



EYFS – English – Writing - links to STP – Keeping Safe While Travelling

<p>Objectives: To use phonic knowledge to write words in ways which match their spoken sounds? To write some irregular common words. To write simple sentences which can be read by themselves and others? To spell some words correctly and some phonetically plausible.</p>	<p>Related areas of learning: CL To use the vocabulary of measurement. PD – development of Gross Motor skills through using bicycles and scooters to measure simple distances. UW – Understanding that rules keep us safe when we are out and about.</p>	<p>Key Questions / Vocabulary What is the first sound? What is the final sound? What is the medial sound?</p> <p>CVC Phoneme Grapheme Finger space</p>
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<p>Oral and Mental http://www.iboard.co.uk/iwb/Working-Vehicles-Information-Book-Reading-Level-A-246 Go through the TES vehicles book. Ask the children to name as many different vehicles as they can from the front page. Look a few in detail and listen to the descriptions of what they do.</p> <p>Main Teaching Session http://www.twinkl.co.uk/resource/au-t-440-transport-display-posters Look through the images. Which words can we easily write: CVCs - car, van, bus Then look at – lorry, boat, ship. What do we notice about these words?</p> <p>https://www.tes.co.uk/teaching-resource/powerpoint-paperback-transport-6037772 Then go through “Talk about Transport”. Go back and look closely at the picture of the bicycle. What can they see? Pedals, Saddle, Frame, Tyres, Handle bar, brakes – where should the bell go? Why do we need one? Where could you put a label for “wheels”?</p> <p>Go outside and go through the labels (included but can be adapted) to match them to the parts of a real bike. If we were writing these labels, how could we start each one?</p> <p>Plenary From adults in focused activity and the exploring and applying. What can you tell us about.....shape? What shapes does this picture have? How many rectangles is in this.....scooter? How many triangles are on this bike? What shapes are the wheel of a car? Share the work from the writing table and the labels from the bikes and bikes. Use for display.</p>	<p>Adult led / focussed activities</p> <p>Using the bicycles and scooters outside – encourage the children to write their own labels – could use post its and stick to the bikes/scooters.</p> <p>What is the first and final sound? What is the medial sound?</p> <p>Record observations.</p>	<p>Exploring & Applying</p> <p>Vehicles with the garage – can the children create a showroom with the vehicles labelled.</p> <p>Magnetic letters – create words to go over the pictures on the cards http://eskidslab.com/flashcards/set3/transport/flashcardstransportsmall.pdf - flash cards</p> <p>Writing table – have selected pages printed off and text removed – children to write own text.</p> <p>Design challenge worksheets - http://www.twinkl.co.uk/resource/t-t-9058-transport-drawing-challenge-worksheets</p>	<p>Assessment Opportunities</p> <p>Children can use initial and final sounds when labelling vehicles.</p> <p>Children can match letters from given words accurately</p> <p>Children can write labels for given parts of the bikes.</p> <p>Children can write appropriate sentences for the given pictures.</p>
<p>Resources: http://www.iboard.co.uk/iwb/Working-Vehicles-Information-Book-Reading-Level-A-246 http://www.twinkl.co.uk/resource/au-t-440-transport-display-posters https://www.tes.co.uk/teaching-resource/powerpoint-paperback-transport-6037772 Labels, Sand, play dough, paper, crayons, pencils, Gross motor equipment http://eskidslab.com/flashcards/set3/transport/flashcardstransportsmall.pdf - flash cards http://www.twinkl.co.uk/resource/t-t-9058-transport-drawing-challenge-worksheets</p>			

Next Steps: To explore spaces in the environment related to vehicles.