

Reception Weekly Planning for Transport

Spring 2 2023

	Weekly focus	Construction area	Outdoor area	EAA	UW	ICT
1.	<p>Getting Around</p> <p>1. Introduction to the new topic transport, brainstorm all modes of transport the children already know then categorise and sort different modes of transport into whether they move on land, sea or air..</p> <p>2. Read a story about transport - Introduce children to the Bee Bot and how it works. Activity: Children to navigate the BeeBot around a BeeBot mat.</p> <p>Pancake Day</p> <p>Parent Event – Pancake races Tues pm</p> <p>Discuss what pancake day is. Share the twinkl</p> <p>Powerpoint with the Children.</p>	<p>Construct using the train track.</p> <p>White board games about land travel: http://www.hantsfire.gov.uk/kidzone/play/wheresyourpancakes.htm</p>	<p>Use bikes and scooters outside.</p> <p>Design a road using chalk.</p> <p>Cars and lorries on the floor road mat.</p> <p>Chalking transport.</p> <p>Garage/Car wash – Children can role play washing the scooters and ‘fixing’ vehicles.</p> <p>Pancake race using frying pans and pancakes.</p>	<p>Provide a range of magazines with pictures of different types of transport. Children to cut out and create a collage on various sceneries.</p> <p>Use resource sheets 1.1 and 1.2. Chn choose criteria to sort them into (e.g. number of wheels, land, water or air etc).</p> <p>Children make and decorate their own pancakes using a variety of sauces and toppings.</p>	<p>Role-play road safety using road signs</p>	<p>BeeBot (all term)</p> <p>http://www.ngfl-cymru.org.uk/vt/c/cars_vans_lorries/eng/Introduction/default.htm http://www.kenttrustweb.org.uk/kentict/content/games/carCreate_v3.html</p>
2.	<p>3. (Take1artist) Introduce the painting & artist. Discuss what they think the painting is about.? What can you see? Which colours / shapes are used? Do the children think its old or new, how do we know?</p> <p>World Book Day</p>	<p>In tuff spot, provide flour and sieves with letters for children to make CVC words.</p>	<p>Make tracks in the sand using different varieties of equipment, including cars, lorries, buses, tractors, bikes., children might record these in their books</p> <p>In the tuff spot, create a road scene incorporating rivers, tunnels, bridges etc. Children can make their own vehicles to use. Encourage role play scenarios.</p>	<p>Make a car maze using play dough.</p>	<p>Use the role play area to explore.</p>	<p>BeeBot (all term)</p> <p>Use a variety of BeeBot mats.</p>
<p>Assessment opportunities</p> <p>Are they interested in exploring and trying to use and ride a variety of toy vehicles?</p> <p>Can they talk about the different vehicles and how they can make them move?</p> <p>Can they demonstrate how to make the vehicles go faster and slower?</p> <p>Do they talk about pushing the pedals/pushing on the ground to make a vehicle move?</p> <p>Do they look carefully at how the vehicles work?</p> <p>Can they talk about how they think different vehicles work?</p>			<p>Key questions</p> <p>How do you think all of these things (vehicles) help us?, How can you sort out these pictures?</p> <p>Can you find pictures that show ways of travelling over the land/water/in the air?</p> <p>How can you make your vehicle move?, How can you control where your vehicle goes?</p> <p>How can you make your vehicle move slowly or quickly?, Can you describe how your vehicle works?</p> <p>Why do you think your vehicle has got wheels?, What do you think would happen if the wheels on your bike were triangular?</p>			
3 Transport - Air	<p>How do we travel to school?</p> <ol style="list-style-type: none"> 1. Introduce ways that we travel to school. Discuss suitable transport e.g. would we use an aeroplane to get to school? 2. Discuss walking to school – climate impact 3. Create a pictogram on the IWB to represent how each child travels to school. 	<p>Using chosen resources children have to construct a road sign They can choose to construct it any way.</p>	<p>Use instruments to make sound effects of different modes of transport</p> <p>In the tuff spot, create a road scene incorporating rivers, tunnels, bridges etc. Children can make their own vehicles to use. Encourage role play scenarios.</p>	<p>Painting easel- paint a picture of their favourite mode of transport.</p> <p>Junk modelling – make a model of a transport of their choice. Explore ways of joining materials</p> <p>3. 3. (Take1artist) Introduce the painting & artist. Discuss what they think the painting is about.? What can you see? Which colours / shapes are used? Do the children think its old or new, how do we know?</p>	<p>Using sound buttons children record sounds made with their voice when it is safe for children to cross the road e.g beep, beep, beep.</p>	<p>BeeBot (all term)</p> <p>Use a variety of BeeBot mats.</p>

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4	Transport - Water Air travel, Bridges and Tunnels 1. Share the PowerPoint presentation for the airport (Going to the Airport) and discuss or alternatively read a story about going to the airport. 1. Using a piece of blue fabric and the floor road mats, talk with the children about they could safely get a vehicle over the 'river'. Introduce the term 'bridge' – have a picture on the board. Mothers Day Activities – how and why is it celebrated? Comic Relief – 17th March St Patricks Day – 17th March	Use Lego to build an airport. Make paper aeroplanes using card. Discuss ways of making the planes fly further/faster etc (e.g. bigger wings, etc). Make space rockets using small construction.	To use the big blocks to build an aeroplane/rocket. In the tuff spot, create a road scene incorporating rivers, tunnels, bridges etc. Children can make their own vehicles to use. Encourage role play scenarios.	Using a range of materials encourage the children to make an aeroplane. Construct an aeroplane mobile. Make space rockets using toilet roll holders/junk modelling. Use charcoal to draw a picture of a road scene. Learn road safety songs from pack. .(Take 1 artist) Continue with activities Mothers Day (19th March) crafts and cards.	Looking at a map of the world children to talk about places around the world that they have or could travel to by an aeroplane. Chn to explore materials and construct their own bridges. They will have to think about building a slope up to and down. The bridges must be strong enough to hold their vehicle. Talk about the extra push that is needed to get the vehicle up the ramp and that it will roll down the downward ramp. Challenge the chn to build bigger vehicles to see if the bridge will take their weight.	PP Going to the airport. http://www.kenttrustweb.org.uk/kentict/content/games/rocketMaker/index.html
5.	Transport Land Water travel 1. Brainstorm all the different modes of transport used on water. Discuss the different types of transport that was used on the river in the past and think about what we might see now, discuss changes. 2. Share and discuss the Floating and sinking Smart board presentation. 3. Continue to discuss and make the children's special hero items.	Make a boat using junk modelling, Lego, blocks etc	Hand print waves. Make a boat using large construction and a range of materials to make a boat scene. Make a submarine, children role play being inside. Make boats out of foil & junk and then test them out in the water tray. Floating and sinking in the water. Race boats using straws. In the tuff spot, create a road scene incorporating rivers, tunnels, bridges etc. Children can make their own vehicles to use. Encourage role play scenarios.	Make boats using junk modelling Coloured sand pictures. Collage boat shapes. Continue with take 1 picture activities.	Talk about the similarities and differences to vehicles that can and can not float and why e.g aeroplane in water. Junk modelling – make a model of a transport of their choice. Explore ways of joining materials	Water travel Smart board presentation on boats http://www.bbc.co.uk/schools/digger/5_7entry/8.shtml
Assessment opportunities Are they interested in exploring and trying to use and ride a variety of toy vehicles? Can they talk about the different vehicles and how they can make them move? Can they demonstrate how to make the vehicles go faster and slower? Do they talk about pushing the pedals/pushing on the ground to make a vehicle move? Do they look carefully at how the vehicles work? Can they talk about how they think different vehicles work?				Key questions How can you make your vehicle move slowly or quickly? Can you describe how your vehicle works? Why do you think your vehicle has got wheels? What do you think would happen if the wheels on your bike were triangular?		

6. Easter	<p>Easter Activities</p> <ol style="list-style-type: none"> 1. Share the Easter Story 2. Easter Cards 3. Tulip hand print spring painting 4. Easter colouring sheets/writing frames 5. Cooking – Make Chocolate Easter Nests 6. Collage Easter Eggs 7. Circle Time: Important people (linked to Jesus in the Easter story) 8. Continued outdoor provision (see outdoor planning sheet) <p>Easter Bonnet Parade – Parent event - Thursday afternoon.</p>	<p>ICT – design an easter egg on the Busy Things website Understanding the world- http://busythings.lgfl.org.uk/#</p>
	<p>Role play area Rocket and space ship play, log book, buzz lightyear dressing up, signs and a rocket</p>	