

This half term Tiger Cubs are learning



Mathematics (M)

To sort and match modes of transport. To count the number of wheels in different sets of vehicles. To develop a recall of numbers which make 10...
 $9+1$ $8+2$ $7+3$ $6+4$ $5+5$.

To understand the concept of doubling a number using manipulatives. Begin to know some doubling facts Double 1, 2,3,4,5. To begin to recognise when numbers are odd and when they are even. To use practical resources to begin to understand the concept of sharing amounts. To put objects into set groups. To continue to develop an understanding of patterns and the relationship between numbers.

Understanding the World (UW)

To find out about different forms of transport - car, bus, train, tram, airplane, helicopter, hot air balloon, boat, ship and ferry.

Compare past and present modes of transport. To learn about Amelia Earhart and her flight across the Atlantic Ocean.

Look at a collection of maps/A-Z's Consider how we use maps for journeys.

To create own maps/route plans

Find out about what happens at an Airport, Train Station and Garage to inspire role play activities.

Our locality and the journeys we make.

Communication and Language (CL)

To listen to stories - which include: *The Train Ride* by June Crebbin, *Who Sank the Boat?* By Pamela Allen, *Mr Grumpy's Motor Car* by John Burningham, *Emma Jane's Aeroplane* by Katie Haworth and *Mrs Armitage Queen of the Road* by Quintin Blake.

Play memory and list games – 'I packed my bag and in it I put...'

Role play –Travel agents, Airport check in, Garage, and Petrol station. To retell story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To speak in well-formed sentences with some detail. To use newly learnt vocabulary in play.

Let's Explore



A project all about different modes of transport and how they have changed over time. The environments that children share with others, including their homes, school and places in the local community.

Physical Development (PD)

To use physical equipment in various ways in our outdoor area. To develop fine motor control – using pens, paint brushes, play dough tools, scissors etc...

To manipulate materials to create using their imagination e.g. modelling materials, construction toys.

To combine different movements with ease and fluency.

To change independently for PE sessions.

To take part in outdoor PE sessions focussing on ball skills including running, jumping, throwing, catching, traveling and passing

Spanish (MFL)

To name eleven colours with correct pronunciation. To listen to stories, rhymes, and songs.

Personal, Social and Emotional Development (PSED)

Circle time – Discussions around Road Safety and healthy and eco ways of travelling – walking, biking, public transport

Literacy (L)

To read and spell words containing Phase 3 sounds
ai ee igh oa ar or ur oo/oo ow oi ear er air.

To read and spell the tricky words **no, to, go, I, into, the, as, has, his, of, we, me, be, he, she, you, are, my, they, was, by, all, said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one.**

To read longer words containing phase 3 sounds...e.g. **toast, smart, sport, broom.** To read words ending in ed, er, est, ing, es... e.g. **painter clearest creeping splashed.**

Writing opportunities through role-play – Passports, tickets, postcards, boarding pass, booking forms.

Themed book corner – Transport. Selection of fiction and non-fiction books relating our theme.

To read and share books with other children.

Expressive arts and design (EAD)

Dressing up in uniforms (Pilot/air steward)

Creating 3D models of vehicles

Making tyre track prints/rubbings

Imitate vehicle sounds with musical instruments.

Making paper aeroplanes

Drawing vehicles adding finer details

Small word play – Train track, garage and airport.



Summer 2