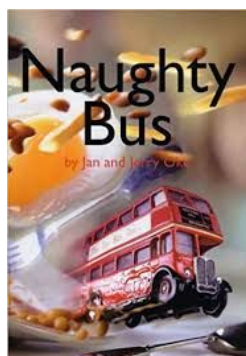
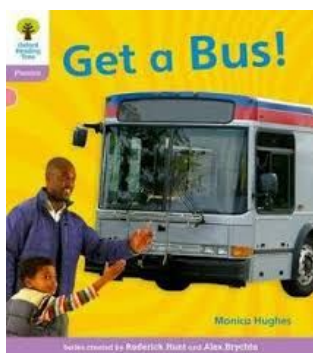


Year Foundation Stage

On the move



Term	Topic Name	Key Text / supporting texts	Key Focus
Summer 1	On the move	The Naughty Bus Non fiction texts on buses and vehicles	Transport

Understanding of the World objectives coverage

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
What do you know about transport?	<p>How do you travel to school?</p> <p>Do you walk / travel by car/ bus/ bike/scooter?</p> <p>What do you see /go past on your route to school?</p> <p>Can you draw a map showing your route to school.</p> <p>Have you ever been to London? What did you see there? What did you do there?</p> <p>Which object sinks / floats? What do they float or sink?</p>	<p><u>The World</u> ELG They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>40-60months •Look closely at similarities, differences, patterns and change.</p>	<p>To compare</p> <p>To describe their journey to school</p> <p>To describe other journeys e.g. going on holiday.</p> <p>To sort and classify different types of transport.</p> <p>To explore maps, such as local area bus maps, tube maps and maps of the local area and look at how these are marked.</p> <p>To sequence events/ stages of a journeys</p> <p>To reason and speculate which materials/objects will float or sink</p>

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
Are we all the same?	<p>Are you the same as the person sitting next to you?</p> <p>What do you like?</p> <p>What makes a good friend?</p> <p>How can you be a good friend?</p>	<p><u>Making relationships</u> 40-60</p> <ul style="list-style-type: none"> •Explains own knowledge and understanding, and asks appropriate questions of others. <p><u>Self Conf & Awareness</u> 40-60</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions <p><u>Managing Feelings & Behaviour</u> 40-60</p> <ul style="list-style-type: none"> •Understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 	<p>To recognise conflict and discuss how to resolve the problem. (roleplay)</p> <p>To describe their own skills and talents</p> <p>To identify different emotions in others - what makes us feel different ways. How can we help others to feel better?</p>

Expressive Arts and Design

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
What will you use?	<p>What does it look like?</p> <p>How will you make it?</p> <p>What will you use?</p> <p>How will you join it together?</p> <p>Does it work? Do you need to change it?</p> <p>How could you make it better?</p> <p>How do vehicles move?</p>	<p><u>Media and Materials</u> (40-60)</p> <ul style="list-style-type: none"> •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. <p><u>Being Imaginative</u> (40-60)</p> <ul style="list-style-type: none"> •Create simple representations of events, people and objects • Introduces a storyline or narrative into their play. •Plays alongside other children who are engaged in the same theme. •Plays cooperatively as part of a group to develop and act out a narrative. 	<p>To select appropriate materials and resources to make a vehicle</p> <p>Outside To select appropriate materials and resources to create and construct transport vehicles</p> <p>To select appropriate materials and resources to make their own vessel that will float</p>
What is going to happen?	<p>What does a bus driver/ pilot etc do?</p> <p>What will happen in your game?</p> <p>Where will you go? What will you do when you get there?</p> <p>Who are the passengers</p> <p>What will you take with you?</p>	<p><u>Being Imaginative</u> (40-60)</p> <ul style="list-style-type: none"> •Create simple representations of events, people and objects • Introduces a storyline or narrative into their play. •Plays alongside other children who are engaged in the same theme. •Plays cooperatively as part of a group to develop and act out a narrative. 	<p>To represent different roles and events through transport role play</p>

Physical Development

Key Question	Ancillary Questions and content	Objectives	Learning outcome, taken from skills progression
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	focus		document
What is it like to travel in different ways?	<p>How do we need to use the equipment outside safely?</p> <p>How do we keep safe when walking to school?</p> <p>How do we keep safe when crossing the road?</p>	<p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> •Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. •Shows understanding of how to transport and store equipment safely. •Practices some appropriate safety measures without direct supervision. 	<p>To demonstrate different ways of moving</p> <p>To select resources for building large scale structures outside (vehicles)</p> <p>To observe appropriate safety rules when riding the bikes.</p>

English coverage

<u>Text types</u>	<u>Outcomes</u>
Nonfiction - Facts about buses and other transport	Write facts about transport
Journey story (T4W)	Write a class story about a naughty bus / other vehicle going on a journey