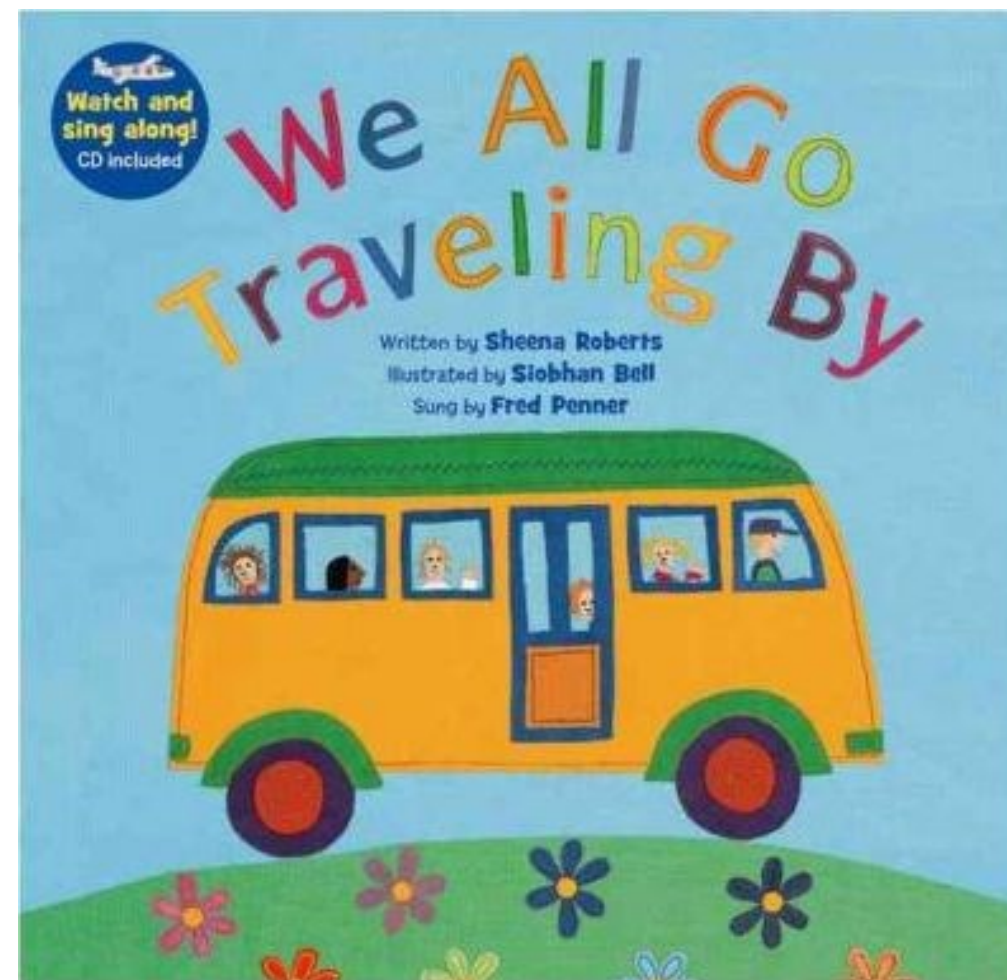




Travel Mania



Foundation Stage

Spring 2021



Immersion



SPARCS

- Book to arrive in sparkly paper alongside some car parts/bus ticket/ school bell etc.
- Reading Bus Stop/shelter
- Bring in their favourite transport toy
- Look under the bonnet of Miss Cooke's old car
- Travel agents Role Play or Train station

Experiences

- Walk around the local area for road safety
- Walk around the local area to look at transport
- Contact old bus - see if it will do a visit to school and children ride in the bus
- Contact Hull Transport museum and see if they are doing virtual tours

Presentation of Learning

- Video to parents of the children singing the story and using signifiers to act out

Resources for the term:

We all go traveling by

Car parts

Transport toys

Travel agents

Train station

Reading

We all go traveling by

Draw on knowledge of vocabulary

- Look at pictures from the text to start with and talk about the characters, setting and key points
- Look at front cover—what information do we now from this? What do you know about vehicles and going on journeys?
- Stop on key words (after first read) and talk about meaning
- List all the WOW vocabulary and pick key words to focus on each week—encourage pupils to use them in a sentence (related and unrelated to the text)
- Use new language in sentence orally
- Give them a picture as a group and use as many of the WOW words to describe
- Pupils to learn key phrases from the text using the WOW words

Bright
Long
Shiny
Big
Travelling
Journey
Destination

Engine
Exhaust
Transport
Mechanic
Track
Transportation

WHO	WHERE	WHAT DOING?
Bus Truck Train Bike Boat Plane Car Feet	Road River Sky Path Track School	Beeping Rumbling Ringing Flying Driving Tapping Walking Running

Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- Look at non-fiction texts and learn about vehicles in the past and present- find out more information about them
- Find out key facts and information about vehicles - use non-fiction texts and draw key phrases and information - make an information booklet about vehicles in the past and present
- What information can we find from the front cover?
- Look at the inside cover—where is this? What does that tell us?
- Who is going on the journey? How do we know? Do we know who it is?
- How would you feel going on a journey?
- What can you see from the bus window? From the train, boat, plane etc?
- Why do they say 'we're not going on a bear hunt again'?
- Look at the back cover. What does the picture tell us?
- Non-fiction texts - Talk about the contents page, titles on the page and how these books are for the purpose of finding information. Talk about the language in the texts - it is there to give us more information, not to tell us a story
- How do we know the journey has come to an end?
- What transport have you been on? When would we go on a bus, train, boat, plane? Where might we go on a plane, boat, train?

Identify and explain the sequence of events in texts

- Where do they go?
- What order do the vehicles appear?
- What is the first, second, third and final vehicle?
- Sequence the journey
- Sequence a journey that the children have been on - walk around the local area - sequence the journey.

- Re-tell story using signifiers
- Re-tell story using story map
- Use key phrases from text
- FS2 - read simple sentences from text
- Story map on the floor in classroom
- Small world

Predict what might happen on the basis of what has been read so far

- Look at the front cover and talk about what story will be about
- Read to the end of page 1 and predict who is on the bus and where they might be going
- Read to the end of train page - where might they be going? What clues can we see on the page?
- Stop before the last page and look at the whole scene - predict where they are and who is on the different vehicles

Read for enjoyment and pleasure

- Weekly WOW word - introduce new word mat each week and encourage pupils to use the WOW word in a sentence
- Read in the book corner - what is your favourite story? Can you re—tell it?
- Reading signs and everyday labels/posters
- Reading words with picture cards (cat, dog, man, pig, pin, tap etc.)
- Reading lotto - bingo with words and pictures
- Story stones —can you make your own story?



Reading (FS1)

Assessment

- Enjoy listening to longer stories and can remember much of what happens
- Use a wider range of vocabulary
- Understand a questions or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Know many rhymes be able to talk about familiar books , and be able to tell a long story
- Develop their communication, but may continue to have problems with irregular tenses and plurals
- Use longer sentence of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
- Can start a conversations with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play

Observational checkpoint

Can the child shift from one task to another if you fully obtain their attention?

Is the child using sentences of four to six words

Can the child use sentences joined up with words like because, or and?

Can the child answer simple 'why' questions?



Reading (FS2)

Assessment

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter—sound correspondences
- 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
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment

ELG Final Year Outcome

Comprehension: *demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate, where appropriate, key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.*

Word Reading: *say a sound or each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words*

Writing

We all go traveling by

Draw on phonic knowledge

- Stop on key words (after first read) and talk about meaning
- Explore the short repeated phrase 'we all go traveling by, bye bye' what does by and bye mean
- Pupils to make vocal and body noises to match the different vehicles
- Pupils to use instruments to make sounds for the different vehicles
- Vehicle sound bingo
- Letter sound of the week - pupils to be introduced to the sound, what it looks like, objects and pictures of that sound, pupils to look of things in the environment with that sound and add them to the sound of the week wall chart - can you write the sound (pupils to have a model and explore mark making of the letter sound)
- Play eye-spy weekly with pictures from the text to encourage them learn them and be able to distinguish between sounds
- Name writing - start with initial letter and build up only when ready - learn the sound as you learn to write each letter
- Travel agents for a role play area or bus/train station - writing forms for traveling

Make marks that others are able to read and that they can read themselves

- Demonstrate how to write a simple sentence
- Daily writing in Talk for Writing sessions - opportunities for mark making for less about and modelled writing for others
- Sentence build up - jumbled sentences to put together
- Pictures from the text to mark make about
- Speech and Thought bubbles in the writing area to make own sentences
- Range of resources to encourage writing opportunities
- Character descriptions
- FS1 - name writing - starting with one letter at a time and building up
- FS1 - drawing a picture of themselves each month to see the progress and develop fine motor skills
- FS1- gross motor skills daily in the outdoor area

Write for a range of purposes

- **Look at a range of pictures from the text as inspiration**
- Lists of vehicles and places visited
- Beginning, middle and ending - story mountain
- Posters to show information about vehicles and the different environments
- Information booklets about vehicles
- Free choice story books for making own stories
- Labels for role play area
- Labels for the classroom and outdoor area
- Large story map - indoors and outdoors.
- Bus timetable - where would you go?
- Signs for the different vehicles and where in the story
- Draw vehicles from the text
- Weekly funky fingers activities to strengthen fingers for writing

Outdoor opportunities

Exploring winter and spring - what has changed in the outdoor classroom? What can we see, hear, smell and feel?

Mark making on the floor with chalk

Brushing, sweeping, window scraper (develop arms for writing)

Mixing paint/water/mud/

Clay and playdough models to develop strength in arms and hands

Threading and weaving in large tray

Sentence work

- **Demonstrate how to orally say a simple sentence**
- **Daily mark making in Talk for Writing sessions**
- **Opportunities for mark making and modelled writing**
- Coloured feet with pictures - build up a sentence making sure all elements in the sentence
- Counting words in sentences - coloured strips - can you make a sentence
- Clapping syllables in words and recognising words
- Writing implements - writing area - opportunities for lots of mark making and talk about marks
- Whiteboards
- Handwriting pattern sheets
- Daily name writing
- Name label cards for copying name
- Older children - start to introduce the simple sentence (I can see the....) with a picture card at the end. Pupils to learn to read it, order it and complete the sentence



Writing

Assessment

- Use some of their print and letter knowledge in their early writing.
- Write some or all of their name
- Write some letter accurately
- Use one handed tools or equipment, for example, making snips in paper with scissors
- Use a comfortable grip with good control when holding pens and pencils
- Show preference for a dominant hand

Observational checkpoint

None for this area



Writing

Assessment

- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sounds with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense.
- Develop the foundations of a handwriting style which is fast, accurate and efficient

ELG Final Year Outcome

Writing: write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases or sentences that can be read by others.

Fine motor: hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

Number

The Hundred Decker Bus

Count reliably with numbers

- Count people floors/hot air balloons from the text
- Join in with story predicting and prompting number that is going to come next
- Make a number line to help with counting using toys from the story
- Count children in a morning/ for dinner using numicon to represent
- Count physical activities such as hops skips, steps jumps
- Sing maths songs
- Wheels on the bus - counting people on and off the bus
- Look for numbers and counting in the environment.
- Number blocks Maths NCTEM resources
- <https://www.ncetm.org.uk/resources/52060>
- Encourage/ model one to one correspondence when counting

Use quantities and objects

- Be able to subitise groups of objects
- Look at arrays and subitise
- Match quantities of objects to numicon
- Match quantities of objects to numeral
- Put the correct quantities of objects into/ onto things.
- Apples onto tree
- Toys into bed
- Sweets into jar etc
- Be able to identify what is NOT a given quantity
- Identify the quantity in lots of variations (link to subitising)
- Move through steps, pictorial, abstract, to concrete

Shows an interest in number in the wider environment

- Noticing numbers Number hunt around the school
- Number hunt
- Number challenges at home
- Numbers that important to them and their family
- Eg, age, number of people in family number of house etc
- Thinking about jobs where numbers are important and incorporating into role play and discussion

Use mathematical language

- Use more or less when looking at the quantity of toys in the story
- Ask the children questions beginning 'How many....
- Ask children questions using language 'Share
- Use number names in relation to class text.
- Use number names in relation to quantity of objects
- Use number names in relation to numerals

Shows an interest in number problems

- Share, toys, resources between people
- How many will we need for problems.
- Talk with children about the strategies they are using,
- e.g. to work out a solution to a simple problem by using fingers or counting aloud.
- Construction number problems—How many more bricks will we need etc.
- Work with a partner to solve problems
- Count money to match items in role play situations
- Count plates and cutlery out for correct number of people in home corner

Outdoor Learning

- Count physical activities - hops skips, steps, jumps
- Numbers in the outdoor environment
- Subitising groups of outdoor equipment
- Thinking about quantities when building with bricks
- Thinking about quantities when playing with sand and water
- Role play opportunities
- Use mathematical language during outdoor role play, construction and sharing resources
- Solving outdoor construction problems
- Sharing outdoor resources
- Counting out turns on equipment



Number

Assessment

- Fast recognition of up to 3 objects, without having to count them individually
- Recite numbers past 5
- Say one number for each item in order (12345)
- Know that the last number reached when counting a small set of objects tells you how many there are in total
- Show finger number up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers to up 5
- Compare quantities using language 'more than,' 'fewer than'



Number

Assessment

- Count objects, actions and sounds
- Subitise
- Link the number symbol with its cardinal number value
- Count beyond 10
- Compare numbers
- Understand the 'one more than/less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds 0-10

ELG Final Year Outcome

Number: have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bond to 5 (without reference) and some number bonds to 10, including double facts.

Numerical pattern: verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within number to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape/Measure

The Hundred Decker Bus

Shows an interest in shape in the wider environment

- Children to talk about the shapes they use and see in everyday life
- Children to match shapes and talk about where else they might find these shapes
- Children to hunt for shapes at home and share their discoveries at school
- Make a shape collage of shapes in the wider environment, HOME, OUTDOORS ETC
- Children to hunt for and spot shapes in the outdoor environment
- Children to talk about shapes they, in larger constructions they make or see
- Children to look at investigate shapes, colours and patterns in the natural world - link to Autumn
- Children to draw shapes they find or know about
- Make shape animas, including bears linked to our story

Shows an interest in simple pattern and colour

- Shape pattern pictures
- Sorting animals into categories/colours/patterns
- Animal patterns
- Similarities and differences between the animals
- How many ways can you sort the animals
- Patterns from the story
- Looking at symmetry - can you make symmetrical patterns using paint/ lines/ shapes/ crayons - link to Literacy text
- Can you name colours and use the to make patterns
- Pattern bingo games
- Pattern jigsaws
- Colour bingo games and colour jigsaws

Uses mathematical language to talk about shape

- Look at pictures and objects which have patterns or symmetry and discuss
- Children to use simple vocabulary to describe shapes they play with or create
- Children to make shape picture and talk about the shapes they are using
- Children to begin to assign the correct names to simple shapes
- Children to sort and match shapes
- Children to print shapes and talk about them
- Children to make play dough shapes and discuss

Examples of language children might use

shape', 'box',
'in', 'on', 'inside', 'under', long, longer', 'longest', 'short',
shorter', 'shortest', 'heavy', 'light', 'full' and 'empty'

Explores length, weight, capacity and time

- Use big and small when looking at bears.
- Ordering a set of teddy bears from smallest to biggest,
- Sorting teddies into big and small
- Use language related to capacity such a full and empty, when playing with sand and water
- Using language such as heavy, heaviest, during indoor and outdoor play.
- Sequence events from class texts
- Talk about classroom routines—do the children what happens in their school day and when
- Do they children understand what happened yesterday and what is happening tomorrow
- Play games involving positional language



Shape and Measure

Assessment

- Talk about and explore 2d and 3d shapes using informal and mathematical language. (sides, corners, straight, flat, round)
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations, using words like 'in front of' and 'behind'
- Make comparisons between objects relating to size, length, weight and capacity
- Select shapes appropriately; flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones—an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them
- Extend and create ABAB patterns
- Notice and correct an error in a repeating patterns
- Begin to describe a sequence of events, real or fictional, using words such as 'first,' 'then...'



Shape and Measure

Assessment

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy and create repeating patterns
- Compare length, weight and capacity

ELG Final Year Outcome

No ELG for shape and measure

Travel Mania

PSE - Relationships, Behaviour and Self-Esteem, Self Confidence

- Daily circle - talking about feelings, friendship, likes, dislikes and addressing any difficulties from the day
- Have you filled a Bucket - reintroduce and talk about how our actions affect others and how we are responsible for our own actions - daily chart for those children who have filled a bucket (Weekly reward for bucket fillers)
- Paula and Carlos - weekly demonstration of key issues from the class - acting out the scenarios and encouraging pupils to give suggestions on how to solve them
- Reinforce class mantras (Be the best you can be, Everyone has the right to be heard, feel safe and learn) Encourage pupils to use these with each other to hold to account

Knowledge of the World - People/Communities, The World and Technology

- Look at pictures of vehicles from the past - talk about how they have developed over time
- Compare and contrast vehicles from past and present day - in particular look at their own bikes and Penny Farthings
- Paint/draw/create a vehicle from the past/present
- Sort pictures into groups of past/present vehicles
- Talk about how the different vehicles travel e.g. drive, fly, push bike etc
- Listen to the different sounds vehicles make—can they discriminate between them?
- Matching the vehicles to where they can travel? E.g. car & road, boat & water etc
- Look at the occupations of others and which vehicles they may use. For example, pilot & plane, coastguard & boat, Navy & ships, bus driver & bus, tram driver & tram, police & horse, bike, car, van, foot etc, firefighters & trucks, paramedics and ambulance
- Learn about what the different colours of a traffic light mean; Red - stop, amber - stop, green - proceed with caution.

Creative Development - Expression and Exploring Media

- Use of 'Churanga' to learn a range of songs and start to use percussion instruments to assist children to express themselves.
- Use paint to mix colours to create new combinations
- Paint 'The Night Bus' at the beginning of the term and at the end of the term to compare and contrast
- Use of different sized brushes to create different effects
- Use junk modelling to build vehicles
- Use junk modelling to sculpt vehicles for water—which is the best material for floating/waterproof?
- Use of roleplay areas to develop and enhance play and acting out narratives
- Story spoons to enhance retelling/acting out stories
- Sing 'We all Go Travelling By' song and learn actions to help learn the song
- Sing a range of songs and learn songs from different cultures
- Create maps of roads
- Create traffic lights
- Develop movement and dance skills

Physical - Moving and Handling and Health and Self-Care

- Daily funky fingers - range of activities (drawing to music, scrunch paper, cutting, stacking, threading, dough disco, flipper flappers)
- Weekly funky fingers challenges - threading, weaving, dough, cutting, snipping, twisting, tweezers, pincers, drawing etc.
- Screw driver play set - can you twist and turn your hand
- Sweeping outdoors and window cleaning
- Nuts and Bolts set
- Hygiene - washing hands before eating, washing hands after using the toilet, flushing the toilet, fingers away from mouths etc.
- Encourage pupils to eat fruit during the session - choose when you are hungry, get to know your body and how it feels, drinking milk and water to stay healthy and strong
- Using outdoor area to develop gross motor movements
- Weekly PE sessions
- Daily Mile FS2



Other Curriculum Elements



Enterprise

Mother's Day card
Mother's portrait
Record a song
Record 'why they love their mum'
Easter Cards
Easter Bonnet
Easter baskets

RE

Theme: Celebrations
Key Question: How do people celebrate?
Religions: Islam, Judaism

Theme: Easter
Key Question: What is Easter
Religions:
Christianity

British Values and SMSC

As a British Citizen we will learn about respect for ourselves and each other. We will talk about how to respect the ideas and beliefs of others. As a British Citizen we will continue to work as a team to support each other with our learning challenges. We will talk about rules that help to keep us safe in the classroom and how our school rules help to make it a safe and happy place to learn.

Jigsaw PSHE

Dreams and Goals
Healthy Me