



EYFS – English – Reading with links to Sustainable Travel Keeping Safe While Travelling

<p>Objectives: To read and understand simple sentences. To use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words. To demonstrate an understanding when talking with others about what they have read.</p>	<p>Related areas of learning: 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>Key Questions / Vocabulary Think, Stop, Eyes, Ears, Wait, Look, Listen, Cross, Stop children How can we decode the word? What does the picture tell us? What might the words in bold be used for? What does a sign or label do?</p>
---	---	--

<p>Oral and Mental http://think.direct.gov.uk/education/early-years-and-primary/docs/story_bansi_the_best.pdf</p> <p>Read the story Bansi the Best. What did Bansi learn? Why was that important? What was the sign that the Traffic Control person was holding? Have you ever seen someone like this? Can you explain what their job is? How do they help us?</p> <p>Go to the Hear section of the site http://think.direct.gov.uk/education/early-years-and-primary/media/hear/ What signs are there in the poster? How do we know what they are telling us? What helps us work it out?</p> <p>Main Teaching Session (Links to the science lesson) http://www.twinkl.co.uk/resource/t-t-2359-road-crossing-safety-posters What do we notice about the story and the poster? Go through above road safety posters (or own preferred scheme). Look at the key vocabulary. What strategies can we use to decode the words in bold? How do the pictures help us? What are the important messages?</p> <p>Plenary As a class put the posters in the correct order</p>	<p>Adult led / focussed activities</p> <p>http://www.twinkl.co.uk/resource/t-t-2359-road-crossing-safety-posters</p> <p>Use the posters with the key words reprinted and ask the children to match them.</p> <p>Think, Stop, Eyes , Ears, Wait, Look, Listen, Cross, Stop children</p> <p>Talk about the shape, sound, of the words. Practice writing on wipe boards.</p>	<p>Exploring & Applying</p> <p>Cars and trucks – use road mats and have labels/signs, stop, look, go</p> <p>ICT – use programmable floor robots such as Bee-Bots on a road map and programme to stop at safe pedestrian crossing points.</p> <p>Painting – school crossing patrol, policeman, vehicles, road signs</p> <p>Gross Motor – bikes and scooters. Encourage stopping and looking before proceeding.</p> <p>Crayons: Road safety poster. http://www.tes.co.uk/teaching-resource/Road-Safety-Poster-6169758/</p>	<p>Assessment Opportunities</p> <p>The children can read the signs and act accordingly.</p> <p>The children can describe what they have painted and say why they are important.</p> <p>The children can read the key vocabulary on the posters and match the words in bold.</p> <p>The children can describe what is happening in the picture.</p> <p>The children can use the key vocabulary to help them order the posters.</p>
---	---	--	--

<p>Resources: Story: http://think.direct.gov.uk/education/early-years-and-primary/docs/story_bansi_the_best.pdf Posters and key vocabulary cards: http://www.twinkl.co.uk/resource/t-t-2359-road-crossing-safety-posters http://www.twinkl.co.uk/resource/t-t-4342-crossing-the-road-safe-and-unsafe-sorting-cards http://www.twinkl.co.uk/resource/t-t-7399-safe-road-crossing-pencil-control-maze http://www.tes.co.uk/teaching-resource/Road-Safety-Poster-6169758/ Cars, truck, paper, crayons, Gross motor equipment</p>
--

Next Steps: labelling vehicles