

**Communication and Language**

- Responding to the ideas of others and building upon my own ideas E.g if you had a magical train ticket to anywhere where would you go?
- Continue to work on asking and answering questions using how, when, when, what, where vocabulary appropriately.
- Use questioning skills to find out new information e.g. comparing vehicles of the past to now.
- Show awareness of listeners needs by describing our ideas e.g. how can we tell this is an old car?
- Individual show and tell sessions of items from home, and daily review sessions from choosing.
- Create narratives through small world opportunities involving transport and retelling shared texts.

**Physical development**

- Getting changed independently for PE.
- Use higher apparatus to continue to develop confident sequences of movement including travelling and balancing
- Directional travel – left, right, forward, backward etc.
- Continue to think about how can we look after our bodies? What does healthy mean? What food is healthy? What effect does exercise have on our body.
- Use of woodworking area to develop fine and gross motor skills and control.

**Personal, Social Emotional Development**

- Working together – teambuilding games – cross the river, row the boat etc.
- Sharing experiences – have you been on a train/plane? How did you feel? What was it like
- Keeping safe - road, rail and water safety.
- Respecting different cultural celebrations; Shrove Tuesday & Lent, Easter.

**Understanding of the World**

- Looking at different types of transport now and comparing them transport from the past.
- Finding out about Tim Peake's mission, the Wright Brother's first plane and Robert Stevenson's Rocket.
- Exploring materials and properties; floating and sinking, forces and friction.
- Use of computer and ipads to complete games.
- Use technology to support work – taking pictures, creating posters.

**Expressive Art and Design**

- Using recycled materials to design and create my own transport vehicle.
- Thinking about which media/materials to use for a specific purpose e.g. split pins and wheels
- Use of malleable materials to make my own models including clay aliens.
- Creating narratives through role play and creating our own stories with transport.

**Maths**

- Recognise, order and match numeral to quantity with numbers to 10.
- Develop use of part/part whole model to understand number bonds to 10.
- Subtraction with numbers under 10.
- Recognising numbers to 20 and counting beyond.
- Keep practising number formation.
- Use and describe shapes we have used in our models.
- Begin to recognise 2D shapes within 3D shapes.
- Use of positional and directional language to describe journeys, movement and travel.

**Literacy**

- Writing words phonetically.
- Writing simple sentences and beginning to use sentence punctuation e.g. finger spaces, full stop and capital letter.
- Labelling diagrams and models
- Use of question words – when, where, how, why, what, who.
- Retelling stories and collaboratively creating our own versions e.g the train ride.
- 1/1 reading of reading books, daily shared reading of a variety of texts; fiction, non-fiction, labels, instructions etc.

**Phonics**

- Daily work on phase 3 sounds.
- Daily super sentence work.
- Phase 2/3 tricky words and HF words.