



Naughty Bus by Jan and Jerry Oke
 This is a magical book in which the hero and the voice is the bus itself. The illustrations are cleverly taken photographs and the print incorporates all kind of devices to catch children's attention and engage them to print. Children are fascinated by just how naughty the bus is and by the scale and scope of its escapades!

The Big Ideas:
Where would you go on a ..?

Memorable Experiences:
Having a bus come to visit!

Communication and language objectives

- *Listens to others one to one or in small groups, when conversation interests them.*
- *Listens to stories with increasing attention and recall (LA 30/50)*
- *Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (U 30/50)*
- *Uses language to imagine and recreate roles and experiences in play situations. (S 40/60)*

Literacy objectives

- *Beginning to be aware of the way stories are structured (R30/50)*
- *Continues a rhyming string. (R30/50)*
- *Hears and says the initial sound in words. (R30/50)*
- *Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (R30/50)*
- *Links sounds to letters, naming and sounding the letters of the alphabet. (R 40/60) / (W 40/60)*
- *Shows interest in illustrations and print in books and print in the environment. (R30/50)*

Communication and language activities

Literacy activities

- *Naughty bus diaries bus goes home with children to record/ take photos and talk about it*
- *Letter from and to the Naughty Bus*
- *Wanted posters*
- *Bus tickets*
- *Labels and captions-role play area*
- *Information leaflet about open different types of buses eg top buses*
- *Shopping lists*
- *Explore font and punctuation*
- *Different books about buses*
- *Take the naughty bus somewhere and write about it*
- *Place names where does the bus go?*
- *Mark-make what children would pack on a journey*

Personal Social Emotional Development objectives

- *Confident to talk to other children when playing, and will communicate freely about own home and community. (SA/SC 30/50)*

Personal Social Emotional Development activities

- *Choices what choices does he make? Why?*
- *What feelings does the naughty bus go through?*
- *Talk about own experiences with travel*
- *How do all the characters feel in the story?*

<ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (MFB 40/60) 	<p>Why?</p>
<p>Physical Development</p>	
<ul style="list-style-type: none"> Holds pencil near point between first two fingers and thumb and uses it with good control. (MA 30/50) Can copy some letters, e.g. letters from their name. (MA40/60) Experiments with different ways of moving. Jumps off an object and lands appropriately. (MH 40/60) 	<ul style="list-style-type: none"> Maps follow maps and create giant maps Assault courses for the naughty bus to follow Naughty bus races with other transport Playdough buses Making Beans on toast Construction
<p>Mathematics objectives</p>	
<ul style="list-style-type: none"> Uses shapes appropriately for tasks. (SSM 30/50) Says the number that is one more than a given number. (N 40/60) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (N40/60) Orders and sequences familiar events (SSm 40/60) Beginning to use everyday language related to money. (SSM 40/60) 	<p>Mathematics activities</p> <ul style="list-style-type: none"> Hop on and off counting adding and sunbtracting Shape, space and measure shapes in the pictures, for the buildings s. 3D shapes for the city Everyday language of time Ordinal numbers for the bus queue Making own signs for the bus (numbers) Money how much it costs on a bus Use coins for the bus Timetables for the bus Routines of the day at school and home Number of people in the queue
<p>Understanding the world objectives</p>	
<ul style="list-style-type: none"> Completes a simple program on a computer (Tec 40/60) Remembers and talks about significant events in their own experience. (P30/50) Recognises and describes special times or events for family or friends. (P 30/50) Shows interest in different occupations and ways of life. (P30/50) 	<p>Understanding the world activities</p> <ul style="list-style-type: none"> Maps Places (London) History of buses/How buses have changed Bus visit Floating and sinking what floats and sinks? explore Reflections s. mirrors and water Bell on the bus make bells for the bus Different materials exploration sensory Use MWB to create own bus Photos taking and printing of the bus
<p>Expressive arts and design objectives</p>	
<ul style="list-style-type: none"> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (BI 30/50) Introduces a storyline or narrative into their play. (BI 40/60) 	<p>Expressive arts and design activities</p> <ul style="list-style-type: none"> Make props for role play ,bus stop, road signs, traffic lights, tall building Junk modelling buses/ trains different sizes Different transport models Paintings/drawings of London Painting of buses Construction to make buildings and buses Maps create own and look at patterns Under water pictures

Year Group: Nursery

Topic Map

Constructs with a purpose in mind, using a variety of resources (Emm 40/60)

Music:

- *The wheels on the bus change the words, make up own verses*
- *Use different instruments to make transport sounds*