

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>Nursery Children to Know</p> <ul style="list-style-type: none"> • That we can't always have our own way and our needs are not always met immediately • How to use the toilet and wash and dry hands properly • The importance of brushing own teeth. • Who to ask for help and how to ask for help • How to talk to other children when playing • That our actions can hurt others and we need to be kind and helpful towards others • 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? <p>Reception Children to know:</p> <ul style="list-style-type: none"> • 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> • How to take turns with others and look after resources in the classroom. • About their own journey from home to school and the things that they see • How to be a safe pedestrian • People have different experiences and we share these in conversations with others. • That making mistakes is part of the learning process • How to problem solve and can go back to their work to make amendments and adapt where necessary • How to reflect and comment on their own work • To feel proud of their hard work and to share their work / ideas with others • The importance of celebrating their own achievements and those of others 	<p>Nursery Vocabulary 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>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</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>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to use longer sentences when talking with others about experiences. • How to be a good listener i.e. we look, sit still, show interest, nod, comment • How to start a conversation with a friend and sustain it with back and forth comments. • How to ask questions to find out more information using <i>what, why, when, how</i> • How to use talk to organise themselves and their play. • How to use vocabulary linked to stories heard - round, past, through, over, in, next to from '<i>Rosie's Walk</i>' <p>Reception Children to know:</p> <ul style="list-style-type: none"> • 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. • How to use words to sequence events - first, then, next, after • 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? • We can find the places we have travelled to by looking on a globe or a map • Sequencing vocabulary i.e. first, next, then, after • 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>' • Re-tell the story, '<i>We're Going on a Bear Hunt</i>' through song. Encourage children to notice the rhythm. • 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 • A map can be used to show a route from one destination to another • How to follow a simple map to get from one place to another • 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>' • To use 'why', 'what' and 'where' questions to find out more • 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? • 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> 	<p>Nursery Vocabulary</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>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</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>
-----------------------------------	--	---

<p>Physical Development</p>	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to use a variety of large apparatus safely. • How to work with others when moving large apparatus and to remember the safety rules. • How to use an effective grip when manipulating tools such as tweezers, scissors, pencils etc. • How to travel around the outdoor area using different resources such as bikes, cars, scooters etc. • How to handle objects and construction materials safely and with increasing control. <p>Reception Children to know:</p> <ul style="list-style-type: none"> • The need for safety when tackling new challenges, and considers and manages some risks i.e. when making an outdoor obstacle course • How to use a range of tools competently and safely - pencils for drawing and writing, paintbrushes, scissors and cutlery for eating. • How to develop and refine a range of ball skills - throwing and catching, kicking, aiming, passing and batting • 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 • About road safety - how to cross the road safely with an adult 	<p>Nursery Vocabulary 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>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</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>
-----------------------------	--	---

<p>Mathematical Development</p>	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • Positional vocabulary when going on own bear hunt - over, under, through, next to, behind etc. • Language of sequencing such as 'first' and 'then' when talking about the story of 'We're Going on a Bear Hunt' • How to describe the route taken by Rosie on her walk around the farm • That they can use marks and symbols to represent numbers and quantities • That they can represent numbers on their fingers and can show 'finger numbers' up to 5 and beyond <p>Reception Children to know:</p> <ul style="list-style-type: none"> • The names of some 2D and 3D shapes - triangle, square, rectangle, circle, sphere, cube, cuboid, cone, pyramid • How to recognise the amount of objects up to 5 and then 10 quickly, without needed to count first (subitising) • To count objects, actions and sounds matching one number name to each item up to 10 • To use the vocabulary 'more than', 'less than' 'fewer' when comparing numbers and amounts • How to compare objects relating to their size - order the bears according to their size, which truck is longer / shorter • 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 • How to represent and show numbers to 10 using a variety of resources • The composition of numbers to 5 and then 10. 	<p>Nursery Vocabulary</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>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</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>
---------------------------------	---	---

<p>Understanding The World</p>	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • The different types of transport and how these can be used to undertake different journeys - car, truck, bus, bike, plane, train, boat • Some types of transport has wheels • Some of the journeys that they have undertaken and the places they have been • The names of some of the places seen and to comment on the things they saw or did • That some objects float on the water and some sink to the bottom • That a magnet attracts some objects • That they can use a computer program to make a representation of a car <p>Reception Children to know:</p> <ul style="list-style-type: none"> • That the word transport refers to any vehicle that you can travel or carry goods in • That transport has changed over time • That in the past trains were powered by steam • That 'The Rocket' was one of the first steam trains and it was designed by an Englishman called Robert Stevenson • A simple definition of an engineer - a person who designs, builds or looks after engines and machines • The names of some objects which float and sink when exploring in play • 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 • We can apply force to make an object move - push, pull • A magnet attracts some objects and not others • That some objects are magnetic and that a magnet produces a force • Features of their own environment and other places that they have been to. • The similarities and differences between their own environment and other unfamiliar places. • The names of some towns and countries • To use a map to find countries visited • How to find the UK on a map and the countries that make it. • How to find other places of personal interest on a map i.e. Barnsley, York, London, Leeds • How to use a computer programme to design their own vehicle 	<p>Nursery Vocabulary</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>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</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>
--	--	---

<p>Literacy</p>	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to engage in conversation about the stories read - see core books listed above • How to handle books and to turn the pages one at a time • The names of different parts of a book - cover, author, illustrator, page • We read English text from left to right and from top to bottom • What the word setting means when talking about stories • How to recall characters, main events and the setting of stories they have heard <p>Reception Children to know:</p> <ul style="list-style-type: none"> • That in some stories words are repeated and can recognise some repeated phrases in a familiar story. • The different features of a book i.e. cover, author, illustrator, blurb, page number etc. • That we can use a non-fiction book to acquire information - research the history of transport and explore how this has changed over time • How to form letters correctly using an efficient pencil grip • How to blend sounds taught when decoding to read. • That some letters when they come together make only one sound and we call these special friends • To apply emerging phonic skills when writing own labels and captions • How to write own labels to accompany models made • To say what they want to write ahead of writing it • To remember the word order when writing simple phrases and sentences 	<p>Nursery Vocabulary Book, story, page, turn, pictures, listen discuss, cover, author, illustrator, page</p> <p>English, read, setting, character, event</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</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>
<p>Expressive Arts and Design</p>	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to use a variety of resources when building models and making pictures • To make an object move you need to push it • How to handle objects and construction materials safely and with increasing control. • If an object has wheels it can roll easier • That there are different ways to explore paint such as using different tools or dripping, rolling, printing etc. <p>Children to know:</p> <ul style="list-style-type: none"> • How to use a variety of resources and media to join and assemble materials when creating own models • The need to plan and design a model ahead of building it • How to make moving parts on a model • How to develop and refine their ideas • How to use props and resources to re-tell key events from a story. • How to perform individually or as a group when retelling the story. • The sounds that different instruments make and how to change sounds - faster / slower, /louder/ quieter. 	<p>Nursery Vocabulary Build, construct, picture, create, plan, make</p> <p>Force, push, safely, roll, wheels</p> <p>Paint, tools, dripping, rolling, printing</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</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>