

Autumn 2	<h1 style="color: purple;">Year R Transport</h1>	
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The Big Question ...

What is your favourite way to travel and why?

The Big Idea (overview)...

The children will explore all methods of transport and decide which is their favourite way to travel. We will discuss the most appropriate methods of transport for particular journeys to ensure we are thinking about climate change and how we can help with these issues in the choices we make.
We will investigate how transport has changed and the reasons for this change.

Deep conceptual learning:	Why is this important to an RCPA child?
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Children will understand why we use transport and its effects on the world and climate. They will begin to think about how our choices have an impact on the world and how they can support this. This will include thinking about the most appropriate method of transport for specific journeys.
They will develop an understanding of how transport methods have changed and developed over the years and why these changes have been needed.

We believe it is important for children to be aware of how life has changed over time and the reasons for this change. This will also help to prepare them for changes within their lifetimes. It is extremely important for children to begin to think about the impact of our choices on the world around us .

Links to prior learning:	Global Goals for Sustainable Development previously studied:
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Rosie's walk – Farm machinery
Water collecting (Autumn 1)

All EYFS global goals would have been introduced in nursery (for those who attended our nursery) but not looked at in detail










Termly Global Goals for Sustainable Development focus:





<p>Transport</p>	<p>School Grounds</p>	<p>Healthy Living</p>
<p>Transport: We will talk about the different ways we travel to and from school and other journeys. We will talk about the importance of walking rather than travelling by car. We will talk about how cars can be damaging to the environment and how electric cars are now available. We will look at alternative forms of transport and which we think is more effective for different purposes e.g. scooter, bike, wheelbarrow, balance bikes, tricycles etc. We will do an audit of the number of vehicles in our school carpark and talk about ways that this can be reduced e.g. car share.</p>		

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Healthy Living: We will talk about ways to encourage families to walk more to improve to a healthier lifestyle e.g. encourage a walk to school day. We will continue to have a healthy snack available each day and talk about making healthy choices.

School Grounds: We will plant Spring bulbs in our outside area to introduce more plants to the children. They will understand that they need water and sunlight in order to grow. They will be able to talk about the changes that they see happening.

Key Questions:	Metacognition:			
<p>How do we keep safe around fireworks? Why do we celebrate Bonfire Night? What was the Great Fire of London? Why was it remembered? Did bicycles always look like they do now? What different vehicles do people who help us use? E.g. police, fire fighters. What were cars like in the past? Why do people travel in the air?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;">  Non Negotiable Ned </td> <td style="width: 33%; text-align: center; padding: 5px;">  Communicating Claude </td> <td style="width: 33%; text-align: center; padding: 5px;">  Perserving Pete </td> </tr> </table>	 Non Negotiable Ned	 Communicating Claude	 Perserving Pete
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Oracy and Communication:			
 Physical	 Linguistic	 Cognitive	 Social & Emotional
I can speak clearly	I speak using the correct grammar	I stay on topic	I listen attentively and respond appropriately I take turns and wait for others to finish speaking
<p>Ideas for Oracy and Communication Would you rather – linked to Literacy stories How we can change stories Talking in full sentences</p>			

Building the Community:	Change / Personal Growth:
<p>Inviting visitors in with methods of transport Looking at transport in our local area and how we could help reduce the amount of transport around the school – walking to school</p>	<p>How the decisions we make impact the world around us Developing our local area by thinking about we get to school. Can we encourage more children to walk/scoot/bike to school?</p>

Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):	Key Vocabulary:
<p>Non-fiction texts about transport Mr Gumpy's Outing Firework poems Wide range of stories about transport and journeys Christmas stories</p>	<p>Transport & methods of transport e.g. hot air balloon, bicycle, truck, lorry, cement lorry, train, aeroplane, double decker bus, ship, motorbike, ferry etc Past, present e.g. penny farthing, trike, balance bike, bicycle Change e.g. bulb, soil, grow, shoot Environment e.g. climate, pollution, electric, choices, Fire of London e.g. burning, fire, River Thames, wood, thatch, strong wind, quill, diary</p>
Key Experiences:	

	<p>Vehicle visits to school e.g. old cars People who help us and their vehicles e.g. paramedic, fire service, police Take part in Rad Safety Week (14-20th Nov 2022)</p>
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<p>Opportunities for revisiting learning in the future: Plunder, Parrots & Planks – Year 1 Summer</p>	
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Area of learning		Children could....	Children in Reception will be learning to...
<p>Personal, Social and Emotional Development</p>	<p>Self-Regulation</p>	<p>Turn taking activities throughout the day Use the visual timetable to help understand the day's activities Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and how this could be either in real life or online.</p>	<ul style="list-style-type: none"> ● Express their feelings and consider the feelings of others ● Identify and moderate their own feelings socially and emotionally.
	<p>Managing Self</p>	<p>Open ended activities inside and outside Talk about learning behaviours e.g. perseverance, sharing etc</p>	<ul style="list-style-type: none"> ● Express their feelings and consider the feelings of others ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ● Physical activity ● Healthy eating ● Toothbrushing ● Sensible amounts of screen time ● Having a good sleep routine ● Being a safe pedestrian
	<p>Building Relationships</p>	<p>PSHE programme - see individual lessons RE programme – see individual lessons</p>	<ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships.

			<ul style="list-style-type: none"> ● Think about the perspectives of others.
<p>Communication and Language</p>	<p>Listening, Attention and Understanding</p>	<p>Listen to BBC radio extracts for drama and story activities linked to the Fire of London Listen to stories and rhymes shared in class Sing 'London's Burning' and create new words Listen to visitors explaining the different parts of their vehicles</p>	<ul style="list-style-type: none"> ● Talk about listening and why it is so important ● Listen carefully to rhymes and songs, paying attention to how they sound. ● Learn rhymes, poems and songs. ● Listen attentively, move to and talk about music, expressing their feelings and responses.
	<p>Speaking</p>	<p>Road safety Different types of transport now and in the past e.g. bikes, cars How can you travel in the air/on land? Words to describe specific parts of emergency vehicles e.g. siren, ladder, hose Memory games Words to describe fireworks Describing a journey that they have travelled on Use prepositions Suggest new ideas for the 'Naughty bus' to travel Retell familiar stories Role play area Learn words for Christmas performance Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and how this could be either in real life or online.</p>	<ul style="list-style-type: none"> ● Learn new vocabulary (this is relevant in all areas) ● Use new vocabulary through the day ● Ask questions to find out more and to check they understand what has been said to them ● Articulate their ideas and thoughts in well-formed sentences. ● Describe events in some detail. ● Develop social phrases. ● Use new vocabulary in different contexts.
<p>Physical Development</p>	<p>Gross Motor Skills</p>	<p>Get Set PE lessons (Fundamentals Unit 2) Create large scale firework paintings using power paint outside - use brushes to clean off afterwards Firework dances Bollywood dancing Create obstacle courses Use large construction equipment to create vehicles</p>	<ul style="list-style-type: none"> ● Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing, ● Changing direction. ● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines

			<p>including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ● Develop overall body-strength, balance, co-ordination and agility. ● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ● Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. ● Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <ul style="list-style-type: none"> ● Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene
	<p>Fine Motor Skills</p>	<p>Use toothbrushes then add sequins and glitter to create firework paintings Rangoli and mendhi patterns Exploring clay – pulling, squeezing, rolling etc Create a diva lamp from clay Create junk modelling models of buildings and different types of transport Create simple maps of short journeys Use a mouse, touch screen or appropriate access device to target and select options on screen.</p>	<ul style="list-style-type: none"> ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ● Develop the foundations of a handwriting style which is fast, accurate and efficient.

		<p>Play on a touch screen game and use computers/keyboards/mouse in role play Type letters with increasing confidence using a keyboard and Mini Surface.</p>	<ul style="list-style-type: none"> ● Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (RCPA ICT Curriculum)
<p>Literacy</p>	<p>Comprehension</p>	<p>Retell stories shared in class Create labelled diagrams of vehicles used by people who help us - use information books to help support language</p>	<ul style="list-style-type: none"> ● Listen to and talk about stories to build familiarity and understanding. ● Engage in story times. ● Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ● Engage in non-fiction books. ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	<p>Word Reading</p>	<p>RWI Phonics scheme – reading red and green words Read Sound Blending books and Red Ditties Start Storybook reading – based on phonic sound and word reading assessments</p>	<ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Read a few common exception words matched to the school’s phonic programme. ● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
	<p>Writing</p>	<p>Drawing own maps of short journeys Write postcards Write letters to F.C Write shopping lists Create tickets for a journey</p>	<ul style="list-style-type: none"> ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s.



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		<p>Write a simple diary Writing with a quill</p>	<ul style="list-style-type: none"> ● Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. ● Re-read what they have written to check that it makes sense.
<p>Mathematics</p>	<p>Number</p>	<p>White Rose programme Traffic/car surveys Positional language games and obstacle courses</p>	<ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Subitise. ● Link the number symbol (numeral) with its cardinal number value. ● Count beyond ten. ● Compare numbers. ● Understand the 'one more than/one less than' relationship between consecutive numbers. ● To be able to follow simple directions – forward, backward and use and understand simple positional language (RCPA Geography curriculum)
	<p>Numerical Patterns</p>	<p>White Rose programme – see individual lessons</p>	<ul style="list-style-type: none"> ● Explore the composition of numbers to 10 e.g. 2, 3, 4 and 5 first ● Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. ● Continue, copy and create repeating patterns. ● Compare length, weight and capacity.
<p>Understanding the World</p>	<p>Past and Present</p>	<p>Find out about vehicles now and in the past. How are they different? What will vehicles be like in the future? Find out about vehicles used by people who help us Why was the great fire of London remembered? Who was Samuel Pepys? Talk about journeys that the children have been on</p>	<ul style="list-style-type: none"> ● Connect one idea or action to another using a range of connectives. ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Comment on images of familiar situations in the past.

			<ul style="list-style-type: none"> ● Compare and contrast characters from stories, including figures from the past.
	People, Culture and Communities	<p>Discovery RE Weekly Lesson Aut 2- What is Christmas?</p> <p>How do people celebrate Divali? People who help us and the different vehicles they use Talk about how Christmas is celebrated in different families</p>	<ul style="list-style-type: none"> ● Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. (RCPA RE Curriculum) ● Recognise that people have different beliefs and celebrate special times in different ways. ● Know about similarities and differences between themselves and others
	The Natural World	<p>How can we make things better for the environment? E.g. walk more, use electric cars in the future Traffic surveys Famous buildings in London - would we have these in Barnstaple? Why not? Plant bulbs and discuss changes. Does it matter which way we plant the bulbs? Talk about the changes in the Autumnal weather. What do we need to wear? Look at Autumnal objects e.g. acorns, conkers, leaves</p> <p>Identify and use vocabulary for the different types of weather. Global links - Energy - How can we save energy and reduce pollution? Can you walk more and use your car less? Promote this with a scoot/ walk/ cycle to school week?</p>	<ul style="list-style-type: none"> ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Understand the effect of changing seasons on the natural world around them. (RCPA Science Curriculum) ● Recognise some environments that are different to the one in which they live. ● Know about similarities and differences in relation to living things ● Make observations of animals and plants and explain why some things occur and talk about changes.
Expressive arts and design	Creating with Materials	<p>Create junk models of transport and buildings Printing with tyres Tyre rubbings Create Kandinsky's circles and triangles using rulers Mixing orange and other colours Painting different vehicles, mixing own colours</p>	<ul style="list-style-type: none"> ● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ● Explore, use and refine a variety of artistic effects to express their ideas and feelings.

		Use a painting app and explore the paint and brush tools	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
	Being Imaginative and Expressive	<p>Sing Up Autumn 2 Music lessons e.g. Row, row, row your boat, The Sorcerer's Apprentice</p> <p>Investigate music instruments</p> <p>Watch Bollywood dancing and discuss</p> <p>Retell stories e.g. Mr Gumpy's Motor Car</p> <p>Sing songs for Christmas performance</p>	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. <p>(RCPA Music Curriculum)</p> <ul style="list-style-type: none"> Listen to the song and mark the pulse with rowing actions. Sing a tune with 'stepping' and 'leaping' notes. Make up new lyrics and improvise vocal sounds for different kinds of transport. Play a steady beat on percussion instruments. Identify and describe key features or extreme contrasts within a piece of music. Begin to use musical terms (e.g. louder/quieter, faster/slower, higher/lower). Explore storytelling through music and structure a class story based on the piece. Respond to music in a range of ways and in different mediums (movement/mark making/improvisation)



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