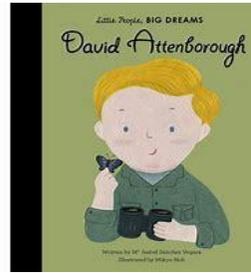


# Spring - Off on our Travels

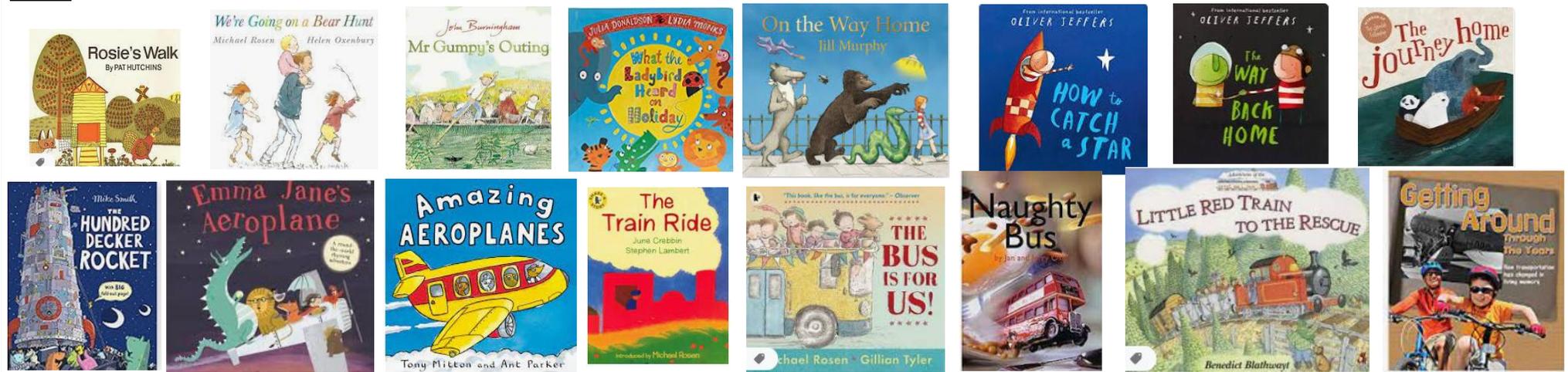
Reception - David Attenborough



## Experiences:

This term, the children will learn about the roles of special people in society who help us and their personal journeys, for example, the police, the fire service and many more. The children will learn about road safety, take their own traffic surveys, learn about transport from around the world and the past. The children will meet people from the emergency services, a travel agent and a bus driver and have the opportunity to ask questions and discuss real life experiences.

## Books



## Key Vocabulary

Friends, family, religion, culture, celebration, transport, traffic, car, bus, train, aeroplane, helicopter, boat, far/near, map, wheels, bus/depot/station, timetables, short/long, airport, water, harbour, boat, car park, park, wood, people, places, holiday, England, UK, the world, space, rocket, stars, push, pull, forces, air, town, city, village, country, seaside, mountains, jungle, forest, journey, destination, weather, climate, hot, dry, cold, wet, tropical, warm, temperature, rain, sunshine, day, night, push, pull, forces, turn, twist, squeeze, press, pat, hard, soft, go, stop, more, less, quick, fast, slow

<p><b><u>Communication and Language</u></b> Skills:</p> <p>Listening, attention and understanding:</p> <ul style="list-style-type: none"> <li>To listen carefully to friends and adults</li> <li>Ask relevant 'who and when' questions</li> <li>Make relevant comments on the characters and the plot of the story and justify answers</li> <li>To join in with well-known stories such as 'Were Going on a Bear Hunt' and song</li> <li>Have a back and forth conversation with an adult or a friend about the same topic</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>To talk in front of a small group using one sentence</li> <li>To use conjunctions such as 'but and because'</li> <li>To express ideas and feelings in the present and future tense</li> <li>To participate in small group discussions offering own ideas (I think...)</li> <li>To use recently introduced vocabulary in a different context (during discovery)</li> </ul>	<p><b><u>Expressive Arts and Design</u></b> Skills:</p> <p>Creating with Materials:</p> <ul style="list-style-type: none"> <li>To begin to add body and more detail to drawing of a human figure</li> <li>To begin to use a sketchbook to record what they see and collect and record new processes and techniques</li> <li>To safely use and explore a variety of materials, tools and techniques</li> <li>To experiment to create different textures</li> <li>To join different textile surfaces together using glue and embellish with buttons and beads</li> <li>To choose particular colours to use for a purpose</li> <li>To construct with a purpose in mind, using a variety of resources</li> </ul> <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> <li>To discover how to use their voice to create loud and soft sounds</li> <li>To listen to different sounds (water, animals etc) and respond with voice movement</li> <li>To explore different sounds instruments make</li> </ul>	<p><b><u>Physical Development</u></b> Skills:</p> <p>Gross Motor Skills:</p> <ul style="list-style-type: none"> <li>Throwing and catching</li> <li>Ball skills</li> </ul> <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> <li>To cut out curved lines and circles</li> <li>To cut out more complicated shapes with straight lines and curved lines</li> <li>To accurately draw lines, circles and shapes to draw pictures</li> <li>To use tripod grip consistently</li> </ul>	<p><b><u>Personal, Social and Emotional Development</u></b> Skills:</p> <p>Self-Regulation:</p> <ul style="list-style-type: none"> <li>To recognise their own feelings</li> <li>To know how to regulate behaviour using a range of techniques</li> <li>To say what you would like to do in discovery time the next day and plan</li> <li>Participate in turn taking games with an adult and friend</li> <li>To stop play and conversation when asked by an adult and follow a one-step instruction</li> </ul> <p>Managing Self:</p> <ul style="list-style-type: none"> <li>To put their own coat on and fasten it up</li> <li>To know the rules of a simple game (snakes and ladders)</li> <li>To have confidence to try new activities</li> <li>To name healthy and unhealthy foods</li> <li>To explain why we need to follow rules of a simple game</li> </ul> <p>Building Relationships:</p> <ul style="list-style-type: none"> <li>To use recently taught strategies when turn taking with a group</li> <li>To make a group of friends in class</li> <li>To play with different groups of friends in class</li> </ul>
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- To explore body percussion and talk about rhythm and pulse

### **Winter Landscapes**

Use white and coloured chalk on black paper to create wintry scenes

### **Solar Systems**

Drawing planets/space scenes onto black paper

### **Rain and Snow**

Drawing with a white wax crayon, painting over with watered down paint, watercolour or coloured ink to create a rainy/snowy scene.

### **Painting Space**

Painting planets, the night sky or space scenes onto black paper. Using tools to blend paint together, splatter paint for stars. Cutting paper into a circle after to create planet shapes.

### **David Hockney**

Wintry portraits of East Yorkshire.

### **DT: structures boats**

In this unit, children explore what is meant by 'waterproof,' 'floating,' and 'sinking,' then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of EYFS boats and ships before investigating their shape and structures to build their own.

## **Understanding the World**

**Adventures through time:** Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.

**Outdoor adventures:** Using the senses to explore and describe the natural world around them whilst outside; understanding the effect of the changing seasons.

**How do people celebrate special times?**

Chinese New Year is a cultural festival, not a religious one.

Holi is a Hindu celebration of spring, love and new life.

Eid ul-Fitr is a celebration at the end of a period of fasting.

Sikhs parade through the streets to mark the festival Vaisakhi.

Shrove Tuesday, Mardi Gras and Ash Wednesday mark the beginning of lent for Christians - a reflective period of 40 days leading to Easter.

Christians remember Jesus's death and resurrection at Easter.

Jews remember how the Israelites were led out of Egypt at Pesach.

Eid al-Adha is a time when Muslims reflect on their lives and are thankful. They celebrate with family and friends.

**Who cares for me?**

Children will learn about how to be kind and caring to others, thinking about how they would like to be treated themselves (the "Golden Rule"). They will explore ways we care for our families, friends and people in our school and local community. Through age appropriate stories, children will hear how kindness and caring are important in different religions, including stories about Jesus and the Prophet Muhammad, as well as traditional stories from Buddhism and Hindu Dharma. The unit will help children begin to understand the wider world by learning about helping others and supporting local and national charities in simple, practical ways.

**Trips / Visitors: Police officer, fire fighter, nurse, travel agent, bus driver**