

Personal, Social and Emotional Development

Discussion on favourite places and transport. Why are these your favourite?

How do different places make you feel?

Excited, scared, worried, surprised, happy?

Taking turns and sharing - How can we solve disputes?

What are you good at? What do you enjoy?

Positive mind set. Talking about yourself in positive terms.

Communication and Language

Show me—Tell me

Talk about journeys which they have been on, where did your journey take you?

Discuss different types of transport and suitability for the journey. Discussion about postcards sent over the holiday.

Discuss different places and what you might see there. Why are there different things in different places? Express an opinion about why they like or dislike a place or mode of transport.

Physical Development

Moving to a rhythm train

Clapping a rhythm, copying a rhythm.

Fine motor skills—buttons, shoes, changing for PE

Correct formation of letters and numbers

Mindful movement

PE Outside - Please bring in your plimsolls

Peddle Power! Creating our own journeys.

Bikes and trikes, balancing, riding safely, avoiding others.

Ball skills. Rolling, catching and throwing.

Expressive Arts and Design

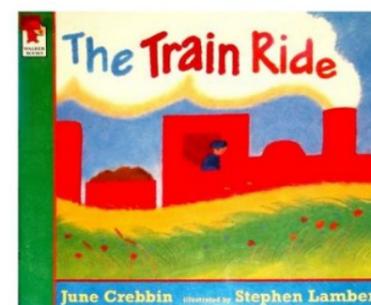
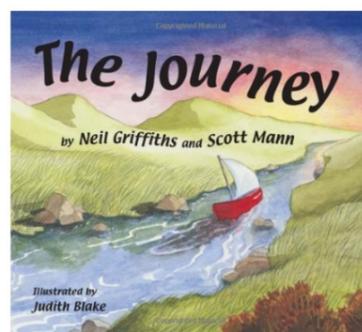
Planning, designing and making and a fantasy vehicle from junk. Please bring in your boxes, all shapes and sizes into school.

Train rhythm. Create music with instruments and dances associated with journeys.

Role play- travel agent - station

Making and writing tickets, maps and passports

Acting out stories and journeys.



Understanding the World

What might you see in different places and environments and countries? What's the same and what is different?

How do you send a letter or postcard. Paying for tickets, passports to allow you to go to different countries.

Why is London important to Britain? London capital city. What / who might you see in London?

Maps and getting around.

Literacy

The Journey

The Train Ride

Phonics, reading, writing, segmenting and blending.

Write labels (for model) and captions to go with our pictures.

Whole class and individual story mapping. Drawing a labelling map of a journey.

Writing postcards— who will you send it to? Make, write and illustrate journey books.

Writing speech bubbles. Joining in with the rhythm of the book. Acting out the story.

Phonics Wk 1– 6 revise all phase 3 and consolidate - Sight read tricky words

Mathematics

Number blocks programmes and NCTEM PP Whole Class work and mathematic challenges in an enabling environment

- Counting (1 to 20) • Counting down 10 to 1 Doubling (1, 2, 4, 8) and halving • Partitioning 8 into equal groups Partitioning 9 into 3 equal groups • Equal groups

Subtracting 2 from numbers up to 10 • Counting in 2s .

Capacity and volume comparisons, more less, empty full, compassions.

Addition and subtraction to 10 and 20 writing number sentences, part whole and bar models.