



St. Mary's Catholic Primary School

Educate Protect Love Serve



<p><u>Personal, Social, Emotional Development</u></p> <p>Go on class trip around school on pretend steam train. Have a picnic when we arrive. Set up the different stations for train to stop in outdoor area. Children role play going on train and what happens at stations <i>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</i> <i>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</i> <i>Keeps play going by responding to what others are saying or doing.</i> <i>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</i> <i>Confident to speak to others about own wants and interests</i> <i>Aware of boundaries set and the expectations of the classroom</i></p>	<p><u>Communication and Language</u></p> <p>Talk about favourite parts of our trip. What did you enjoy most? Why? Talk about different parts of the story – Which is their favourite station and why? Inventing our own stations based on interests and explaining what we can see and do there.</p> <p><i>Listening attentively in a range of situations</i> <i>Beginning to understand 'why' and 'how' questions.</i> <i>Using talk to connect ideas and explain what is happening</i> <i>Listens and responds to ideas expressed by others in conversation or discussion.</i> <i>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</i> <i>Uses language to imagine and recreate roles and experiences in play situations.</i> <i>Introduces a storyline or narrative into their play</i></p>	<p><u>Physical Development</u></p> <p>Make different vehicles from found materials. <i>Uses simple tools to effect changes to materials to Handles tools, objects, construction and malleable materials safely and with increasing control.</i> <i>Shows a preference for a dominant hand.</i> <i>Practise races and activities for sports day</i> <i>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</i> <i>Observes the effects of activity on their bodies</i> <i>Moving in a variety of ways</i> <i>Being aware of space</i> <i>Showing good control and coordination over large and small scale movements</i></p> <p>Making posters, signs, magic spells, recipes, shopping lists etc <i>Using pencils with good control to form recognisable letters most of which are correctly formed</i> .</p>
<p><u>Literacy The Magic Train Ride Story</u></p> <p>Making Magical train tickets – Where would the children like to go Make posters and signs in different writing styles matched to each station visited Recounts – Writing about our virtual school trip – which was our favourite part? Reading – Independent reading of emergent reader books <i>Hears and says the initial sound in words.</i> <i>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</i> <i>Explore ch's non-fiction interests ignited by book</i> <i>Knows that information can be retrieved from books and computers.</i></p>	<p><u>The magic Train Ride</u> Reception Class Medium Term Planning Summer Term 1st Half 2021</p> 	<p><u>White Rose Mathematics</u></p> <p>Counting numbers to 20. Recognising numerals and ordering to 10 then 20 Counts objects to 10, and beginning to count beyond 10. <i>Finds one more or one less from a group of up to five objects, then ten objects.</i> <i>Doubling and Halving using objects</i> <i>2d and 3d shape activities</i> <i>Using everyday vocabulary relating to time – use a variety of timers to complete certain activities</i> <i>Make seat numbers for train. How many are on train? Make a tally.</i> <i>Records, using marks that they can interpret and explain</i></p>



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Understanding of the World

Sorting vehicles into different categories. What are they used for?
Looking at different animals from woodlands, jungles and oceans and placing them into their correct habitats. Use internet to find out.
Exploring items which float and sink- linked to ocean.
Remembers and talks about significant events in their own experience when remembering trips they have been on.
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.
Talks about why things happen and how things work.

Expressive Arts and Design

Provide children with a range of different construction pieces for the children to make their own vehicle, train track, station, habitat.
Building with a purpose in mind
Uses simple tools and techniques competently and appropriately.
Selects tools and techniques needed to shape, assemble and join materials they are using.
Songs linked to journeys – wheels on the bus, 5 little men in a flying saucer, Down in the Jungle, Down at the station.
Make up a story and role play 'going on a journey'.
Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
Uses available resources to create props to support role-play.

Outdoor Learning

Make an outdoor train track and stations.
Role play characters- Train driver, ticket collector
Small world scenes in water play/sand pit/etc
Making wands to write & make magic spells
Transient art using natural materials
Using the mud kitchen to make cakes and write recipes
Using the large construction blocks to make our own vehicles.

This Half Term – Forest School on Tuesdays pm.