



## EYFS - Being imaginative with links to Sustainable Travel

<p><b>Objectives:</b> Early Learning Goals: ELG 17 <b>Being imaginative</b></p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><b>Related areas of learning:</b> CL To use the vocabulary of the local environment PD – development of Gross Motor skills through using bicycles and scooters which they may or may not use when coming to school UW – Understanding that rules keep us safe when we are out and about</p>	<p><b>Key Questions / Vocabulary</b> Journey, Travel, Safe, Notice, Look, Roads, Buildings, Car, Bike, Scooter, Bus, walk. What do you see when you walk, cycle, are driven to school? What do you like/dislike? What do you have to do to keep safe when walking, driving, and cycling?</p>
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<p><b>Oral and Mental</b> <a href="http://think.direct.gov.uk/education/early-years-and-primary/pupils/under-5s/hear/">http://think.direct.gov.uk/education/early-years-and-primary/pupils/under-5s/hear/</a> (do not show images to the children!)</p> <p>Ask chn to close their eyes – what sounds can they hear? How do these sounds keep us safe? How do they act as a warning? What other sounds keep us safe? What road markings or colours help to keep us safe?</p> <p><b>Main Teaching Session</b> (Links to the science lesson) <a href="http://www.tes.co.uk/ResourceDetail.aspx?storyCode=3010412">http://www.tes.co.uk/ResourceDetail.aspx?storyCode=3010412</a></p> <p>Go through the pictures of these people who help us keep safe. How do they do it? What colours are they wearing? What is special about their uniforms? What do we notice?</p> <p>Say that today our activities are all about the colours that keep us safe.</p> <p><b>Plenary</b> Look at the “ think “ poster <a href="http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf">http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf</a> What colours and noises help keep us safe?</p>	<p><b>Adult led / focussed activities</b> <a href="http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf">http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf</a></p> <p>Look at the Traffic poster - talk to the children about the safety messages when scooting, cycling, walking or travelling in the car.</p> <p>Focus on colours and sounds.</p> <p>What colours keep us safe? Which colours are more dangerous?</p> <p>Which sounds are warnings? Where do we hear those sounds? Vehicles, horns, bells, crossings, train stations.</p>	<p><b>Exploring &amp; Applying</b> Cars/trucks – large paper and paint – create different prints of tyres. What do they notice? ICT <a href="http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf">http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf</a> BE SEEN BE BRIGHT GAME</p> <p>Drawing and collage – people who help keep us safe.</p> <p>Musical instruments – recreating sounds of vehicles – thinking about warnings.</p> <p>Gross motor - bikes and scooters – encourage stopping, looking and then proceeding.</p>	<p><b>Assessment Opportunities</b></p> <p>The children can describe the patterns and colours they have used.</p> <p>The children can describe what they have seen.</p> <p>The children choose the materials they need and give reasons for their choices.</p> <p>The children demonstrate what noises they have made, what they represent and how they made them.</p>
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**Resources:**

- <http://think.direct.gov.uk/education/early-years-and-primary/pupils/under-5s/hear/>
- Pictures of cars, scooters, cycles, children walking
- Downloadable poster from [http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic\\_poster.pdf](http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf)
- Cars, truck, paper, crayons, paint, collage
- Musical instruments
- Gross motor equipment