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| EYFS Medium Term Topic Plan – Spring 2 - Transport |
|  | **Wk 1 – 19.2.24** | **Wk 2 – 26.2.24** | **Wk 3 – 4.3.24** | **Wk 4 – 11.3.24** | **Wk 5 – 18.3.24** | **Wk 6 – 25.3.24** | **Adaptions** |
| People, culture and communities | Intent: Begin to explain what transport is used in our country and a contrasting country.Implementation: Look at different modes of transport in this country. Look at Alaska – modes of transport. Read ‘Emma Jane’s Aeroplane’.Impact: Begin to talk about life in this country and life in other countries and how people get around. | Intent: To explain what a map is and locate some different countries with support.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.Impact: Draw on knowledge of maps and discuss similarities and differences between different places in the stories. | Intent: Children will recognise different forms of transport in relation to where they live.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?Impact: children will be able to list many types of transport and know what is in their local area. | Intent: Children will learn what life is like in Alaska (relate back to contrasting place from lesson 1)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.Impact: Begin to explain features of life in Alaska, specifically looking at transport. | Intent: Begin to explain some similarities and differences between life in this country and life in other countries.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.Impact: Children can explain differences and identify similarities between countries.  | Intent: To use knowledge from fiction to learn more about another cultureImplementation: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.Impact: To explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories. |  |
| Past and Present | Being healthy activities  | Intent: To talk about an historical figure from the past.Implementation: Begin to talk about things that have happened in the past and discuss the Queen being a historical figure. Impact: children will be able to talk about a person from the past. | Intent: To talk about an historical figure from the past and key parts of her history.Implementation: Recall facts about the Queen and how she was a person from history. Introduce Amelia Earhart linked to transport. Look at the timeline of when she was born, her first flight, when she disappeared.Impact: children will be able to talk about key parts of a life of a historical person. | Intent: To remember facts about Amelia Earhart and her timeline.Implementation: Recall facts of Amelia Earhart and her timeline. Link to where we are today, add to the timeline when they were born. Impact: I can recall facts about a person from the past. | Intent: To discuss aeroplanes linked to Amelia Earhart and what she didImplementation: Recall facts about Amelia Earhart – look at her aeroplane and talk about what they can see. Compare to planes we have now.Impact: Applying learnt knowledge of a figure from the past and comparing it to now. | Intent: To write a sentence about an aeroplane linked to Amelia Earhart.Implementation: Recall facts of Amelia Earhart. Remind selves about her aeroplane – compare to modern pictures of aeroplanes and personal experiences. Write a sentence. I saw a wing/wheels/nose/ it fly/ Impact:I can talk about a figure from the past and why they are famous. |  |
| Creating with Materials | Intent: Children will be able to talk about and draw a picture of their favourite road vehicle.Implementation: Name and explore different types of transport. Look at road vehicles specifically. Draw a picture of their favourite road vehicle.Impact: children will talk about vehicles that go on the road and will produce a picture of their favourite. | Intent: Children will use the transport vehicles to explore different marks they can make. Implementation: Recall different road vehicles. Use paint to look at the different tread marks. Impact: children will decide which tracks are their favourite from a selection they have tried. | Intent: To explore the features of transport vehicles linked to junk modelling and decide what could be used for what.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.Impact: Children will begin to design their own vehicle based on different materials | Intent: To make their own vehicle out of junk modelling materials to use in their playImplementation: Revisit their plan of their junk modelled vehicle. Make junk model vehicle. Impact: children will know the features of a vehicle, make it and decide how they want to use it in play. | Intent: Continue to make their own vehicle out of junk modelling materials to use in their playImplementation: Revisit their plan of their junk modelled vehicle. Make junk model vehicle. Impact: children will know the features of a vehicle, make it and decide how they want to use it in play. |  |  |
| C/WR/W | RWI |
| Writing and FM | 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.Implementation:Write words to describe different modes of transport using tripod grip.Model writing process. Picture of a train, model labelling using RWI format.Impact: children write recognisable letters in the tripod grip and spell words by listening to the sounds and write CVC words. | 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.Implementation:Write words to describe different modes of transport using tripod grip.Model writing process. Picture of a car, model labelling using RWI format.Impact: children write recognisable letters in the tripod grip and spell words by listening to the sounds and write CVC words. | 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.Implementation:Write words to describe different modes of transport using tripod grip.Model writing process. Picture of a plane, model labelling using RWI format.Impact: children write recognisable letters in the tripod grip and spell words by listening to the sounds and write CVC words. | 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.Implementation:Write words to describe different modes of transport using tripod grip.Model writing process. Picture of a bike, model labelling using RWI format.Impact: children write recognisable letters in the tripod grip and spell words by listening to the sounds and write CVC words. | 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.Implementation:Write words to describe different modes of transport using tripod grip.Model writing process. Picture of a boat, model labelling using RWI format.Impact: children write recognisable letters in the tripod grip and spell words by listening to the sounds and write CVC words. | 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.Implementation:Write words to describe different modes of transport using tripod grip.Model writing process. Picture of a hot air balloon, model labelling using RWI format.Impact: children write recognisable letters in the tripod grip and spell words by listening to the sounds and write CVC words. |  |
| GM/PE | Intent:Negotiate space and obstacles safely, with consideration for themselves and others. Implementation:Twinkl PE – Mr Keast | Intent:Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE – Mr Keast | Intent:Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE – Mr Keast | Intent: Demonstrate strength and balance when playing.Implementation: Twinkl PE – Mr Keast | Intent: Demonstrate strength and balance when playing.Implementation: Twinkl PE – Mr Keast | Intent: Demonstrate strength and balance when playing.Implementation: Twinkl PE – Mr Keast |  |
| Self-regulation and Managing selfJigsaw – Dreams and Goals | Intent: I understand that I need to exercise to keep my body healthyImplementation: 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. | Intent: I understand how moving and resting are good for my bodyImplementation: 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. | Intent: I know which foods are healthy and not so healthy and can make healthy eating choicesImplementation: Children will discuss sugar in drinks, such as, coke. They will explore different foods and discuss which are healthy/ less healthy | Intent: I know how to help myself go to sleep and understand why sleep is good for meImplementation: 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. | Intent: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toiletImplementation: children will discuss the importance of washing their hands before they eat. They will talk about when we use soap to wash things. | Intent: I know what a stranger is and how to stay safe if a stranger approaches meImplementation: 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.  |  |
| Discovery RE | Intent: Learn about the changing seasons - especially springImplementation: children will discuss what changes occur in spring and will identify the key features. They will walk around the school grounds and find signs of spring. | Intent: Learn about new life and how spring is a time for new life.Implementation: children will look at baby animals and talk about what they will grow into. Look at website/ books about animals being born in spring. Begin to discuss life cycles of frogs/ butterflies and discuss the process they go through. | Intent: Begin to learn about the celebration of Easter.Implementation: children will explore pictures/ cards and say whether or not they are linked to easter. They will discuss their experiences of easter and if they have ever done anything special. They will talk about they already know, what makes easter special and who easter is special for. they will talk about it being a celebration for Christians.  | Intent: continue to learn about the celebration of Easter and start to learn the easter story.Implementation: show children the palm cross and key pictures from the easter story and the symbols of easter. Read about Jesus entering Jerusalem on a donkey and how some people were very excited. How did they greet/welcome Jesus? Children will stand in 2 rows and 1 child/grown up walks down the middle taking on the role of Jesus. Children will wave palm leaves and act excited as if Jesus was coming. Can they shout Hosanna? They will discuss the story up to the Last Supper. Children will re-tell the story. | Intent: continue to learn about the easter storyImplementation: children will recap the first part of the story by sequencing picture cards. Learn about the Easter story from where Jesus is praying in the Garden of Gethsemane. What do the children think he is praying for? Carry on reading the story including the moment where Judas kisses Jesus in order to get him. Children will listen to when Jesus is put on trial | Intent: continue to learn about the easter storyImplementation: recap pictures and symbols associated with Easter. Read the next part of the story of Jesus placed on the cross. Discuss the weather changing. How do you think the disciples, His friends, felt when they saw him again? Children will recap miracles from the autumn term. |  |
| LA/U/SStory starts and Favourite 20Nursery rhymes | Story timeThe wheels on the bus | Story timeRow, row, row your boat | Story timeDown at the station | Story timeThe big ship | Story timeJumping up and down on my tractor | Story timeThe wheels on the busRow, row, row your boatDown at the stationThe big shipJumping up and down on my tractor |  |
| Music | Monday – Charanga Unit ‘Our World’ |  |
| LA/U/SClass reader | Emma Jane’s AeroplaneAll in one PieceAliens love underpantsTabby McTatOwl BabiesOne Springy Day |  |