



## Travel and Transport

Nursery | Summer 1

CURRICULUM SPOTLIGHT: LITERACY | COMMUNICATION AND LANGUAGE | PSED

### ENQUIRY

What are my favourite methods of transport?

Which methods have I experienced and how can I use this knowledge during my playful learning.

---

### OUTCOMES

The children will reflect upon transport that they have already experienced and begin to learn about new ways to explore and travel. We will learn about bikes, cars, buses, trains, boats and aeroplanes. Focussing more or less on each mode of transport depending on the children's interests and experiences. Our learning will be constantly adapted by our Nursery team to ensure challenge, new experiences and celebrations of our own interests.

---

### VOCABULARY

---

Fast, slow, up, down, forwards, backwards

Bikes: wheels, handles, bell, horn, pedals, helmet

Cars and Buses: road, traffic lights, stop, go, safety

Trains: Tracks, station, tickets, driver

Boats: sails, paddles, float, sink, port, captain

Aeroplanes: Wings, propellers, spin, sky, land, runway, airport, pilot

### KEY TEXTS

---

Cycle City, Mrs Armitage on Wheels, Mr Grumpy's Motor Car, Naughty Bus, And the Train Goes... and Bunnies in a Boat

### BACKGROUND KNOWLEDGE

---

Families will be invited to share their children's previous experiences via Tapestry or bringing items into Nursery. Together, we will collect tickets, leaflets, maps and other information to inspire our learning.

### RESOURCES

---

Stories to Children will be invited to share photographs, videos and information around their previous experiences or modes of transport that they are particularly interested in.

PRIME AREAS

Communication and Language	Listening, Attention and Understanding		Speaking		
	<ul style="list-style-type: none"> <li>Sing a large repertoire of songs</li> <li>Know many rhymes, be able to talk about familiar books and be able to tell a long story</li> </ul>	<ul style="list-style-type: none"> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words and well as actions</li> <li>Use talk to organise themselves and their play</li> </ul>			
Personal, Social and Emotions	Building Relationships		Managing Self		Self-Regulation
	Help to find solutions to conflicts and rivalries	<ul style="list-style-type: none"> <li>Develop appropriate ways of being assertive Do not always need an adult to remind them of a rule</li> </ul>		<ul style="list-style-type: none"> <li>Begin to understand how others might be feeling</li> </ul>	
Physical	Gross Motor Skills		Fine Motor Skills		
	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>Collaborate with others to manage large items, such as moving along plank safely, carrying large hollow blocks</li> <li>Skip, hop stand on one leg and hold a pose for a game like musical statues</li> </ul>		<ul style="list-style-type: none"> <li>Show a preference for a dominant hand</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> </ul>		

SPECIFIC AREAS

Mathematics	Number	Numerical Patterns	Spatial Awareness
	Links numerals and amounts e.g. showing the right number of objects to match the numeral up to 5	<ul style="list-style-type: none"> <li>Extends and creates ABAB patterns</li> <li>Notice and correct an error in a repeating pattern</li> <li>Begin to describe a sequence of events, real or fictional using words such as 'first...then'</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (circles, rectangles, triangles and cuboids)</li> <li>Use informal and mathematical language: 'sides', 'corners', 'straight', 'rounds' and 'flat'</li> <li>Selects shapes appropriately and with a purpose</li> </ul>
Literacy	Comprehension	Word Reading	Writing
	<ul style="list-style-type: none"> <li>Can name the different parts of a book e.g. Title, author</li> <li>Can spot and suggest rhymes</li> <li>Engage in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Can count or spot syllables in a word</li> <li>Beginning to recognise some words with the same initial sounds</li> </ul>	<ul style="list-style-type: none"> <li>Write some of or all of their name</li> <li>Write some letters accurately</li> </ul>
Expressive Art and Design	Creating with Materials	Being Imaginative and Expressive	
	<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses</li> <li>Create imaginative and complex 'small worlds' with blocks and construction kits</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> </ul>	<ul style="list-style-type: none"> <li>Sing the pitch of a tone sung by another person (pitch match)</li> <li>Play instruments with increasing control to express their feelings and ideas</li> </ul>	
Understanding the World	Past and Present	People, Culture and Communities	The Natural World
	<ul style="list-style-type: none"> <li>Begins to make sense of their own life story and their family's history</li> </ul>	<ul style="list-style-type: none"> <li>Continues to develop positive attitudes about the differences between people and their cultures</li> <li>Know that there are different countries in the world and talk about the differences they have experienced</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they notice using a wide range of vocabulary</li> <li>Explore how things work</li> <li>Explore and talk about forces they can feel</li> </ul> <p>Talk about the differences between materials and changes they notice</p>

