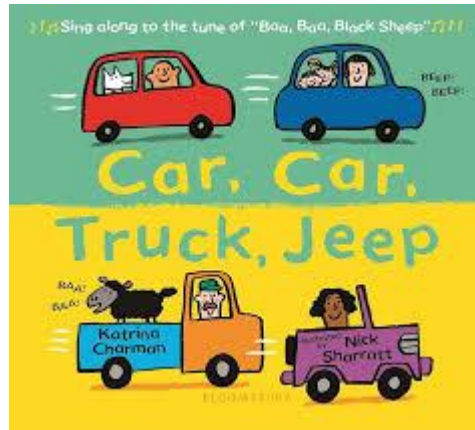




## On the Move

### The ARP – Spring Term 1

#### English – TalkForWriting

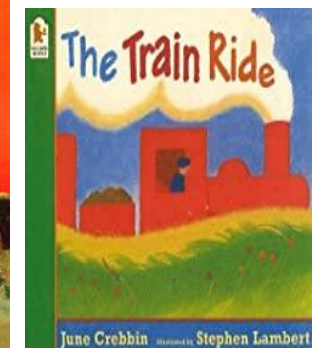
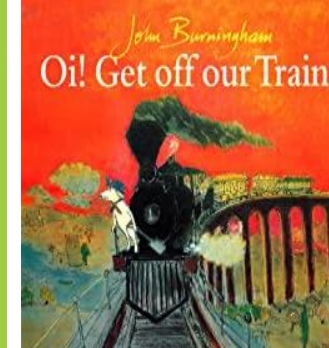
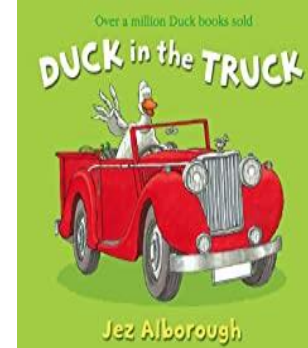
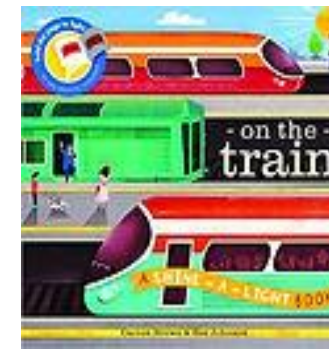
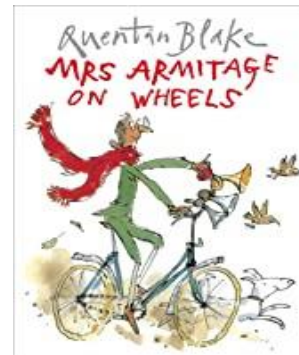
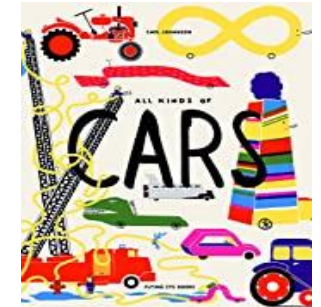
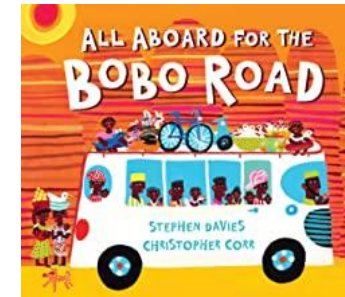
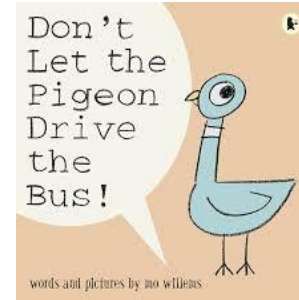


**Text:** 'Car, Car, Truck, Jeep' by Katrina Charman

#### Key Vocabulary

Lorry / truck  
Train  
Taxi  
Helicopter  
Police car  
Jeep  
Boat

#### Recommended Reads





**Entry Point** – Transport day Children bring their bikes or scooters to school.

**Communication and Language:** We will be continuing to build our range of vocabulary through our transport topic, learning vehicle names and characteristics. We will be continuing to develop our understanding and use of core boards and simple questions.

**Activities:**

- Play a game
- Research and talk about your favourite form of transport (use the internet, visit the local library, spot vehicles on a walk)
- Answering who, what, where, how and why questions about a story

**Key vocabulary:** *who, what, where*

**Literacy:** . We are beginning to learn the phase two phonemes and graphemes and starting to blend sounds together to read simple words. We are continuing to make marks and hold a pencil correctly. We will also start to form the initial letter in our names. We are learning to identify and talk about the main characters and events in our new story 'Car, Car, Truck, Jeep.

**Activities:**

- Practise holding your pencil correctly.
- Practise forming the initial letter in your name.
- We will be playing listening games with letter sounds.
- Share books and stories every day.
- Help to read your bedtime story. Can you spot the key characters?
- Can you identify where the story is set/ the main characters?
- **Key vocabulary:** *phoneme, grapheme, story, character, journey*

**Expressive Arts and Design:** We will be exploring how to create our own vehicle using a range of materials. We will be role playing a car wash and a garage.

Key Questions: How do vehicles move and how can we create our own music?

**Activities:**

- Design a vehicle of your choice – with support draw and label what materials you would use.
- Create a vehicle using playdough or clay – What shapes will you need?
- Practise using scissors, glue, and masking tape.
- Play games exploring red and green, as stop and go.

**Key vocabulary:** *rhythm, beat, loud, quiet, slow, fast, design, join, attach, move, roll, build, shape, create*

**Understanding the World:** We will be exploring the different types of vehicles and their different parts. We will be learning how to stay safe when crossing the road.

**Activities:**

- Go on a local walk – What transport can you see?
- Travel on different types of transports e.g., train, bus.
- What did you enjoy about your journey?

**Key vocabulary:** vehicle, transport, wheels, engine, journey, materials, stop, wait, go, cross.

**'On the Move'**  
**The ARP – Spring 1**

**Mathematics:** We will continue to develop our knowledge of number. We will be learning to count how many objects there are altogether. We will be learning to count objects one by one. We will also revise our knowledge of 2D shapes.

**Activities:**

- How many objects can you find?
- What is one more/one less than a given number? Make sure you use real objects to add one more or take one away.

**Key vocabulary:** *circle, triangle, square, rectangle, corner, round, straight, curved, more, less, equal/ same, add, take away*

**Physical Development:** We will be looking at developing our balance on scooters or bikes. We will continue to develop our fine motor skills, enabling us to hold a pencil correctly, zip up our coats and cut with scissors.

**Activities:**

- Practise holding your pencil correctly and comfortably
- Practise zipping up your own coat and putting on your hat, scarf and gloves
- Make different things with playdough to strengthen hands
- Practise balancing e.g., riding a scooter or a bike, or walking on a straight line

**Personal, Social and Emotional Development:**

We will be taking part in games that involves turn taking and sharing and continue to identify the emotions happy, sad and start to identify silly.

**Activities:**

- Play games such as 'matching pairs' to encourage turn taking
- Start to label your child's emotions and reasons how you know this. i.e You feel sad because you have tears or your mouth looks like this. Etc

**Key vocabulary:** *kind, caring, friends, my turn, your turn, feelings, happy, sad, silly*

**Exit Point** – - Local walk – vehicle spotting – colour, types