



**Reception**

**EYFS**

## Unit Rationale Transport

This unit builds on children's understanding of journeys from Nursery. It may be helpful to read the planning for Journeys so you know what you can expect children to know if they have been taught the content, or if you have children in your class who have not learned the PKC Nursery curriculum, it may be helpful to identify some vocabulary and texts to supplement this unit with.

Transport begins with a broad overview of different types of transport and why we need to transport people and things around the world. There is lots of scope within this first week to find out and encourage children's interests, to assess how confidently they can talk about different kinds of transport and therefore to know which children may need scaffolds, support or stretch. Children will learn about the importance of safety when we use transport, or when we are around transport, e.g. crossing the road. This is particularly important to consider at this point in the year when the evenings are getting darker and children are likely to be out and about in the dark. Children will use torches to explore reflective materials and think about why some clothes and bags have reflective strips on them and how that can help to keep us safe.

Moving through the unit, children then learn about transport around the world. This is a good opportunity to introduce maps and globes, talk about different places around the world that the children have links with and introduce new places. Children will think about how people travel in different countries and learn about Japanese bullet trains, Thai tuk-tuks and Venetian gondolas. Children will think about how things are moved around the world on cargo ships. This will help children to build an understanding of trade in KS1 and KS2. In Reception we are planting some ideas about the world that children will return to as they work through the PKC curriculum.

Children then begin to think about transport in the past. This learning supports children to achieve the Past and Present ELG at the end of reception and contributes to their understanding of change over time. They learn about George Stephenson and his steam train, 'The Rocket'. You can focus on children thinking about chronology in very simple terms; 'a long time ago trains used steam power.' Children can compare steam trains to the trains we see today, building on their knowledge of Japanese bullet trains from week one of this unit. You can see that over a short time we are adding to children's schema, making connections and helping them learn and remember more about transport.

The next area of knowledge children will look at in this unit is the challenge of transport to some of Earth's coldest places. They will learn about Earnest Shackleton and his travel to Antarctica. We recommend reading about Shackleton's explorations and the incredible survival story that occurred after his ship, Endurance, was wrecked. For children, they can begin to grapple with the idea that there are places on earth that are not suitable for the kinds of transport we have learned about, that people have had to find ways to travel in the coldest places on earth. Learning about Shackleton's journey helps children to think about the past and places on earth, combining understanding from both history and geography. There are opportunities for role play, for exploring ice and its properties, small world play etc and we encourage teachers to think about the resources they have that might link to learning in this area.

Finally, building on everything they have learned about different types of transport, children will learn about moving toys. They will look at a range of moving toy vehicles that they have in the classroom and will think about how they move. They will design and make their own moving toys with support from adults to show them how to join materials and create an axle for their wheels. Children will draw their ideas and think about the purpose of their vehicle, what it will be used for, where it will travel to. This is a good opportunity to work on fine motor skills through sticking, cutting, ripping, joining etc. Children will also think about the fact their vehicles will not all look the same, as they are basing them on their own ideas. Children might want to use ideas from the different kinds of transport they have learned about, or from their experiences elsewhere. At each stage children can be encouraged to talk about their designs, ideas, materials, techniques to explain their choices and their achievements.

This unit helps children to build geographical and historical knowledge of places around the world and ways in which people travelled in the past which will contribute to their understanding of geography and history in Key Stage One. The task to design a vehicle will help children to think about designing and making processes that will be built upon in KS1 and KS2 Design Technology.