

Reception, Term 3B

Topic: Journeys	
Summary of learning	
<p>The new topic 'Journeys' is introduced through teaching time and adult led activities during freeflow. Small group directed activities continue; guided reading with the Class Teacher, language support with a Teaching Assistant, and maths directed time. Phonics (letters and Sounds) and P.E. continue. Children are split into guided reading and writing groups based on their skills and ability demonstrated in the previous term. Homework enables children and carers to refine and consolidate learning from school at home. During this half term Reception experience a journey for an educational visit to extend learning around this topic.</p>	
Summary of Freeflow Activities	Overview of directed teaching time
<ul style="list-style-type: none"> ○ Group games ○ Suitable activities for summer weather. ○ Maximising learning opportunities outside ○ Activities that require developed understanding and social skills such as the bikes. ○ Activities that support and consolidate learning of phonics and writing 	<ul style="list-style-type: none"> ○ Children have a 20 minute Topic Teach lesson ○ In small groups children receive guided reading time with the class teacher on a weekly basis ○ In addition, children also receive small group language support with a Teaching Assistant ○ Phonics continues, revising all previously learned phonemes and blends to Phase 4 of 'Letters and Sounds'. Some Phase 5 sounds are introduced to support the more able advance their learning ○ P.E. continues dance ○ Children develop their writing skills with the Class Teacher in small groups during freeflow ○ Before lunch a 15 minute music, ICT and circle time lessons continue and develop skills introduced in Term 1, and introduce new skills. ○ After lunch there is a 15 minute maths lesson followed by small group directed time with both the Class Teacher and Teaching Assistant during the week.
Stories read in Term 3B:	
<ul style="list-style-type: none"> ○ The Runaway Train, by Benedict Blathwayt ○ Fix It Duck, by Jez Alborough ○ All Change! by Ian Whybrow ○ The Train Ride, by June Crebbin ○ Who Sank the Boat, by Pamela Allen ○ Mr Gumpy's Outing, by John Burningham ○ Captain Duck, by Jez Alborough ○ A Dark, Dark Tale, by Ruth Brown ○ Rattletrap Car, by Phyllis Root ○ Commotion in the Ocean, by Giles Andreae 	
Songs introduced in Term 3B:	
<ul style="list-style-type: none"> ○ We're Going on a Journey ○ The Bear Walked Over the Mountain ○ Driving Along in a Big Red bus 	

Learning Intentions during freeflow	Learning Intentions during teaching time
Communication and Language	
<ul style="list-style-type: none"> I can role play in a ticket office, talking on the phone, taking messages, writing reports, talking to passengers and selling tickets I can role play in a garage, fixing vehicles, and working in an office to book appointments I can use my manners I can be kind to my friends I can listen to others I can make a pathway and talk about which way I am going I can give and listen to instructions with others I can role play The Little red hen and Rosie's Walk using story language I can write down my recipe and say why I chose those ingredients I can talk about what I am doing with my friends I can listen to instructions I can time activities and talk about who/what was quicker or slower I can dress up, use my imagination, and sing and dance I can retell something that happened in my favourite story and write it down I can count out money, I can buy things from a shop, I can recognise and say when I have enough I can add two groups together and say how many altogether I can subtract two groups together and say how many are left I am confident when I talk about numbers, I can find one more or less 	<ul style="list-style-type: none"> I can talk about a journey I have been on I can listen and respond with a sentence I can talk about what I did on my holiday I can learn about railway stations and talk about my own experiences I can use the sounds to make CVC words on the computer I can use descriptive language to describe going on a train journey I can identify and say the syllables in a word I can talk about going on a bus journey I can talk about why cycling is good for us I can talk about my experiences of different types of boats I can tell a story using story language I can talk about travelling by air I can play I spy I can describe what I might see on a car journey I know what I need to do before I set off on a car journey to stay safe I can observe and talk about different features of a car I know what different parts of a car are used for I know what road signs mean I can use positional language to describe where things are I can discuss how we can use a map to find out way I can use descriptive language to describe different vehicles I can talk about what I might see when I go on a journey I can explain what I saw and did on our journey I can discuss different types of sea travel I can listen to what my friends say and remember what they said I can give instructions to give directions I can use accurate vocabulary to describe differences between transport I can explain how boats move with or without wind power I can retell and talk about my favourite stories I can talk about what will happen next year I can ask questions about year 1
Physical Development	
<ul style="list-style-type: none"> I can role play in a ticket office, talking on the phone, taking messages, writing reports, talking to passengers and selling tickets I can write a timetable for my holiday I can write about and label different modes of transport I can use different resources to make a scene I can use a mouse to click and drag I can use a keyboard to type letters and words I can make a range of mark making tools accurately I can be creative and use a range of resources to model and make pictures I can mould clay and use tools to make patterns 	<ul style="list-style-type: none"> I can join in with a song and actions confidently I can make different movements to a variety of instruments I can make different actions I can use to make boats move I can make phonetically plausible attempts at labelling pictures I know what I need to do before I set off on a car journey to stay safe I know what road signs mean I can remember a sequence of movements and copy them I can label a photo from our visit

<ul style="list-style-type: none"> • I can make a pathway and talk about which way I am going • I can write down my recipe and say why I chose those ingredients • I can move around the climbing frame safely • I can use the bikes and toys safely • I can fill a bucket and build a sandcastle and make a building site • I can make marks and practise writing sounds I know from Letters and Sounds • I can make phonetically plausible attempts at labelling pictures • I can write a list of rhyming words • I can spell by segmenting the words • I am trying to write longer word using my sounds • I can write a poem about a vehicle • I can explore materials by cutting and sticking • I can use scissors to cut paper out correctly • I can move in different ways around obstacles • I can dress up, use my imagination, and sing and dance • I can retell something that happened in my favourite story and write it down • I can use a range of resources to make a flag • I can write some questions to ask a child from Year 1 • I can learn and practise a new dance • I can begin to write my own number sentences adding numbers together 	
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Personal, Social and Emotional Development

<ul style="list-style-type: none"> • I can role play in a ticket office, talking on the phone, taking messages, writing reports, talking to passengers and selling tickets • I can use my manners • I can be kind to my friends • I can listen to others • I can remember the rules and how to play • I can use a camera to take pictures of things I am interested in • I can role play in a garage, fixing vehicles, and working in an office to book appointments • I can give and listen to instructions with others • I can move around the climbing frame safely • I can use the bikes and toys safely • I can talk about what I am doing with my friends • I can share a tablet/ipod and take turns • I can write some questions to ask a child from Year 1 • I am confident when I talk about numbers, I can find one more or less 	<ul style="list-style-type: none"> • I can join in with a song and actions confidently • I can talk about why cycling is good for us • I know what I need to do before I set off on a car journey to stay safe • I know what road signs mean • I can discuss how we can use a map to find out way • I can talk about what will happen next year • I know how to deal with changes • I can ask questions about year 1
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Literacy

<ul style="list-style-type: none"> • I can write a timetable for my holiday • I can role play in a ticket office, talking on the phone, taking messages, writing reports, talking to passengers and selling tickets • I can make a book about a vehicle I would like to travel in • I can write about and label different modes of transport • I can use a computer to learn more about living things • I can use 2Simple to draw and write about my favourite vehicle 	<ul style="list-style-type: none"> • I can use the sounds to make CVC words on the computer • I can identify and say the syllables in a word • I can tell a story using story language • I can play I spy • I can make phonetically plausible attempts at labelling pictures • I know what road signs mean • I can label a photo from our visit • I can remember how to use my spelling strategies • I can choose a favourite story
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<ul style="list-style-type: none"> • I can use a keyboard to type letters and words • I can make a range of mark making tools accurately • I can role play The Little red hen and Rosie's Walk using story language • I can make marks and practise writing sounds I know from Letters and Sounds • I can make phonetically plausible attempts at labelling pictures • I can write a list of rhyming words • I can think of a sentence or caption for a picture • I can spell by segmenting the words • I am trying to write longer word using my sounds • I can write a poem about a vehicle • I can use Google to find out information • I can use magnetic letters to make words • I can retell something that happened in my favourite story and write it down • I can writ some questions to ask a child from Year 1 	<ul style="list-style-type: none"> • I can retell and talk about my favourite stories
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Maths

<ul style="list-style-type: none"> • I can use shapes to make pictures • I can mould clay and use tools to make patterns • I can chose the right shapes, colours and tools that I need to make my vehicle • I can make a car roll down a hill • I can use a remote control car • I can use a computer program to make a map • I can recognise numbers 1-10 • I can take away from a larger group and say how many are left • I can time activities and talk about who/what was quicker or slower • I am beginning to understand how long a minute is • I can compare how much a container holds • I can begin to write my own number sentences adding numbers together • I can find one more or one less using a number line • I can count how many are left when I have taken some away • I can count out money, I can buy things from a shop, I can recognise and say when I have enough • I can order days of the week • I can add two groups together and say how many altogether • I can subtract two groups together and say how many are left • I am confident when I talk about numbers, I can find one more or less 	<ul style="list-style-type: none"> • I can recognise groups of items and count in my head • I can count a group of items to check how many • I can remember a sequence of colours • I can use positional language to describe where things are • I can discuss how we can use a map to find out way • I can respond to a number with the correct number of claps • I can play a remembering game • I can remember a sequence of movements and copy them • I can count to 30 using different voices • I can give instructions to give directions • I can roll two dice and add them together • I can listen to sounds and count how many
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Understanding the World

<ul style="list-style-type: none"> • I can role play in a ticket office, talking on the phone, taking messages, writing reports, talking to passengers and selling tickets • I can make a book about a vehicle I would like to travel in • I can write about and label different modes of transport • I can explore the world around me • I can explore living things • I can use a magnifying glass to look closely • I can use a computer to learn more about living things • I can use 2Simple to draw and write about my 	<ul style="list-style-type: none"> • I can talk about a journey I have been on • I can talk about what I did on my holiday • I can learn about railway stations and talk about my own experiences • I can use descriptive language to describe going on a train journey • I can talk about going on a bus journey • I can talk about my experiences of different types of boats • I can talk about travelling by air • I can describe what I might see on a car journey • I know what I need to do before I set off on a car
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favourite vehicle

- I can use a camera to take pictures of things I am interested in
- I can role play in a garage, fixing vehicles, and working in an office to book appointments
- I can explore planting and growing
- I can use the mud kitchen to make recipes
- I can write down my recipe and say why I chose those ingredients
- I can explore water, filling, emptying, pouring
- I can make a small world with trains, cars and other resources
- I can make a car roll down a hill
- I can use a computer program to make a map
- I can use Google to find out information
- I can use a range of resources to make a flag

journey to stay safe

- I can observe and talk about different features of a car
- I know what different parts of a car are used for
- I know what road signs mean
- I can discuss how we can use a map to find out way
- I can use descriptive language to describe different vehicles
- I can talk about what I might see when I go on a journey
- I can explain what I saw and did on our journey
- I can discuss different types of sea travel
- I can use accurate vocabulary to describe differences between transport
- I can explain how boats move with or without wind power
- I can talk about what will happen next year
- I can explore why some Muslim people cover their heads
- I can explore who do Muslim people worship
- I can identify what is special for a Muslim person
- I can learn a story from the Sikh tradition that is told about the final Guru, and go on to think about what this story means.
- I can discuss what special things do we wear to show our religion
- I can think about what makes something special to someone
- I can discuss how rules can help us to stay safe and live good lives

Expressive Arts and Design

- I can role play in a ticket office, talking on the phone, taking messages, writing reports, talking to passengers and selling tickets
- I can make a book about a vehicle I would like to travel in
- I can use different resources to make a scene
- I can use 2Simple to draw and write about my favourite vehicle
- I can make a range of mark making tools accurately
- I can be creative and use a range of resources to model and make pictures
- I can mould clay and use tools to make patterns
- I can role play in a garage, fixing vehicles, and working in an office to book appointments
- I can role play The Little red hen and Rosie's Walk using story language
- I can use the mud kitchen to make recipes
- I can write down my recipe and say why I chose those ingredients
- I can make a picture of a car using different materials
- I can choose the right shapes, colours and tools that I need to make my vehicle
- I can fill a bucket and build a sandcastle and make a building site
- I can make a car roll down a hill
- I can use a computer program to make a map
- I can explore different materials by cutting and sticking
- I can explore materials by cutting and sticking
- I can use scissors to cut paper out correctly
- I can move indifferent ways around obstacles
- I can dress up, use my imagination, and sing and

- I can join in with a song and actions confidently
- I can learn a new song
- I can make different movements to a variety of instruments
- I can make different actions I can use to make boats move
- I can remember a sequence of movements and copy them
- I can remember and copy a rhythm played on an instrument
- I can count to 30 using different voices
- I can play a game on the computer

dance

- I can use a range of resources to make a flag
- I can learn and practise a new dance
- I can count out money, I can buy things from a shop, I can recognise and say when I have enough
- I can complete a game on the PC