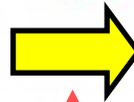


## Early Years Medium Term Planning T3 &4– Adult Led Focus

### **Week 3** (20st Jan—24th Jan) **Bikes, Trikes and Scooters**

**Focus Text– Mrs.Armitage on Wheels** Discuss which ride on/push vehicles the children know/have? Talk about how they are different to a car and why they are better for the **environment**. How do they move? Hold a ‘Wheelie Fun Day’ for children to bring in their ride on toys (prams, scooters, push along cars, bikes) to use outdoors. Children to take a photo of their vehicle on the i-pad. Adult to print picture and children then write **labels**. Look at old fashioned bikes and how they have changed over time– Penny Farthing. Bike safety using THINK resources.



**Off We  
Go!**



### **Week 1 &2** (7th Jan—17th Jan) **Cars and Road Safety**

**Focus Text– Mr.Gumpy’s Motor Car** Mind map of vehicles that children already know. Can they name any and talk about them? Using the KS2 playground, take children to look for different types of transport on Huntingtower Rd. Children use a clipboard to draw and write the name of the different **vehicles** they find. Discuss cars and park a staff member’s car within school grounds. Name the parts of the car and ask children where they go on their cars **journeys**? Children label pictures of cars in CP. Make cars using boxes and paper plates in the outdoor area. Investigate remote controlled cars indoors and use directional language. Look at some **old fashioned** cars and how they have changed over time. Teach basic road safety using the THINK campaign. Look at different types of roads and crossing using photographs. Children to learn the Stop, Look, Listen and Think phrase. Children to explore different types of clothing and accessories to identify which would be best to wear while **traveling** in the dark. Why/why not? Place high visibility items in black out tent/box with torches to see them **reflect**. Children to then look at potential hazards resource to identify good practise. Using the knowledge gained, take children to cross the small road from school to the car park.

### **Week 4 &5** (27th Jan—7th Feb) **Boats and Ships**

**Focus Text– Mr.Gumpy’s Outing** Read the story. Has anyone ever been on a boat? Where did you travel to? What was the boat like? Look at all different types of boats and ships including cruise liners. Watch CBeebies Caties Amazing Machines’ to find out about features that boats have and how they work: sail, waterproof, motor, pedals, rudder. Investigate different boats in the water area. Watch ‘Time for School - Boats’ to demonstrate boat making and testing. Children to design a boat to make the following week and write an equipment list for teacher’s to gather resources. Children make Mr.Gumpys boat and have a weight to test it out in the water area. Will it **float** or **sink**?  
**R.E: Noah’s Ark– Our Special Books**



**Weeks 6 & 7** (10th Feb — 28th Feb inc half term) **Trains and Tracks**

Read 'The Train Ride'. Have you ever been on a train? Where did you go? Who did you travel with? Watch Caties Amazing Machines– Rail Machines. Look at how trains have changed over time– watch a steam train.

Music—use percussion to compose a piece of music as a train, build up the **speed** and dynamics.

Visit the train station. Look at timetables. Make a list of equipment to help turn the role play area into a train station. Make our own train journey book. What did we see on our way to the station? Children to have a train window to draw what they see and put together to make a class book– hold/complete a sentence.

**Pie Corbett Reading Spine:** Rosie's Walk, Mrs.Armitage on Wheels and Mr.Gumpy's Outing

**Talk for Writing daily story time:** Mr.Gumpy's Motor Car, Little Red Riding Hood and Goldilocks and the Three Bears

**Golden Time:** Charanga music sessions, dough disco, yoga, library time, class games.

**Week 12** (30th March— 3rd April) **Unusual ways to travel**

Think of more **unusual** ways to travel e.g rocket, hot air ballon and a flying carpet. Why are they so unusual? Read 'Whatever Next.' What could you make? Place lots of large boxes, bottles, pots and pans etc for children to create their own junk model vehicle outdoors.

Children to spend this week making a template to stick on to Beebot to transform it into a different vehicle. Children to then explore the Beebots to **navigate** them to a parking space.

Share the Easter story and make Easter cards

**R.E:** [Easter Story and the cross– Our Special Books and Our Special Things](#)

**Weeks 8 & 9** (2nd March– 13th March) **Aeroplanes**

Read 'Emma Jane's Aeroplane.' Has anybody been on an aeroplane before? Where did you go? Who with? Watch Caties Amazing Machines– Flying Machines. Talk about different purposes for aeroplanes e.g work, military. Talk about what happens when we go on an aeroplane to go on holiday– seats, meals, drinks, toilet, tv etc. Watch holiday advertisements and flight safety videos to see inside an aeroplane.

Set up role play airport using tickets, rows of plastic seats and trays of play food etc. Look at one of the places Emma Jane visits– India. Learn about the Holi festival being celebrated in India at the moment. Does anybody **celebrate** Holi at home?

Children make large colour spray pictures using powder paint and water guns to make Holi themed art work.

Children to write a postcard from a place they have visited (seaside, grandparents house, abroad etc). I went to....

**R.E:** [Holi Festival of Colour- Our Special Books and Our Special Things](#)

**Weeks 10 & 11** (16th March– 27th March) **Working Vehicles**

Mind map of all of the vehicles used for work. Think more carefully about emergency vehicles. Watch Catie's Amazing Machines– **Emergency** Machines. Why are they so important? PC Stokes to visit children in school with her police car. Children to write questions to ask her before she arrives. PC Stokes to talk about her job, what she does, and why the police car is so important. Children to ask their questions. Repeat for fire engine visit either in school or at the station.

Children to then write a thank you letter to either the police officer or fire fighter for their visit (complete, hold or create a sentence). Set up role fire station outside in the outdoor hut.

Briefly look at other working vehicles including diggers, lorries and tractors. Linked to farming, children plant new seeds for the outdoor area planters ready for next term.

## Early Years Medium Term Planning T3 &4– Enhanced Provision

### Indoor Enhanced Provision

**Week 1&2:** Car diagrams to design and label, remote controlled cars, car mat and garage in the small world area, mechanics garage for the role play area, vehicles themed books, damp sand for cars in the sand area, cars in the paint area to make wheel prints, trains across the ages photographs in the investigation area

**Week 3:** Large polydron and wheels for construction, small world motorbikes, reflective objects in the investigation area with dark boxes and torches, bicycles across the ages photographs in the investigation area, bicycle parts in the investigation area

**Week 4&5:** Toy boats in the water area plus other items to test floating and sinking, small world pirate ship, pirate cove in the sand, origami boats in the creative area, sea pictures to paint, tip tap boat pictures

**Week 6&7:** Small world track and trains, duplo train, train themed and Thomas books, shape train pictures using 2d shapes to draw around, train paint tracks, trains across the ages photographs in the investigation area, train station role play area

**Week 8&9:** Role play airport with rows of seats, trays and food, ticket station, suitcase etc, aeroplanes and helicopters in small world area, with a taped runway and lights, paper aeroplane making, polystyrene aeroplane kit building, beach/seaside in sand to link to holidays, aeroplanes across the ages photographs in the investigation area, writing boarding tickets and suitcase labels in the writing area

**Week 10&11:** Small world police and fire station with emergency vehicles

**Week 12:** Choose a few of the childrens' favourite resources from across the term for children to access again. Some Easter themed enhancements this week.

### Outdoor Enhanced Provision

**Week 1&2:** Large boxes and paper plates to construct cars, ramps and tubes for toy vehicles, Mrs.Giles electric toy car for children to ride in, cars in the outdoor sandpit

**Week 3:** Bikes, trikes and scooters on the playground for children to ride on during CP, road signs, lollipop clothing and chalked on zebra crossing to role play crossing the road, bike shop and repair centre in the hut with buckets of water etc to wash, dry and polish them

**Week 4&5:** Creating boats using large boxes etc, put a sail on the climbing equipment to transform it into a boat, Noah's Ark boat in the outdoor small world area

**Week 6&7:** Train station coffee shop in the outdoor hut, large boxes etc to construct trains, musical instruments to make train noises/music, train colouring

**Week 8&9:** Creating aeroplanes using large boxes etc, transform outdoor climbing frame into an aeroplane (air traffic control high vis jackets and headphones, tool kits to fix the plane)

**Week 10&11:** Police station in the outdoor hut (police officers to be on the beat helping others in the outdoor area), fire fighter dressing up and old hose pipes for role play, diggers, lorries and tractors in gravel

**Week 12:** Choose a few of the childrens' favourite resources from across the term for children to access again. Some Easter themed enhancements this week.

Area of Learning	Aspect	Early Learning Goals	Exceeding Statements
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.
	Self-Confidence and Self-Awareness	Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

Communication and Language (C&L)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Physical Development (PD)	Moving and Handling	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.
	Health and Self-Care	Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Area of Learning	Aspect	Early Learning Goals	Exceeding Statements
Literacy (L)	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Children can read phonically regular words of more than one syllable as well as many irregular high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in simple stories they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Children can spell phonically regular words of more than one syllable, as well as many irregular high frequency words. They use key features of narrative in their own writing.

Maths (M)	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Children estimate, measure, weigh, compare and order objects and talk about properties, position and time.

Physical Development (PD)	Moving and Handling	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.
	Health and Self-Care	Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Understanding the World (Utw)	People and Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking and experimentation.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example, in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Expressive Arts and Design	Exploring & Using Media & Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.