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|  | | ***Week1: 25th February 2019***  *Engage*  *Memorable experience*  *Finding children’s interest through enhanced provision.* | *Week 2:*  ***4th March 2019***  *Develop* | ***Week: 3:***  ***11th March 2019***  ***Develop*** | *Week4:*  *18th March 2019*  *Develop* | *Week 5 :*  *25th March 2019*  *Innovate* | *Week6:*  *1st April 2019*  *Express* |
| ***Personal, Social & Emotional Development – New Beginnings*** |  | | **ELG 06**  Self-confidence and self-awareness  Welcomes and values praise for what they have done.  PSED SS 4  Can describe self in positive terms and talk about abilities.  PSED SS 10  Choose the resources they need for their chosen activities.  PSED SS 15  Talk about the things they enjoy, and are good at, and about the things they do not find easy.  PSED SS 19  Bike wash. Set up a bike washing station in the outdoor area and provide children with water sprays, sponges, cloths, buckets, warm water, chamois leathers and washing up liquid. Children could work in pairs to clean a bike that they bring in from home or vehicles such as scooters and other play vehicles kept at school. Encourage the children to work as a team and do a good job.  Practitioner note  When the children have finished, ask them to explain what they have done. Praise the children for their teamwork.• SMSC Sp 2; • SMSC Sp 4; • SMSC So 3  Put a range of dirty vehicles in the water area for children to scrub, wash and dry. Offer nail brushes and toothbrushes for scrubbing and old towels for drying.    **ELG 04; PD MH 18; PD MH 28;PD MH 37** | ELG 07  Managing feelings and behaviour.  Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.  PSED MFB 11  Beginning to be able to negotiate and solve problems without aggression.  PSED MFB 15  Work as part of a group.  PSED MFB 15  Stop and think before acting and wait for things they want.  PSED MFB 29  Naughty bus! Read the story Naughty Bus by Jan Oke and talk about the places the bus travels to, including the most unusual ones – yuk! Working outdoors, set out a journey for a small model bus. You could include a plate of spaghetti, a water tray filled with jelly marbles, a tray of chocolate spread and a Tuff Tub of foam. Let each child take a turn to drive the bus on its journey from start to finish, giving the rule that others must wait their turn. Ask the children to suggest other things that a naughty bus would enjoy driving through and add them to containers for other groups to use.    Practitioner note  An animated version of this story is available on YouTube. Can you make your own version of the Naughty Bus video?      • SMSC Sp 2; • SMSC Sp 3; • SMSC M 3  Put a range of vehicles, including a naughty bus, in the creative area with trays of different coloured, ready- mixed paints. Encourage the children to drive the vehicles through the paint and then along a long roll of paper. Children can explore how the vehicles make tracks and what happens when the colours mix.    ELG 16; EAD EUMM 11; EAD EUM 20; EAD EUMM 35;EAD EUMM 41 | **ELG 08**  Making relationships  Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  PSED MR 8  Initiates conversations, attends to and takes account of what others say.  PSED MR 9  Listen to others’ ideas.  PSED MR 14  Understand someone else’s point of view can be different from theirs.  PSED MR 19  Where shall we go? Provide a small group of children with a range of travel brochures. Explain that they have a few minutes to agree on a place they would all like to visit. Encourage the children to work together to decide. Ask ‘Do you all agree on where you would like to go?’ Once the children have decided where they would like to go, askthem to explain their reasons.  Practitioner note  Develop this activity further, by making photo montages of the place the children have chosen and using the internet to find and print images. Show the children their chosen location on a world map and talk about how far they would need to travel to get there.    • SMSC Sp 3; • SMSC So 1; • SMSC So 3 | **During** this Innovate stage children are invited to design an imaginary vehicle using a simple drag and drop computer program.    During this Innovate stage children will:   * explain what they want their vehicle to be able to do, for example, fly, float or travel on the road * create a simple design brief * draw a labelled diagram to show their ideas * use a mouse or touchpad to drag and drop the vehicle parts to create their design * describe how **their** vehicle is the same or different to someone else’s * print a picture of their design     Incredible vehicles Show the children the video ‘Incredible c. After watching ask ‘What would you like your incredible vehicle to be able to do?’ Encourage the children to share their thoughts and ideas before asking them to record them by drawing a diagram. Some children could add labels to name the different parts and features. You will need: ‘Drag and drop vehicle builder’ available on The Hub **‘**Incredible vehicles’ video available on The Hub  You can download the Innovate board straight from The Hub. |  |
| ***Communication Language & Literacy*** |  | | **ELG 01**  **Listening and attention**  **Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.**  **CL LA 7**  **Two-channelled attention – can listen and do for short span.**  **CL LA 11**  **Listen to stories.**  **CL LA 13**  **Listen attentively with sustained**  **concentration to follow a story**  **without pictures or props.**  **CL LA 21**  **The journey. Share the book The Journey by Neil Griffiths and Scott Mann. Read the story a few times, so the children become familiar with it and use the rhyming structure to help children predict the last word on each page. Add music to the story using simple percussion, asking the children to suggest how they might play an instrument to reflect the different places the boat travels.**  **Practitioner note**  **Animated and audio versions of this story are available online.• SMSC Sp 2; • SMSC So 1**  **Link to water play by providing small boats and guttering. Set out the guttering to take the boat on a ‘journey’ through different parts of the outdoor space.**    **ELG 17; EAD Bl 10; EAD Bl 16; EAD Bl 17** | **ELG 01**  **Listening and attention**  **Listens to stories with increasing attention and recall.**  **CL LA 6**  **Two-channelled attention – can listen and do for short span.**  **CL LA 11**  **Listen to stories.**  **CL LA 13**  **Listen attentively with sustained concentration to follow a story without pictures or props.**  **CL LA 21**  **The hundred decker bus! Share the charming story, The Hundred Decker Bus by Mike Smith, with the children. After reading, introduce the children to a red model bus and ask ‘What happened to the bus in the story?’ Allow the children to tell a version of their story in their words, remembering some of the important events and characters.**  **Practitioner note**  **A ‘Storybook template’ is available on The Hub for those children interested in writing a travel-themed adventure.• SMSC Sp 2; • SMSC Sp 3**  **Place a selection of red bus toys in the outdoor space for children to take on an ‘adventure’. Do they introduce a narrative to their play?**    **ELG 17; EAD Bl 10; EAD Bl 16; EAD Bl 17**  **ELG 03**  **Speaking**  **Can retell a simple past event in correct order.**  **CL S 9**  **Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.**  **CL S 20**  **Develop their own explanations by connecting ideas or events.**  **CL S 28**  **Recount experiences and imagine possibilities, often connecting ideas.**  **CL S 30**  **Let’s go for a walk! Take a small group of children for a walk around the school grounds. Take digital photographs of things they point out and talk about what they can see. Let the children use clipboards and paper to draw or record anything they find interesting. Later on, ask the children to explain to an adult where they have been and what they have seen. Let them use the photographs and drawings to recall the journey in the correct sequence. Practitioner note You could provide a plan of the school or setting for children to retrace their journey. Why not look at your setting from an aerial perspective using Google Earth?• SMSC Sp 2; • SMSC Sp 4**  **Create a display with maps and plans of the school grounds and arrows to show the children’s route. Add photographs so that the children can pin them on the map in the right place.**    **ELG 14; UW TW 3; UW TW 13; UW TW 19** | ELG 02  Understanding  Responds to simple instructions.  CL U 7  Responds to instructions involving a two-part sequence.  CL U 9  Follow instructions involving several ideas or actions.  CL U 13  Carry out instructions which contain several parts in a sequence.  CL U 17  **Keeping safe!** Invite a crossing supervisor into the classroom to talk to the children about road safety. Introduce basic commands such as stop, look and listen and practise crossing and following instructions, using the ‘Zebra crossing play mat’ available to buy from our **online shop**. **Practitioner note** ‘Instructions’ for crossing the road safely can be found on **The Hub**. Display this poster for children to read with parents and carers.**• SMSC So 1; • SMSC So 4**  Use the ‘Zebra crossing play mat’ or draw or paint a zebra crossing in the outdoors for children to practise road safety.  **ELG 03**  Speaking  Beginning to use more complex sentences to link thoughts.  CL S 8  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  CL S 20  Develop their own explanations by connecting ideas or events.  CL S 28  Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.  CL S 31  Pack up! Display three suitcases with a different holiday destination on each. Show the children a selection of items then ask them to pick one and put it into the correct case. Ask ‘Why did you put the sun cream in that suitcase?’ or ‘Why did you put the walking boots in that suitcase?’ Encourage the children to explain their choices. For example, they might say ‘I put sun cream in this case (the sunny one) so I don’t get burnt’ or ‘I put the gloves in that case (the snowy one) to keep my hands warm.’  Practitioner note  ‘Holiday destination images’ are provided on The Hub and include a snowy destination, a mountainous destination and a hot destination.• SMSC Sp 3; • SMSC Cd 5    **ELG 02; CL U 7; CL U 9; CL U 13; CL U 17** | **‘** | . Communication and language  **ELG 03**  Speaking  Builds up vocabulary that reflects the breadth of their experiences.  CL S 15  Links statements and sticks to a main theme or intention.  CL S 19  Express themselves effectively.  CL S 22  Show some awareness of the listener by making changes to language and non-verbal features.  **Travel fun!** Invite parents and carers to take part in a travel and transport activity morning with the children. Activities could include following a simple route on a map around the school grounds, making tracks with their feet in paint or wet sand, blowing up balloons and watching them zoom off when the air is released, making soap boats and racing them down guttering on a stream of water, exploring floating and sinking in the water tray, and paper aeroplane flying. Lots of fun for all involved! **Practitioner note** Encourage parents and carers to talk with the children while taking part in the activities. Why not video some of the activities happening and show them back at a later date?**• SMSC Sp 2; • SMSC So 1**  Uses intonation, rhythm and phrasing to make the meaning clear to others.  CL S 13  Links statements and sticks to a main theme or intention.  CL S 19  Express themselves effectively.  CL S 22  Recount experiences and imagine possibilities, often connecting ideas.  CL S 30  **Incredible vehicles!** Invite the children to help you create a display of all the super vehicles they have created. Provide display cards so that they can add captions and information about their design. Choose two volunteers to ask the headteacher or another group of children to come and see their amazing work. When the visitor or visitors arrive, remind the children to listen carefully to any questions about their work and to try and answer them clearly. **Practitioner note** The children will be very proud of their work and enjoy sharing it with others.**• SMSC Sp 4; • SMSC So 1** |
| ***Physical Development*** | | **Swimmimg**  **Dance**  **Football** | **Swimming**  **Dance**  **Football**  **ELG 04**  **Moving and handling**  **Moves freely and with pleasure and confidence in a range of ways.**  **PD MH 11**  **Experiments with different ways of moving.**  **PD MH 22**  **Safely negotiate space.**  **PD MH 36**  **I can travel. Play a range of indoor and outdoor games that require the children to move and travel in different ways and at different speeds. Games could include Tag, Stuck in the mud, or the Traffic light game. ‘Instructions’ for these games are available on The Hub. Practitioner note Read travel stories such as *We’re Going on a Bear Hunt* by Michael Rosen as inspiration for movement and dance. Model the movements from the story for children to copy. A tried and tested favourite!• SMSC Sp 2; • SMSC So 3** | **Swimming**  **Dance**  **Football**  **Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.**  **PD MH 26**  **Handle equipment and tools effectively.**  **PD MH 37**  **Hot air balloons. Read a story such as The Great Balloon Hullaballoo by Peter Bently or Curious George and the Hot Air Balloon by Margret and H. A. Rey and watch videos of hot air balloons – there are plenty online to choose. After reading, invite children to play with inflated balloons, to see how far they will travel. Show children how to throw them into the wind and watch them go. Whose balloon travels the furthest?**    **Practitioner note**  **A video ‘Hot air balloons’ is available on The Hub for children to enjoy.**    **• SMSC Sp 2; • SMSC Sp 3**  **Fill a large basket with balloons for children to handle. Challenge them to transfer them from one basket to another carefully without bursting them!**  **Be aware of latex allergies.**    **ELG 04; PD MH 26; PD MH 28;PD MH 34** | **swimming**  **Football**  **ELG 05**  **Health and self-care**  **Dresses with help.**  **PD HS 12**  **Talk about ways to keep safe.**  **PD HS 21**  **Dress and undress independently, successfully managing fastening buttons or laces.**  **PD HS 26**  **Hi-vis! Explain that it can be difficult for car drivers to see people who wear dark clothes at night or in fog. Introduce the message ‘Be bright, be seen’ and ask the children what they think it means. Show the children a range of hi-vis items such as coats, headwear, trousers, rucksacks, armbands and tabards. Let the children wear some of the items, encouraging them to dress themselves and do fastenings. Practitioner note Hi-vis clothing and accessories such as snap bands, book bags, armbands and beanie hats are available online. Invest in a set for this and other projects like ‘What is a reflection?’ and ‘Is it shiny?’• SMSC Sp 2**  **Offer a range of travel and transport related clothing and accessories for children to practise dressing and fastening. Include knee pads, bike helmets, hi-vis jackets and walking boots.**    **ELG 05; PD HS 12; PD HS 21; PD HS 26** | **Swimming**  **Football** | **Swimming**  **Football**  **Physical development**  **ELG 04**  **Moving and handling**  **Holds pencil near point between first two fingers and thumb and uses it with good control.**  **PD MH 20**  **Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.**  **PD MH 32**  **Handle pencils effectively for writing.**  **PD MH 38**  **Hold paper in position and use their preferred hand for writing, using a correct pencil grip.**  **PD MH 40**  **Beginning to be able to write on lines and control letter size.**  **PD MH 41**  **Passports at the ready! Begin by showing the children a passport and the information stored in it, including the stamps of any countries the passport holder has visited. Then provide the ‘Passport template’ available on The Hub and explain that they will be adding their photograph and details to it. Encourage the children to work together to take digital photographs of each other and to write their details, including name, date of birth, and age inside the passport. Challenge the children to use their imaginations to add stamps of countries they would like to visit or have visited. Practitioner note The books Passport to Paris by Alison Gardner and *P is for Passport* by Devin Scillian could help you introduce this activity.• SMSC Sp 3; • SMSC So 1**  **Create your own passport control desk to encourage travel-themed role play.**  **ELG 17; EAD Bl 11; EAD Bl 16; EAD Bl 23** |
| ***Literacy*** | Where in the world?  Ask children to bring in holiday photographs or travel brochures of places they have been with their families.  Observe  Can the children describe how they made the journey to their destination?  Can the children talk about the differences between where they live and where they went on holiday?  Can the children write labels and captions to display with the photographs?  ELG 10; L W 2; L W 11; L W 15; L W 18  • SMSC Sp 2; • SMSC Cd 5 | | **ELG 10**  **Writing**  **Sometimes gives meaning to marks as they draw and paint.**  **L W 2**  **Attempts to write short sentences in meaningful contexts.**  **L W 12**  **Spell some words that are phonetically plausible.**  **L W 17**  **Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.**  **L W 18**  **Our journey. Look again at the photographs taken of the children’s memorable experience. Ask the children to put the photographs in chronological order and think of captions for each one. Encourage the children to choose a favourite photograph and write a caption. Scribe for those that suggest a caption but are unable to write one. Put all the photos, captions and pictures into a class book to share.**    **Practitioner note ‘Word mats’ are available on The Hub to help children write their labels and captions.**    **• SMSC Sp 3; • SMSC Sp 4**  **Display story booklets for the children to write creatively about their memorable experience. ‘Story booklets’ are available on The Hub.**    **ELG 10; L W 2; L W 12; L W 15; L W 19** | **ELG 10**  **Writing**  **Sometimes gives meaning to marks as they draw and paint.**  **L W 2**  **Gives meaning to marks they make as they draw, write and paint.**  **L W 4**  **Write simple sentences which can be read.**  **L W 15**  **Use key features of narrative in**  **their own writing.**  **L W 19**  **Journey. Share the picture book *Journey* by Aaron Becker with a small group of children. Sit together so that they can look carefully at the illustrations. Ask them to share their ideas and opinions about what is happening, then provide the children with a long roll of paper, inviting them to draw and write a fantastic imaginary journey of their own. Practitioner note Alternatively, children could write captions or sentences for a favourite page of the book. A video version of the story is available online.• SMSC Sp 3; • SMSC So 1; • SMSC So 3**  **Display *Journey* by Aaron Becker as well as other picture books without text. Examples might include *The Umbrella* by Ingrid and Dieter Schubert, *Wave* by Suzy Lee, *Chalk* by Bill Thomson, *A Ball for Daisy* by Chris Raschka, *Zoom* by Istvan Banyai, *The Red Book* by Barbara Lehman, *Sea of Dreams* by Dennis Nolan and *Trainstop* by Barbara Lehman.**    **ELG 09; L R 15; L R 26;  L R 35** |  |  |  |
| ***Guided reading*** | **Display simple maps with labels for the children to read. Provide hand lenses for close observation and pencils, pens and paper for map drawing. ‘Simple maps with labels’ are available on The Hub.**  **Observe**  **Do the children choose to look at the maps and plans?**  **Do they ask questions or make observations about things that they see or read?**  **Do the children choose to make their own maps and plans?**  **ELG 09; L R 13; L R 24; L R 31; L R 33rovide a range of fiction and non-fiction books about vehicles, travel, worldwide destinations and different cultures that will appeal to both genders. Display cards with questions to stimulate reading.**  **Observe**  **Do the children show an interest in the books and any in particular?**  **Do the children attempt to read or make sense of the print in the books?**  **Do children demonstrate any knowledge of the vehicles or destinations in the books?**  **ELG 09; L R 15; L R 26; L R 27; L R 32; L R 33** | | **ELG 09**  Reading  Beginning to be aware of the way stories are structured.  L R 9  Describes main story settings, events and principal characters.  L R 12  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  L R 25  Demonstrate understanding when talking with others about what they have read.  L R 32  Describe the main events in the simple stories they have read.  L R 35  **Mr Gumpy’s outing.** Read *Mr Gumpy’s Outing* by John Burningham to the children and talk about things the animals were told not to do. After sharing the story, give each child a character card and ask them to line up in the same order the animals got into the boat. Challenge the children to recall what Mr Gumpy told each of the animals and what happens at the end of the story. **Practitioner note** ‘Character cards and matching statements’ are available on **The Hub**.**• SMSC Sp 3; • SMSC So 1**  **.** |  | **.** |  |  |
| ***Mathematical Development*** | | Display photographs of the memorable experience with clock faces showing different times of the day. Let the children arrange the photographs in chronological order.  Observe  Can the children describe different times of the day? Setting off, having lunch or coming home  Are the children able to put the photographs in chronological order?  ELG 12; M SSM 19; M SSM 21; M SSM 28; M SSM 36  • SMSC Sp 4; • SMSC So 3 | .  **ELG 11**  Numbers  Realises not only objects, but anything can be counted, including steps, claps or jumps.  M N 19  Counts actions or objects which cannot be moved.  M N 23  Estimates how many objects they can see and checks by counting them.  M N 28  Count reliably with numbers  1–20.  M N 36  Estimate a number of objects and check quantities by counting up to 20.  M N 46  Vehicle spotting! Ask the children to predict how many vehicles they might see in the school car park. Ask each child to make a estimate and write the number down on a board before going outside to count and check. You could also ask children to estimate how many vehicles of specific colours they might see. A ‘Coloured vehicle spotting sheet’ is available on The Hub for the children to record their estimations and findings.  Practitioner note  Work with small groups at a time and make sure children are wearing hi-vis tabards or clothing. You may need to carry out a risk assessment for this activity.• SMSC Sp 2  Put toy cars of different colours in the maths area for children to count, sort and order by size.    ELG 11; M N 19; M N 24; M N 36; M N 46 | **. ELG 11**  **Numbers**  **Knows that numbers identify how many objects are in a set.**  **M N 10**  **Counts objects to 10, and beginning to count beyond 10.**  **M N 24**  **Count reliably with numbers 1–20.**  **M N 36**  **Estimate a number of objects and check quantities by counting up to 20.**  **M N 46**  **How do you travel to school? Display large pictures of different modes of transport. Ask the children to line up next to the picture that shows how they came to school today. Can they count how many are in their line and shout the number out for you to record? Ask questions such as ‘What is the most popular way to come to school?’ and ‘How do you know?’ Help the children to see the connection between the longest line and the most popular mode of transport. Practitioner note ‘Transport pictures’ for display are available on The Hub.• SMSC Sp 4; • SMSC So 3**  **Create a simple bar chart that represents the data collected in the main activity. Provide a range of resources for children to represent the numbers in each group such as blocks, counters, small world figures or buttons. A ‘Bar chart template’ has been provided on The Hub to support this activity.**    **ELG 11; M N 10; M N 24; M N 36; M N 46** | ELG 12  Shape, space and measures  Shows an interest in shape and space by playing with shapes or making arrangements with objects.  M SSM 6  Use everyday language to talk about size.  M SSM 23  Estimate, measure, weigh and compare and order objects and talk about properties, position and time.  M SSM 36  **How many cubes?** Give each child a ‘Train counting strip’. Ask the children to predict how many multilink cubes it will take to cover their train. After each child has made their prediction, encourage the children to cover their train. Ask each child to say how many cubes they have used, counting them out or lining them up to check. Children can compare how many cubes they have used to cover their train. Ask ‘Who has used the most cubes?’ and ‘Who has used the least cubes?’    **Practitioner note** ‘Train counting strips’ are available on **The Hub** for this activity.    **• SMSC Sp 2** |  |  |
| ***Forest School*** | **Nursery to lead.** | | **Nursery to lead.** | **Nursery to lead.** | **. Nursery to lead** | **Nursery to lead** | **Nursery to lead** |
| ***Knowledge & Understanding of the World*** | Memorable experience  Arrange a fantastic journey! See how many forms of transport you can use. Perhaps you could catch a bus to the train station or airport? Encourage the children to look out for different types of vehicles, road signs and markings as you travel. Remember to take photographs of the whole journey from beginning to end! If an out-of-school visit is not possible, invite the children to come to school on their bikes, scooters or skateboards. Alternatively, the children could take part in a vehicle survey, taking photographs of the vehicles, keeping a simple tally and then making a display of their results. A video ‘Fantastic journeys’ is available on The Hub to support this activity.  Things the children could do  Say how vehicles are the same or different.  Talk about the sights, sounds and sensations of the journey.  Keep a record of how many different vehicles they see.  Take digital photographs.  Make a map of their journey.  Look on Google Earth to see where they have been.  Complete the ‘Vehicle spotting sheet’, available on The Hub.  ELG skills and Typical behaviours  ELG 14; UW TW 3; UW TW 8; UW TW 9; UW TW 19  • SMSC Sp 2; • SMSC So 1; • SMSC So 2  You will need  paper  pens and pencils  ‘Vehicle spotting sheet’, available on The Hub  digital cameras  clipboards    Questions to ask the children  How many different vehicles have you seen today?  Which vehicles move fast and which move slowly?  How are different vehicles powered?  How do you travel to school, the shops, or on holiday?  What is your favourite vehicle and why?  How is a car different to a bus? | | ELG 14 The World Talks about why things happen and how things work.  UW TW 5  Explain why things happen.  UW TW 17  Know the properties of some materials and can suggest some of the purposes they are used for.  UW TW 21  Be familiar with basic scientific concepts.  UW TW 22 Boat builder challenge! Provide the children with boat-making materials, such as corks, plastic or Styrofoam trays, plastic bottles cut in half, foil containers, sponge shapes, wooden sticks and lollipop sticks. Give them drinking straws, paper and sticky tack for creating the sails. Let the children use their imaginations to create a boat, then find out whose boat floats and if any can carry passengers!Practitioner noteDevelop children’s fascinations about floating and sinking by providing a water-filled tank and a range of everyday objects to investigate. Provide trays labelled ‘floats’ and ‘sinks’ for sorting fun.• SMSC Sp 2; • SMSC Sp Fill large plastic bottles with brightly-coloured water and add small items that float and sink. Allow children to handle the bottles, tip them upside down, shake them and observe what happens to the items inside. Ask ‘What floats?’ and ‘What sinks?’  **ELG 14; UW TW 11; UW TW 17; UW TW 22** | **ELG 14**  **The World**  **Looks closely at similarities, differences, patterns and change**  **UW TW 8**  **Say how objects are the same or different.**  **UW TW 10**  **Air, road or water? Display pictures of different forms of transport. Ask the children to look at the pictures and name the vehicles. After naming the vehicles ask ‘Does this vehicle travel by air, road or water?’ Offer hoops for sorting the pictures. Practitioner note ‘Air, road or water’ picture cards and labels are available on The Hub. Add extra hoops for any transport that travels another way, for example a train travels on a track and a pedestrian travels on a path.• SMSC Sp 2; • SMSC So 1** | **ELG 14**  **The World**  **Talks about why things happen and how things work.**  **UW TW 5**  **Looks closely at similarities, differences, patterns and change.**  **UW TW 8**  **Explain why things happen.**  **UW TW 17**  **Be familiar with basic scientific concepts.**  **UW TW 22**  **Exploring ramps. Create textured ramps using a range of different materials including bubble wrap, sandpaper, lino, foil, varnished wood, fabric and cardboard. Place the ramps at the same incline and invite children to roll a car down each of them. Ask ‘What happens?’ Encourage children to explain their observations and suggest reasons why things happen. Introduce the terms fast, slow, rough, smooth and friction. Using ramps covered in the same material, invite children to ‘race’ cars to see which one is the fastest.**  **Practitioner note**  **Find out how far a car travels by marking out a measuring scale at the bottom of each ramp. Introduce the terms further and furthest.• SMSC Sp 2; • SMSC Sp 3; • SMSC So 3** |  | .    . |
| ***Creative Development*** | **Offer a range of small world cars and other vehicles, a road play mat and a small world garage for play.**  **Observe**  **Do the children enjoy playing with the resources?**  **Do they introduce a narrative to their play?**  **Do they play alongside other children engaged in the same theme?**  **ELG 17; EAD Bl 10; EAD Bl 16; EAD Bl 18**  **• SMSC Sp 2 • SMSC Sp 3; • SMSC So 3** | | **.** **ELG 17**  Being imaginative  Captures experiences and responses with a range of media.  EAD Bl 12  Use what they have learnt about media and materials in originalways thinking about uses and purposes.  EAD Bl 19  Represent their own ideas, thoughts and feelings through art.  EAD Bl 21  Talk about the ideas and processes which have led them to make music, designs, images or products.  **Wish you were here?** Show children the short video ‘Wish you were here?’ available on **The Hub**. After watching the video, ask ‘Where would you like to travel?’ Provide the children with a range of images of different locations around the world and ask them to choose a favourite. Take a full-length photograph of each child and challenge them to cut around it. Show the children how to stick their photo into the picture. **Practitioner note** Let each child find their chosen destination on a world map. Images of ‘Locations around the world’ are available on **The Hub**.**• SMSC Sp 3** | **ELG 16**  **Exploring and using media and materials**  **Sings a few familiar songs.**  **EAD EUMM 6**  **Begins to build a repertoire of songs and dances.**  **EAD EUMM 18**  **Sing a song.**  **EAD EUMM 28**  **Let’s sing! Introduce the children to songs on the theme of travel and transport. Ideas include: *Five Little Men in a Flying Saucer; The Wheels on the Bus; The Runaway Train; Row, Row, Row Your Boat; The Big Ship Sails; Down at the Station; She’ll Be Coming Round the Mountain and Michael Row the Boat Ashore.* Encourage the children to listen to and join in with songs as they gain confidence. Practitioner note Several of these songs have accompanying actions to teach the children, or they could tap out rhythms and use instruments to keep time.• SMSC Sp 3; • SMSC So 3; • SMSC Cd 4** | **ELG 16**  **Exploring and using media and materials**  **Uses various construction materials.**  **EAD EUMM 14**  **Constructs with a purpose in mind, using a variety of resources.**  **EAD EUMM 24**  **Safely use tools.**  **EAD EUMM 33**  **Through their explorations they find out and make decisions about how media and materials can be combined and changed.**  **EAD EUMM 41**  **Junk modelling. Offer a range of recycled materials for children to make a model car. Offer cardboard boxes of different sizes, plastic bottles, cardboard tubes, wheels, axles, wooden dowel and yoghurt pots. Encourage the children to plan their design, drawing it on paper before beginning to build or describing their intentions to you. After making, encourage the children to compare their vehicle with someone else’s. Practitioner note Include tape, string, glue and split pins for joining.• SMSC Sp 3; • SMSC So 1; • SMSC Cd 4**  **Provide play dough in a range of colours and a good selection of vehicle cutters. Add laminated picture mats of roads, airports, farms and building sites for the children to add their dough vehicles to.**  **ELG 04; PD MH 18; PD MH 27; PD MH 37** |  |  |
| ***Religious Education*** | | JO PPA | .JO PPA | **JO PPA** | **JO PPA** | JO PPA | .JO PPA |

Continuous Provision

Writing Area

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| Provide mini passports, ready-made note books and blank postcards from different places. Display project key words and examples for children to read before they write. | **L W 2; L W 11; L W 12** |
| Provide road track pencil control sheets and a range of different writing tools. Make the tracks as easy or as tricky as you like! | **PD MH 20; PD MH 32** |
| Label buckets with a photograph and name of a vehicle. Ask the children to collect objects beginning with the same initial sound from around the setting. Provide materials for copying and tracing the vehicle name. | **L W 7; L W 9** |

Creative Area

Provide boxes of different sizes, wooden wheels and axles for making vehicles. Display pictures of vehicles to inspire children’s creative thinking.

EAD EUMM 14; EAD EUMM 24

Provide card tubes and shiny materials for children to make their own space rockets. Display the sentence starter, ‘When I went to space I saw…’

EAD BI 11; EAD BI 13

Hang bike wheels on the wall for weaving. Provide coloured ribbons, wools and other materials for threading between the bike wheels.

EAD EUMM 13; EAD EUMM 21

Display pictures of different types of vehicle to inspire the children’s drawing and painting.

Construction and small world area

Provide road and rail tracks, car play mats, houses, road signs and a variety of vehicles.

EAD BI 9; EAD BI 18

Offer large boxes or plastic crates for children to construct boats, buses, spaceships or trains that they can sit in.

EAD BI 11; EAD BI 13

Provide car-building kits for children to make vehicles. You can buy kits online from school resource companies.

EAD EUMM 14; EAD EUMM 27

Use Lego and other construction kits for vehicle making. Display ‘work in progress’ to allow children to work on them over time.

Reading area

Make a railway carriage or boat-themed reading area. Provide non-fiction books about transport and travel. Include books with flaps and buttons, such as The Ultimate Book of Vehicles by Anne-Sophie Baumann.

L R 17; UW T 5; L R 27

Display pictures and posters of different types of vehicles for children to read independently.

L R 13; L R 24

Make rhyming picture cards for the children to match up. You could use train/rain/plane/, car/jar, boat/coat, ship/lip, scooter/computer. Provide blank cards for the children to write rhyming words of their own!

L R 4; L R 20

Record the poem From a Railway Carriage by Robert Louis Stevenson. Provide a listening station, headphones and pictures of steam trains.

Mathematics area

Provide vehicles marked with numbers 1–10 or 10–20. Make a cardboard box car park and draw parking bays on it. Mark the bays with sticky dots (1–10 or 10–20). Can the children park the cars in the right parking bays?

MN 12; MN 26

Provide tubs of vehicles for size ordering.

M SSM 6; M SSM 15

Provide 2-D sticky shapes for making shape vehicles. Display some examples for inspiration. Can the children say why they have chosen certain shapes?

M SSM 9; M SSM 18

Number roads! Cut the numbers 1–10 out of grey card and draw white road markings on each one. Provide cars for the children to race around the numbers.

Outdoor area

Car wash! Wash your car as the children watch then provide cleaning equipment for the children to wash toy bikes, cars and scooters! Provide wellington boots and waterproof trousers!

EAD BI 8; EAD BI 13

Provide different-sized tyres for children to roll, stack, climb on and crawl through.

PD MH 11; PD MH 25

Offer an outdoor space with mud and sand for digger play. Provide diggers for transporting mud and stones from one place to another.

U W T 3; U W T 5

Provide radio-controlled cars for children to race outdoors. Offer cones, hoops and other play equipment for the children to create their own obstacle courses.

**Role play area**

Create a travel agency with brochures, booking forms and play money.

EAD BI 9; EAD BI 13

Create a railway or coach interior with seats arranged in rows and views out of the window! You could number the seats and issue tickets.

PSED MR 5; PSED MR 9

Provide suitcases with different types of clothes and other articles. Can the children pack for different types of holidays to hot and cold places?

EAD BI 8; EAD BI 13

Create your own ticket office. Offer coins, tickets, timetables and a clock for shop play.

EAD BI 9; EAD BI 13

Provide interlocking foam floor mats and make a zebra crossing and road signs, including stop, go, go slow and children crossing. Let the children build their own road systems in the outdoor space.

**Sand and water area**

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| Provide materials for the children to create a different ecosystem in a Tuff Tub every week. You could have a sandy desert with pyramids, an ice cube and water Arctic, or a soil-filled, soggy rainforest. |
| Use wet sand to make roads, bridges and tunnels strong enough for their cars to go through and over. |
| Use a Tuff Tub filled with bubbly water, washing-up brushes and chamois leathers for washing small vehicles. Make sure they are muddy first! |

**Malleable Area**

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| Provide grey play dough and small vehicles with different-sized wheels and types of tyre patterns. Children can roll out the dough and make vehicle tracks. | **EAD EUMM 13; EAD EUMM 21** |
| Provide different coloured play dough and vehicle cutters for cutting out play dough vehicles. | **18; PD MH 28** |
| Make a racing track or winding road with black play dough. Provide a range of toy vehicles for making tracks. Provide extra dough for the children to add hills, bumps or extra track. |  |

**Investigation area**

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| Create a marina with different types of boat for children to play with. Include boats made from paper, plastic, wood and swimming noodles. | **UW TW 5; UW TW 8** |
| Provide a homemade ramp and toy vehicles. Display the question, ‘How can you make the car go faster?’ | **UW TW 5; UW TW 8** |
| Write ‘Departures’ on a wipe board. Put the name of a destination underneath. Display a large world map for children to find the different places. Change the destination regularly. |  |