

Intent: the intent is that the children will understand that transport in the past is different than the types of transport that we use in the present.

Implementation: old fashioned, black and white video clips of transport types.

Impact: the impact is that children will be able to recognise and talk about the features of different forms of transport around the world. They will be able to identify and compare the differences in ways of travel in the past and the present.

**Early Years Foundation Stage – Nursery
Summer 1 Medium Term Planning
3 Prime Areas of Learning
Transport (History link)**

What transport did our grandparents use?

Key Vocabulary:

Transport: a way of taking you from one place to another.

Past: something that has already happened.

Present: something that is happening right now.

Land: something that is on the earth's surface.

Old fashioned: something from an earlier time.

Week	Personal, Social and Emotional Development	Communication and Language	Physical Development
1 What types of transport do we use?	Circle time game – pass a small world transport toy around the circle, e.g. train, bus or car and ask the chn what their favourite type of transport is that they have been on and why. PSED:SCA:22-36m Expresses own preferences and interests. PSED:SCA 30-50m Enjoys responsibility of carrying out small activities. PSED:SCA 40-60m Confident to speak to others about own needs, wants, interests and opinions.	Talking about what methods of transport that we know and what methods of transport we have been on. Discuss where we would find these methods of transport, e.g. air, sea or land. CAL:S 22-36m Holds a conversation, jumping from topic to topic. CAL:S 30-50m Can tell a simple past event in correct order. CAL:S 40-60m Links statements and sticks to a main theme or intention.	Draw roads on the pavement and use the bikes to follow the roads that we have created. PD:MH 22-36m Runs safely on whole foot. PD:MH 30-50m Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. PD:MH 40-60m Negotiates space successfully when playing racing and chasing games with other children, adjusting speed and direction to avoid obstacles.
2 Comparing old and new trains.	Have you been on holiday? What did you travel on to get there? PSED:SCA 22-36m Expresses own preferences and interests. PSED:SCA 30-50m Confident to talk to other children when playing and will communicate freely about own home and community. PSED:SCA 40-60m Confident to speak to others about own needs, wants, interests and opinions.	Talking about what transport helps us? Bin lorries, ambulances, fire engines, police cars. Why are they helpful? CAL:S 22-36m Using language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. CAL:S 22-36m Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. CAL:S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Take away yellow name cards for some chn to encourage independent name writing. PD:MH 22-36m Imitates drawing simple shapes such as circles and lines. PD:MH 30-50m Can copy some letters, e.g. letters from their name. PD:MH 40-60m Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.
3 Transport on the water.	Getting to Australia – how will we travel there? Use map of the world / globe and selection of vehicles enough for each child to talk about during circle time. PSED:SCA:22-36m Expresses own preferences and interests. PSED:SCA 30-50m Enjoys responsibility of carrying out small activities. PSED:SCA 40-60m Confident to speak to others about own needs, wants, interests and opinions.	Looking at Mr Crosby's car collection and asking questions. CAL:S 22-36m Uses a variety of questions, e.g. what, where, who) CAL:S 30-50m Questions why things happen and gives explanations. Asks who, what, when and how. CAL:S 40-60m Extends vocabulary, especially by grouping or naming, exploring the meaning of sound of new words.	Scissor skills using transport cutting sheets. PD:MH 22-36m Shows control in holding and using jugs to pour, hammers, books and mark making tools. PD:MH 30-50m Uses one-handed tools and equipment. PD:MH 40-60m Handles tools, objects, construction and malleable materials safely and with increasing control.
4 What would our grandparent's bikes have looked like?	Working together to complete the assault course, taking in turns pretending to be the driver. PSED:MR 22-36m Interested in others play and starting to join in. PSED:MR 30-50m Demonstrates friendly behaviour, initiating conversations and forming good relationships with adults and peers PSED:MR 40-60m Initiates conversations, attends to and takes account of what others say.	Look at images of old and new bikes. Ask the chn questions, which one is old / new? How do you know? Which one would you like to travel on? Why? CAL:U 22-36m Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that Where is?) CAL:U 30-50m Beginning to understand 'why' and 'how' questions. CAL:U 40-60m Listens and responds to ideas expressed by others in conversation or discussion.	Healthy eating. PD:HSC 30-50m Observe the effects of activity on their bodies. PD:HSC 40-60m Eats a health rang of foodstuffs and understands the need for a variety in food.
5 Up, up and away – travelling in the air.	What type of transport would you love to travel on? Would it be a past or present style of transport? Large cardboard boxes to transform into different vehicles, e.g hot air balloon or boat and place them into the continuous provision after the activity for the chn to use. PSED:MR 22-36m Interested in others play and starting to join in. PSED:MR 30-50m Can play in a group, extending and elaborating play ideas. PSED:MR 40-60m Initiates conversations, attends to and takes account of what others say.	Describe it and find it activity using the types of transport we have learned about. CAL:L 22-36m Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. CAL:L 30-50m Is able to follow directions (if not entirely focused on own choice of activity). CAL:L 40-60m Two-channelled attention – can listen and do for short span.	Colouring in a roll of paper full of methods of transport for transport display. PD:MH 22-36m Beginning to use three fingers (tripod grip) to hold writing tools. PD:MH 30-50m Holds pencil near point between first two fingers and thumb and uses it with good control. PD:MH 40-60m Shows a preference for a dominant hand.
6	Talk about road safety and how we can stay safe when crossing the road.	Traffic light movement activity. CAL:LA 22-36m Single channelled attention. Can shift to a different task	Transport pencil control worksheets. PD:MH 22-36m Beginning to use three fingers (tripod grip) to hold

<p>How to be road safe – transport on land.</p>	<p>PSED:MFB 22-36m Shows understanding and co-operates with some boundaries and routines. PSED:MFB 30-50m Can usually adapt behaviour to different events, social situations and change in routine. PSED:MFB 40-60m Aware of the boundaries set, and of behavioural expectations in the setting. PSED:SCA 30-50m Enjoys responsibility of carrying out small activities.</p>	<p>if attention fully obtained – using child's name helps focus. CAL:LA 30-50m Is able to follow directions (if not entirely focused on own choice of activity). CAL:LA 40-60m Two-channelled attention – can listen and do for short span.</p>	<p>writing tools. PD:MH 30-50m Holds pencil near point between first two fingers and thumb and uses it with good control. PD:MH 40-60m Shows a preference for a dominant hand.</p>
<p>7 The Wheels on the Bus Go Round and Round.</p>	<p>Discuss more healthy ways of travel, e.g. walk or cycle. The feelings wheel. PSED:MFB 22-36m Can express their own feelings such as sad, happy, cross, scared, worried. PSED:MFB 30-50m Aware of own feelings, and knows that actions and words can hurt others' feelings. PSED:MFB 40-60m Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>Listening game of all the different methods of transport we have learned about to sum up the transport topic. CAL:LA 22-36m Shows interests in play with sounds, songs and rhymes. CAL:LA 30-50m Focusing attention – still listen or do, but can shift own attention. CAL:LA 40-60m Maintains attention, concentrates and sits quietly during appropriate activity.</p>	<p>Independent name writing with each child to see where they are at. PD:MH 22-36m Imitates drawing simple shapes such as circles and lines. PD:MH 30-50m Can copy some letters, e.g. letters from their name. PD:MH 40-60m Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.</p>

Early Years Foundation Stage – Nursery
Summer 1 Medium Term Planning
4 Specific Areas of Learning
Transport (History link)

What transport did our grandparents use?

Week	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1 What types of transport do we use?	Look inside things that go – flap book about different types of transport. CAL:L 22-36m Listens with interest to the noises adults make when they read stories L:R 30-50m Knows information can be relayed in the form of print. L:R 40-60m Enjoys an increasing range of books.	All about the number 7 - collection of small world transport toys to be used for addition up to 7. M:N 22-36m Knows that a group of things changes when something is added or taken away. M:N 30-50m Shows an interest in number problems. M:N 40-60m Finds the total number of items in two groups by counting all of them.	Pull Back Car Toy – exploring how toy cars move. UTW:T 22-36m Operates mechanical car toys, e.g. turns the knob on a wind-up you or pulls back a friction car. UTW:T 30-50m Shows an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones.	Train station role play area. Provide props, e.g. brochures, money, passports / tickets and bags to pack. EAD:BI 22-36m Beginning to make-believe by pretending. EAD:BI 30-50m Uses available resources to create props to support role play. EAD:BI 40-60m Introduces a storyline or narrative into their play.
2 Comparing old and new trains.	Read the story 'The Train Ride' with the chn – ask questions to assess recall and understanding. L:R 22-36m Repeats words or phrases from familiar stories. L:R 30-50m Listens to stories with increasing attention and recall. L:R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.	Number recognition 1-7 – finding the window cards, counting the dots and matching the card to the correct number bus. M:N 22-36m Begins to make comparisons between quantities. M:N 30-50m Sometimes matches numeral and quantity correctly, shows an interest in numerals in the environment. M:N 40-60m Recognises numerals 1-5.	Pretend to take a journey on a train. Make passports / tickets. UTW:PC 30-50m Shows interest in different occupations and ways of life.	Read out loud 'The Train Ride' whilst the chn move and act it out. EAD:BI 22-36m Beginning to make-believe by pretending. EAD:BI 30-50m Captures experiences and responses with a range of media such as music, dance and paint and other materials or words. EAD:BI 40-60m Plays co-operatively as part of a group to develop and act out a narrative.
3 Transport on the water.	Designing boat tickets for a ride on the sea. L:W 22-36m Distinguishes between the different marks they make. L:W 30-50m Sometimes gives meaning to marks as they draw and paint. L:W 40-60m Gives meaning to marks as they draw, write and paint.	Shape finders. Making trains using 2d shapes. M:SSM 22-36m Notices simple shapes and patterns in pictures. M:SSM 30-50m Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. M:SSM 40-60m Beginning to use mathematical names for solid 3d shapes and flat 2d shapes and mathematical terms to describe shapes.	Cut out pictures from a magazine of air, road and water transport and categorise them into a chart under the headings "Air, Road and Water". UTW:TW 22-36m Notices detailed features of objects in their environment. UTW:TW 30-50m Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. UTW:TW 40-60m Looks closely at similarities, differences, patterns and change.	Putting out images of different types of water transport as a stimulus for paintings. EAD:BI 22-36m Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' EAD:BI 30-50m Captures experiences and responses with a range of media such as music, dance and paint and other materials or words. EAD:BI 40-60m Create simple representations of events, people and objects.
4 What would our grandparents bikes have looked like?	Finding information about transport from the past from books and computers. L:R 30-50m Shows interest in illustrations and print in books and the environment. L:R 40-60m Enjoys an increasing range of books. L:R 40-60m Knows that information can be retrieved from books and computers.	Practising counting forwards and backwards from 10 and writing numbers 1-7. M:N 22-36m Recites some number names in sequence, creates and experiments with symbols and marks representing ideas of number. M:N 30-50m Recites numbers in order to 10, beginning to represent numbers using fingers, marks on paper or pictures. M:N 40-60m Recognises numerals 1-5, records using marks they can interpret and explain.	Comparing old and new bikes. UTW:PC 22-36m Learns that they have similarities that connect them to, and distinguish them from others. UTW:PC 30-50m Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friend or family.	Sing songs about transport and use instruments. EAD:EMM 22-36m Joins in singing favourite songs. EAD:EMM 22-36m Creates sounds by banging, shaking, tapping or blowing. EAD:EMM 30-50m Sings a few familiar songs, taps out simple repeated rhythms. EAD:EMM 40-60m Begins to build a repertoire of songs and dances, explores the different sounds of instruments.
5 Up, up and away – travelling in the air.	Designing your own dream hot air balloon. L:W 22-36m Distinguishes between the different marks they make. L:W 30-50m Sometimes gives meaning to marks as they draw and paint. L:W 40-60m Gives meaning to marks as they draw, write and paint.	All about the number 8 – saying a number that is one more than a given number up to 8. M:N 22-36m Knows that a group of things changes when something is added or taken away. M:N 30-50m Shows an interest in number problems. M:N 40-60m Says the number that is one more than a given number.	Make paper planes and boats and see how they fly and float. UTW:TW 22-36m Notices detailed features of objects in their environment. UTW:TW 30-50m Can talk about some of the things that they have observed such as plants, animals, nature and found objects. UTW:TW 40-60m Looks closely at similarities, differences, patterns and change.	Make hot air balloons with balloons and paper cups hanging under. EAD:BI 40-60m Create simple representations of events, people and objects.

<p>6</p> <p>How to be road safe – transport on land.</p>	<p>Looking at traffic signs or road signs – what do they mean?</p> <p>L:W 22-36m Distinguishes between the different marks they make.</p> <p>L:W 30-50m Ascribes meanings to marks that they see in different places.</p> <p>L:W 40-60m Writes own name and other things such as labels and captions.</p>	<p>Parking your car in the correct bay by matching numeral to quantity.</p> <p>M:N 22-36m Begins to make comparisons between quantities.</p> <p>M:N 30-50m Sometimes matches numeral and quantity correctly.</p> <p>M:N 40-60m Selects the correct numeral to represent 1 -5 then 1-10 objects.</p>	<p>Looking at emergency service rescue vehicles, e.g. police car, lifeboat and ambulance.</p> <p>UTW:PC 30-50m Shows interest in different occupations and ways of life.</p> <p>UTW:PC 40-60m Enjoys joining in with family customs and routines.</p>	<p>Creating track painting / prints by rolling toy cars through different colours of paint and different surfaces – is there a difference in the texture?</p> <p>EAD:EMM 22-36m Experiments with blocks, colours and marks.</p> <p>EAD:EMM 30-50m Beginning to be interested in and describe the texture of things.</p> <p>EAD:EMM 40-60m Experiments to create different textures.</p>
<p>7</p> <p>The Wheels on the Bus Go Round and Round.</p>	<p>Transport eye spy – practise recognising initial sounds and types of transport.</p> <p>CAL:L 22-36m Shows interests in play with sounds, songs and rhymes.</p> <p>L:R 30-50m Shows awareness of rhyme and alliteration.</p> <p>L:R 40-60m Hears and says the initial sound in words.</p>	<p>Comparing groups of objects saying when they have the same number. Then moving onto more/fewer.</p> <p>M:N 22-36m Uses some language of quantities such as 'more' and 'a lot'.</p> <p>M:N 30-50m Compares two groups of objects, saying when they have the same number.</p> <p>M:N 40-60m Uses language of 'more' and 'fewer' to compare two sets of objects.</p>	<p>Icy car rescue – science experiment.</p> <p>Outdoor car wash.</p> <p>UTW:TW 22-36m Notices detailed features of objects in their environment.</p> <p>UTW:TW 30-50m Can talk about some of the things that they have observed such as plants, animals, nature and found objects.</p> <p>UTW:TW 40-60m Looks closely at similarities, differences, patterns and change.</p>	<p>Transport junk modelling.</p> <p>EAD:EMM 22-36m Experiments with blocks, colours and marks.</p> <p>EAD:EMM 30-50m Joins construction pieces together to build and balance.</p> <p>EAD:EMM 40-60m Constructs with a purpose in mind, using a variety of resources.</p>

Topic Theme