

Reception Spring 2 2021

The Tol is 'Systems and Structures'

Transportation system

We might investigate:

- Different forms of transport and making vehicles.
- How different types of transport has changed over time.
- Stories about adventures and travelling.

- How we travel to different places using different transport.
- Compare the places we have travelled to and where we live.
- Looking at holiday photographs and 'packing' a bag to travel to different parts of the world.

The <i>AtL</i> 's we will show during this investigation are:	We will develop the following <i>SKILLS</i> :		The <i>ACTION</i> we might take is:
<ul style="list-style-type: none"> • Appreciation • Curiosity • Enthusiasm • Tolerance 	<p>Research: Observing and Presenting findings</p> <p>Self- Management: Gross and fine motor skills, Spatial awareness, safety</p> <p>Communication: Listening, Speaking, Reading, Writing</p>	<p>Social: Group decision making, adopting a variety of group roles, Global awareness</p> <p>Critical thinking: Comprehension and Evaluation</p>	<p>Health and wellbeing</p> <p><i>I will keep safe when travelling by..</i></p> <p><i>I can be a courageous traveller by....</i></p> <p><i>I can care for others (including animals and plants) when I travel to different places</i></p>

Planning in the Moment

Learning follows boys' interests and level of development. At the start of the topic, they may be interested in other aspects of Transport and so will investigate completely different things.

As the boys change so rapidly it is impossible to plan for their learning ahead of time. All learning here is a guide as to what development is expected of children of a similar age (40-60+ months) and most children will be somewhere within this band for most things. However, learning is personalised to the individual child, the statements are not a checklist of what must be achieved and should not be seen as such.

<p>We will take Action from our Tol by:</p> <ol style="list-style-type: none"> 1. Making a choice 2. Acting on our choice 3. Reflecting on our choice 4. Presenting our choice to an audience <p>Our actions will impact, in some way, on the Eco-Schools 17 SDG's</p>	<p>We may develop our Personal, Social and Emotional skills within our Tol by...</p>	
	<p>Making friends by: Sharing my knowledge and asking questions. Trying to resolve problems, by finding a compromise, with help. Playing co-operatively and taking turns. Showing kind behaviour to adults and other children Showing sensitivity to others' needs and feelings Playing games with rules, and abiding by them.</p>	<p>Becoming self-confident and self-aware by: Talking about myself positively Choosing activities and resources by myself and saying when they need help. Being confident to speak in front of a familiar group.</p> <p>Managing my feelings and behaviour by: Knowing how I feel and that some actions and words can hurt others Being aware of boundaries and the school rules. Taking turns and sharing, and begin to negotiate with others. Adapting my behaviour depending on the event or situation</p>

<p>To prepare to become Mathematicians our Tol may involve...</p>	<p>To prepare for Reading and Writing, part of our Tol may involve...</p>	<p>While learning to Communicate and Use Language, part of our Tol may involve...</p>	
<p>Measuring the distance our aeroplanes travel. Timing how fast we can travel (running races) Developing our understanding of 'teen' numbers. Completing addition and subtraction calculations. Looking at and using money. Exploring characteristics of everyday objects and shapes and using mathematical language to describe them. Describing their relative position such as 'behind' or 'next to'. Using familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Writing sentences and beginning to write / tell stories using the phonic sounds that we know. To continue to read and write 'tricky words' with growing independence. Demonstrating our understanding when talking with others about what we have read.</p>	<p>Listening carefully to instructions and other people ideas. Listening and respond to ideas expresses by others and commenting accurately when listening to stories or to discussions. Sharing our own ideas in an appropriate manner. Following multi-step instructions. Remembering to take turns when speaking and listening. Speaking in full sentences, thinking about using tenses correctly when describing past, present and future events.</p>	
<p>As budding Artists and Designers, our Tol may involve</p>	<p>As Performers our Tol will help us....</p>	<p>As we begin to Understand the World, part of our Tol may involve....</p>	<p>To demonstrate how we impact our environment in PE and while Developing our Physical Selves, part of our Tol may involve...</p>

<p>Making vehicles – cars and paper aeroplanes</p> <p>Developing our cutting skills</p> <p>Using papier-mâché / collage to create models and pictures</p> <p>Constructing with a purpose in mind, using a variety of resources.</p> <p>Using simple tools and techniques competently and appropriately.</p> <p>Representing their own ideas, thought and feelings through DT, Art, Role-play and stories.</p>	<p>Explore by:</p> <ul style="list-style-type: none"> Enjoying joining in with dancing and ring games. Beginning to move rhythmically. Imitating movement in response to music. Tapping out simple repeated rhythms. Beginning to build a repertoire of songs and dances. <p>Be imaginative by:</p> <ul style="list-style-type: none"> Developing preferences for forms of expression. Using movement to express feelings. Creating movement in response to music. Singing to self and making up simple songs. Making up rhythms. Playing cooperatively as part of a group to develop and act out a narrative. 	<p>Think about the different places we have travelled and compare the environments.</p> <p>Knowing about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talking about the features of their own immediate environment and how environments might vary from one another.</p> <p>Thinking about how different transport works.</p> <p>Finding out how train (and other forms of transport) has changed over time.</p>	<p>Fundamental movement skills, become increasingly competent and confident.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities.</p> <p>Showing some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Talking about ways to keep healthy and safe.</p> <p>Continuing with the Wellbeing charts.</p>
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