



Spring 2 Reception Medium Term Planning – 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	Traffic and Road Safety by Louise Spilsbury	Mr. Gumpy's Motor Car by John Burningham	Mr. Gumpy's Outing by John Burningham	Amazing Aeroplanes by Tony Mitton and Ant Parker	Space Cadets to the Rescue by Paul Harrison and Sue Mason
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	Planned Learning Opportunities				
<p>Communication and Language Speaking Listening, Attention and Understanding</p>	<p>LTP: To know how words can describe sequences.</p> <p>To be able to describe a journey.</p> <p>Talk about a journey we've have been on using words such as first, then and finally. Draw a map as a class or in groups. Include positional language and left/right as well as objects described as seen.</p> <p>What is 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? How would you get there?</p>	<p>LTP: To articulate ideas with increasing word strings.</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>Are there lots of buildings in the countryside or more green spaces? What are the benefits/ disadvantages of using a car? Why would it be better to walk or use a bus? What does traffic do for the environment? How could we reduce pollution?</p>	<p>LTP: To experiment with new and recently learnt vocabulary.</p> <p>To identify and name when something is floating or sinking.</p> <p>Sort which items float and which sink.</p> <p>Can you predict which items will sink/float before testing? Can you explain why you think each item will float/sink?</p>	<p>LTP: To use the future and past tense, mostly consistently.</p> <p>To recognise own strengths and describe what they are to others.</p> <p>Read 'I Am Amelia Earhart'. Then discuss our own strengths.</p> <p>Can you identify your own strengths? Can you identify the strengths of a friend? Does it matter if you are a boy or a girl? Can boys do some things as well as girls and vice versa?</p>	<p>LTP: I understand how to listen carefully and that listening is important</p> <p>To ask questions to extend knowledge.</p> <p>Activity: Read "Little People, Big Dreams – Neil Armstrong".</p> <p>What do we already know about space? Where is space? What might you see in space? Why do people travel to space?</p>
<p>PSED Managing Self Building Relationships</p>	<p>LTP: To use the future and past tense, mostly consistently.</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.</p> <p>Discuss personal experiences of a journey.</p> <p>Where have you been? How did you get there? Where did you go during the holiday?</p>	<p>LTP: To demonstrate knowledge on how to keep ourselves safe.</p> <p>To talk about how to keep safe near the road.</p> <p>Role play crossing the road safely.</p> <p>Why can roads be dangerous? Why do we need to keep ourselves safe? What is the safest way to cross a road?</p>	<p>LTP: To use knowledge on how to keep ourselves safe and set own boundaries.</p> <p>To know how to keep safe near water.</p> <p>Discuss the different things they can do to keep themselves safe near water.</p> <p>Why can water be dangerous? What ways do we know to keep ourselves safe? Who can we contact if we are in danger/we notice danger?</p>	<p>LTP: To demonstrate understanding of how to dress appropriately according to weather.</p> <p>To know how to dress appropriately depending on the weather.</p> <p>Read 'Emma Jane's Aeroplane' and think about the different countries she visits. Pack a suitcase for a hot country and a cold country.</p> <p>What do we wear when it's hot weather? What do we wear when it's cold weather?</p>	<p>LTP: To talk about what helps us feel happy/ calm/ relaxed when we are feeling sad/ angry/ worried.</p> <p>To understand own emotions and how to stay regulated.</p> <p>Talk about how Neil Armstrong may have felt when the rocket was about to launch. Then compare this to a time when we were feeling a similar way. Talk about ways of calming/ relaxing ourselves.</p>

	How did you get there? What was the journey like? If you could go anywhere, where would it be? How would you get there?			Why do we dress differently for the weather?	How would Neil Armstrong have felt as his rocket was about to launch? Have you ever felt worried/scared/angry/sad? Is it ok to feel worried/scared/angry/sad?
Physical Development Fine Motor Gross Motor	<p>LTP: To use and refine small movements.</p> <p>To use a dominant hand to peel and place stickers.</p> <p>Children to peel and place sticker dots onto the spaces on different modes of transport.</p> <p>What fingers do you need to use? How can you steady the page? What transport can you see? How many stickers can you count? What colour are the stickers?</p> <p>LTP: To kick a ball with confidence, precision and accuracy.</p> <p>To kick a ball.</p> <p>Kick a variety of different sized balls with control.</p> <p>Is it harder/ easier to kick a small/ large ball? Can you kick the ball gently/ with force? Can you control the ball around an obstacle?</p>	<p>LTP: To be able to use one handed tools with control.</p> <p>To use tweezers to pick up objects.</p> <p>Pick up pictures of different people up with tweezers and place them in the windows of a bus.</p> <p>How many people are on the bus? Which fingers do you need to use the tweezers correctly? What shape are the windows on the bus? How many spaces are left?</p> <p>LTP: To pass a ball with confidence, precision and accuracy.</p> <p>To pass a ball directly to another person.</p> <p>Pass a variety of different sized balls with control.</p> <p>Is it harder/easier to pass a small/ large ball? Is it harder/easier to stand closer or further away to each other? Can you pass with one hand/two hands?</p>	<p>LTP: To use a range of small tools confidently and competently.</p> <p>To use scissors with confidence.</p> <p>Cut and stick the 2d shapes to make a boat.</p> <p>Can you press with you thumb/ index finger? Can you use one hand? Can you cut in a straight line? Can you move the paper as you cut?</p> <p>LTP: To throw a ball with confidence, precision and accuracy.</p> <p>To throw a ball.</p> <p>Throw a variety of different sized balls with control.</p> <p>Is it harder/easier to throw a small/large ball? Do you find underarm or overarm throw better? Can you throw with one hand/two hands?</p>	<p>LTP: To strengthen muscles ready for writing.</p> <p>To develop fine motor movements.</p> <p>Children to make their own paper aeroplanes by folding paper. Children to use the paper aeroplanes to practise over arm throw and to measure footsteps to record how far they travelled.</p> <p>Can you fold the paper? Can you press the crease on the paper?</p> <p>LTP: To catch an object with confidence, precision and accuracy</p> <p>To catch an object.</p> <p>To catch a variety of different sized objects e.g., a beanbag or a quoit.</p> <p>Is it harder/easier to catch a small/large object? Can you catch with two hands or one hand?</p>	<p>LTP: To use a range of small tools confidently and competently.</p> <p>To use scissors with confidence.</p> <p>Trace and cut around a star.</p> <p>Can you use one hand? Can you cut in a straight line? Can you move the paper as you cut?</p> <p>LTP: To catch a ball with confidence, precision and accuracy</p> <p>To catch a ball.</p> <p>Activity: Practise catching a variety of different sized balls with two hands, then one hand.</p> <p>Questions: Is it harder/ easier to catch a small/ large ball? Can you catch with two hands? Can you catch with one hand?</p>

Literacy Comprehension Word Reading Writing	Transcription Week	Composition Week	Transcription Week	Composition Week	Transcription Week
<p>Understanding the World Past and Present People, Culture and Communities The Natural World</p>	<p>LTP: To know and describe our route to school.</p> <p>To talk about our journey to school.</p> <p>Discuss the different ways we travel to school and the different types of transport we have experienced and identify which types are better for the environment.</p> <p>Can you name different types of transport?</p> <p>Can you explain the best type of transport for different journeys. Which have you used? What's your favourite type?</p>	<p>LTP: To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To understand that cars have changed since they were first made.</p> <p>Compare Mr Gumpy's old car with a modern version.</p> <p>How do they look different?</p>	<p>LTP: To identify the difference between land and sea</p> <p>To use a map to identify land and sea.</p> <p>Use a map to identify where land is and where sea is. See if we can locate ourselves on the map in the UK. Explain that the UK is an island and explore the options of leaving the island to travel e.g., boat or aeroplane.</p> <p>How do you know that is land? How do you know that is water? What modes of transport can be used on water? Are there any other ways of leaving an island?</p>	<p>LTP: To reason and justify transport to different locations</p> <p>To name different ways to travel and explain why it is appropriate to use this mode of transport.</p> <p>Have a range of photos of different types of transport and sort them into land, air and sea. Discuss which type of transport is suitable for different journeys.</p> <p>What types of transport travel in the air? What types of transport travel on land? What types of transport travel in water? Why would we need to use a boat/aeroplane/car?</p>	<p>LTP: To know and describe places near to our school.</p> <p>To describe the places around school.</p> <p>Go on a walk around the outside areas of school. Take pictures of what they see.</p> <p>What did you 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. Find the map on Google Earth.</p> <p>How does it look different to our class drawn map?</p>
<p>Expressive Arts and Design Creating With Materials Being Imaginative and Expressive</p>	<p>LTP: To plan and construct with purpose in mind.</p> <p>To create a vehicle.</p> <p>Use recycled materials to make a vehicle.</p> <p>What will you use for the wheels? What material would be suitable for the body of the vehicle? Is this a vehicle you have seen before or one you</p>	<p>LTP: To copy and continue and create repeating patterns.</p> <p>To create a repeating pattern.</p> <p>Use the wheels of the car to dip in paint and create a pattern on the card/ paper. What pattern can you see? Can you make a different pattern? Can you use the</p>	<p>LTP: To plan and construct with purpose in mind.</p> <p>To create a boat.</p> <p>Use the recycled materials to make a boat.</p> <p>What materials will be waterproof? How will you make your boat float? How big will your boat be?</p>	<p>LTP: To be able to refine ideas and develop their ability to represent them.</p> <p>To evaluate and improve their model.</p> <p>Improve their model by decorating it.</p> <p>Gallery walk - children say something they like about each other's models.</p>	<p>LTP: To draw using a range of materials.</p> <p>To draw using chalk.</p> <p>Use the chalk to draw the solar system on black card/ sugar paper.</p> <p>What shape are the planets? Are the planets all the same size? What colours are the planets?</p>

	have invented? How will you connect the materials?	different colours to make a pattern?		How can your model be improved? What could you add? What do you like about your friend's model?	How are the planets positioned?
Climate Curriculum	<p><i>Below are Climate curriculum statements that are ongoing and can lend themselves to learning in the EYFS:</i></p> <p>Know that we can use our five senses to explore and celebrate different colours, textures and smells in nature.</p> <p>Name habitats of animals both locally and globally.</p> <p>Know that animals need shelter to survive.</p> <p>Understand that some human activities are kinder to the planet than others e.g. walking instead of driving and wood vs plastic.</p> <p>Know about and take part in positive play experiences which can positively impact the world (watering plants, litter collection, rain water collection).</p> <p>Sing songs, play games, have circle time regularly in green spaces.</p> <p>Comment on day-to-day weather patterns.</p> <p>Know the extreme seasons (summer and winter) and can comment on the common weather patterns.</p> <p>Know which clothes to wear for each weather type.</p> <p>Be exposed to stories around the world, in which people are taking positive action together.</p> <p>Take part in activities that promote positive human change (walk to school days, no electricity days)</p> <p>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.</p> <p>Participate in circle time to discuss viewpoint on nature and share opinions.</p> <p>Develop a positive relationship with nature.</p> <p>Children have the opportunity to 'think scientifically' and carry out and watch small science experiments in groups / with peers.</p> <p>Explore tree anatomy through activities such as nature bingo, bark rubbing, nature art.</p> <p>Children are given opportunities to spend time outdoors in nature and share how they feel when interacting with nature.</p>				

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