







Impact of Technology		Essential Questions How do we travel to different places? What can we see on the road?		How can different vehicles save time? How can we stay safe when travelling?	
H&WB 	LLC 	Humanities 	M&N 	Sci&Tech 	Expressive Arts 
Why am I learning this?					
I have an understanding that things can be safe or unsafe. I can identify who looks after me and who my family and friends are.	I can listen to, understand and use basic concepts in language, e.g. position and comparison. I can use familiar words and phrases and experiment with newly-learned vocabulary. .I can join in with and repeat rhymes, stories and poems. I can use context and pictures to help me understand what I read, I can describe objects and events, building and extending vocabulary I am beginning to communicate using text, image, sound, animation and video.	I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences. I can form and express simple opinions about my likes and dislikes. I am beginning to communicate my findings in simple ways.	I can count reliably, forwards and backwards, to beyond 10.. I can use my visual sense of number to make estimates and comparisons. I can exchange money for items and use the language of money I can explore movements and directions. I have collected data found in my environment.	I can make decisions based on what I like and dislike it. I can identify, create and follow sequences and patterns in everyday activities. I can recognise and follow instructions in the appropriate order to perform a task. I can control devices giving instructions. I can collect data found in my environment. I can show curiosity and question how things work.	I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies.

My learning experiences

<p>Investigate safety measures when we travel.</p> <p>Create a collage about who help to keep me safe</p> <p>Set up a simple obstacle course.</p> <p>Talk about helmets and safety.</p>	<p>Listen to stories about journeys on different modes of transport.</p> <p>Children role-play drivers and pedestrians.</p>	<p>Digging for treasure - digging up parts of vehicles to put together Asking questions about what has been dug up and taking part in discussions about how they ended up being buried.</p> <p>Set up a small-world road mat with cars, buses, bikes, people, traffic lights and signs</p> <p>Explore jobs linked to transport (bus driver, train driver, lollipop person). Dress up and role-play.</p> <p>Talk about how children travel to nursery.</p>	<p>Collect data on the different vehicles we can see in our local area.</p> <p>Car spotting:- colours Count trikes in the Reception area.</p> <p>Counting rhymes involving transport.</p> <p>Role play - garage/petrol station/trainstation /Bus</p>	<p>Carry out investigations into pushing and pulling.</p> <p>Explore how to make vehicles move more quickly/slow them down.</p> <p>Collect information about favourite vehicles/modes of transport.</p> <p>Use junk modelling or construction toys to build vehicles.</p>	<p>Learn and perform songs about transport</p> <p>Listen to train or sea sounds.</p>
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Suggested novels: Mr Gumpy's Motor Car, Mr Gumpy's Outing, My First Transport. Deg ar y Bws, You It's marmalade Jam (Twinkl), Tony Mitton series - Amazing Machines

Suggested Launch: Children will discover buried items linked to travel.

Suggested Landing

Pupil voice opportunities We want a spaceship. We want a bus.

SPRING TERM 1:-

SPRING TERM 2:-

