

Where in the world would you like to go? How would you like to travel there?

WOW EXPERIENCE: Come to school on bikes, scooters or roller skates! Remember to wear helmets or knee pads to keep you safe!

| Week | Communication & Language | Physical Development | Personal, Social & Emotional Development | Literacy | Maths | Understanding the World | Expressive Arts & Design |
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| 16/4 | Share the book <i>The Journey</i> by Neil Griffiths and Scott Mann. Read the story a few times, so the children become familiar with it and use the rhyming structure to help children predict the last word on each page. | Water play with small boats and guttering. Set out the guttering to take the boat on a 'journey' through different parts of the outdoor space. | Set up a bike washing station in the outdoor area and provide children with water sprays, sponges, cloths, buckets, warm water, chamois leathers and washing up liquid. Children could work in pairs to clean a bike that they bring in from home or vehicles such as scooters and other play vehicles kept at school. Encourage the children to work as a team and do a good job. | Read <i>Mr Gumpy's Outing</i> by John Burningham to the children and talk about things the animals were told not to do. After sharing the story, give each child a character card and ask them to line up in the same order the animals got into the boat. Challenge the children to recall what Mr Gumpy told each of the animals and what happens at the end of the story. | Ask the children to predict how many vehicles they might see pass the school. Ask each child to make an estimate and write the number down on a board before going outside to count and check. You could also ask children to estimate how many vehicles of specific colours they might see. | Make photo montages of places the children have visited. Show the children the locations on a world map and talk about how they would need to travel to get there. Show children the short video 'Wish you were here?' After watching the video, ask 'Where would you like to travel?' Provide the children with a range of images of different locations around the world and ask them to choose a favourite. Take a full-length photograph of each child and challenge them to cut around it. Show the children how to stick their photo into the picture. | Add music to the story 'The Journey' using simple percussion, asking the children to suggest how they might play an instrument to reflect the different places the boat travels. ONGOING - Explore the art and music of various continents, relating to our travel theme. Each week, explore traditional arts and crafts from various cultures. Listen to traditional music and encourage children to respond creatively through different media. Week 1 – Europe |
| 23/4 | Share the story, <i>The Hundred Decker Bus</i> by Mike Smith, with the children. After reading, introduce the children to a red model bus and ask 'What happened to the bus in the story?' Allow the children to tell a version of their story in their words, remembering some of the important events | Place a selection of red bus toys in the outdoor space for children to take on an 'adventure', encouraging them to introduce a narrative to their play? | Read the story <i>Naughty Bus</i> by Jan Oke and talk about the places the bus travels to, including the most unusual ones – yuk! Working outdoors, set out a journey for a small model bus. You could include a plate of spaghetti, a water tray filled with jelly marbles, a tray of chocolate spread and a Tuff Tub of foam. Let each child take a | Look at the holiday photographs brought in by children. Write captions for them. Put all the photos, captions and pictures into a class book to share. Use 'Passport templates' to make passports for role play. Encourage the children to work | Put toy vehicles of different colours/sizes in the maths area for children to count, sort and order. Encourage children to record their findings pictorially. Make up number stories about the vehicles and encourage use of | Provide the children with boat-making materials, such as corks, plastic or Styrofoam trays, plastic bottles cut in half, foil containers, sponge shapes, wooden sticks and lollipop sticks. Give them drinking straws, paper and sticky tack for creating the sails. Let the children use | Read travel stories such as <i>We're Going on a Bear Hunt</i> by Michael Rosen as inspiration for movement and dance. Model the movements from the story for children to copy. Ongoing - Asia |

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| | and characters. | | turn to drive the bus on its journey from start to finish, giving the rule that others must wait their turn. Ask the children to suggest other things that a naughty bus would enjoy driving through and add them to containers for other groups to use. | together to take digital photographs of each other and to write their details, including name, date of birth, and age inside the passport. Challenge the children to use their imaginations to add stamps of countries they would like to visit or have visited. | numbers and symbols to show understanding of addition/subtraction/doubling/sharing | their imaginations to create a boat, then find out whose boat floats and if any can carry passengers! | |
| 30/4 | Invite a crossing supervisor into the classroom to talk to the children about road safety. Introduce basic commands such as stop, look and listen and practise crossing and following instructions. | Play a range of indoor and outdoor games that require the children to move and travel in different ways and at different speeds. Games could include Tag, Stuck in the mud, or the Traffic light game. Paint a zebra crossing in the outdoors for children to practise road safety. | Provide a small group of children with a range of travel brochures. Explain that they have a few minutes to agree on a place they would all like to visit. Encourage the children to work together to decide. Ask 'Do you all agree on where you would like to go?' Once the children have decided where they would like to go, ask them to explain their reasons. | Share the picture book Journey by Aaron Becker with a small group of children. Sit together so that they can look carefully at the illustrations. Ask them to share their ideas and opinions about what is happening, then provide the children with a long roll of paper, inviting them to draw and write a fantastic imaginary journey of their own. | Display large pictures of different modes of transport. Ask the children to line up next to the picture that shows how they came to school today. Can they count how many are in their line and shout out for you to record? Ask questions such as 'What is the most popular way to come to school?' and 'How do you know?' Help the children to see the connection between the longest line and the most popular mode of transport. | Show the children the video 'Incredible vehicles'. After watching ask 'What would you like your incredible vehicle to be able to do?' Encourage the children to share their thoughts and ideas before asking them to design an imaginary vehicle using a simple drag and drop computer program | Put a range of ride on play equipment in the outdoor area for children to engage in travel role play. Ongoing – Australian aboriginal art |
| 7/5 4 days | Read the book Bumper to Bumper. Discuss the size, colour and number of wheels on the different vehicles and ask the children to read the names, where possible. Provide the children with a road mat and a variety of vehicles and buildings. | Read a story such as The Great Balloon Hullabaloo by Peter Bently or Curious George and the Hot Air Balloon by Margret and H. A. Rey and watch videos of hot air balloons. After reading, invite children to play with inflated balloons, to see how far | Display pictures of different forms of transport. Ask the children to look at the pictures and name the vehicles. After naming the vehicles ask 'Does this vehicle travel by air, road or water?' Offer hoops for sorting the pictures. Work together to decide how to sort, discussing choices and | Provide play dough in a range of colours and a good selection of vehicle cutters. Provide books about vehicles for children to explore. Encourage them to make playdough vehicles like the ones seen in the books. | Encourage children to play with the road mat independently to develop their ideas and stories. Display instruction cards using preposition vocab. for the children to follow. | Use 2 simple on whiteboard to create a simple bar chart that represents the data collected in the maths activities. | Sing the song 'up up up' and engage in hot air balloon role play. Use inflated balloons to paint. Dip them in paint and 'bounce' them on the paper. |

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| | Give instructions to individual children, such as 'put the big red lorry in front of the fire station' and 'move the green car behind the pink car.' Let the children give instructions to each other. | they will travel. Show children how to throw them into the wind and watch them go. Whose balloon travels the furthest? Fill a large basket with balloons for children to handle. Challenge them to transfer them from one basket to another carefully without bursting them! | listening to each other. | | | | Ongoing – Africa |
| 14/5 | Display suitcases with a different holiday destination on each. Show the children a selection of items then ask them to pick one and put it into the correct case. Ask 'Why did you put the sun cream in that suitcase?' or 'Why did you put the walking boots in that suitcase?' Encourage the children to explain their choices. | Explain that it can be difficult for car drivers to see people who wear dark clothes at night or in fog. Introduce the message 'Be bright, be seen' and ask the children what they think it means. Show the children a range of hi-vis items such as coats, headwear, trousers, rucksacks, armbands and tabards. Let the children wear some of the items, encouraging them to dress themselves and do fastenings. | Fill large plastic bottles with brightly-coloured water and add small items that float and sink. Allow children to handle the bottles, tip them upside down, shake them and observe what happens to the items inside. Encourage children to explore the questions 'What floats?' and 'What sinks?'. Work together to investigate and agree on findings. Can they find ways to show to others what they have discovered? | Introduce the children to songs/rhymes on the theme of travel and transport. Ideas include: Five Little Men in a Flying Saucer; The Wheels on the Bus; The Runaway Train; Row, Row, Row Your Boat; The Big Ship Sails; Down at the Station; She'll Be Coming Round the Mountain and Michael Row the Boat Ashore. Encourage the children to listen to and join in with songs as they gain confidence. | Give each child a 'Train counting strip'. Ask the children to predict how many multilink cubes it will take to cover their train. After each child has made their prediction, encourage the children to cover their train. Ask each child to say how many cubes they have used, counting them out or lining them up to check. Encourage counting in 2s or 10s. Children can compare how many cubes they have used to cover their train. Ask 'Who has used the most cubes?' and 'Who has used the least cubes?' | Create textured ramps using a range of different materials including bubble wrap, sandpaper, lino, foil, varnished wood, fabric and cardboard. Place the ramps at the same incline and invite children to roll a car down each of them. Ask 'What happens?' Encourage children to explain their observations and suggest reasons why things happen. Introduce the terms fast, slow, rough, smooth and friction. Using ramps covered in the same material, invite children to 'race' cars to see which one is the fastest. | Put the suitcases and a range of different items of clothing in the role play area for children to pack or dress up. Encourage travel agent/airport/ station role play. Ongoing – South America/Caribbean |
| 21/5 4 days | Take a small group of children for a walk around the school grounds/village. Take digital photographs of things they point out and talk about what they can see. Let the children use clipboards | Offer a range of recycled materials for children to make a model vehicle. Offer cardboard boxes of different sizes, plastic bottles, cardboard tubes, wheels, axles, wooden dowel and yoghurt pots. Encourage the children to work with a partner, plan their design, drawing it on paper before beginning to build or describing their intentions to you. After making, encourage the children to review what they have done, thinking about how successful they were or what they might change in the future. | Make a class book about our walk in the village. Children write labels and captions for the photographs. | Find out how far a car travels by marking out a measuring scale at the bottom of the ramps made last week. Introduce the terms further and furthest. | Create a display with maps and plans of the school grounds and arrows to show the children's route. Add photographs so that the children can pin them on the map in the right place. Set up book | Put a range of vehicles, including a naughty bus, in the creative area with trays of different coloured, ready- mixed paints. Encourage the children to drive the vehicles through the paint and then along a | |

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| | and paper to draw or record anything they find interesting. Later on, ask the children to explain to an adult where they have been and what they have seen. Let them use the photographs and drawings to recall the journey in the correct sequence. | | | | display of atlases/travel guides. | long roll of paper. Children can explore how the vehicles make tracks and what happens when the colours mix. Ongoing – North America |
| Holiday | | | | | | |

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| <p>Term 6 - What do you see in Summer? We will explore the changes that happen in the natural world and find out about the activities people do in the Summer months.</p> <p>WOW EXPERIENCE: Go on a village walk or visit a local park.</p> | | | | | | | |
| 4/6 | Share the book Summer is Here! by Heidi Pross Gray. Encourage the children to listen carefully and anticipate the repeated phrasing. Ask 'What signs of summer did you see on your walk?' Encourage the children to share their observations and compare them to the things observed in the book. | Sow a variety of grass seed in different tubs or planters. Offer cans for watering. Plant sunflower seeds in pots of compost. Invite the children to follow your instructions carefully. Encourage them to ask if they are not sure what to do. Encourage the children to use scientific vocabulary when planting their seeds, for example, seed, grow, water, sunshine, dig, hole, soil and shoot. | Fill a small box, bucket or tin with a range of summery goodies. Write a label that says 'Here's a little box of sunshine to brighten up your day'. Open the box and talk about the contents, smelling and tasting certain objects and explaining why they make you feel happy. Ask the children 'What would you add to your own little box of sunshine?' Encourage the children to share their preferences, ensuring they listen to other people's ideas. | Provide frozen cubes of paint or food colouring and white paper for children to make marks, patterns and letters. | Explore variety of seeds and plant them in pots. When the children's seedlings are robust enough, transfer them to pots or planters outside. Encourage the children to care for them over time. | Display a weather chart with symbols for children to change daily. Provide easy-read thermometers to measure and record the temperature each day | Make summer-themed play dough in vibrant colours. Add a summery scent using vanilla essence or lemon zest. Offer scoops and cones for ice cream shop role play Ongoing – Explore landscape art by various famous artists. Compare traditional and modern art. Create our own art work for seasonal display. Artists – to be decided |
| 11/6 | Fill a beach bag with a range of summer-themed items. Items could include a packet of sunflower seeds, a sun hat, sunglasses, a passport, a summer holiday brochure, sun cream, a pair of | Show the children pictures of children enjoying summertime activities. Encourage the children to describe what is happening in the pictures and relate them to their own experiences. Ask 'Have you ever been | Children may like to bring in items from home to add to a class box of sunshine. | Have a variety of the summertime pictures with laminated speech bubbles. Encourage children to think of what person might be saying and write it down. | Place squished slices of watermelon flesh in zip-lock transparent bags. Display the question 'Can you count the seeds?' | Place UV-reactive beads, wristbands or laces outside in a Tuff Tub. Invite the children to observe what happens when the beads, bands and laces are exposed to the Sun and explain what they | Display pots of brightly-coloured and highly scented flowers for the children to explore, smell, take pictures of, draw and paint. Flowers could include tulips, roses, lilies and marigolds. |

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| | summer sandals and a watermelon. Ask the children to name the items as you reveal them from the bag and say or show how they are used. Then, ask the children to suggest other summer-themed items that you could add to the bag. What do they suggest? | in a paddling pool?’ and ‘What do you like to do for fun in the summer?’ Ask the children to choose a picture and think of a caption to go with it. For example ‘The boy is playing in the park’ or ‘The girl is eating her ice cream.’ | | | | think is happening. Also, place a range of items in muffin trays in the warm sunshine to investigate melting. Items could include, a wax crayon, a square of chocolate, a marble, a lump of play dough or clay, a stone, a coin and an ice cube. Encourage them to use words such as sun, light, dark, shade, change and sunshine to explain their ideas. | |
| 18/6 | Provide a range of summer fruits including strawberries, raspberries, blueberries, melon, mango, banana, pineapple and apricots. Allow the children time to explore them, feeling their textures and smelling their scents. Demonstrate how to clean, peel or chop the fruits in half to prepare them for eating. Ask the children to watch carefully and follow your instructions, using a range of tools and equipment such as peelers, slicers and cutters. For an extra challenge, children could follow instructions for making a fruit kebab or make juices using a press and squeeze juicer. Make sure children wash their hands before handling the fruits and after finishing the activity. | Show children photographs of amazing sand sculptures and castles. After looking at a good range of examples, ask the children ‘Which is your favourite?’ and ‘What do you like about it?’ Organise the children into teams and explain that they will be competing against each other in a sandcastle building competition. Before building, ask the children to work together to make a plan of their castle and collect any items they will need to make or decorate it. Fill some Tuff Tubs with damp sand and encourage children to build, working co-operatively and listening to others’ ideas. Allow each group time to build their castle, taking photographs of their creations in the process of being built and when completed. | Read the poem What is Summer For? by Kate Williams. Ask the children ‘What is the poem about?’ and ‘Did you hear any rhyming words?’ Encourage the children to explain their ideas and pick out any rhyming words. Read the poem again, encouraging the children to join in. Then, challenge the children to match the ‘Rhyming word cards’ Repeat the activity with the poems Bed in Summer by Robert Louis Stevenson and Dear Summer by Kenn Nesbitt. | Display the ‘Numbered watermelon slices’ on a table top. Ask the children to read the number on each slice and put the correct number of seeds (black buttons) on each one. Encourage children to match numeral and quantity correctly by counting out the ‘seeds’ one at a time. Put two slices together to count how many ‘seeds’ altogether. | Watch the video ‘Safe in the Sun’ with the children. After watching, talk to the children about things they remember, including why it is sensible to wear sun hats, sun cream and other protective clothing in the summer. Provide a range of different types of hats and sunglasses for the children to practise putting on. | Fill Tuff Tubs with brightly-coloured and fluorescent ready-mixed paint. Encourage the children to walk through the paint with bare feet and to create patterns on large sheets of cotton fabric. Challenge them to explore and explain what happens as they make marks and mix colours. Hang children’s masterpieces outside in a temporary outdoor gallery. | |
| 25/6 | Provide a range of sunglasses, pictures or the real thing, for | Working outdoors, provide baskets of brightly-coloured balls in a range of sizes, including beach balls. Allow the children time to explore different ways that they can use | | Using the ‘Ice cream resource pack’ lay out the numbered cones. | Show the children the ‘Water presentation’, After watching, ask the children ‘Why is water important?’ and ‘Why is water important in the | | |

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| | <p>children to explore. Encourage them to look closely at their design and function. Ask the children to design a pair of sunglasses that they would like to wear. They can be as imaginative and unique as they like! After drawing their designs, can they explain to</p> | <p>the equipment including throwing, catching, rolling and kicking. Challenge the children to work in pairs to create a game using the balls. Extend the level of challenge by asking children to create a scoring system, recording scores on a whiteboard as they play. Once children have agreed on rules for their games, the children could teach it to another pair or even to the whole class!</p> | | | <p>Ask the children 'Can you put the cones in order from 1 to 10?' Allow the children time to order the cones and extend to 20 if able. After ordering the cones, challenge the children to add the matching ice cream scoop to each cone.</p> | <p>summer?' Encourage them to share their ideas and remember important information from the presentation. Provide a range of drawing and creative materials for the children to respond.</p> | |
| 2/7 | <p>others. Provide children with baskets of recycled materials including card, foil, feathers, soft sculpting wire, plastic strips, polystyrene, clear plastic sheeting and coloured cellophane. Ask 'Which materials do you think will be best for making your design?' Allow children time to make their designs using the materials provided and other materials they suggest. Provide a range of tools and materials for construction including a glue gun, tape, split pins and staples.</p> | <p>Fill balloons with water and leave outdoors for children to carry along a route. Include steps if possible so that children have to walk up and down.</p> | <p>Offer summer-themed play dough, made with flower scented essential oils. Challenge the children to work together to create a summer garden using the dough and flower-shaped cutters. Provide a garden background for children to place their dough flowers. Encourage the children to share the resources and decide how to arrange their flowers together.</p> | <p>Share the book What Can You See in Summer? By Sian Smith. Encourage the children to predict what object is at the end of each sentence using the pictures as clues. Read the book again, encouraging the children to join in with the text as it becomes more familiar. Using the sentence starter 'You can see...' encourage the children to suggest other things you can see in summer.</p> | <p>Search outside for shadows made by the summer sun. Show the children how to 'draw around' the shadow using chalk. Challenge the children to say which shadow they think is the longest then check by measuring using a range of non-standard measurements. Non-standard measures could include, wooden blocks, string or their hands.</p> | <p>Go out and about to collect a range of sticks of different lengths. Provide brightly-coloured paint, fabric strips, pipe cleaners and ribbons for children to decorate their sticks by wrapping, tying and gluing the materials. When dry, display the children's sticks in the garden or create mini teepee-style structures by binding them together at the top. Look at books showing different types of dens and shelters and use the sticks to build them. Alternatively, build bug hotels using the sticks and other materials.</p> | <p>Use loose parts to fill in shadow shapes. Remove the shadow and check that the shape still matches. Can others identify your shape?</p> <p>Play the children a recording of the song The Sun Has Got His Hat Encourage the children to listen carefully and begin to join in when they feel confident. Add percussion instruments for children to play to provide more challenge. Try adding other actions such as tapping their feet, clicking their fingers and miming putting a hat on!</p> <p>Adapt the lyrics to include the names of children in the class and to reinforce sun safety, for example, Sam has got his sun hat on; Hip, hip, hip hooray! Sam has got his sun hat on; And he's going out to play.</p> |
| 9/7 | Frozen flowers! Invite | Fill paddling pools or | Fill water trays, paddling | Invite children to | Display a range of | Take a walk along the roadsides, meadows and | |

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| | <p>children to make beautiful ice flower blocks using ice cube trays or small yoghurt pots. Offer a selection of summer flowers and allow the children to carefully pick flower heads and individual petals from them. Show the children how to put their flower heads and petals into the ice cube tray or yoghurt pots and use a small jug to pour in water. Ask 'What do you think will happen if we put our flowers into the freezer?' Encourage the children to explain what they think might happen.</p> | <p>trugs with water. Encourage the children to enjoy paddling, splashing, swimming, jumping and floating in water. Before playing, ask the children to devise rules for keeping safe in the water and make a class list to be shared with parents and carers. After time in the water, encourage the children to manage their drying, dressing and hygiene needs. Ask questions to challenge the children's thinking including 'Why is exercise, like swimming, good for you?' and 'Why is it important to keep fit?'</p> | <p>pools and other containers with water every day for splashy fun. Add bottles for pouring and water pistols for squeezing! Encourage sharing and turn-taking.</p> | <p>make marks and patterns using tubs of sloppy mud and a range of sticks, flowers and grasses.</p> | <p>different fans for children to explore. Include paper fans, handheld mini fans, tower fans and desktop fans. Discuss how these things work. Can children explain to others?</p> | <p>hedgerows to find wildflowers and plants that are growing in the local environment. Provide children with a spotting sheet that includes the plants: daisy, dandelion, dock, poppy, buttercup, speedwell, cow parsley, nettle and red campion. Take hand lenses to look closely at examples they find. Provide digital cameras or tablets for the children to take photographs. Back in the classroom, encourage the children to talk about the flowers and plants they found and to describe their features. You could upload children's photographs to the IWB to look at more closely. Children might also like to make a drawing or diagram of their favourite flower or plant.</p> | |
| 16/7 | <p>Plan and design a picnic to share with friends and family. Read Picnic Tea, a poem by David Harmer. Children will enjoy the funny bugs and creatures that are hiding in the sandwiches and jam!</p> <p>Show the children a hamper filled with examples of food from the poem, with bugs!</p> | <p>Create healthy ice lollies using only fruit juice and yoghurt. Show the children how to slice, pour and whizz up in seconds using a handheld blender. Pour the mixture into lolly moulds or ice cube trays with lollipop sticks in and leave them in the freezer overnight. Discuss healthy eating and why too much sugar is not good for us.</p> | <p>Dry and press flowers to give as gifts to special friends/family.</p> | <p>After making lollies, taste the following day and explore how freezing has changed the mixture. After enjoying the making and eating, ask the children to write instructions for how to make them. You might like to provide a writing frame or photographs to help them sequence their ideas.</p> | <p>Ask the children 'What is your favourite thing about summer?' You could provide them with a range of options to choose from including the warmer weather, going on holiday, going on picnics, playing outside and so on. Children may also have suggestions to add to the list. Ask children to explain their choices, encouraging others to listen politely and show sensitivity to other children's likes and dislikes. Make a 3-D graph using coloured wooden blocks or Lego towers</p> | <p>Display a range of technology used in the summertime. Examples might include: small hand fans, a mini fridge, a digital camera, a desktop fan, an e-reader, a tablet and a wind-up radio. Ask the children if they have seen any of the items before and match name cards to each item. Challenge the children to choose an item and say how to use it. Show the children how different items work and allow them to experience what they can do, for example, the force of a desktop fan blowing or taking a photograph using the</p> | <p>Invite children to practise their pouring, mixing and stirring skills, by offering plastic bottles filled with different colours and consistencies of liquid for making imaginative 'smoothies' or salad dressings.</p> |
| 23/7 3 days | <p>Explain that as this picnic is ruined, they are going to plan and make a fresh hamper of picnic food. Organise the children into groups and ask 'What picnic food would you like to</p> | <p>Make summer salads</p> | <p>Invite family and friends to an end of term picnic.</p> | | | | |

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| | make?' | using fruit and veg. make salad dressings using healthy ingredients. | | to represent the data? | digital camera. To extend, challenge the children to look at home to see what other types of technology they use. | |
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