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|  | **The SJC Creative Curriculum Medium Term Plan Spring 1 2021/22** | | | | | | | | | |
| **Year group:**  **Reception** | | | **Topic Title:**  **Transport and Journeys**  [**https://www.youtube.com/watch?v=sqQ1BAEj1oE**](https://www.youtube.com/watch?v=sqQ1BAEj1oE) | | | |  | | **Key Text:**  **Naughty Bus** | |
|  | **Linked texts:** You Can’t take an Elephant on a Bus, The Bus is For Us, Hundred Decker Bus, Mr Grumpy’s Outing, On The Road, Off To Market | | | | | | | | | |
|  | **SYNOPSIS**  This captivating book tells the tale of a mischievous London bus as it goes on wonderful adventures. A young boy receives a toy bus as a present and has great fun exploring the world with his new toy which turns out to be quite a naughty bus – or is it the boy being naughty? | | | | | | | | | |
|  | **Vocabulary: London, bus, long ago, present, naughty, bus stop, driver, important, passengers, roads, pond, traffic, buildings, reflection, handsome,. One day, first, next, after that, then, finally, unfortunately.**  Straight past, into, at, to, down, over there. | | | | | | | | | |
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| **Literacy**    **Outcome**  **Oral retell of the journey story; recount of the bus adventure.** | **Imitation**  Week 1  **Hook**  **Cold Write**  + **Big Book**  Retelling the story.  Language; one day, first, next, then, after that, finally, unfortunately.  Hook  Place a tuff tray with beans/jelly/ice and a bus crashed into it, on the carpet area when the children arrive, possibly with some ‘incident’ tape around it and a warning sign.  **Cold write**  Speech bubble write to assess their stage of writing. Can they write a short sentence/use initial sounds/use finger spaces/capital/full stop. | imitation  Week 2  **Daily Retelling the original story.**  **Activities to deepen understanding**  **Reading as a reader.**  **Activities to deepen understanding of the story**   * Story play * Acting out sections of the story, * Free role pay in the bus * Story maps laminated inside and outside with props * Small world refelecting the story * Art associated with printing * Lolly pop sticks puppets * Dressing up * Freeze frame * Hot seating * I can see- pause at a key moment when retelling – what can you see, what you can hear * Phone a friend – retell what happened that day * Cut up story and they sequence * Draw and paint models from the scene * Best lines- every child selects their favourite line and says why * Songs- Sing the story or parts of the patterns.   **Reading as a reader**  Turn the story into a big book (you may need to stick the sentences under the pictures so it’s in line with the model text  Discuss patterns, main scenes, simple writing tools such as question marks, full stop and exclamation marks. Draw attention  Highlight new vocabulary  **In Shared Reading:**  Read through and ask general comments- discuss own experiences   * Prediction * Questions * Characters feelings * Story Structure * Patterns * Word choice * Punctuation | | **Innovation**  Week 3  **Daily Retelling the original story.**  **Reading as a writer.**  Raiding the reading and preparing them for writing  Unpicking the big book for daily writing opportunities:   * Gathering Tier 2 vocabulary from the text for your magpie wall and use it.   Big book unpicked daily based on your writing focus e.g.: “today we will talk about how Daddy was feeling, let’s look on page..” and then model write what the children say and what the book tells us. This can be whole class, moving towards a guided writing group and challenges in the provision.  Over 5 groups/day   * Day 1 –speech bubbles * Day 2 – The noises head * Day 3 - Describe the character- wanted posters * Day 4 – I can hear hear/see of the setting * Day 5 – Label story map   **Ensure you capture independent writing from provision for the children not working in the guided groups with the TA teacher**  ) | Week 4  **Retelling the story.**  **Innovation.**  **Hot Write.**  Orally retelling the story, no teacher voice**.**  Create a new class version orally changing map or boxing up.  Children create own versions orally.  Shared writing of a new class version section by section over a few days.  Guided writing with groups each day.  Daily developing and magpi-ing new words and phrases.  Joining sentences.  Varying sentence patterns.  Reading round the circle, sharing the finished story.  **Hot Write:**  All children to orally retell a new version of the story;  Write sentences using capital letter and full stop. Others will use some of their print and letter knowledge in their early writing. | | Week 5  **Non-fiction**  Captions  Missing posters  Labelling  Non chronological writing about buses.  Label a bus.  The naughty bus goes missing, make wanted posters.  Using some pictures from the story ask the children to write captions and speech bubbles.  Non fiction writing about buses, information fact sheets. | | Week 6  **Non-fiction**  Captions  Missing posters  Labelling  Non chronological writing about buses.  Label a bus.  The naughty bus goes missing, make wanted posters.  Using some pictures from the story ask the children to write captions and speech bubbles.  Non fiction writing about buses, information fact sheets. | **Week 7**  **List poems**  Poetry and rhymes about transport.  The wheels on the bus.  The whales on the bus (book)  Children learn the story or the rhyme and then innovate to write a whole class version. |
| **Mathematical Development** | Addition and subtraction to up to 10. | Addition and subtraction to up to 10. | | Place value - Number bonds to 5. | Place value - Number bonds to 5. | | Describes 2D shapes in models and the environment. | | Describes 2D shapes in models and the environment. | Assessment week and consolidation including misconceptions. |
| Area of learning | Development Matters | | | | |  | | What can the adult do / provide? | | |
| **Personal, Social & Emotional** | **CLL Reception**  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  **PSED reception**  Build constructive and respectful relationships.  Identify and moderate their own feelings socially and emotionally. | | | | |  | | Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.  To confidently talk about journey to school/ on a bus.  To confidently name places of interest in Manchester and some London sights.  Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.  Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children’s actions: “I’ve never seen so many beautiful bubbles, I can see all the colours of the rainbow in them.” Build upon their incidental talk: “Your tower is definitely the tallest I’ve seen all week. Do you think you’ll make it any higher?”  Ensure children have opportunities to relate to their key person, individually and in small groups.  Provide activities that involve turn-taking and sharing in small groups.  Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities.  Provide experiences and activities that are challenging but achievable.  Provide opportunities for children to reflect on successes, achievements and their own gifts and talents.  Provide regular opportunities for children to talk to their small group about something they are interested in or have done.  Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions.  Narrate events and actions: “I knew it must be cold outside because he was putting on his coat and hat.” | | |
| **Communication & Language** | CLL Reception  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | | | |  | | Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as ‘Tommy Thumb’.  Talk for writing  Using MTYT and TTYP during lessons  Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done.  Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books of London and Manchester.  Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character – *where did the Naughty bus go?*  Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.  Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.  Select traditional and contemporary poems and rhymes to read aloud to children. Help children to join in with refrains and learn some verses by heart using call and response. When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: “Listen carefully, what words can you hear? Once upon a time: once – upon – a – time.” Engage in non-fiction books. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Make the books available for children to share at school and at home. | | |
| **Physical Development** | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes | | | | |  | | Provide a range of different sized ‘balls’ made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce full-sized balls when children are confident to engage with them. Introduce tennis balls, ping pong balls, beach balls and balloons. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.  Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders. Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait. Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.  Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay. Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children? Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic. | | |
| **Understanding the World**  **Geography/History - sense of place**  **Science - cause and effect**  **New life - plants** | Understand the effect of changing seasons on the natural world around them.  Draw information from a simple map  Recognise some environments that are different from the one in which they live.  Describe what they see, hear and feel whilst outside.  Understand that some places are special to members of their community. | | | | |  | | Talk about journeys – create a simple map of a journey and label it.  Talk about the buses where you live. How is it the same/ different from a London bus? Discuss how buses have changed over time.  Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.  Encourage the use of words that help children to express opinions, e.g. ‘busy’, ‘quiet’ and ‘pollution’.  **ICT/ non-fiction texts**  Where is London?  Explore technology in the environment for real and role play purposes (i.e. cameras for photos/ telephone in Bus Station)  Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.  Transport around our city of Manchester.  Contrast old London buses versus new ones.  How have buses changed?  Long ago and today  Explore freezing and melting.  Explore and experimenting with forces (i.e. rolling objects on different gradients to affect speed) Does the red car travel the furthest/fastest?  **FS: Signs of winter, why can we see ice on the ground?**  Chinese New Year | | |
| **Expressive Art and Design** | Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.  Develop storylines in their pretend play.  Listen attentively, move to and talk about music, expressing their feelings and responses. | | | | |  | | Learn weather/ transport songs. <https://www.youtube.com/watch?v=jwYU3aQ3tHc> Naughty bus song  Create nature art – recycling natural materials.  Create Spring pictures. Create maps and towns.  Create buses – design – make –evaluate.  Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate.  Provide children with opportunities to use their skills and explore concepts and ideas through their representations.  Provide children with opportunities to use their skills and explore concepts and ideas through their representations.  Provide opportunities indoors and outdoors and support the different interests of children, e.g.in role play of a builder’s yard, encourage narratives to do with building and mending.  **Link artist: Clare Burchell** | | |