

Reception Medium Term Plan Autumn 2 2020

Are we there yet?

	Week1: 2nd November 2020 <i>Engage</i> <i>Memorable experience</i> <i>Finding children's interest</i> <i>through enhanced provision.</i>	<i>Week 2:</i> 9th November 2020 <i>Develop</i>	Week: 3: 16th November 2020 Develop	<i>Week4:</i> 23rd November 2020 <i>Develop</i>	<i>Week 5 :</i> 30th November 2020 <i>Innovate</i>	<i>Week6:</i> 7th December 2020 <i>Express</i>	<i>Week 7:</i> 14th December 2020
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	<p>PSHE: Celebrating Differences: what am I good at?</p>	<p><u>Self-confidence and self-awareness</u> Welcomes and values praise for what they have done.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Choose the resources they need for their chosen activities.</p> <p>Talk about the things they enjoy, and are good at, and about the things they do not find easy.</p> <p><u>What will we need to make a bike wash and why?</u></p> <p>Bike wash. Set up a bike washing station in the outdoor area and provide children with water sprays, sponges, cloths, buckets, warm water, chamois leathers and washing up liquid. Children could work in pairs to clean a bike that they bring in from home or vehicles such as scooters and other play vehicles kept at school. Encourage the children to work as a team and do a good job. Practitioner note When the children have finished, ask them to</p>	<p><u>Managing feelings and behaviour.</u></p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Beginning to be able to negotiate and solve problems without aggression.</p> <p>Work as part of a group.</p> <p>Stop and think before acting and wait for things they want.</p> <p>Naughty bus! Read the story Naughty Bus by Jan Oke and talk about the places the bus travels to, including the most unusual ones - yuk! Working outdoors, set out a journey for a small model bus. You could include a plate of spaghetti, a water tray filled with jelly marbles, a tray of chocolate spread and a Tuff Tub of foam. Let each child take a turn to drive the bus on its journey from start to finish, giving the rule that others must wait their turn. Ask the children to suggest other things that a naughty bus would enjoy driving through and add</p>	<p><u>Making relationships</u></p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Listen to others' ideas.</p> <p>Understand someone else's point of view can be different from theirs.</p> <p><u>Where shall we go on holiday together and explain how you came to your final decision?</u></p> <p>Where shall we go? Provide a small group of children with a range of travel brochures. Explain that they have a few minutes to agree on a place they would all like to visit. Encourage the children to work together to decide. Ask 'Do you all agree on where you would like to go?' Once the children have decided where they would like to go, ask them to explain their reasons</p>	<p>ing this Innovate stage are invited to design any vehicle using a simple drag and drop computer program.</p> <p>ing this Innovate stage children will: explain what they want their vehicle to be able to do, for example, fly, float or travel on the road create a simple design brief draw a labelled diagram to show their ideas use a mouse or touchpad to drag and drop the vehicle parts to create their design describe how their vehicle is the same or different to someone else's print a picture of their design</p> <p>Incredible vehicles Show the children the video 'Incredible c. After watching ask 'What would you like your incredible vehicle to be able to do?' Encourage the children to share their thoughts and ideas before asking them to record them by drawing a diagram. Some children could add labels to name the different parts</p>		
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<p>Communication Language & Literacy</p>		<p><u>Listening and attention</u></p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Listen to stories, Listen attentively with sustained concentration to follow a story without pictures or props.</p> <p>The journey. Share the book The Journey by Neil Griffiths and Scott Mann. Read the story a few times, so the children become familiar</p>	<p><u>Listening and attention</u></p> <p>Listens to stories with increasing attention and recall.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Listen to stories.</p> <p>Listen attentively with sustained concentration to follow a story without pictures or props.</p> <p><u>What happened to the bus in the story?</u> The hundred decker bus! Share the charming story, The Hundred Decker Bus by Mike Smith, with the children. After reading, introduce the children to a red model bus and ask 'What happened to the bus in the story?' Allow the children to tell a version of their story in their words, remembering some of the important events and characters. Practitioner note A 'Storybook template' is available on The Hub for</p>	<p><u>Understanding</u></p> <p>Responds to simple instructions.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Carry out instructions which contain several parts in a sequence.</p> <p><u>How do we cross the road safely?</u></p> <p><u>Why is it important to cross the road safely?</u></p> <p>Keeping safe! Invite a crossing supervisor</p>	<p><u>Understanding</u></p> <p>Responds to simple instructions.</p> <p>Responds to instructions involving several ideas or actions.</p> <p>Carry out instructions which contain several parts in a sequence.</p> <p>Red lorry, yellow lorry! Read the book Cars and Trucks and Things that go by Richard Scarry. Discuss the size, colour and number of wheels on the different vehicles and ask the children to read the names, where possible. Provide the children with a road mat and a variety of vehicles and buildings. Give instructions to individual children, such as Zach, put the big red lorry in front of the fire station and Megan, move the green car behind the pink car. Let the</p>	<p><u>Communication and language</u> Speaking</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Express themselves effectively.</p> <p>Show some awareness of the listener by making changes to language and non-verbal features.</p> <p>Travel fun! Invite parents and carers to take part in a travel and transport activity morning with the children. Activities could include following a simple route on a map around the school grounds, making tracks with their feet in paint or wet sand, blowing up balloons and watching them zoom off when the air is released, making soap boats and racing them down</p>	<p><u>Communication and language</u> <u>Speaking</u></p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Express themselves effectively.</p> <p>Recount experiences and imagine possibilities, often connecting ideas.</p> <p>Incredible vehicles! Invite the children to help you create a display of all the super vehicles they have created. Provide display cards so that they can add captions and information about their design. Choose two volunteers to ask</p>

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		<p>with it and use the rhyming structure to help children predict the last word on each page.</p> <p>Add music to the story using simple percussion, asking the children to suggest how they might play an instrument to reflect the different places the boat travels.</p> <p>Practitioner note</p> <p>Animated and audio versions of this story are available online. • SMSC Sp 2; • SMSC So 1</p> <p>Link to water play by providing small boats and guttering. Set out the guttering to take the</p>	<p>those children interested in writing a travel-themed adventure. • SMSC Sp 2; • SMSC Sp 3</p> <p>Place a selection of red bus toys in the outdoor space for children to take on an 'adventure'. Do they introduce a narrative to their play?</p> <p>ELG 03 Speaking Can retell a simple past event in correct order. CL S 9 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. CL S 20 Develop their own explanations by connecting ideas or events. CL S 28 Recount experiences and imagine possibilities, often connecting ideas. CL S 30</p> <p>Let's go for a walk! Take a small group of children for a walk around the</p>	<p>into the classroom to talk to the children about road safety.</p> <p>Introduce basic commands such as stop, look and listen and practise crossing and following instructions, using the 'Zebra crossing play mat' available to buy from our online shop.</p> <p>Practitioner note</p> <p>'Instructions' for crossing the road safely can be found on The Hub. Display this poster for children to read with parents and carers. • SMSC So</p>	<p>children give instructions to each other.</p> <p>Allow the children to play with the mat independently to develop their ideas and stories. Display instruction cards for the children to follow</p> <p>Vehicle instruction cars are available on the Hub.</p>	<p>guttering on a stream of water, exploring floating and sinking in the water tray, and paper aeroplane flying. Lots of fun for all involved!</p> <p>Practitioner note Encourage parents and carers to talk with the children while taking part in the activities. Why not video some of the activities happening and show them back at a later date? • SMSC Sp 2; • SMSC So 1</p> <p>it with others. • SMSC Sp 4; • SMSC So 1</p>	<p>the headteacher or another group of children to come and see their amazing work. When the visitor or visitors arrive, remind the children to listen carefully to any questions about their work and to try and answer them clearly.</p> <p>Practitioner note The children will be very proud of their work and enjoy sharing it with others. • SMSC Sp 4; • SMSC So 1</p>
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		<p>boat on a 'journey' through different parts of the outdoor space.</p> <p>ELG 17; EAD BI 10; EAD BI 16; EAD BI 17</p>	<p>school grounds. Take digital photographs of things they point out and talk about what they can see. Let the children use clipboards and paper to draw or record anything they find interesting. Later on, ask the children to explain to an adult where they have been and what they have seen. Let them use the photographs and drawings to recall the journey in the correct sequence.</p> <p>Practitioner note You could provide a plan of the school or setting for children to retrace their journey. Why not look at your setting from an aerial perspective using Google Earth? • SMSC Sp 2; • SMSC Sp 4 Create a display with maps and plans of the school grounds and arrows to show the children's route. Add photographs so that the children can pin them on the map in the right place.</p>	<p>1; • SMSC So 4</p> <p>Use the 'Zebra crossing play mat' or draw or paint a zebra crossing in the outdoors for children to practise road safety.</p> <p><u>Speaking</u></p> <p>Beginning to use more complex sentences to link thoughts.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Develop their own explanations by connecting ideas or</p>			
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				<p>events.</p> <p>Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events</p> <p><u>What will I need in my suitcase for my holiday? Explain why you have put that in my suitcase.</u></p> <p>Pack up! Display three suitcases with a different holiday destination on each.</p> <p>Show the children a selection of items then ask them to pick one</p>			
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				<p>and put it into the correct case. Ask 'Why did you put the sun cream in that suitcase?' or 'Why did you put the walking boots in that suitcase?' Encourage the children to explain their choices. For example, they might say 'I put sun cream in this case (the sunny one) so I don't get burnt' or 'I put the gloves in that case (the snowy one) to keep my hands warm.'</p> <p>Practitioner note</p> <p>'Holiday destination images' are provided on The Hub and include a</p>			
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				<p>snowy destination, a mountainous destination and a hot destination. • SMSC Sp 3; • SMSC Cd 5</p>			
Physical Development	<p>NUFC</p>	<p>NUFC ELG 04 Moving and handling Moves freely and with pleasure and confidence in a range of ways.</p> <p>Experiments with different ways of moving.</p> <p>Safely negotiate space.</p> <p>I can travel. Play a range of indoor and outdoor games that require the children to move and travel in different ways and at different speeds. Games could include Tag, Stuck in the mud,</p>	<p>NUFC Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Handle equipment and tools effectively.</p> <p><u>What will happen to your inflated balloon if you let go of it? Why do you think this?</u></p> <p>Hot air balloons. Read a story such as The Great Balloon Hullabaloo by Peter Bently or Curious George and the Hot Air Balloon by Margret and H. A. Rey and watch videos of hot air balloons – there are plenty online to choose. After reading, invite children to play with inflated balloons, to</p>	<p>NUFC ELG 05 Health and self-care Dresses with help.</p> <p>Talk about ways to keep safe.</p> <p>Dress and undress independently, successfully managing fastening buttons or laces.</p> <p><u>Why do you think it is important to wear bright clothes when it is dark?</u></p> <p>Hi-vis! Explain that it can be difficult for car drivers to see people who wear dark clothes at night or in fog. Introduce the message 'Be bright, be seen' and ask the children what they think it means.</p>	<p>NUFC</p>	<p>NUFC Physical development</p> <p>Moving and handling Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Handle pencils effectively for writing.</p> <p>Hold paper in position and use their preferred hand for writing, using a correct pencil grip.</p> <p>Beginning to be able</p>	<p>NUFC</p>

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		<p>or the Traffic light game. 'Instructions' for these games are available on The Hub. Practitioner note Read travel stories such as <i>We're Going on a Bear Hunt</i> by Michael Rosen as inspiration for movement and dance. Model the movements from the story for children to copy. A tried and tested favourite! • SMSC Sp 2; • SMSC So 3</p>	<p>see how far they will travel. Show children how to throw them into the wind and watch them go. Whose balloon travels the furthest?</p> <p>Practitioner note A video 'Hot air balloons' is available on The Hub for children to enjoy.</p> <p>• SMSC Sp 2; • SMSC Sp 3</p> <p>Fill a large basket with balloons for children to handle. Challenge them to transfer them from one basket to another carefully without bursting them! Be aware of latex allergies.</p> <p>ELG 04; PD MH 26; PD MH 28; PD MH 34</p>	<p>Show the children a range of hi-vis items such as coats, headwear, trousers, rucksacks, armbands and tabards. Let the children wear some of the items, encouraging them to dress themselves and do fastenings. Practitioner note Hi-vis clothing and accessories such as snap bands, book bags, armbands and beanie hats are available online. Invest in a set for this and other projects like 'What is a reflection?' and 'Is it shiny?' • SMSC Sp 2</p> <p>Offer a range of travel and transport related clothing and accessories for children to practise dressing and fastening. Include knee pads, bike helmets, hi-vis jackets and walking boots.</p> <p>ELG 05; PD HS 12; PD HS 21; PD HS 26</p>		<p>to write on lines and control letter size.</p> <p>Passports at the ready! Begin by showing the children a passport and the information stored in it, including the stamps of any countries the passport holder has visited. Then provide the 'Passport template' available on The Hub and explain that they will be adding their photograph and details to it. Encourage the children to work together to take digital photographs of each other and to write their details, including name, date of birth, and age inside the passport. Challenge the children to use their imaginations to add stamps of countries they would like to visit or have visited. Practitioner note The books <i>Passport to Paris</i> by Alison Gardner and <i>P is for Passport</i> by Devin Scillian could</p>	
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						<p>help you introduce this activity. • SMSC Sp 3; • SMSC So 1</p> <p>Create your own passport control desk to encourage travel-themed role play. ELG 17; EAD BI 11; EAD BI 16; EAD BI 23</p>	
Literacy	<p><u>What are the differences between where we live and where you go on holiday?</u> Where in the world? Ask children to bring in holiday photographs or travel brochures of places they have been with their families. Observe Can the children describe how they made the journey to their destination? Can the children talk about the differences between where they live and where they went on holiday? Can the children write labels and captions to display with the photographs? ELG 10; L W 2; L W 11; L W 15; L W 18 • SMSC Sp 2; • SMSC Cd 5</p> <p>POP TASK</p>	<p><u>Writing</u> Sometimes gives meaning to marks as they draw and paint.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Spell some words that are phonetically plausible.</p> <p>Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p> <p><u>Can you put your photos in chronological order from our walk?</u></p> <p><u>What captions could we use for each photo?</u></p>	<p><u>Writing</u> Sometimes gives meaning to marks as they draw and paint.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Write simple sentences which can be read.</p> <p>Use key features of narrative in their own writing. <u>What is happening in the illustrations from the book Journey?</u></p> <p>Journey. Share the picture book <i>Journey</i> by Aaron Becker with a small group of children. Sit together so that they can look carefully at the illustrations. Ask</p>				

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		<p>Our journey. Look again at the photographs taken of the children's memorable experience. Ask the children to put the photographs in chronological order and think of captions for each one. Encourage the children to choose a favourite photograph and write a caption. Scribe for those that suggest a caption but are unable to write one. Put all the photos, captions and pictures into a class book to share.</p> <p>Practitioner note 'Word mats' are available on The Hub to help children write their labels and captions.</p> <p>• SMSC Sp 3; • SMSC Sp 4</p> <p>Display story booklets for the children to write creatively about their memorable experience. 'Story booklets' are available on The Hub.</p>	<p>them to share their ideas and opinions about what is happening, then provide the children with a long roll of paper, inviting them to draw and write a fantastic imaginary journey of their own.</p> <p>Practitioner note Alternatively, children could write captions or sentences for a favourite page of the book. A video version of the story is available online. • SMSC Sp 3; • SMSC So 1; • SMSC So 3</p> <p>Display <i>Journey</i> by Aaron Becker as well as other picture books without text. Examples might include <i>The Umbrella</i> by Ingrid and Dieter Schubert, <i>Wave</i> by Suzy Lee, <i>Chalk</i> by Bill Thomson, <i>A Ball for Daisy</i> by Chris Raschka, <i>Zoom</i> by Istvan Banyai, <i>The Red Book</i> by Barbara Lehman, <i>Sea of Dreams</i> by Dennis Nolan and <i>Trainstop</i> by Barbara Lehman.</p>				
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		ELG 10; L W 2; L W 12; L W 15; L W 19					
Guided reading	<p>Display simple maps with labels for the children to read. Provide hand lenses for close observation and pencils, pens and paper for map drawing. 'Simple maps with labels' are available on The Hub.</p> <p>Observe</p> <p>Do the children choose to look at the maps and plans?</p> <p>Do they ask questions or make observations about things that they see or read?</p> <p>Do the children choose to make their own maps and plans?</p> <p>ELG 09; L R 13; L R 24; L R 31; L R 33</p> <p>Provide a range of fiction and non-fiction books about vehicles, travel, worldwide destinations and different cultures that will appeal to both genders. Display cards with questions to stimulate reading.</p> <p>Observe</p> <p>Do the children show an interest in the books and any in particular?</p> <p>Do the children attempt to read or make sense of the print in the books?</p> <p>Do children demonstrate any knowledge of the vehicles or</p>	<p>Reading</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Describes main story settings, events and principal characters.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Demonstrate understanding when talking with others about what they have</p>					

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	<p>destinations in the books? ELG 09; L R 15; L R 26; L R 27; L R 32; L R 33</p>	<p>read.</p> <p>Describe the main events in the simple stories they have read.</p> <p><u>What did Mr Grumpy tell the animals?</u></p> <p>Mr Gumpy's outing. Read <i>Mr Gumpy's Outing</i> by John Burningham to the children and talk about things the animals were told not to do. After sharing the story, give each child a character card and ask them to line up in the same order the animals got into the boat. Challenge the children to recall what Mr Gumpy</p>					
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		<p>told each of the animals and what happens at the end of the story.</p> <p>Practitioner note</p> <p>'Character cards and matching statements' are available on The Hub.</p> <ul style="list-style-type: none">• SMSC Sp 3;• SMSC So 1					
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<p><i>Mathematical Development</i></p>	<p>Display photographs of the memorable experience with clock faces showing different times of the day. Let the children arrange the photographs in chronological order. Observe Can the children describe different times of the day? Setting off, having lunch or coming home Are the children able to put the photographs in chronological order? ELG 12; M SSM 19; M SSM 21; M SSM 28; M SSM 36 • SMSC Sp 4; • SMSC So 3</p> <p>White Rose Maths: Its me 1,2,3</p>	<p>Numbers White rose Maths: It's Me 1,2,3</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Count reliably with numbers 1-20.</p> <p>Estimate a number of objects and check quantities by counting up to 20.</p> <p>Vehicle spotting! Ask the children to predict how many vehicles they might see in the school car park. Ask each child to make a estimate and write the number down on a board before going outside to count and check. You could also ask children to estimate how many vehicles of specific colours they might see. A 'Coloured vehicle spotting sheet' is available on The Hub for the children to record their estimations and</p>	<p>Numbers White Rose Maths: It's me 1,2,3</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Count reliably with numbers 1-20.</p> <p>Estimate a number of objects and check quantities by counting up to 20.</p> <p>How do you travel to school? Display large pictures of different modes of transport. Ask the children to line up next to the picture that shows how they came to school today. Can they count how many are in their line and shout the number out for you to record? Ask questions such as 'What is the most popular way to come to school?' and 'How do you know?' Help the children to see the connection between the longest line and the most popular mode of transport. Practitioner note 'Transport pictures' for display are available on The Hub. • SMSC Sp 4: • SMSC So 3</p>	<p>Shape, space and measures</p> <p>White Rose Maths: Light and dark</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Use everyday language to talk about size.</p> <p>Estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p> <p>How many cubes? Give each child a 'Train counting strip'. Ask the children to predict how many multilink cubes it will take to cover their train. After each child has made their prediction, encourage the children to cover their train. Ask each child to say how many cubes they have used, counting them out or lining them up to check. Children can compare how many cubes they have used to cover their train. Ask 'Who has used the most cubes?' and 'Who has used the least cubes?'</p>	<p>White Rose Maths: Light and dark</p>	<p>White Rose Maths: Light and dark</p>	<p>White Rose Maths: Light and dark</p>
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<p><i>Knowledge & Understanding of the World</i></p>	<p>Memorable experience</p> <p>Arrange a fantastic journey!</p> <p>See how many forms of transport you can use. Perhaps you could catch a bus to the train station or airport?</p> <p>Encourage the children to look out for different types of vehicles, road signs and markings as you travel.</p> <p>Remember to take photographs of the whole journey from beginning to end!</p> <p>If an out-of-school visit is not possible, invite the children to come to school on their bikes, scooters or skateboards.</p> <p>Alternatively, the children could take part in a vehicle survey, taking photographs of the vehicles, keeping a simple tally and then making a display</p>	<p><u>The World</u></p> <p>Talks about why things happen and how things work.</p> <p>Explain why things happen.</p> <p>Know the properties of some materials and can suggest some of the purposes they are used for.</p> <p>Be familiar with basic scientific concepts.</p> <p><u>What is the best material to use to make a boat and why?</u></p> <p>Boat builder challenge!</p> <p>Provide the children with boat-making materials,</p>	<p><u>The World</u></p> <p>Looks closely at similarities, differences, patterns and change</p> <p>Say how objects are the same or different.</p> <p><u>Which vehicles travel by air/ road or water?</u> <u>How do you know?</u></p> <p>Air, road or water?</p> <p>Display pictures of different forms of transport. Ask the children to look at the pictures and name the vehicles. After naming the vehicles ask 'Does this vehicle travel by air, road or water?' Offer hoops for sorting the pictures.</p> <p>Practitioner note 'Air, road or water' picture cards and labels are available on The Hub. Add extra hoops for any transport that travels another way, for example a train travels on a track and a pedestrian travels on a path. • SMSC Sp</p>	<p>ELG 14 The World</p> <p>Talks about why things happen and how things work.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Explain why things happen.</p> <p>Be familiar with basic scientific concepts.</p> <p><u>What textured ramp would make the cars go faster/ slow?</u> <u>Explain your answer.</u></p> <p><u>What happens when you put a car down a rough/ smooth surface?</u></p> <p>Exploring ramps. Create textured ramps using a range of different materials including bubble wrap, sandpaper, lino, foil, varnished wood, fabric and cardboard. Place the ramps at the same incline and invite</p>			
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	<p>of their results. A video 'Fantastic journeys' is available on The Hub to support this activity.</p> <p>Things the children could do</p> <p>Say how vehicles are the same or different.</p> <p>Talk about the sights, sounds and sensations of the journey.</p> <p>Keep a record of how many different vehicles they see.</p> <p>Take digital photographs.</p> <p>Make a map of their journey.</p> <p>Look on Google Earth to see where they have been.</p> <p>Complete the 'Vehicle spotting sheet', available on The Hub.</p> <p>ELG skills and Typical behaviours</p> <p>ELG 14; UW TW 3; UW TW 8; UW TW 9; UW TW 19</p> <p>• SMSC Sp 2; • SMSC So 1; •</p>	<p>such as corks, plastic or Styrofoam trays, plastic bottles cut in half, foil containers, sponge shapes, wooden sticks and lollipop sticks. Give them drinking straws, paper and sticky tack for creating the sails. Let the children use their imaginations to create a boat, then find out whose boat floats and if any can carry passengers!</p>	<p>2; • SMSC So 1</p>	<p>children to roll a car down each of them. Ask 'What happens?' Encourage children to explain their observations and suggest reasons why things happen. Introduce the terms fast, slow, rough, smooth and friction. Using ramps covered in the same material, invite children to 'race' cars to see which one is the fastest. Practitioner note Find out how far a car travels by marking out a measuring scale at the bottom of each ramp. Introduce the terms further and furthest. • SMSC Sp 2; • SMSC Sp 3; • SMSC So 3</p>			
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	SMSC So 2						
	<p>You will need</p> <p>paper</p> <p>pens and pencils</p> <p>'Vehicle spotting sheet', available on The Hub</p> <p>digital cameras</p> <p>clipboards</p> <p>Questions to ask the children</p> <p>How many different vehicles have you seen today?</p> <p>Which vehicles move fast and which move slowly?</p> <p>How are different vehicles powered?</p> <p>How do you travel to school, the shops, or on holiday?</p> <p>What is your favourite vehicle and why?</p> <p>How is a car different to a bus?</p>	<p>Practitioner note</p> <p>Develop children's fascinations about floating and sinking by providing a water-filled tank and a range of everyday objects to investigate. Provide trays labelled 'floats' and 'sinks' for sorting fun.</p> <p>SMSC Sp 2; • SMSC Sp</p> <p>Fill large plastic bottles with brightly-coloured water and add small items that float and sink. Allow children to handle the bottles, tip them upside down, shake them and observe what</p>					

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		<p>happens to the items inside. Ask 'What floats?' and 'What sinks?'</p> <p>ELG 14; UW TW 11; UW TW 17; UW TW 22</p>					
Creative Development	<p>Offer a range of small world cars and other vehicles, a road play mat and a small world garage for play.</p> <p>Observe</p> <p>Do the children enjoy playing with the resources?</p> <p>Do they introduce a narrative to their play?</p> <p>Do they play alongside other children engaged in the same theme?</p>	<p><u>Being imaginative</u></p> <p>Captures experiences and responses with a range of media.</p> <p>Use what they have learnt about media and materials in original ways thinking about uses and purposes.</p> <p>Represent their own ideas, thoughts and feelings through art.</p> <p>Talk about the ideas and processes which</p>		<p><u>Exploring and using media and materials</u></p> <p>Uses various construction materials.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Safely use tools.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p>Junk modelling. Offer a range of recycled materials for children to make a model car. Offer cardboard</p>			

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	<p>ELG 17; EAD BI 10; EAD BI 16; EAD BI 18</p> <p>• SMSC Sp 2 • SMSC Sp 3;</p> <p>• SMSC So 3</p>	<p>have led them to make music, designs, images or products.</p> <p>Wish you were here?</p> <p>Show children the short video 'Wish you were here?' available on The Hub. After watching the video, ask 'Where would you like to travel?'</p> <p>Provide the children with a range of images of different locations around the world and ask them to choose a favourite. Take a full-length photograph of each child and challenge them to cut around it.</p> <p>Show the children how to stick their photo into</p>		<p>boxes of different sizes, plastic bottles, cardboard tubes, wheels, axles, wooden dowel and yoghurt pots. Encourage the children to plan their design, drawing it on paper before beginning to build or describing their intentions to you. After making, encourage the children to compare their vehicle with someone else's.</p> <p>Practitioner note</p> <p>Include tape, string, glue and split pins for joining. • SMSC Sp 3; • SMSC So 1; • SMSC Cd 4</p> <p>Provide play dough in a range of colours and a good selection of vehicle cutters. Add laminated picture mats of roads, airports, farms and building sites for the children to add their dough vehicles to.</p> <p>ELG 04; PD MH 18; PD MH 27; PD MH 37</p>			
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		<p>the picture.</p> <p>Practitioner note</p> <p>Let each child find their chosen destination on a world map. Images of 'Locations around the world' are available on The Hub. • SMSC Sp 3</p>					
Religious Education	Incarnation: Why do Christians perform nativity plays at Christmas?	Incarnation: Why do Christians perform nativity plays at Christmas?	Incarnation: Why do Christians perform nativity plays at Christmas?	Incarnation: Why do Christians perform nativity plays at Christmas?	Incarnation: Why do Christians perform nativity plays at Christmas?	Incarnation: Why do Christians perform nativity plays at Christmas?	Incarnation: Why do Christians perform nativity plays at Christmas?

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Continuous Provision

Writing Area

Provide mini passports, ready-made note books and blank postcards from different places. Display project key words and examples for children to read before they write.

Provide road track pencil control sheets and a range of different writing tools. Make the tracks as easy or as tricky as you like!

Label buckets with a photograph and name of a vehicle. Ask the children to collect objects beginning with the same initial sound from around the setting. Provide materials for copying and tracing the vehicle name.

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Creative Area

Provide boxes of different sizes, wooden wheels and axles for making vehicles. Display pictures of vehicles to inspire children's creative thinking.

EAD EUMM 14; EAD EUMM 24

Provide card tubes and shiny materials for children to make their own space rockets. Display the sentence starter, 'When I went to space I saw...'

EAD BI 11; EAD BI 13

Hang bike wheels on the wall for weaving. Provide coloured ribbons, wools and other materials for threading between the bike wheels.

EAD EUMM 13; EAD EUMM 21

Display pictures of different types of vehicle to inspire the children's drawing and painting.

Construction and small world area

Provide road and rail tracks, car play mats, houses, road signs and a variety of vehicles.

EAD BI 9; EAD BI 18

Offer large boxes or plastic crates for children to construct boats, buses, spaceships or trains that they can sit in.

EAD BI 11; EAD BI 13

Provide car-building kits for children to make vehicles. You can buy kits online from school resource companies.

EAD EUMM 14; EAD EUMM 27

Use Lego and other construction kits for vehicle making. Display 'work in progress' to allow children to work on them over time.

Reading area

Make a railway carriage or boat-themed reading area. Provide non-fiction books about transport and travel. Include books with flaps and buttons, such as The Ultimate Book of Vehicles by Anne-Sophie Baumann.

L R 17; UW T 5; L R 27

Display pictures and posters of different types of vehicles for children to read independently.

L R 13; L R 24

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Make rhyming picture cards for the children to match up. You could use train/rain/plane/, car/jar, boat/coat, ship/lip, scooter/computer. Provide blank cards for the children to write rhyming words of their own!

L R 4; L R 20

Record the poem From a Railway Carriage by Robert Louis Stevenson. Provide a listening station, headphones and pictures of steam trains.

Mathematics area

Provide vehicles marked with numbers 1-10 or 10-20. Make a cardboard box car park and draw parking bays on it. Mark the bays with sticky dots (1-10 or 10-20). Can the children park the cars in the right parking bays?

MN 12; MN 26

Provide tubs of vehicles for size ordering.

M SSM 6; M SSM 15

Provide 2-D sticky shapes for making shape vehicles. Display some examples for inspiration. Can the children say why they have chosen certain shapes?

M SSM 9; M SSM 18

Number roads! Cut the numbers 1-10 out of grey card and draw white road markings on each one. Provide cars for the children to race around the numbers.

Outdoor area

Car wash! Wash your car as the children watch then provide cleaning equipment for the children to wash toy bikes, cars and scooters! Provide wellington boots and waterproof trousers!

EAD BI 8; EAD BI 13

Provide different-sized tyres for children to roll, stack, climb on and crawl through.

PD MH 11; PD MH 25

Offer an outdoor space with mud and sand for digger play. Provide diggers for transporting mud and stones from one place to another.

U W T 3; U W T 5

Provide radio-controlled cars for children to race outdoors. Offer cones, hoops and other play equipment for the children to create their own obstacle courses.

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Role play area

Create a travel agency with brochures, booking forms and play money.

EAD BI 9; EAD BI 13

Create a railway or coach interior with seats arranged in rows and views out of the window! You could number the seats and issue tickets.

PSED MR 5; PSED MR 9

Provide suitcases with different types of clothes and other articles. Can the children pack for different types of holidays to hot and cold places?

EAD BI 8; EAD BI 13

Create your own ticket office. Offer coins, tickets, timetables and a clock for shop play.

EAD BI 9; EAD BI 13

Provide interlocking foam floor mats and make a zebra crossing and road signs, including stop, go, go slow and children crossing. Let the children build their own road systems in the outdoor space.

Sand and water area

Provide materials for the children to create a different ecosystem in a Tuff Tub every week. You could have a sandy desert with pyramids, an ice cube and water Arctic, or a soil-filled, soggy rainforest.

Use wet sand to make roads, bridges and tunnels strong enough for their cars to go through and over.

Use a Tuff Tub filled with bubbly water, washing-up brushes and chamois leathers for washing small vehicles. Make sure they are muddy first!

Malleable Area

Provide grey play dough and small vehicles with different-sized wheels and types of tyre patterns. Children can roll out the dough and make vehicle tracks.

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Provide different coloured play dough and vehicle cutters for cutting out play dough vehicles.

18:

Make a racing track or winding road with black play dough. Provide a range of toy vehicles for making tracks. Provide extra dough for the children to add hills, bumps or extra track.

Investigation area

Create a marina with different types of boat for children to play with. Include boats made from paper, plastic, wood and swimming noodles.

Provide a homemade ramp and toy vehicles. Display the question, 'How can you make the car go faster?'

Write 'Departures' on a wipe board. Put the name of a destination underneath. Display a large world map for children to find the different places. Change the

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destination regularly.