe some of the actions and motions? Can children pretend to negotiate the space in the way described using their imaginations. Can the children move as different vehicles?</p>	<p><b>To be able to manoeuvre and stop safely.</b></p> <p>Children to travel on bikes scooters around cones etc and stop at a zebra crossing (chalked).</p> <p>Demonstrate an understanding of road safety.</p>	<p><b>To be able to use/join construction materials to build an object.</b></p> <p>Combine different materials: bricks, planks, large cardboard boxes to make a vehicle.</p> <p><b>To be able to explore different ways of moving water.</b></p> <p>Children to use sponges, spoons, small caps to move water into small boats. How much before the boats sink?</p>	<p><b>To strengthen muscles ready for writing.</b></p> <p>Children to make their own paper aeroplanes by folding paper.</p> <p><b>To be able to develop balance and control.</b></p> <p>Children to use the paper aeroplanes to practise over arm throw and to measure footsteps to record how far they travelled.</p>	<p><b>To be able to build strength and control.</b></p> <p>Trace and cut around a star.</p> <p><b>To be able to develop control and strength.</b></p> <p>Planet jumping. Label each stepping stone after a planet. Can children move across them, maintaining their balance.</p>

<p style="text-align: center;"><b>Literacy</b> <b>Comprehension</b> <b>Word Reading</b> <b>Writing</b></p>	<p>To be able to ask questions and make comments about a non-fiction book, linking the information to prior experiences.</p> <p>Share the book and glean what the children know about a journey? Have you ever been somewhere like this before? Does it look like somewhere near where we live or maybe in another country?</p>	<p>To be able to ask and answer questions as well as make a simple statement.</p> <p>Compare Mr Gumpy's old car with a modern version. How do they look different? Write a list of features for each one.</p>	<p>To be able to predict events.</p> <p>Before first read, ask the children to predict who sank the boat? Why did you predict the character you did? Can they write their prediction down?</p>	<p>To be able to ask and answer questions as well as make simple statement.</p> <p>Hot Seat the children who have visited another country and write the answers to the questions: How? Where? When? Who? Why?</p>	<p>To be able to apply a context to a question.</p> <p>Discuss how we find out more information- can children ask their own questions using what, how, why, when, who?</p> <p>To be able to write questions.</p> <p>Children to write questions using a question mark.</p> <p>To be able to use their questions in context.</p> <p>Hot seat with an astronaut.</p>

<p style="text-align: center;"><b>Understanding the World</b>  <b>Past and Present</b>  <b>People, Culture and Communities</b>  <b>The Natural World</b></p>	<p><b>To compare experiences of travel.</b></p> <p>Can children identify different modes of transport?  Can they explain the best mode of transport for different journeys. Which methods have they used?</p> <p>What's their favourite type?</p> <p>Have they ever been on a magic carpet somewhere?</p> <p>Which experiences are fact and which are fiction?</p>	<p><b>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p><b>To understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> <p>Compare Mr Gumpy's old car with a modern version. How do they look different?</p>	<p><b>To be able to describe what they see, feel and think.</b></p> <p>Describe and sort which items float and which sink. Can the children predict before testing and use full sentences to share their predictions and outcomes.</p> <p>Children to collect their own items and discuss if it will sink or float. Explain why they think this.</p> <p>Discuss which will be the best to make a boat.</p>	<p><b>To compare experiences of travel.</b></p> <p>Create a suitcase of all the things you would need to travel with. Establish that you would need different things depending on where you were going.</p> <p><b>To be able to talk about the differences between cultures/people around the world.</b></p> <p><b>To be able to recognise that some environments are different to the one they live in.</b></p> <p>Does everyone's home/town/school look the same?</p> <p>Talk about relatives in different countries.</p> <p>Talk about the weather in these countries and locate where we live/have visited on the world map.</p>	<p><b>To be able to describe their immediate environment.</b></p> <p>Go on a walk to Aston Park. Take pictures of what they see. What did they pass on the way? What's always there and what is sometimes there?</p> <p>Draw the journey and map on a blank piece of paper, adding landmarks (Aston Church, Aston Villa, police station, school).</p> <p>Find the map on Google Earth. How does it look different to our class drawn map?</p> <p><b>To be able to recognise that some environments are different to the one they live in.</b></p> <p>Recap day and night. Discuss how for some people it's night and for some it's day.</p>
<p style="text-align: center;"><b>Expressive Arts and Design</b>  <b>Creating With Materials</b>  <b>Being Imaginative and Expressive</b></p>	<p><b>To use music to express feelings and responses.</b></p> <p>Using the musical instruments, can the children work together to decide on an instrument including body percussion to represent the different modes of transport. Encourage children to explore using fast and slow movements to match speed and loud and quiet to represent volume.</p>	<p><b>To be able experiment with colour, design, texture, form, and function.</b></p> <p>Design a mode of transport. Choose a vehicle to design or invent a new one.</p> <p><b>To be able to explore materials and join them together.</b></p> <p>Make a mode of transport-focus on joining skills:</p>	<p><b>To be able experiment with colour, design, texture, form, and function.</b></p> <p>Design a mode of transport. Choose a vehicle to design or invent a new one.</p> <p><b>To be able to explore materials and join them together.</b></p> <p>Make a mode of transport-focus on joining skills:</p>	<p><b>To be able to refine ideas and develop their ability to represent them.</b></p> <p>Evaluate and improve their mode of transport. Gallery walk - children say something they like about each other's models.</p>	<p><b>To explore different ways of joining media together.</b></p> <p>Children to use junk to make rockets.</p>

		junk modelling or adding a different dimension to paper pictures.	junk modelling or adding a different dimension to paper pictures.		
Climate Curriculum	<p><b><i>Below are Climate curriculum statements that are ongoing and can lend themselves to learning in the EYFS generally.</i></b></p> <p>Sing songs, play games, have circle time regularly in green spaces.  Comment on day-to-day weather patterns.  Know the extreme seasons (summer and winter) and can comment on the common weather patterns.  Know which clothes to wear for each weather type.  Be exposed to stories around the world, in which people are taking positive action together.  Take part in activities that promote positive human change (walk to school days, no electricity days)  Begin to understand that the future will be different depending on what we do now. Pupils are exposed to positive stories of environmental advocates at an age-appropriate level.  Participate in circle time to discuss viewpoint on nature and share opinions.  Develop a positive relationship with nature.  Children have the opportunity to ‘think scientifically’ and carry out and watch small science experiments in groups / with peers.  Explore tree anatomy through activities such as nature bingo, bark rubbing, nature art.  Children are given opportunities to spend time outdoors in nature and share how they feel when interacting with nature.</p>				

Maths will be taught through White Rose.