

## Journeys

Term: Spring 1



### Core Books to be used:

- 'We're Going on a Bear Hunt' by Michael Rosen
- 'Rosie's Walk' by Pat Hutchins
- 'Whatever Next' by Jill Murphy
- 'The Train Ride' by June Crebbin
- 'Rosie Revere Engineer' by Andrea Beaty
- 'Bunnies on the Bus' by Philip Ardagh
- Non-fiction books on the theme of transport and journeys

Areas of Learning	Detailed Knowledge Content	Vocabulary
Personal, social and emotional development	<p><b>Nursery Children to Know</b></p> <ul style="list-style-type: none"> <li>• That we can't always have our own way and our needs are not always met immediately</li> <li>• How to use the toilet and wash and dry hands properly</li> <li>• The importance of brushing own teeth.</li> <li>• Who to ask for help and how to ask for help</li> <li>• How to talk to other children when playing</li> <li>• That our actions can hurt others and we need to be kind and helpful towards others</li> <li>• How to discuss and share own experiences with others - discuss journeys that we have been on. Where did you go? How did you get there? What did you see? How did you feel?</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to label and then explain emotions of characters in familiar stories i.e. <i>I think the bear looks sad because...I think the family look nervous because...I think the family were brave because...</i></li> <li>• How to take turns with others and look after resources in the classroom.</li> <li>• About their own journey from home to school and the things that they see</li> <li>• How to be a safe pedestrian</li> <li>• People have different experiences and we share these in conversations with others.</li> <li>• That making mistakes is part of the learning process</li> <li>• How to problem solve and can go back to their work to make amendments and adapt where necessary</li> <li>• How to reflect and comment on their own work</li> <li>• To feel proud of their hard work and to share their work / ideas with others</li> <li>• The importance of celebrating their own achievements and those of others</li> </ul>	<p><b>Nursery Vocabulary</b> Hand wash, toilet, hygiene, brushing teeth, toothpaste, clean</p> <p>Help, ask, please, thank-you</p> <p>Being kind, thoughtful, share discuss</p> <p>Journeys, travel, places, feel, see, do, transport</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></p> <p>Story, character, emotion, feelings, sad, nervous, afraid</p> <p>Journey, travel, route, map, prepare, travel, place, car, train, bus, plane, walk, bike, safe, holding hands, crossing, looking, walking, traffic lights, road crossing, green light, red light</p> <p>Create, make, mistakes, learn, improve, proud, happy, achievements, celebrate</p> <p>Toilet, hand hygiene, rules, safety</p> <p>Special, happy, sad, nervous, scared, excited, feelings, emotions, being kind</p> <p>Friend, family, together, teamwork</p> <p>Mistakes, keep trying, improve, learn, get better, solve problems, teamwork, ask for help, change, discuss, share, being proud, confident</p>

<p>Communication and Language</p>	<p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to use longer sentences when talking with others about experiences.</li> <li>• How to be a good listener i.e. we look, sit still, show interest, nod, comment</li> <li>• How to start a conversation with a friend and sustain it with back and forth comments.</li> <li>• How to ask questions to find out more information using <i>what, why, when, how</i></li> <li>• How to use talk to organise themselves and their play.</li> <li>• How to use vocabulary linked to stories heard – round, past, through, over, in, next to from '<i>Rosie's Walk</i>'</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to re-tell stories in their own play, using some of the key words and phrases i.e. '<i>we're going on a bear hunt</i>', '<i>we can't go over it</i>' etc.</li> <li>• How to use words to sequence events – first, then, next, after</li> <li>• How to share their experiences with others about going on a journey. Talk about own journeys – Where did you go? How did you get there? What did you see, hear, and feel?</li> <li>• We can find the places we have travelled to by looking on a globe or a map</li> <li>• Sequencing vocabulary i.e. first, next, then, after</li> <li>• A wider use of vocabulary related to stories heard i.e. swishy, dark, deep, gloomy, narrow, long, wavy etc. from '<i>We're Going on a Bear Hunt</i>'</li> <li>• Re-tell the story, '<i>We're Going on a Bear Hunt</i>' through song. Encourage children to notice the rhythm.</li> <li>• How to re-tell the stories, '<i>The Train Ride</i>' and '<i>Whatever Next</i>' once they are familiar with the text using sequencing vocabulary</li> <li>• A map can be used to show a route from one destination to another</li> <li>• How to follow a simple map to get from one place to another</li> <li>• How to sequence the key events from a familiar story – create own map to show the scenes from '<i>We're Going on a Bear Hunt</i>'</li> <li>• To use 'why', 'what' and 'where' questions to find out more</li> <li>• To discuss own likes and dislikes and give own opinions about familiar stories – How did the Bear feel? Did you like the ending? Did you enjoy the story? Can you explain why?</li> <li>• Discuss a problem and think aloud how to solve it – model the use of problem solving words – <i>so that, because, I think it's... you could...it might be...</i></li> </ul>	<p><b>Nursery Vocabulary</b></p> <p>Talk, discuss, sentences, listen, we look, sit still, show interest, nod, comment, conversation, turns</p> <p>Questions, information, find out, what, why, how, when</p> <p>Route, map, round, past, through, over, in, next</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></p> <p>Stories, re-tell, events, sequence, first, then, next, after</p> <p>Journeys, describe, see, hear, do, feel, place name, country</p> <p>Listen, comment, look, take turns, sentences, talk, conversation</p> <p>Questions, what, where, when, who with</p> <p>Story, title, book, character, events, words, dark, deep, oozy, swirling, whirling,</p> <p>Travel, explore, country, map, globe, hot, cold, route, follow</p> <p>Opinion, view, like, dislike, explain</p> <p>Journeys, travel, transport, place, holiday, exciting, nervous, map, globe, place, town, country</p> <p>Problems, solve, discuss, think aloud, share, ideas, try</p> <p>Rhythm, repeat, phrase, copy, call, response</p>
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Physical Development	<p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to use a variety of large apparatus safely.</li> <li>• How to work with others when moving large apparatus and to remember the safety rules.</li> <li>• How to use an effective grip when manipulating tools such as tweezers, scissors, pencils etc.</li> <li>• How to travel around the outdoor area using different resources such as bikes, cars, scooters etc.</li> <li>• How to handle objects and construction materials safely and with increasing control.</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• The need for safety when tackling new challenges, and considers and manages some risks i.e. when making an outdoor obstacle course</li> <li>• How to use a range of tools competently and safely - pencils for drawing and writing, paintbrushes, scissors and cutlery for eating.</li> <li>• How to develop and refine a range of ball skills - throwing and catching, kicking, aiming, passing and batting</li> <li>• About the different factors that support overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time' and having a good sleep routine helps your brain to learn</li> <li>• About road safety - how to cross the road safely with an adult</li> </ul>	<p><b>Nursery Vocabulary</b></p> <p>Equipment, safely, rules, follow</p> <p>Tools, grip, tweezers, pick, squeeze, hold</p> <p>Travel, around, under, through, on, in, bikes, pedal, scooter, push, faster, slower, stop, park</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></p> <p>Construct, carry, safety, rules, grip, control, ride, balance, pedal, obstacle course</p> <p>Grip, pencil, control, write, draw, letter, word</p> <p>Tools, pencil, scissors, glue stick, tweezers, join, build, move</p> <p>Being healthy, well-being, personal hygiene, healthy body, healthy mind, tooth brushing, exercising, healthy food / drink</p> <p>Road safety, holding hands, adult, traffic, road crossing, green man, looking both ways, listening</p>
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<p>Mathematical Development</p>	<p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• Positional vocabulary when going on own bear hunt – over, under, through, next to, behind etc.</li> <li>• Language of sequencing such as 'first' and 'then' when talking about the story of 'We're Going on a Bear Hunt'</li> <li>• How to describe the route taken by Rosie on her walk around the farm</li> <li>• That they can use marks and symbols to represent numbers and quantities</li> <li>• That they can represent numbers on their fingers and can show 'finger numbers' up to 5 and beyond</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• The names of some 2D and 3D shapes – triangle, square, rectangle, circle, sphere, cube, cuboid, cone, pyramid</li> <li>• How to recognise the amount of objects up to 5 and then 10 quickly, without needed to count first (subitising)</li> <li>• To count objects, actions and sounds matching one number name to each item up to 10</li> <li>• To use the vocabulary 'more than', 'less than' 'fewer' when comparing numbers and amounts</li> <li>• How to compare objects relating to their size – order the bears according to their size, which truck is longer / shorter</li> <li>• Positional vocabulary and use this in everyday play – recreate the route Rosie took on her walk, re-enact 'We're Going on a Bear Hunt' – over, on, under, through, past, around, next to, in between, behind, in front of</li> <li>• How to represent and show numbers to 10 using a variety of resources</li> <li>• The composition of numbers to 5 and then 10.</li> </ul>	<p><b>Nursery Vocabulary</b></p> <p>Over, under, through, next to, behind etc.</p> <p>Number names, counting, amount, see it, say it, subitise, show it</p> <p>Numeral, symbol, mark, represent, experiment, show, fingers</p> <p>Number names 1 to 5</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></p> <p>Shapes, triangle, square, rectangle, circle, sphere, cube, cuboid, cone, pyramid</p> <p>Count, match, how many, more, less, fewer</p> <p>Number, represent, show, make</p> <p>Position, route, describe, over, on, under, through, past, around, next to, in between, behind, in front of</p> <p>Size, compare, bigger, smaller, longer, shorter</p> <p>Number bonds, make, pairs</p>
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<p>Understanding The World</p>	<p><b>Nursery Children to Know:</b></p> <ul style="list-style-type: none"> <li>• The different types of transport and how these can be used to undertake different journeys - car, truck, bus, bike, plane, train, boat</li> <li>• Some types of transport has wheels</li> <li>• Some of the journeys that they have undertaken and the places they have been</li> <li>• The names of some of the places seen and to comment on the things they saw or did</li> <li>• That some objects float on the water and some sink to the bottom</li> <li>• That a magnet attracts some objects</li> <li>• That they can use a computer program to make a representation of a car</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• That the word transport refers to any vehicle that you can travel or carry goods in</li> <li>• That transport has changed over time</li> <li>• That in the past trains were powered by steam</li> <li>• That 'The Rocket' was one of the first steam trains and it was designed by an Englishman called Robert Stevenson</li> <li>• A simple definition of an engineer - a person who designs, builds or looks after engines and machines</li> <li>• The names of some objects which float and sink when exploring in play</li> <li>• We can experiment to find ways to make an object sink or float - add blocks onto a boat to weigh it down, make a ball of playdough into a boat shape to see if it will float</li> <li>• We can apply force to make an object move - push, pull</li> <li>• A magnet attracts some objects and not others</li> <li>• That some objects are magnetic and that a magnet produces a force</li> <li>• Features of their own environment and other places that they have been to.</li> <li>• The similarities and differences between their own environment and other unfamiliar places.</li> <li>• The names of some towns and countries</li> <li>• To use a map to find countries visited</li> <li>• How to find the UK on a map and the countries that make it.</li> <li>• How to find other places of personal interest on a map i.e. Barnsley, York, London, Leeds</li> <li>• How to use a computer programme to design their own vehicle</li> </ul>	<p><b>Nursery Vocabulary</b></p> <p>Land Transport - Bus, Car, van, lorry, motorbike, horse and cart, train, bus, coach, tram, bicycle, tractor, bike</p> <p>Water Transport - boat, ship, canoe, raft, submarine, hovercraft</p> <p>Air Transport - Hot-air Balloon, Helicopter, Jumbo Jet</p> <p>Wheels, Windows, Seats, engine, steam</p> <p>Float, sink, on top, at the bottom</p> <p>Magnet, attracts, objects</p> <p>Computer, programme, mouse, move</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></p> <p>Change, time, past, now, present, engineer, design make, create, builds, different, improve, faster</p> <p>Robert Stevenson, 'The Rocket', steam train, famous engineer, power</p> <p>Engineer, designs, plans, builds, creates, adapts</p> <p>Float, surface, drift, sink, bottom, experiment, heavier, change, shape, force, push, pull</p> <p>Magnet, attracts, repels, force, pulls, magnetic</p> <p>Environment. town, village, country, map, world, globe, UK</p> <p>Names of local towns that we have visited</p> <p>Names of countries that people have visited on their journeys</p>
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Literacy	<p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to engage in conversation about the stories read – see core books listed above</li> <li>• How to handle books and to turn the pages one at a time</li> <li>• The names of different parts of a book – cover, author, illustrator, page</li> <li>• We read English text from left to right and from top to bottom</li> <li>• What the word setting means when talking about stories</li> <li>• How to recall characters, main events and the setting of stories they have heard</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• That in some stories words are repeated and can recognise some repeated phrases in a familiar story.</li> <li>• The different features of a book i.e. cover, author, illustrator, blurb, page number etc.</li> <li>• That we can use a non-fiction book to acquire information – research the history of transport and explore how this has changed over time</li> <li>• How to form letters correctly using an efficient pencil grip</li> <li>• How to blend sounds taught when decoding to read.</li> <li>• That some letters when they come together make only one sound and we call these special friends</li> <li>• To apply emerging phonic skills when writing own labels and captions</li> <li>• How to write own labels to accompany models made</li> <li>• To say what they want to write ahead of writing it</li> <li>• To remember the word order when writing simple phrases and sentences</li> </ul>	<p><b>Nursery Vocabulary</b> Book, story, page, turn, pictures, listen, discuss, cover, author, illustrator, page</p> <p>English, read, setting, character, event</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></p> <p>Stories, books, characters, blurb, print, words, sounds capital letter, page number, blurb, sentence, question, opinion, fiction, cover, title, author, illustrator, events, beginning, middle, end, repeated</p> <p>Non-fiction, information, photographs, transport, change over time, past, present, facts, Robert Stevenson, The Rocket, steam train</p> <p>Print, write, form, name, word, curves, zig-zag, straight, grip, tripod, posture, clockwise, anti-clockwise, upper case, lower case, capital</p> <p>Blend, sounds, read, special friends</p> <p>Label, write, sound out, read, check. Phrase, caption, sentence, plan, say out loud</p>
Expressive Arts and Design	<p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to use a variety of resources when building models and making pictures</li> <li>• To make an object move you need to push it</li> <li>• How to handle objects and construction materials safely and with increasing control.</li> <li>• If an object has wheels it can roll easier</li> <li>• That there are different ways to explore paint such as using different tools or dripping, rolling, printing etc.</li> </ul> <p><b>Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to use a variety of resources and media to join and assemble materials when creating own models</li> <li>• The need to plan and design a model ahead of building it</li> <li>• How to make moving parts on a model</li> <li>• How to develop and refine their ideas</li> <li>• How to use props and resources to re-tell key events from a story.</li> <li>• How to perform individually or as a group when retelling the story.</li> <li>• The sounds that different instruments make and how to change sounds – faster / slower, /louder/ quieter.</li> </ul>	<p><b>Nursery Vocabulary</b> Build, construct, picture, create, plan, make</p> <p>Force, push, safely, roll, wheels</p> <p>Paint, tools, dripping, rolling, printing</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></p> <p>Instruments, music, make – tambourine, triangle, claves, bells, drum, faster / slower, /louder/ quieter</p> <p>Move, build, join, construction, design, plan, idea, make, change, adapt, improve</p> <p>Re-tell, imagine, create, ideas</p> <p>Perform, solo, group, audience, watch, appreciate, respect</p>