Prime Areas of Learning

Personal, Social and Emotional Development

- Children using key / new vocabulary to give instructions to peers to travel through trim-trails and assault courses.
- Circle times, whole class discussions, small group work or 1 to 1 conversations based around children's own experiences of where they have travelled to or where they would like to travel to.
- Children discussing and comparing holiday experiences.
- Preparing children for their journey into year 1- transition.
- What are you looking forward to? What are you nervous about? Why? How can you overcome this?
- How do you feel about moving into year 1? Looking at feelings and emotions based around their journey into year 1.
- Looking at expectations for year 1 boundaries and behaviours.

Specific Areas of Learning

Literacy

- Key texts to share in a story basket with props:
- Rosie Revere Engineer
- Mrs Armitage on Wheels
- Whatever next
- Aliens love underpants
- Letters to the naughty aliens who have invaded our classroom and stolen all our spare pants!
- Label their models with post it notes
- Letters to their teachers/ all about me pages
- Making passports

Maths

- Creating a class tally chart of how they travelled to school today. By car, scooter, walk, bike, bus etc. Which has the most? Which has the least? Why?
- Time- timing each other through assault course
- Giving instructions and directions to follow using key words such as forward, backwards, under, over (positional language). ourselves, in races etc- did you beat the timer? How long did it take you? Who cane 1st, 2nd and 3rd? Recording this on paper.
- Looking at shape and size or footprints- measuring them, using rulers, cubes or different items to measure with. Looking at length, which is the longest? Shortest? Can you put them in size order?

Communication and Language

- Giving instructions to travel
- Using a wide range of new vocabulary linked with topic in discussions and play
- Asking and answering questions
- Model the use of connectives in discussions to extend thinking/explanations.
- Encouraging children to use connectives to make sentences longer.
- Opportunity to share own experiences with water linked to learning in circle time/class discussions/small group work/ one to one in detail
- Retelling stories in detail using the story baskets and props provided

Term 6

Where could I travel to?

Physical Development

- How can you travel in different ways using your bodies?
- Slide, jump, hop, run, walk, backwards, forwards, under, over, through, besides, slow, fast, climbing up, down, jumping off frames.
- Balancing on beams, benches etc.
- Using construction materials outside, can you build your own trim trail to balance on, how can you make change it to challenge yourself? How can you extend it? Can you give your friend instructions to follow on your trim trail?
- Working with a friend to travel blind folded, guided by a friend who is giving instructions.
- Using the climbing apparatus to travel
- Creating assault courses for children to explore and time themselves completing.
- Introducing new PE equipment to the children to explore different modes of travel such as hurdles, hessian sacks for jumping in, tunnels for crawling through

Expressive Arts and Design

- Construction- what modes of transport can you build with different construction materials?
- Provide children with photographs of different vehicles they could build as a base model for them.
- Looking at old and new vehicles- cars, trains, aeroplanes, boats.
- What type of vehicle could you invent? Looking at the job role of an inventor, can you invent anything? How and why would you create this?
- Going through the process of the plan, do review/ plan, make, review for DT. Can you test it? Did it work? Why not? Why did it work well? How can you improve your invention?
- Edit, change and adapt our models.
- Creating hot air balloons with balloons and construction materials, does it fly? Why not? Creating parachutes and testing them.
- Can you make a different mode of transport that travels through the air? Paper aeroplanes?
- Constructing a train track- small world play
- Role play: space ship, boat, bus / bus stop, aeroplane
- Simulating a journey into space and visiting the moon.
- Creating a flag to place on the moon.
- Making footprints in different materials- like the footprints on the moon. Looking at the shape/size of them.
- Creating and exploring moon sand- small world play
- Junk modelling vehicles
- Sea side role play
- Simulating a journey on a bus/train/aeroplane- where are we going to?
- Space invasion in the classroom! Exploring artefacts found- aliens have visited! An alien invasion? The aliens from Aliens love underpants have invaded our classroom and stolen all our spare pants and clothes, they have made a mess!

Understanding the World

- Looking at different modes of transport: Travel by train, car, bus, plane, boat, space ship, foot.
- Using a globe, look at different parts of the world we could travel to, identify the equator, the north/south pole. Can the children name any countries/continents?
- How would you travel to these different parts of the world?
- Looking at life in different parts of the world compared to where we love. EG- Antarctica – how does it feel there? What is the landscape like? What is the weather like? What animals are there?
- Travel to space, North pole, to see family members, to school, on holiday, to the sea side, to the zoo.
- Looking at Tim Peake and his journeys into space.
- Looking at the role of an astronaut.
- Looking at gravity / lack of gravity in space, what is it? Explore and talk about different forces they can feel (push, pull, stretch, bend).
- Compare and contrast characters from stories in literacy, including figures from the past (first man to walk on the moon)
- Exploring space artefacts, looking at different types of rocks, sand etc.