



Key knowledge

During "Journeys", Children will have the opportunity to talk and learn about trains, planes and other ways of travelling, sharing their own experiences.

- Can you tell me about a journey that you have been on?
- How could you travel to somewhere new?
- What would you need to take on your journey?
- Where would you like to travel to? Why?

Prime Areas

Communication & Language

This term children will develop their language skills whilst engaging in discussions about train stations, airports and train rides. They will build and extend their vocabulary of trains and planes by exploring the language used in non-fiction texts.

- Can you describe the different parts of a plane or train?
- How are they similar/different?

Physical Development

The children will complete a variety of activities to develop their fine motor skills to support their writing such as: tweezers, threading, scissors and painting. Children will spend time experimenting with different ways of moving and travelling through riding pedal bikes, moving on apparatus in the outside area and developing gross motor skills with catching and throwing games. This term's PE sessions will focus on developing the children's gymnastics skills.

- How can you move forwards in a different way?
- Can you show me a balance?
- Can you move your body at different speeds/heights?

Personal, Social and Emotional Development

Children will discuss keeping safe. This will include learning about who keeps us safe, what we can do to keep ourselves safe and looking at hazards in the home and the classroom.

- Who keeps you safe at home/school?
- What can we put on our bodies to keep them safe in the cold weather?
- How can we help to keep ourselves safe?

Key vocabulary:

train station, airport, boat, train, aeroplane, fly, sail

pirate, ship, sea, treasure, gold

blend, segment, sound

cone, cube, cuboid, sphere, cylinder

more, less, the same

sink, float, prediction, old, new, similar, different, experiment

music, dance, move, sound

material, join, build, make

same, different, special, caring, kind

Specific Areas

Reading

Children will listen and join in with a range of topical stories with a fictional nature such as: 'Train Ride', 'The Magic Train' and 'Shiver Me Timbers'. They will also explore the non-fiction text, 'Aeroplanes'. They will be applying their Phase 2 and 3 Phonics knowledge to segment and blend simple words and phrases in books.

- What is your favourite book? Why?
- Can you tell me the difference between a fiction and a non-fiction text?

Writing

A variety of mark making tools such as pens, pencils, paintbrushes and chalks will be available for the children to practise writing words and sentences with. They will begin to create story maps and label their own pictures with small captions. Children will use their Phonics knowledge to write short, simple sentences in child-initiated play.

- What is the first sound that you can hear in this word? Can you write it?
- Can you draw a picture to represent the next part of the story?



All Aboard

Maths

The children will be exploring numbers up to 10, including counting to find out how many, comparing quantities, composition of numbers to 10 and continuing to use their subitizing skills to identify number patterns. They will also be learning to name and recognise the properties of 3D shapes.

- Can you show me a different way you can make 7?
- Which group has more?

Understanding of the World

As part of this topic children will discuss similarities and differences about different types of trains and boats. This will closely link with learning about how people lived differently in the past. They will learn about Amelia Earhart and will conduct experiments and use their own knowledge to predict whether vessels float or sink and explore the efficiency of a sail. In RE we will be discussing and exploring why Christians put a cross on their Easter gardens.

- What is similar about these two vehicles?
- Do you think the boat will float or sink?

Expressive Arts & Design

Children will be joining in with singing songs based on Pirates and Trains. They will develop their musical listening skills by listening to water music and working collectively to compose their own. Children will work creatively to make pirate hats and experiment with materials that can be used to build train tracks.

- What can you hear? How do you think that sound was made?
- Why have you chosen this material for your train tracks?