

Summer 1: Going places							
Enquiry Question: Where will your next adventure take you?							
Magnificent 7 Goal	Plan a party	Shine like an artist	Be a nature detective	Make a movie	Develop healthy habits	WOW us with your writing	Follow a recipe
Milestones	Children can take part in a simple celebration, showing awareness of others' feelings, roles, and cultural differences.	Children can create more complex and detailed pieces of artwork, combining imagination, observation, and inspiration from artists, and can discuss their process and intentions.	Children can conduct investigations outdoors during Forest School sessions, compare observations, describe life cycles, and explain the effects of care and environment on plants and animals.	Children plan and create a simple movie based on a story idea.	Children can combine different movements with relative ease and fluency.	Children write simple sentences, both dictated and self-generated, and can talk through their ideas before writing.	Children follow a clear sequence of steps with increasing independence.
Goal overview	Children apply knowledge of celebrations through participation in a party. They show empathy, turn-taking, cooperation, and begin to resolve minor disagreements independently. Children reflect on how aspects of the celebration reflect their own or other cultures and use stories and discussion to compare similarities and differences. Vocabulary development continues through describing roles, activities, and emotions during the party.	Children use a range of media and materials to produce artwork with more detail and structure, such as combining shapes, patterns, and textures. They draw on observation, stories, cultural art, and the work of famous or contemporary artists to inspire ideas. Children plan steps in their artwork, collaborate with peers, and reflect on creative choices. Fine motor skills are applied confidently when painting, cutting, or assembling materials. Adults model art vocabulary and ask children to describe their work, fostering discussion of ideas, feelings,	Children take part in investigations in the Forest School or outdoor environment, focusing on plants, minibeasts and seasonal changes using their senses. Children notice patterns, make comparisons, and describe life cycles of minibeasts or small animals. They compare the local environment to other environments and discuss differences in weather, climate, or habitats. Children represent findings through drawings or natural art and discuss their observations.	Children draw inspiration from high-quality books and develop their own story ideas through discussions and drawings. Working collaboratively, they plan a short "movie", deciding on characters, settings and key events. Children use role-play, props and costumes to perform scenes while adults support them to use simple mechanisms with which to tell their story. They practise oracy skills, speaking clearly, listening to others' ideas, sequencing events, and adapting their storytelling.	From frequent use of picture books and other resources, children understand and can explain the importance of maintaining a healthy lifestyle, including eating a balanced diet and taking care of their teeth. They can also discuss the effects of a healthy lifestyle on their body and different ways positive wellbeing can be encouraged. They can combine a series of movements, some involving obstacles (e.g. crawling through a tunnel, walking over a plank) that require quick changes of	Children write simple dictated sentences and begin to compose their own sentences that can be read by themselves and others. They verbalise their ideas before writing and increasingly use the tripod grip effectively and consistently. Children are able to plan, articulate, and carry out their writing ideas through both independent and adult-guided activities.	Children begin to follow a structured sequence of steps, recognising that instructions must be completed in the correct order to achieve a result. They increasingly apply mathematical knowledge such as counting, comparing and measuring when carrying out tasks. They begin to discuss what is needed before starting an activity, identifying ingredients, tools or resources required.

		inspiration, and intentions.			speed and direction. Children are introduced to team games with rules and targets when they have consolidated their skills and set personal targets that they can work on and improve using times and counting. They can talk about safe places to play within their local environment, using recently introduced vocabulary.		
Knowledge progression	Children know that journeys can be made for different reasons, such as holidays and celebrations. They know people have different roles when travelling and understand how to stay safe and work together.	Children know that artists and designers use different materials to represent journeys, transport and places. They know maps, signs and landscapes can inspire artwork.	Children know that different journeys take us through different environments. They know that plants, animals and habitats vary depending on where we travel.	Children know that stories have a beginning, middle and end and that journeys often follow a sequence of events.	Children know how to stay safe when travelling, including road safety and the Green Cross Code. They know walking and physical activity help keep us healthy.	Children know that writing can communicate information during journeys, including maps, signs, tickets, postcards and labels.	Children know that instructions must be followed in the correct order and that journeys also require planning and sequencing. They know what they need to pack for different journeys.
Skills progression	Children collaborate to plan a holiday celebration or travel event, take on different roles, solve problems together and show respect and kindness towards others.	Children select and combine a range of media to create transport models, maps, landscapes and journey-inspired artwork, explaining their creative choices.	Children observe, compare and record features of different environments, identifying similarities and differences between habitats using appropriate vocabulary.	Children plan, perform and record a simple journey story, using props, role play and clear storytelling to communicate ideas confidently.	Children demonstrate safe behaviours, complete transport-themed physical challenges, negotiate obstacles safely and explain how to keep themselves	Children independently write captions, postcards, travel diaries, labels and simple sentences using their phonic knowledge to record and describe journeys.	Children follow and give simple sequential instructions, create checklists, organise resources for a journey and explain each step in the correct order.

					healthy during journeys.		
EYFS Weekly teaching	MyHappyMind			NELI (Journey) Talk for Tuesday (Oracy planning)	Get set for PE	Drawing club Little Wandle	Concept Cat White Rose NCETM
Memorable experiences	Mental health awareness week		Walk around the local area World bee day VE Day Eid al Adha	Travel agents role play	Outdoor classroom day Making a train with loose parts		National numeracy day Teddy bears picnic
Spotlight learning		Design and build transport models Junk model roads and bridges Vehicle art work	Different transport around the world Comparing holidays in the past Compare past and present modes of transport Explore sinking and floating Create ariel maps of the school and local area Explore around the world	Explore maps, globes and atlases	Keeping safe near roads Learning about traffic lights and level crossings	Write postcards Design tickets Write simple travel diaries	Planning a journey Reading simple maps Use beebots to explore maps
Key texts	Fiction · We're Going on a Bear Hunt · The Journey Home · Emma Jane's Aeroplane · The Naughty Bus · Mr Gumpy's Outing · Whatever Next! · The Train Ride			Non-fiction · Transport encyclopaedias · Airports · Trains Around Britain · Holiday brochures · Road safety books · Maps and atlases			

Nursery rhymes and poems	Nursery rhymes · The Wheels on the Bus · Row, Row, Row Your Boat · Down by the Station · Five Little Boats · Zoom Zoom Zoom We're Going to the Moon			Poems · The Train – James Carter · Walking Through the Jungle – Julie Lacombe · The Aeroplane Ride · My Bike – Tony Mitton · Trains – Valerie Bloom · Aeroplanes – Shirley Hughes · Boats – John Foster · Journey to the Seaside – Pie Corbett			
Key vocabulary	Teir 1 vocabulary journey, travel, holiday, transport, car, bus, train, aeroplane, plane, helicopter, boat, ferry, bicycle, scooter, taxi, driver, passenger, airport, station, ticket, luggage, suitcase, rucksack, map, road, traffic, traffic lights, zebra crossing, safe, dangerous, wait, early, late, arrive, leave, front, back, through, opposite, water, land and sky			Teir 2 vocabulary destination, route, directions, navigate, journey, transport, vehicle, travel, travelling, travelled, arrival, departure, platform, ticket office, ticket machine, check-in, security, boarding gate, boarding pass, luggage trolley, Green Cross Code, traffic, crossing, environment, explore, compare, observe, predict, sequence, locate, continent, country, globe, compass, aerial view, passenger, pilot, conductor and captain			
Wider curriculum links	PSHE Road safety, following the Green Cross Code, keeping safe when travelling, respecting others in public places, managing feelings when trying new experiences, independence and resilience during journeys.	Art & Design Designing transport, creating maps, observational drawings of vehicles, collage landscapes, junk modelling vehicles, printing using transport wheels and tyres. Design Technology Designing and building vehicles, constructing bridges and roads, designing luggage labels and passports,	History Comparing transport from the past and present, exploring how journeys have changed over time, discussing holidays then and now, learning about significant transport inventions. Geography Reading simple maps, exploring the local area, identifying land, water and sky,		Physical Education Transport-themed obstacle courses, balancing, travelling in different ways, coordination games, road safety activities, developing gross motor skills through imaginative movement.	Literacy Reading transport stories, writing postcards, travel diaries, maps, tickets, labels and captions, sequencing journey stories, following written instructions.	Computing Using digital maps, photographing journeys, programming simple routes using Bee-Bots, creating digital transport pictures, exploring aerial images. Mathematics Positional language, direction, sequencing routes, counting

		creating moving models using wheels and axles. Music Transport songs and rhymes, creating vehicle sound effects, exploring rhythm through movement, listening and responding to music from around the world.	comparing places around the world, using positional and directional language. Science Investigating forces through pushing and pulling vehicles, exploring materials used to make transport, observing weather and how it affects journeys, investigating floating and sinking. RE Journeys that are special to people, pilgrimage, welcoming others, belonging to a community, caring for others wherever we travel.				passengers, measuring journey lengths, comparing distances, recognising shapes in vehicles, simple map coordinates.
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	Sticky Knowledge
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	· Design and build models inspired by transport and travel. · Write simple sentences about journeys and adventures. · Follow and give simple instructions to complete a journey or route. · Work collaboratively to plan, create and share imaginative travel experiences.
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