

Travel - Summer 1

Our focus this half term will be...

- Domestic travel - Space



Vocabulary

Different vehicles

Different forms of transport

Vehicle movements – fast, slow, bumpy etc.

Different planets and stars

Sun, moon and earth

Astronaut

Space equipment



Success Criteria

I can discuss and explore different forms of transport in my play.

I can explain how I travel in my day to day life—e.g. going to the shop or going to school.

I can compare the different forms of travel.

I can talk about space and explore the themes of space in my play.

Our big questions:

Have you ever been on a bus?

Where do you live?

How can you move quicker?

What is space?

How would you travel?

What can you see?

Ways to support at home:

- When you are in the community or out and about, point out different forms of transport. Can you count how many cars or buses you can see?
- Go train spotting—support your child to compare and contrast the different types of trains they can see. Do they have a favourite?
- Visit the National Railway Museum—this is free!
- Go on a walk and have a picnic! Can you spot any aeroplanes in the sky? Where do you think they are going?
- Make your own telescope, have a look at the sky what can you see? Why can't we see stars during the day?
- Make a rocket out of your recycling
- Find out why the moon has craters—get a container and fill with flour. Ask your child to drop pebbles/stones into the container. What has happened?



7 Areas of Learning

Communication and Language

- To listen to traditional stories and retain key vocabulary.
- To be able to answer questions and share opinions using the relevant vocabulary.
- To be able to talk about the setting, characters, and the structure of the story.
- To be able to use connectives e.g. Once upon a time and then.
- To label and sort different types of transport in groups.
- To engage in meaningful conversations with others.

Physical Development

- To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.
- To run skilfully and be able to negotiate space.
- To mark make using a comfortable grip when using pencils and pens.
- To use a pencil effectively to form recognisable letters, most of which are formed correctly.

Maths

- Make accurate sets to 15 and use the rules of counting.
- To talk about one more and one less within 10.
- To name some 3D shapes.
- To develop fast recognition numerals to 15.
- To rote count to 20 and beyond.
- To count back from 10.
- To mark make numerals.
- To create 3 way repeating patterns.
- To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.
- To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.

Personal, Social and Emotional Development (PSED)

- To be able to initiate play with peers and keep play going by giving ideas.
- To become more outgoing with unfamiliar people.
- To show more confidence in new social situations.
- To begin to find solutions to conflicts.
- To show an awareness of how others may be feeling.
- To describe a range of different destinations around the world.

Literacy

- To begin to make predictions about a story, sometimes supported by an adult with vocabulary.
- To think of and write a short, simple sentence.
- Listening to and hearing sounds in CVC and CVCC words.
- Identifying sounds, including phonemes and other digraphs on a sound mat.
- Checking written work and making any changes where necessary.
- Listens to stories and anticipate what may happen next.

Expressive Arts and Design

- Sing familiar songs in the correct tone and changing melody if appropriate.
- Uses available resources to create props to support role-play.
- To use available props to develop stories and make imaginative play more purposeful.
- To show different emotions in pictures clearly.
- To draw with increasing control, representing features and detail clearly.
- To use what they have learnt about media and materials in an original way and be able to explain their choices.
- Selects appropriate resources and adapts work where necessary.

Understanding of the World

- To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats.
- Talk about the life cycle of a plant and animals; make own habitats using a range of resources.
- To use senses to explore the world around them.
- Making treasure maps to direct friends to a 'goal'. Exploring maps of the world and a range of destinations, looking at how we can travel to them.