

**Foundation 2**  
**Journeys and Transport**  
**Spring**



**Communication, Language and Literacy.**

- **Some of the texts being used:**
- Animal Airport, Bear takes a trip, We all go travelling by, Maisy's Bus, Maisy's plane. Non-fiction transport books. This is the bear and Brown Bear Brown Bear.
- Respond to simple instructions
- Listen attentively to stories and discuss.
- Begin to recognise and point out rhymes in stories. Match pictures that rhyme. Understand CVC words that rhyme.
- Use words and/or gestures
- Listen to and begin to distinguish sounds in own name and those of others
- Draw and paint sometimes giving meaning to marks
- Listen to others and ask questions
- Begin to distinguish sounds
- Begin to recognise/trace/copy/ write own name.
- Begin to understand onset sound and end sound in word.
- Begin to segment and blend simple Phase 2 CVC words.
- Begin to write simple CVC words\_from memory.
- Start to think and write simple sentences.
- Write postcards.
- Write holiday details.
- Create a passport and write name and other details about themselves.

**Knowledge and Understanding of the World.**

- Look at the past and present in relation to 'transport'
- Investigate and use construction materials to create modes of transport.
- Talk about the journeys they have taken and how they got there.
- Talk about floating and sinking.
- Use computers to support learning.
- Talk about self in circle time
- Take the small world characters on different journeys on land, water and air. Discuss where they are going.
- Travel agents.

**Personal, Social and Emotional Development**

- Reinforce class rules. Helping F1 children joining us.
- Discuss reward system understand positive behaviour.
- Circle time and calendar activities
- Talk about their own family experiences of using different transport in journeys with class during circle time
- Try out new activities and select resources independently
- Show awareness of own and others needs

**Physical Development.**

- Use small and large equipment and one-handed tools
- Promote fine motor control, hand/eye coordination by using threading activities, puzzles, small construction, etc.
- Repeat patterns such as in action rhymes and finger play
- Move with control and co-ordination and in a range of ways in time to music
- Understand given and create different actions

**Mathematical Development.**

- Counting objects and/or actions to 5 (10 and beyond)
- Match number cards to numbers.
- Find the total number of items in two groups. Start to recognise + =
- Daily counting using calendar, line - up, how many are here/not here today, how many chairs at the table, how many can play here, finger rhymes
- Use size language heavy/light to differentiate floating/sinking.
- Start to understand time short periods of time.
- Begin to recognise some shapes.
- Look at the similarities and differences of 2 groups of objects - how are they different, which group has more...
- Use clocks to discuss train leaving times etc. and time of day we generally do certain activities.

**Creative Development.**

- Be introduced to a wide variety of art materials and how to use them safely.
- Explore 2d and 3d art
- Using percussion and voice to make different transport sounds.
- Explore different materials/textures to
- Make 3D structures with construction (toy robot)
- Explore music, sounds and sing songs
- Begin to trace/copy/write own name.
- Role play - travel agents
- Trains, airplanes, boats.