

# The Naughty Bus by Jan and Jerry Oke

## What our children may already know:

Where they live.  
Things in their local community.  
Helping others and being kind to others.

## Provision/Adult Directed/Challenges

- Construction Area: cardboard boxes and tubes for children to create the London Under-ground and their own transport ideas. 3D shapes for constructing buildings and landmarks.
- Small World Area - giant maps for mark marking, bus routes. Images of the local area to inspire comparison with London - similarities and differences – looking at a town and city.
- Outdoors - Bus Station - making tickets, making a model bus and using positional language.
- Craft Area - children to make junk model London Buses and other vehicles.
- Driving vehicles through paint and onto paper, making tracks.
- Discuss the importance of apologising. Helping others. Helping people who feel scared and lonely.
- Singing songs: The Wheels on the Bus/London Bridge is Falling Down
- Driving vehicles through paint and on to paper
- Sorting vehicles / number parking bays for matching vehicles up to 10.
- Using ramps to test the speed of a variety of transport toys - train, bus, car and more. Recording results.
- Travel in a variety of ways in PE.
- Home Corner - add images and props from the book eg. tins of beans.
- Make a pond in the builder's tray and explore floating and sinking
- Take Naughty Bus outside into school grounds. What plants and mini beasts does he see on his adventure? Can children use technology to take pictures?
- Bedtime routines and personal hygiene.

## Final Outcomes

Children will...  
Write a recount about where the Naughty Bus went and what he did.  
Know about their local community and compare with London.  
Know what Coppull/London was like in the past.

## Key Vocabulary

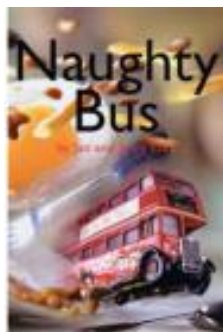
Full/empty	Passengers
important	Reflection
handsome	Hooked
Lonely	Winched
Powerful	London
Cosy	Tucked up

## Communication & Language

Understand how to listen carefully and why listening is important.  
Learn and use new vocabulary.  
Articulate ideas and thoughts in well-formed sentences.  
Describe events in some detail.  
Engage in story times.  
Retell the story, some as exact repetition and some in their own words.

## Reading

Read individual letters by saying sounds for them.  
Blend sounds into words to read short words.  
Read a few CEWs  
Read simple phrases and sentences.  
Re-read books to build up confidence in word reading, fluency, understanding and enjoyment.



## Maths

- Positional language – where is the bus now?
- Introducing zero
- Number bonds to 5
- Counting numbers to 10
- Recognising numbers to 10
- Comparing groups to 10
- 2-D Shapes & 3-D Shapes – making London landmarks

## Questions we want our children to be able to answer:

What is in your community? Is your community different to others?  
*What is the same/different about London and Coppull?*  
*How is the environment different in London to where we live?*  
*Why is the bus 'naughty' and why is it import to apologise?*  
*What can you do to help others and be kind to others?*  
*What can you do if you feel lonely or scared like the bus?*

## Writing

Form lower case letters correctly.  
Spell words by identifying the sounds and then writing the sounds with the letters.