

Reception – Transport: Past and Present – Spring 2

Phonics

- Recap on any set 1 sounds (addressing sound gaps)
- Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7)
- To be exposed to some common exception words: put, the, I, no, of, my, for, him
- By the end of Spring 2, pupils should be able to
 - Read Red Storybooks
 - Read Set 1 Special Friends

Literacy

Naughty Bus

- Listen attentively and talk about what happens in the story
- Retell events using pictures, actions or small-world play
- Use positional and directional language
- Join in with repeated phrases
- Represent ideas through drawings, labels or simple captions

Rosie Revere, Engineer

- Talk about characters' feelings and perseverance
- Use new vocabulary linked to inventing and designing
- Answer questions about what happens and why
- Share ideas and opinions through talk
- Attempt to write simple sentences or captions using phonics

Mr Gumpy's Motor Car

- Listen to and enjoy a story with a familiar structure
- Identify characters and sequence events
- Use story language during retelling and role-play
- Understand that print carries meaning
- Write simple labels or captions linked to the story

Martha Maps It Out

Maths

Length, Height and Time

- Use everyday language to compare length and height (e.g. longer, shorter, taller, shorter)
- Measure objects using non-standard units
- Compare objects directly and talk about what they notice
- Use language related to time such as before, after, day, night, morning and afternoon
- Sequence familiar daily events in order

Building 9 and 10

- Recognise and name numbers 9 and 10
- Count accurately up to 10 using one-to-one correspondence
- Understand that the last number counted represents the total (cardinality)
- Subitise quantities up to 10 where appropriate
- Represent numbers 9 and 10 using objects, drawings and fingers
- Compare quantities using language such as more, fewer and equal

Explore 3D Shapes

- Recognise and name simple 3D shapes (e.g. cube, cuboid, sphere, cylinder)
- Describe 3D shapes using everyday language (e.g. round, flat, curved)
- Explore 3D shapes through play and hands-on investigation
- Compare 3D shapes and notice similarities and differences
- Use 3D shapes to build models and structures

▪ Talk about journeys and familiar places ▪ Follow and describe a simple story sequence ▪ Use language linked to maps and directions ▪ Represent ideas through drawings and simple maps ▪ Attempt to write words or captions using phonics knowledge <u>Mr Wolf's Pancakes</u> ▪ Listen to and engage with a familiar traditional tale theme ▪ Talk about characters and events ▪ Join in with repeated language and phrases ▪ Use talk to describe experiences linked to Pancake Day ▪ Write simple lists, labels or captions <u>William Bee's Things That Go</u> ▪ Name and talk about different vehicles ▪ Use new vocabulary linked to transport ▪ Answer questions about what they see and hear ▪ Retell information through talk and play ▪ Create simple written or drawn responses			
<u>Trips/Events/Visitors-</u> Pancake Day and Easter			
<u>Understanding the World</u> <u>Seasons-Spring</u> ▪ Recognise that it is spring and describe seasonal changes ▪ Talk about changes in the weather, plants and animals ▪ Use simple vocabulary linked to spring (e.g. growing, blossom, warmer) ▪ Observe and comment on changes in the natural environment <u>Road Safety</u> ▪ Recognise common road features (roads, pavements, crossings)	<u>Expressive Art and Design</u> <u>Exploring Line: Roads, Maps and Kandinsky</u> ▪ Explore and create lines using a range of tools and materials ▪ Identify lines in their environment (e.g. roads, paths, maps) ▪ Use lines to represent journeys and routes ▪ Experiment with colour and line to create abstract artwork ▪ Talk about their artwork and the choices they have made <u>Design: Making a Boat That Floats</u>	<u>Physical Development</u> <u>Jack and the Beanstalk</u> ▪ Travel in a variety of ways including running, jumping, climbing and balancing ▪ Move with increasing control when changing speed and direction ▪ Navigate space safely, showing awareness of others ▪ Use large equipment confidently (e.g. benches, mats, climbing frames) ▪ Follow simple rules and	<u>Personal, Social and Emotional Development</u> <u>Managing Self</u> ▪ Show increasing independence in meeting their own needs (e.g. dressing, toileting, organising belongings) ▪ Follow classroom rules and routines with growing confidence ▪ Recognise and name their own feelings ▪ Use simple strategies to manage emotions (e.g. calming down, asking for help)

▪ Talk about how to stay safe near roads ▪ Follow simple road safety rules ▪ Begin to understand the importance of listening to and following adult guidance <u>Transport: Past and Present</u> ▪ Talk about different types of transport ▪ Identify differences between transport in the past and present ▪ Use simple time language such as past and now ▪ Share experiences of transport they use today <u>George and Robert Stephenson & the Rocket</u> ▪ Recognise George Stephenson and Robert Stephenson as important people from the past ▪ Talk about how trains were developed in the past ▪ Begin to understand that inventions can change how people live ▪ Show curiosity about historical transport <u>Past and Present-Trains</u> ▪ Identify similarities and differences between old and modern trains ▪ Talk about how trains are used	▪ Explore a range of materials and their properties ▪ Make predictions about which materials will float or sink ▪ Design and create a simple boat ▪ Test and adapt their model to improve how it floats ▪ Talk about what worked well and what they would change <u>Music-Our World</u> ▪ Join in confidently with singing and musical activities ▪ Explore sounds using their voice and body ▪ Respond to music through movement and actions ▪ Listen to and respond to changes in music ▪ Use music to represent places and journeys <u>Traditional Rhymes</u> ▪ Row, Row, Row Your Boat ▪ The Wheels on the Bus ▪ Hot Cross Buns ▪ Horsie Horsie ▪ She'll Be Coming Round the Mountain ▪ Join in with familiar rhymes and songs ▪ Use actions and movement to match rhythm and words ▪ Recognise repeated patterns in	instructions during physical activities ▪ Use imagination to move in response to a story theme <u>Rosie's Walk</u> ▪ Perform controlled movements such as walking, stepping and balancing ▪ Develop coordination through careful, purposeful movement ▪ Follow a simple route or pathway ▪ Show awareness of space and others when moving ▪ Combine movements smoothly and with control ▪ Talk about how their body feels during and after exercise	▪ Persevere when tasks are challenging ▪ Demonstrate confidence to try new activities ▪ Understand the importance of healthy choices (e.g. eating, resting, hygiene) ▪ Accept boundaries and respond appropriately to guidance from adults
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today ▪ Use pictures, stories and role-play to explore trains ▪ Recognise that transport has changed over time <u>Forces: Push, Pull and Twist</u> ▪ Explore pushing, pulling and twisting through play ▪ Describe what happens when they push or pull objects ▪ Use simple vocabulary linked to forces ▪ Make predictions about what might happen before trying <u>Air Transport</u> ▪ Identify different types of air transport ▪ Talk about how people and goods travel by air ▪ Share experiences of aeroplanes or helicopters ▪ Use imaginative play to explore flying vehicles <u>Water Transport</u> ▪ Identify different types of water transport ▪ Talk about where water transport is used ▪ Explore floating and moving in water through play ▪ Use appropriate vocabulary such as boat and ship	songs ▪ Develop confidence performing with others <u>Computing: Technology Around Us</u> ▪ Identify technology used at home and in school ▪ Talk about what different technology is used for ▪ Use simple programs and devices with adult support ▪ Follow simple instructions when using technology ▪ Understand basic rules for using technology safely		
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<u>Land Transport</u> ▪ Name different types of land transport ▪ Talk about how land transport is used in everyday life ▪ Compare different vehicles ▪ Use role-play and small-world play to represent transport			
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