

## Expressive Arts and Design

Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Tyre prints/rubbings, painting with wheels, junk modelling building

Manipulates materials to achieve a planned effect. Constructs with a purpose in mind. 3D models of vehicles, rockets, making postcards, build the 3 pigs houses, build a house from another country, and use different materials to create houses and buildings.

Introduce a storyline or narrative into their play. Plays co-operatively as part of a group to act out a narrative.

Weekly Role Play and Small World areas.

## Maths

Orders two items by length, height, weight or capacity. Measuring how far a vehicle can travel, weighing the 3 materials used to build the 2 little pigs houses, comparing weights of object e.g. cars, houses, materials

Count reliably with numbers 1-20, place them in order and say which number is one more or less than a given number. Use everyday language to talk about position, distance, time and money to compare quantities and objects and to solve problems. Counting down for a rocket launch, traffic survey, sorting vehicles, positional words and games,

To solve problems by doubling, halving, sharing  
Doubling machines, sharing sweets, smarties activity

## Understanding of the World

Talk about past and present events in their own lives and the lives of their family. Know about similarities and differences in relation to places. Talk about features of their own environment and how environments might differ from one another. Looking at buildings, travel and transport in different countries (igloo, Bedouin tent, mud hut) with comparisons to own home, collection of maps to investigate, Bob the Builder computer site, Beebots (travelling along streets), water-proof materials and roofs. Learning about Space and the different planets.

## Travel, Transport and Buildings Reception Summer 1 2016

## Literacy

Begins to read words and simple sentences. Enjoys an increasing range of books. Non-fiction texts to find out about homes and transport in other countries, writing postcards, story making (a carpet ride, hot air balloon ride, ride on a broomstick).

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes name and other things, including labels and captions. Attempts to write short sentences in meaningful contexts. Adding labels to pictures, making tickets for journeys, making postcards.

Use phonic knowledge to write words in ways which match their spoken sounds. They write simple sentences which can be read by themselves and others. Weekly news books to encourage independent writing.

## Physical Development

Has increasing control over an object in pushing, patting, throwing, catching or kicking it. Using small apparatus, practice throwing underarm, aiming at a target.

Use simple tools to effect changes to material.

Play dough, junk modelling, cutting skills

Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Snack time, PE sessions, 5 a day videos, daily run in the big playground, outside learning in preparation for Sports Day.

## Personal, Social and Emotional

Initiates conversations, attends to and takes account of what others say. Weekly SEAL sessions to discuss change and encourage conversation with peers, road safety, healthy and eco ways of travelling.

Explains own knowledge and understanding, and asks appropriate questions of others. Discuss personal journeys children have been on.

Can describe self in positive terms and talk about abilities. Share their work with others at the end of sessions and say what they have done and are good at, talk about individual differences and family traditions.

## Communication and Language

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and ideas and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feeling and intention. Weekly role play areas to encourage storytelling and working with peers (travel agents, buses, airport check in, train station, garage, campsite), puppets.

Listens to stories, accurately anticipating key events and respond to what they hear with relevant comments. Answer "how" and "why" questions about their experiences and in response to stories and events. They develop their own narratives and explanations by connections ideas or events. Puppets, core texts, non-fiction texts to encourage "how" and "why" questions, sharing family traditions and talking about holidays they have been on.

