

EYFS possible lines of development

	<p>Spring 1 Reception</p>	<p>Week 1, 2, 3- Transport, (land/ sea/ air)</p> <p>Week 4, 5, 6- food favourite foods healthy eating food from around the world</p>	<p>Hook: Engineer Day Making our own methods of transport</p> <p>Outcome: Transport walk</p> <p>Hook: Food tasting</p> <p>Outcome: Reception Feast- children to dress up in traditional outfits</p>
<p><u>Personal, Social and Emotional Development</u> Challenges: Each morning tell the children what there group activity is. At the end of the day finds out which group has completed the most challenges. Reward this child with a certificate/prize. Children should independently choose where to put completed work, either in the CT's good folder or in their special box.</p> <p>RRS: Continue reminding children of what their rights and responsibilities are, linking to our class charters e.g. it is our <i>responsibility</i> to eat our fruit and drink our milk.</p> <p>Circle times: Week 1: behaviour- recap behaviour chart and classroom rules Week 2: honesty- what does it mean to be honest? Why is that hard to do sometimes? Why is it important to always be honest? How do you feel if someone isn't honest with you? Week 3: honesty- looks at a range of scenarios and discusses with the class who is being honest and who is not. Why is it</p>		<p><u>Communication and Language</u> Stories: Support the children to join in with repeated refrains in the story and anticipate what might happen next. As a class/small groups recall what happens in the story. Can the children identify patters in the stories e.g. what happens to the 'good' and 'bad' characters at the end of stories.</p> <p>Role play: Children to use a variety of language to imagine and recreate the roles of the characters from the story. Support children to use a 'storyline' in their play. Model how to act out the stories using character masks to support.</p> <p>Books: Week 1, 2, 3: Share Amazing Machines book series by Tony Mitton Road: The Naughty Bus Where is the bus going? Why is he not being kind and helpful? What is a bus meant to do? What noise does a bus make? Sea: Mr Gumpy's Outing</p> <p>Literacy Talk for Writing</p> <p><i>Core text: The Train Ride</i> <i>Wk 1, 2, 3: messages</i> <i>Wk 4, 5, 6: lists</i></p> <p>Writing assessments: week 1/ week 6</p> <p><u>Talk for writing weekly timetable:</u></p> <p>Monday: Teach TfW/ immitate text Tuesday: Drama Wednesday: Teaching strand focus Thursday: Teach TfW/ immitate text Friday: Teaching strand focus</p> <p><u>Write away:</u> Every day, children will write independently for three minutes in writing books, based on a simple modelled</p>	

<p>important to be honest?</p> <p>Week 4: My favourite food <i>Children to describe their food to the rest of the class. Can anyone guess what it is? Does anyone else like the same food?</i></p> <p>Week 5: "I stay healthy by....." <i>Children to finish the sentence by saying something they do to help keep them healthy.</i></p> <p>Week 6: food groups- children to look at and discuss different food groups using Espresso videos. What are they? Why are they important? Introduce the term 'balanced diet'.</p>	<p>Air: Rosie Revere Engineer (LINK TO TRANSPORT OUTCOME)</p> <p>Why is Rosie sad? What does she really want to build? What's the problem? Who helped her? What is a dream? What does engineer mean?</p> <p>Week 4: The Gingerbread man How did the old woman decorate the gingerbread man? Why did the gingerbread man jump out of the oven? What did he say? What did he say when he was being chased? Which animals chased the gingerbread man? What did the fox do when the gingerbread man jumped on his back? http://www.topmarks.co.uk/stories/GingerbreadMan.aspx</p> <p>Week 5: I will not ever ever eat a tomato Read 'I will not ever ever eat a tomato' and 'eat your peas!' Discuss foods we like and foods we do and do not like. What foods should we/shouldn't we eat?</p> <p>Week 6: Handa's Surprise What fruits did Handa carry in her basket? Where do you think she lives? What do you think the weather is like? Why did the animals take the fruit? Were they being naughty? Why do you think the goat ran into the tree? How did Handa feel when she saw the basket at the end of the story?</p>	<p>sentence.</p> <p>G&T: connectives HA: full sentence, capitals, full stops MA: formed sentences/ finger spaces LA: initial sounds/ simple words</p>
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<p>Physical Development Handwriting: Continue handwriting in books each week to embed. HA to write capital letters and words beginning with each in their books. <i>Week 1:</i> l, i, j <i>Week 2:</i> t, u, y <i>Week 3:</i> b, k, m, p <i>Week 4:</i> o, c, a. <i>Week 5:</i> d, g, q. <i>Week 6:</i> e, f, s.</p> <p>Warm up activities: Play fruit salad and the bean game. Hold up pictures of food and children to run to one side of the room if they think it's healthy and run to the other side if they think it's unhealthy.</p> <p>Focus: ball skills. <i>Weeks 1:</i> rolling <i>Week 2:</i> kicking <i>Week 3:</i> bouncing</p> <p>Focus: balance <i>Week 4:</i> balancing items on head <i>Week 5:</i> balancing on different feet/ apparatus <i>Week 6:</i> balancing and throwing items in a hoop</p> <p>On handwriting days, have tram lines out for all children to practice using.</p> <p>Construction: Children to use a range of construction materials to build models linked to each topic.</p>	<p>Mathematics <i>Week 1, 2, 3 Measurement</i> <i>Length/ weight/ capacity</i></p> <p>Length- length of a road, length of a train. Children to measure items from a list using different media, (measuring in fingers, hand span, footsteps, paper clips etc). HA children to compare which was longest and why?</p> <p>Weight- Weight means, 'how heavy something is'. Children to weight different amounts using scales. How do we know which is heavier/ lighter? What happens if the same amount is in each basket? HA children to practise weighting odd numbered items- what happens to the remaining 1 if we want the scales to balance?</p> <p>Children to decide which will fall faster, a pebble or a feather? Children to determine that even though the pebble is smaller, it is heavier and therefore falls faster. Children to understand that the size of an object does not determine its weight.</p> <p>Capacity- Capacity means, 'how much can something hold'. Using an array of containers, children to decide which container has the biggest capacity and which container has the smallest capacity, (water/ sand/ cubes etc). Which container holds more? Which is full? Which is empty?</p>	<p>Understanding the World Transport</p> <ul style="list-style-type: none"> • Maps/photos: Look at maps of the train line and the tube. Making/drawing their own maps. • Look at maps of the UK and world. Children to draw their own maps showing where their aeroplane/helicopter is going. • Floating and sinking. Which objects will float/sink? Making boats, testing what is waterproof and what is not. • Photos of different vehicles – how are they the same/different? Take chl in small groups to count the colours of the cars in the carpark/ cars on the immediate road outside the gates. • Flying: Making paper aeroplanes to fly. • Look at photographs of different types of transport using non-fiction books and websites. • Discuss what you would take on your journey? How would you travel on your journey? <p>First hand Experience: - Going to the bus station/bus ride</p>
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<p>- Sticklebricks - Large wooden bricks - Duplo - Train track - Mobilo - lego</p>	<p>Pass around an orange. Discuss the weight of it. <i>Can you think of anything that would weigh the same?</i> Encourage the children to explore this. Use scales to test out their objects. Show children a mango. <i>Will this be lighter or heavier? How do you know?</i> Show children a balloon filled with air. <i>Will this be lighter or heavier? How do you know? Why do you think it weighed less?</i></p> <p>Week 4, 5 Recording</p> <p>Children to look at different methods of recording- tally charts and pictograms. Children to practise 'interpreting data' by counting the results and explaining that the amount of pictures/ tallies means the amount of people that have voted for something. Children to practise making their own tables based on class questions, e.g- 'what is your favourite fruit?' HA children to discuss results, e.g. which had the most/ least votes? What was the difference? What does this tell you?</p> <p><i>How many children are here today? (You may do this in smaller groups so the numbers are 20 or below) Can you organise the children so they are easy to count? Can you record this amount and explain what you have done?</i></p> <p>To extend: <i>Can you edit you drawing/recordings to show me how many are girls and how many are boys?</i> To support: Give all the children's pictures to a child. <i>Can you organise them into girls and boys? Can you draw the girls and count how many are here?</i></p>	<p>- Exploring the a car - Going on a tram ride</p> <p>Food</p> <ul style="list-style-type: none"> • Food tasting • What is your favourite food? Watch 'favourite foods' video using Espresso. Create a class pictogram to show what our favourite foods are? Display on working wall. • Introduce the 5 food groups using Espresso video. Which is your favourite group and why (link back to week 1)? As a class sort foods into their groups using resource box. • What is healthy eating and what are healthy foods? Children to sort foods into two groups. Why do you think.....are healthy/unhealthy? • Discuss what others ways we can stay healthy e.g. exercise, cleaning our teeth etc. • Where does our food come from? Children to think about different types of food and where they come from e.g. bananas. Locate these countries on a world map. How do the foods get to us? • Reception Feast- invite parents to share food from their culture.
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Week 6- recap topics which children are unsure of.
Use the same worksheets if needed and extend certain children within the topic to ensure further improvement.

Expressive Arts and Design

Transport;

- Paint observational pictures of different types of transport.
- Paint/draw/collage a railway track using a repeating pattern.
- Mix paints using racing cars to blend the colours and print racing journeys-refer to colour patterns
- Make a boat from hand printing/ collage
- Creating a peg airplane
- Junk modelling: Choosing materials to make boat and seeing if they float. Designing and making flags for the boats.
- Make a train or carriages as a group and put them together to make a train including tracks.

Music:

We're all going on a yellow submarine

A sailor went to sea –Miss Satinder to teach the actions.

Down at the train station early in the morning

The wheels on the bus – bus

Pirate song – boat

Food:

- Make a plate of your favourite food using collage materials.
- Make a picture of your ideal lunch box, what would you put inside it?
- Potato stamping
- creating detailed fruit sculptures from clay
- Make a fruit salad and describe what it tastes like, (healthy eating)
- Making pictures of different fruits using collage materials.
- Food tasting: Children to taste different fruits blindfolded. What does it taste like? Link to focus story- Handa's Surprise.
- Yogurt painting
- Coffee grounds sensory tub
- Cereal jewellery