

Summer 2 2016/2017 Vehicles (and sport)				
Prime		Nursery	Reception	Activities
	PSED Physical, Social Emotional	<ul style="list-style-type: none"> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> </ul>	<ul style="list-style-type: none"> <li>choose the resources they need to plan and carry out activities they have decided to do.</li> <li>They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</li> <li>They can listen to each other's suggestions and plan how to achieve an outcome without adult help.</li> <li>They can take account of one another's ideas about how to organise their activity.</li> </ul>	<ul style="list-style-type: none"> <li>Enquiry based learning projects</li> <li>Topics that are chosen by the children</li> <li>P.E. sessions from coaches</li> <li>Sports day</li> <li>School visit: Mable or steamboat</li> <li>Learning reviews</li> </ul>
	PD Physical Development	<ul style="list-style-type: none"> <li>Can copy some letters, e.g. letters from their name.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</li> </ul>	<p>Child shows good control and coordination in large and small movements such as running, jumping, skipping,</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>They are beginning to be able to write on lines and control letter size.</p> <p>Child knows the importance for good health of physical exercise and a healthy diet and can talk about ways to keep healthy and safe</p>	<ul style="list-style-type: none"> <li>P.E. sessions</li> <li>Planting vegetables in our garden area.</li> <li>Name writing area set up</li> <li>Focus in super sentences upon smaller letters/on the line</li> <li>Finger gym</li> <li>Car model making: sawing and hammering.</li> <li>Car safety: seat belts for role play, helmets put out, life jackets.</li> <li>Road signs</li> </ul>
	Communication and language	<ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence.</li> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Child listens attentively in a range of situations.</li> <li>They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</li> <li>Child can follow instructions involving several ideas or actions.</li> <li>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</li> </ul>	<ul style="list-style-type: none"> <li>Visits out to gain information for enquiries</li> <li>Enquiry tasks to involve increased instructions, P.E. sessions too.</li> <li>Reviewing our activities</li> <li>Story bags: oral story rehearsing</li> <li>Reading James and the Giant Peach</li> <li>Introduce transport vocabulary through online books:</li> </ul>

Specific	Maths Number	<ul style="list-style-type: none"> <li>▪ . Estimates how many objects they can see and checks by counting them</li> <li>▪ In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>▪ Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects</li> </ul>	<p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <ul style="list-style-type: none"> <li>▪ They solve problems, including doubling, halving and sharing</li> </ul> <p>They solve practical problems that involve combining groups of 2, 5, 10 or sharing into equal groups</p>	<ul style="list-style-type: none"> <li>• Subtraction stories: using vehicles</li> <li>• Double decker doubles</li> <li>• On and off the bus addition/subtraction game</li> <li>• Sharing people out between cars</li> <li>• How many wheels? Groups of bikes.</li> <li>• Estimation station set up.</li> <li>• Top Trump style vehicle cards.</li> </ul>
	Shape Space Measu re	<ul style="list-style-type: none"> <li>▪ . Shows interest and awareness of similarities of shapes in the environment</li> <li>▪ Uses familiar objects and common shapes to create and recreate patterns and build models</li> <li>▪ Orders and sequences familiar events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Child use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities, objects and to solve problems</li> <li>▪ They recognise, create and describe patterns.</li> <li>▪ Child estimate, measure, weigh and compare and order objects and talk about the properties, position and time.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued calendar shapes</li> <li>• Ball games timetable maintained</li> <li>• Times: times of appointments and departures within role play</li> <li>• Creating vehicle patterns using small world items</li> <li>• Tyre heights and pressures.</li> <li>• Payment for flights, tyres, car wash.</li> <li>• Capacity of water and soap for car wash.</li> <li>• Measuring and building car kits.</li> <li>• Measuring and recording the growing plants, wind speed.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>▪ Continues a rhyming string. Hears and says the initial sound in words</li> <li>▪ Listens to stories with increasing attention and recall. Suggests how the story might end.</li> <li>▪ Writes own name.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ They demonstrate understanding when talking with others about what they have read, or what has been read to them</li> <li>▪ Children read many irregular but high frequency words</li> <li>▪ They write simple sentences which can be read by themselves and others.</li> <li>▪ They use key features of narrative in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Storytime/shared story time with Nursery</li> <li>▪ Story bags: planning and oral rehearsal. Model writing/story maps.</li> <li>▪ Phonics through play outside</li> <li>▪ HF word bookmarks sent home</li> <li>▪ Guided reading</li> <li>▪ Sentence of the day integrated into 'calendar time.'</li> <li>▪ Review in phonics to include sentence/picture matching</li> <li>▪ Name writing station set up.</li> </ul>

<p>Creative</p>	<ul style="list-style-type: none"> <li>▪ . Taps out simple repeated rhythms</li> <li>▪ Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance</li> <li>▪ Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Child develops their own ideas through selecting and using materials and working on processes that interest them.</li> </ul> <p>Child use what they have learned about media and materials in purposeful and original ways.</p> <ul style="list-style-type: none"> <li>▪ They can talk about features of their own and others' work, recognising the differences between them and the strengths of each.</li> </ul>	<ul style="list-style-type: none"> <li>• Car model making</li> <li>• Deconstructed role play</li> <li>• Junk modelling</li> <li>• Small world: space rocket, train, car garage</li> <li>• Pulley system for water.</li> <li>• Hot air balloon: paper mache, helium balloons.</li> <li>•</li> </ul>
	<p>Knowledge and Understanding of the World</p>	<ul style="list-style-type: none"> <li>▪ Shows interest in different occupations and ways of life.</li> <li>▪ Developing an understanding of growth, decay and changes over time</li> <li>▪ Completes a simple program on a computer</li> </ul>	<p>Child talks about past and present events in their own lives and in those of family members.</p> <ul style="list-style-type: none"> <li>▪ They can describe some actions which people in their own community do that help to maintain the area they live in</li> <li>▪ They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li> <li>▪ They can make observations of animals and plants and explain why some things occur, and talk about changes including in simple experiments</li> <li>▪ Child knows that the environment and living things are influenced by human activity</li> <li>▪ Knows that information can be retrieved from computers</li> <li>▪ They select and use technology for particular purposes.</li> </ul>