


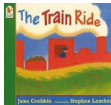

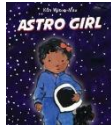


EYFS Medium Term Topic Plan – Spring 2 - Transport

	Wk 1 – 24.2.25	Wk 2 – 3.3.25	Wk 3 – 10.3.25	Wk 4 – 17.3.25	Wk 5 – 24.3.25	Wk 6 – 31.3.25	Adaptions
People, culture and communities	<p>Intent: Begin to explain what transport is used in our country and a contrasting country.</p> <p>Implementation: Look at different modes of transport in this country. Look at Alaska – modes of transport. Read 'Emma Jane's Aeroplane'.</p> <p>Impact: Begin to talk about life in this country and life in other countries and how people get around.</p>	<p>Intent: To explain what a map is and locate some different countries with support.</p> <p>Implementation: Recall different modes of transport in this country. Read through 'Emma Jane's Aeroplane' an aeroplane as transport. Locate the different countries on a world map.</p> <p>Impact: Draw on knowledge of maps and discuss similarities and differences between different places in the stories.</p>	<p>Intent: Children will recognise different forms of transport in relation to where they live.</p> <p>Implementation: Go outside into the outside area. What transport can you see and hear? What transport do we have access to in St Austell? Where is the train station/ local airport?</p> <p>Impact: children will be able to list many types of transport and know what is in their local area.</p>	<p>Intent: Children will learn what life is like in Alaska (relate back to contrasting place from lesson 1)</p> <p>Implementation: What is it like in Alaska? Locate the UK and Alaska in North America. Look at differences and similarities. Talk about how long a plane journey from the UK to Alaska would take.</p> <p>Impact: Begin to explain features of life in Alaska, specifically looking at transport.</p>	<p>Intent: Begin to explain some similarities and differences between life in this country and life in other countries.</p> <p>Implementation: Look at pictures of life in Alaska and a few cities from 'Emma Jane's Aeroplane' and St Austell. Children discuss similarities and differences. Record together. Draw a picture to show something that is different between the cities from the story and Alaska.</p> <p>Impact: Children can explain differences and identify similarities between countries.</p>	<p>Intent: To use knowledge from fiction to learn more about another culture</p> <p>Implementation: Share and enjoy 'Emma Jane's Aeroplane'. Review learning on differences from their drawings in lesson 5. Model writing a sentence to explain a similarity or difference using their ideas. It is cold/bright/dark/ freezing/ white/ Offer opportunity for independent write.</p> <p>Impact: To explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories.</p>	
Past and Present	<p>Intent: To explain what an astronaut is and say how space travel is a form of transportation.</p> <p>Implementation: Children will talk about their experiences of astronauts e.g. from books, tv etc.</p> <p>Impact: Children can talk about what an astronauts job is an how they travel to and from earth.</p>	<p>Intent: To understand the role of the space rocket and what it does to get the astronauts into space.</p> <p>Implementation: Children will look at different space rockets and look at how they are built and what makes them fly.</p> <p>Impact: Children will understand that a space rocket is a transportation device and how it is used.</p>	<p>Intent: Children can name famous astronauts that have been into space.</p> <p>Implementation: Children will start to look at astronauts that they may or may not have heard of before.</p> <p>Impact: Children will be able to name famous astronauts and talk about what they have done.</p>	<p>Intent: Children will recall facts of famous astronauts. They will pick out one – Mae Jemison to talk about in detail.</p> <p>Implementation: Children will look at facts and a video of Mae Jemison.</p> <p>Impact: Applying learnt knowledge of a figure from the past – Mae Jemison and compare it to what life is like as an astronaut now.</p>	<p>Intent: Children will use their knowledge of Mae Jemison and will create a piece of work about her.</p> <p>Implementation: Children will be able to create their own facts about Mae Jemison and produce a page about her.</p> <p>Impact: Children will have good knowledge of a figure from the past.</p>	Easter activities	

Creating with Materials	<p>Intent: Children will be able to talk about and draw a picture of their favourite road vehicle.</p> <p>Implementation: Name and explore different types of transport. Look at road vehicles specifically. Draw a picture of their favourite road vehicle.</p> <p>Impact: children will talk about vehicles that go on the road and will produce a picture of their favourite.</p>	<p>Intent: Children will use the transport vehicles to explore different marks they can make.</p> <p>Implementation: Recall different road vehicles. Use paint to look at the different tread marks.</p> <p>Impact: children will decide which tracks are their favourite from a selection they have tried.</p>	<p>Intent: To explore the features of transport vehicles linked to junk modelling and decide what could be used for what.</p> <p>Implementation: Re-call road vehicles. Look at the different parts of road vehicles. Explore the junk modelling – what can be used to for what on their own vehicle. Draw a plan.</p> <p>Impact: Children will begin to design their own vehicle based on different materials</p>	<p>Intent: To make their own vehicle out of junk modelling materials to use in their play</p> <p>Implementation: Revisit their plan of their junk modelled vehicle. Make junk model vehicle.</p> <p>Impact: children will know the features of a vehicle, make it and decide how they want to use it in play.</p>	<p>Intent: Continue to make their own vehicle out of junk modelling materials to use in their play</p> <p>Implementation: Revisit their plan of their junk modelled vehicle. Make junk model vehicle.</p> <p>Impact: children will know the features of a vehicle, make it and decide how they want to use it in play.</p>	Easter activities	
C/WR/W	RWI						
Writing and FM	<p>Intent: Write recognisable letters, most of which are correctly formed in the tripod grip; - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Implementation: Write words to describe different modes of transport using tripod grip.</p> <p>Model writing process. Picture of a train, model labelling using RWI format.</p> <p>Impact: children write recognisable letters in the tripod grip and spell words by listening to the</p>	<p>Intent: Write recognisable letters, most of which are correctly formed in the tripod grip; - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Implementation: Write words to describe different modes of transport using tripod grip.</p> <p>Model writing process. Picture of a car, model labelling using RWI format.</p> <p>Impact: children write recognisable letters in the tripod grip and spell words by listening to the</p>	<p>Intent: Write recognisable letters, most of which are correctly formed in the tripod grip; - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Implementation: Write words to describe different modes of transport using tripod grip.</p> <p>Model writing process. Picture of a plane, model labelling using RWI format.</p> <p>Impact: children write recognisable letters in the tripod grip and spell words by listening to the</p>	<p>Intent: Write recognisable letters, most of which are correctly formed in the tripod grip; - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Implementation: Write words to describe different modes of transport using tripod grip.</p> <p>Model writing process. Picture of a bike, model labelling using RWI format.</p> <p>Impact: children write recognisable letters in the tripod grip and spell words by listening to the</p>	<p>Intent: Write recognisable letters, most of which are correctly formed in the tripod grip; - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Implementation: Write words to describe different modes of transport using tripod grip.</p> <p>Model writing process. Picture of a boat, model labelling using RWI format.</p> <p>Impact: children write recognisable letters in the tripod grip and spell words by listening to the</p>	<p>Intent: Write recognisable letters, most of which are correctly formed in the tripod grip; - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Implementation: Write words to describe different modes of transport using tripod grip.</p> <p>Model writing process. Picture of a hot air balloon, model labelling using RWI format.</p> <p>Impact: children write recognisable letters in the tripod grip and spell words by listening to the</p>	

	<p>sounds and write CVC words.</p> <p>Drawing Club</p> 	<p>sounds and write CVC words.</p> <p>Drawing Club</p> 	<p>sounds and write CVC words.</p> <p>Drawing Club</p> 	<p>sounds and write CVC words.</p> <p>Drawing Club</p> 	<p>sounds and write CVC words.</p> <p>Drawing Club</p> 	<p>sounds and write CVC words.</p> <p>Drawing Club</p> 	
GM/PE	<p>Intent: Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Demonstrate strength and balance when playing. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Demonstrate strength and balance when playing. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Demonstrate strength and balance when playing. Implementation: Twinkl PE – Mr Keast</p>	
<p>Self-regulation and Managing self</p> <p>Jigsaw – Dreams and Goals</p>	<p>Intent: I understand that I need to exercise to keep my body healthy Implementation: children will explore different sports by playing a guessing game with clues. Children will talk about what sports they like and why exercising is important.</p>	<p>Intent: I understand how moving and resting are good for my body Implementation: children will play a game to increase their heart rates. They will talk about why exercise is important and how it makes their body feel.</p>	<p>Intent: I know which foods are healthy and not so healthy and can make healthy eating choices Implementation: Children will discuss sugar in drinks, such as, coke. They will explore different foods and discuss which are healthy/ less healthy</p>	<p>Intent: I know how to help myself go to sleep and understand why sleep is good for me Implementation: children will be talking about what time of day we go to bed. Children will discuss their bedtime routine and why sleep is so important.</p>	<p>Intent: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet Implementation: children will discuss the importance of washing their hands before they eat. They will talk about when we use soap to wash things.</p>	<p>Intent: I know what a stranger is and how to stay safe if a stranger approaches me Implementation: Read Red Riding Hood story and discuss the wolf being a stranger and whether she should have talked to him. Children will discuss what makes someone a stranger and what to do if someone approaches them that they don't know.</p>	
Kapow RE	<p>Intent: Children will begin to learn about Shrove Tuesday. Implementation: Children will start to learn facts about shrove Tuesday. They will create their own</p>	<p>Intent: Children will be able to create and taste their own pancake. Implementation: Children will talk through the ingredients to make a pancake and the</p>	<p>Intent: Children will begin to build their knowledge on the festival of Holi. Implementation: They will be taught that Hindhu's celebrate Holi and that it means the festival of</p>	<p>Intent: Children will continue to learn about Holi. Implementation: They will recall facts from last week's session and will create a finger painted t-</p>	<p>Intent: Children will begin to look at Easter and how it is celebrated by Christians. Implementation: Children will watch the vide of the easter story and talk</p>	<p>Intent: Children will continue to learn about the Christian celebration of Easter and how easter links with spring and new life.</p>	

	pancakes by cutting and sticking on to their pancake. Impact: Children will be able to talk about who celebrates Shrove Tuesday and why it is celebrated.	significance of those ingredients. They will decorate their own pancake with their chosen toppings. Impact: Children will have clear knowledge of Shrove Tuesday – they will discuss the ingredients involved and why they are used.	colour. They will listen to the story of Krishna and Radha. Impact: Children will know that Hindu's celebrate Holi, why it is important to them and what they do to celebrate.	shirt to represent that Holi is the festival of colour. Impact: Children will be able to explain that Holi is the festival of colour and that it is celebrated by Hindu's.	about how Jesus's friends felt at the end of the story Impact: Children will be able to tell the easter story and say why this story is important to Christians and how it makes them feel.	Implementation: Children will play a pairs matching game where they can match pictures of easter and spring. Impact: Children will understand that spring times bring new life and will know which baby animals match with their mothers.	
LA/U/S Story starts and Favourite 20 Nursery rhymes	Story time The wheels on the bus	Story time Row, row, row your boat	Story time Down at the station	Story time The big ship	Story time Jumping up and down on my tractor	Story time The wheels on the bus Row, row, row your boat Down at the station The big ship Jumping up and down on my tractor	
Music	Monday – Charanga Unit 'Our World'						
LA/U/S Class reader	Emma Jane's Aeroplane All in one Piece Aliens love underpants Tabby McTat Owl Babies One Springy Day						

