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|  | | Week 1 | Week 2 | Week 3 | | | Week 4 | | Week 5 | | Week 6 | | Week 7 |
| Key Text | | **The Train Ride** | Cars  **Mr Grumpy’s Motor Car** | Emergency Vehicles  Emergency- Awesome Vehicles | | | Space  **Whatever Next**  Aliens Love Underpants  Q-Pootle 5 | | Pirates | | Transition activities | | Transition activities |
| Key Vocabulary | | Steam, diesel, electric, tracks, history, rhythm, postcard, holiday, unique | Car, vehicle, bumper, bonnet, door, seatbelt, steering wheel, lights, van, lorry, bike, survey, excuses | Ambulance, fire engine, Police, emergency, assistance, address, | | | Rocket, fuel, launch, planets, astronaut, countdown, orbit | | Shop, rigging, port, starboard, bow, stern, cutlass, map, island, sea, ocean | | Excited, nervous, remember, | | Excited, nervous, remember, |
| Forest Schools | | Friendship leaves | Make perfume or aftershave, smell different plants and talk about which ones they do and do not like | ------------- | | | Make sock hobby horses and have a race | | Clay tree faces | | Childrens choice, highlights of things they have enjoyed over the year.  Finish with a picnic together. | | Childrens choice, highlights of things they have enjoyed over the year |
| Jigsaw | | Understand that everyone is unique and special | Can express how they feel when change happens | Understand and respect the changes that they see in themselves | | | Understand and respect the changes they see in other people | | Know how to ask for help if they are worried about change | | Are looking forward to change | |  |
| Communication and Language | Listening and Attention | Listen carefully to the story and try to hear the rhythm | Listen to and help each other to know when it their turn during the class assembly | | Listen to and help each other to know when it their turn during the class assembly | Listen to different stories about aliens and space | | Listen to Pirate stories, talk about how they would feel if they were ship wrecked. | | Listen to new information about their Year One class | | Listen to new information about their Year One class | |
| Speaking | Talk about a time when they went on a train journey or saw a train. What sort of train was it? Where did they go? | Practise for the class assembly using their big voice to project to the audience | | Take part in class assembly using their big voice to project to the audience | Retell the story of ‘Whatever Next’ using props provided | | Talk about what they might see/ find if they were washed up on a desert island | | Talk about what they are looking forward to in Year 1 and anything they may have questions about | | Talk about what they are looking forward to in Year 1 and anything they may have questions about | |
| Personal, Social and Emotional Development | Self-Regulation | Play and work with others, share resources and be considerate of others’ feelings | Play and work with others, share resources and be considerate of others’ feelings | | Play and work with others, share resources and be considerate of others’ feelings | Play and work with others, share resources and be considerate of others’ feelings | | Play and work with others, share resources and be considerate of others’ feelings | | Play and work with others, share resources and be considerate of others’ feelings | | Play and work with others, share resources and be considerate of others’ feelings | |
| Managing Self | Show independence, resilience and perseverance in the face of a challenge | Show independence, resilience and perseverance in the face of a challenge | | Show independence, resilience and perseverance in the face of a challenge | Show independence, resilience and perseverance in the face of a challenge | | Show independence, resilience and perseverance in the face of a challenge | | Show independence, resilience and perseverance in the face of a challenge | | Show independence, resilience and perseverance in the face of a challenge | |
| Building Relationships | Work and play cooperatively with others on a variety of tasks | Father’s Day-Talk about why their Daddy’s are special and the things they enjoy doing together. | | Show sensitivity to their own and others needs at different times | Work and play cooperatively with others on a variety of tasks | | Begin to develop relationships with Year one staff in preparation for transition | | Begin to develop relationships with Year one staff in preparation for transition | | Begin to develop relationships with Year one staff in preparation for transition | |
| Physical Development | Fine Motor | Handwriting- robot letters.  Variety of activities to develop fine motor skills during busy time | Handwriting- curly caterpillar letters.  Variety of activities to develop fine motor skills during busy time | | Handwriting- long ladder letters.  Variety of activities to develop fine motor skills during busy time | Handwriting- zig zag monster letters.  Variety of activities to develop fine motor skills during busy time | | Handwriting- numbers  Variety of activities to develop fine motor skills during busy time | | Handwriting- any identified letters  Variety of activities to develop fine motor skills during busy time | | Handwriting- any identified letters  Variety of activities to develop fine motor skills during busy time | |
| Gross Motor | Practise different races in preparation for sports day | Practise different races in preparation for sports day | | Sports day activities | Team games | | Team games | | Team games | | Team games | |
| Literacy | Comprehension | Listen carefully to the story of ‘The Train Ride’ and try to hear the rhythm in the words | Listen to Mr Grumpy’s Motor Car, talk about the excuses the animals had. Where they good excuses? What other excuses might they have used? | | Listen to ‘Emergency- Awesome Vehicles’. Where there any vehicles in the book that they didn’t know before. Any that surprised them as an emergency vehicle? | Listen to the story and decide whether baby bear really did go into space, from the story give their reasons | | Listen to ‘Ten Little Pirates’ try to predict the text based on the rhyme. Can they think of a better rhyme? | | Listen to a range of stories and poems from throughout the year. Which were their favourites and why? | | Listen to a range of stories and poems from throughout the year. Which were their favourites and why? | |
| Word reading | Air, er, -er | Ue, -ue, -ure, -ture | | Ue, -ue, -ure, -ture | Consolidation and reinforcement of all sounds | | Consolidation and reinforcement of all sounds | | Consolidation and reinforcement of all sounds | | Consolidation and reinforcement of all sounds | |
| Writing | Imagine they have been on a train ride and write a postcard home about what they say.  Write about what they may see when they are looking out of the window of their train | Label the different parts of a car  Make a driving licence with their personal details including surname | | Write about what they would like to be when they grow up | Make a list of some important things they would need if they were going into space.  Have a go at writing their own story about going into space. | | Write a letter from their desert island to put in a bottle. | | Write all about themselves to pass to their new class teacher | | Write all about themselves to pass to their new class teacher | |
| Mathematics | Numbers  Numerical Patterns | Manipulate, compose and decompose | Visualise, build and map | | Visualise, build and map | Visualise, build and map | | Consolidation | | Make connections | | Make connections | |
| Understanding the World | Past and Present | Old and new trains and transport | Learn about how the motor car has changed from the first cars to electric vehicles.  Look at a real car and identify the different parts. | |  | Learn about Apollo 11 and Neil Armstrong | | Look at pictures of old and new boats and ships, compare the differences e.g. materials, method of power, shapes | | Look back over the last year and remember the things they have enjoyed the most | |  | |
| People, Culture and Communities | Learn about different methods of transport used by people around the world. | Learn about different methods of transport used by people around the world | | Know own address in case of an emergency. Know different people who can help in an emergency. |  | |  | |  | |  | |
| The Natural World | Learn about ways of travelling that use natural power such as wind and air | Learn about the development of electrical vehicles and how this will help the environment  Complete a traffic survey on the main road and talk about the findings. | | Continue to observe changes in our environment now we are in summer | Learn the name of the planets and some of their characteriatics | | Floating and sinking  Do all heavy things sink? Look at large freight ships | |  | |  | |
| Expressive Arts and Design | Creating with Materials | Junk model trains with boxes and tubes | Look at the patterns make by different wheels. Create wheel patterns with paint | | Weave the stripes on a police car.  Make own doctors kit for an emergency | Make a playdough alien with addition of pipe cleaners and other resources. Place in a cup flying saucer | | Build a boat with corks and make a sail. Hold boat races in the water tray | | Childrens choice based on their favourite activities this year. | | Complete a variety of craft activities with family during open day. | |
| Being Imaginative and Expressive | Practise and revisit songs for our class assembly | Practise and revisit songs for our class assembly | | Perform our class assembly to family and friends | Learn a song about the planets to help remember their names | | Learn the pirate sone- when I was one…. Children make up their own version | | Enjoy singing their favourite songs we have learnt this year | | Enjoy singing their favourite songs we have learnt this year | |
| Baking | | Chocolate roll trains | Sandwich cars with cucumber wheels | Rice crispy traffic lights | | | Space rock cakes | | Pirate biscuits | | Make sandwiches to enjoy on a picnic together. | |  |