Pilgrim Federation
EYFS & KS1
Learning Theme:









Transport

Links to Other learning Themes:
This Learning Theme links to: Homes & Houses Our Planet Space People Who Help Us Journeys Where We Live British Isles

EYFS (Nursery & Reception) Medium Term Planning
Learning Theme: Transport

Big Question: How is transport used for travel?

<table>
<tr>
<td>Focus of Learning (INTENT):
Within this learning theme, the children will explore the different modes of transport and how they are used. They will begin by discussing the different types of vehicles that are used on the roads. They will think about how vehicles are used in particular jobs, considering how vehicles are adapted to suit certain roles. The children will then discover how we can travel on or under water and think about boats, ships and submarines before moving onto the key question where they explore air travel. The children will then compare transport now and in the past and think about the changes that have occurred. To finish the unit, the children will explore how different vehicles move, testing vehicles on different surfaces.</td>
<td rowspan="2">Prior Learning/Links to Learning Themes:
• Links to the learning theme ‘People Who Help Us’ as the children explore vehicles that are used within the emergency services.
• The children will explore transport on and under the water in preparation for the learning theme of ‘Pirates’ where they think about pirate ships and how a pirate may travel.
• Children will have a knowledge of general transport that they see and use in day-to-day life.
• Some children may have particular interests in toys related to transport such as toy cars and train sets.
• Links to the learning theme ‘Space’ as the children will explore forms of space travel such as rockets.
• Links to the learning theme ‘Where We Live’ as we live in a rural area that relies on transport links. The children may have been on local steam trains, buses and have regular access to a car. The children may use bikes and</td>
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<td>Key Questions for Teaching:
• What kind of transport can you find on the road?
• How is transport used?
• How can we travel on or under water?
• How can we travel through air?
• How was transport different in the past?
• How do vehicles move?</td>
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Focused Literacy Texts:	• Mr Gumpy's Motor Car by John Burningham • The Naughty Bus by Jan and Jerry Oke • Who Sank the Boat? by Pamela Allen • Amelia Earhart - Little People, Big Dreams • Faster, Further, Higher, Deeper: Triumphs in Transport by Richard Brassey • The Train Ride by June Crebbin	**Texts that Link (these can be read at story time and used in provision):**	• The Hundred Decker Bus • The Train Ride • I Wish I Were a Pilot • Red Lorry, Yellow Lorry • We Catch the Bus • Mrs Armitage on Wheels • Emma Jane's Aeroplane • Cars and Trucks and Things That Go
Role-Play Opportunities	• Large Scale Vehicles • Train Station Ticket Office • Airport • Car Wash • Mechanics • Bus Station • London Underground • Travel Agents		
Nursery Rhymes & Songs	The Wheels on the Bus; Row, Row, Row Your Boat; Down at the Station; The Big Ship Sails on the Ally-Ally-O; Down at the Airport; Row, Boy, Row; My Ship Rolls Over the Ocean.		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy Autumn Term Summer Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 Settling In **Autumn Term Only**	N – Spend time getting to know the children throughout the day. Learn their interests. R – Circle Time - Talk about themselves using new vocabulary to describe them as a person. Talk about their families - Who is in their family?	N/R – Sing Head, Shoulders, Knees and Toes - Can they identify parts of their body? N/R – Provide the children with chalks to draw around each other. N/R – Make nature faces using seasonal materials.	N – Support the children to regular their emotions within the setting by developing a positive relationship. R – Think about what makes us all unique through looking at photographs of each other. Look at similarities/ differences between us all. N/R – Discuss the classroom rules and why we have them.	N/R – Share books with children about starting school e.g. Starting School by Janet & Alan Ahlberg. N/R – Take part in regular reading sessions and allow the children to choose books of interest to share. N – Children to draw a picture of their family.	N/R – Sing nursery rhymes and read books involving number. R - Encourage children to sort objects by colour and size. R – Make comparisons through play using mathematical vocabulary e.g. more than/less than.	N/R – Create self-portraits using different media. R – Draw something that they like to do. Can they describe it? Mix together different coloured paints. Can they paint their hands and feet?	N/R – Use a treasury basket to explore the five senses. Go on a sensory walk around the setting/village. Use magnifying glasses and explore natural objects.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy Autumn Term Summer Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 (Cont.)	What special things do they like to do with their family? N/R – Sing nursery rhymes.		How do they keep us safe?	R – Children to draw a picture of their family. Can they add labels to their pictures?	Following White Rose Maths		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy Autumn Term Summer Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 **What kind of transport can you find on the road?** Text – Mr Gumpy's Motor Car	N/R - Sing 'The Wheels on the Bus'. Take part in imaginative pretend play where the children are bus drivers and passengers. N/R – On a large piece of paper draw the outline of a double-decker bus with four windows on each level. Ask children to draw/paint/collage different faces in each window.	N/R - Set-up a car wash using the bikes or wheeled toys outside. Can the children clean the bikes with sponges and soapy water? Get the children to work in a group to build a large-scale bus or train.	N/R – Play the 'Traffic Light' game, getting children to move at different speeds. N/R – Paint with toy vehicles. Let children choose a plastic car/ lorry and drive it through the paint in shallow trays and then onto long strips of black paper. Add white lines to the paper to form roads.	N/R – Begin by reading the story. Discuss the type of transport that Mr Gumpy has. N – Retell the story using small world play. N – Make a large-scale car and go on a journey around the environment. N – Create a story map of the journey.	Following White Rose Maths	N/R – Add green, red and orange paint. Can the children use these to create traffic light pictures? N – Provide the children with percussion instruction to create sounds that vehicles make. R – Make a car craft using a paper plate. 	N – Provide the children with different vehicles to explore on the playmat. How do the vehicles move? Can the children name the vehicles? How are they similar/ different? R – Talk about vehicles that are found on the roads. How are they used?

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Week 2 (cont.)	Support them to make up stories explaining the reason why each passenger is making the bus journey. N – Create the settings for the story in a tuff tray. Re-enact the story using a toy car.		Talk about the patterns and various treads on the tyres of different vehicles. N/R – In the outdoor area set out a road layout with road signs, crossings and obstacles. Children to use the bikes or three-wheeled toys to move around these.	N – Retell the story using musical instruments. R – Read the book and top at the page where the car is at the bottom of the hill. Predict how Mr Gumpy will make it up the hill. R – Draw pictures of the animals that join Mr Gumpy in the car. Add labels.	Following White Rose Maths		How do they work? Children to draw different types of vehicles and label.
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Week 2 (cont.)				R – Talk about Mr Gumpy's car.	Following White Rose Maths		

				Is this similar to cars we have now? Draw the car and add describing labels. R – Use pictures from the story and sequence it. R – Retell the story orally to an adult using pictures as a prompt. N/R – Begin by reading the story.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 2 (cont.)				Discuss the type of transport that Mr Gumpy has. N – Make a large-scale motor	Following White Rose Maths		

				car and go on an adventure around the setting. N – Record the journey that you go on using a story map. N – Recall what happens on the journey using pictures and key phrases.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 2 (cont.)				N – Orally retell their own version of Mr Gumpy's Motor Car. R – Hot seating Mr Gumpy asking him questions to find out what	Following White Rose Maths		

				sort of character he is. R – Act out different scenes from the story, taking on the role of different characters. R – Write a simple recount of what happened during the day trip in the car.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 2 (cont.)				R – Write a sequel to the story. Predict further adventures for Mr Gumpy in his motor car. R – Provide the children with	Following White Rose Maths		

				props to support ideas. Use drama to act out ideas. R – Create a story map of the sequel. R – Re-write the sequel.			

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Week 3 **How is transport used?** Text – The Naughty Bus	N/R – Invite guest speakers in to speak about their role and how they use vehicles within their role. N/R – Talk about the emergency services and the vehicles that they use.	N/R – Talk about the importance of road safety. How do we stay safe on the roads? N/R – Talk about the role of a lollipop person. How do they keep us safe?	N/R - Provide a trainset and allow the children to create their own track. Can they move the trains around the track? N/R – Provide the children with playdough and different vehicles	N/R – Look at the front cover of the story. Using this as clues, predict (orally) what the story might be about. N – Use a toy bus to rehearse prepositions –	Following White Rose Maths	N/R – Make some salt dough with the children. Cut out train shapes. Paint them in bright colours and add trucks, numbers, letters of names etc. N – Use 2D shapes to create a vehicle picture linked to an	N/R – Talk about different jobs that involve vehicles, such as a pilot, train driver, delivery driver, taxi driver, ambulance paramedic and firefighter. N – Make an emergency

	Why are they important? Use photographs to aid discussion. N/R – Talk about vehicles used for farming.	Read 'It's Marmalade Jam' and talk about the problems that occur in the story.	for them to make tracks. Provide different sized materials for them to compare the tracks.	linking to the story. N – Put the story in the correct order.		emergency vehicle. R – Children to create a magnificent flying machine.	vehicle using crafts. R - Draw/make an emergency vehicle(s) used by a person that helps us. Add labels.
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 3 (Cont.)	Why are they needed and why are they important? Link to providing us with food.	How would they solve them?	N/R – Provide the children with cones and traffic management signs outside. Children to set-up courses to ride the bikes around.	N - Create a story box for the story which includes small world toys and scenery; children retell the story using the small world toys in the story box. N - Make cardboard box buses so the children can take	Following White Rose Maths	Can they design this beforehand? Evaluate their creation afterwards.	Explain what the vehicle is used for by writing a sentence.

				on the role of the bus. Retell the adventure of 'Naughty Bus' in role.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 3 (Cont.)				R – Retell the story using pictures, props or a small world tray. R – Provide the children with pictures from the story. Get them to add the preposition to the correct picture. R – Think of questions they	Following White Rose Maths		

				would like to ask The Naughty Bus. Orally discuss these.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 3 (Cont.)				R – Take on the role of a bus and move around the classroom. Retell the adventure through pretend play. R – Orally recall the story to an adult and match this to sequenced pictures. N/R – Look at the front cover of the story.	Following White Rose Maths		

				Discuss questions – What is happening in the picture?			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 3 (Cont.)				Why is the bus driving through food? Why is the book called The Naughty Bus? What do you think will happen in the story? R - Write a prediction. N - Discuss the prepositions in the story. Match the prepositions to	Following White Rose Maths		

				pictures of The Naughty Bus.			
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Week 3 (Cont.)				N – Draw The Red Bus and add labels. N – Take The Red Bus on an adventure. Create a story map. Retell the story. R – Discuss the prepositions in the story. Match the prepositions to pictures of The Naughty Bus.	Following White Rose Maths		

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Week 3 (Cont.)				Choose their favourite pages and to write sentences, using prepositions, to describe where the Naughty Bus was. R – Make a bus and take it on a new adventure OR using the last photograph and text 'sometimes I am a night bus' create a night-time adventure for the bus. Invent a new story – focus on language.	Following White Rose Maths		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy Autumn Term Summer Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (Cont.)				R – Create a story map of the new adventure. R – Create a mini book to retell their new adventure. Add pictures and sentences.	Following White Rose Maths		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy Autumn Term Summer Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 **How can we travel on or under water?** Text – Who Sank the Boat?	N/R - Sing 'Row, Row, Row Your Boat' and 'The Big Ship Sails on the Ally-Ally-O'. R - Use descriptive words and sounds to build up a picture of the word 'water.'	N/R – Talk about a submarine and show the children a photograph. Explain how it works. Talk about whether the children would/would not like to go on a submarine and why. N/R – Talk about water safety and staying safe on or under water. N/R – Arrange a visit from the RNLI.	N/R - Play 'Treasure Lands'. N/R – Provide the children with salt dough, playdough or clay to make submarines. N – Add toy boats to the water tray for children to use. N/R – Add materials to the craft area for children to make their own boats to experiment with floating and sinking.	N/R – Begin by looking at the front cover and read the title of the story. Who do they think sank the boat and why? N – Re-enact the story using toy animals, a boat and the water tray. N – What noises do the animals make? Talk about the noises the animals make and recall these.	Following White Rose Maths	N – Move around like boats in a storm use percussion instruments to represent the sounds of the waves and storm. R – Create an underwater scene using paint and craft materials. 	**Explore Floating & Sinking** N – Provide the children with a range of different toy boats. Can the children get them to sink in the water tray? R – Make a paper boat. Does it float or sink? Test out different materials.

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Week 4 (Cont.)				N – Make the animals from the story. Use the craft made animals to retell the story. N – Talk about why the boat sank. R – Draw the animals from the story and add labels. R – Make a paper boat. R – Use photographs to sequence how to make a boat.	Following White Rose Maths		
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 4 (Cont.)				R – Orally recall instructions to an adult on how to make a boat. R – Draw a picture of who sank the boat and add labels. Tell an adult why they sank the boat. N/R – Begin by looking at the front cover and read the title of the story. Who do they think sank the boat and why?	Following White Rose Maths		
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 4 (Cont.)				N – Re-enact the story using props.	Following White Rose Maths		

				N – Draw pictures of the animals and add labels to show the sounds they make. N – Make a paper boat. N – Use pictures to sequence instructions on how to make a boat. N – Orally explain to an adult how to make a paper boat.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 4 (Cont.)				R – Write a written prediction on which animal they think will sink the boat and why.	Following White Rose Maths		

				R – Write a list of the animals that go on the boat. R – Draw some of the animals and add adjectives to describe. R – Make a paper boat. R – Use photographs to sequence how to make the boat.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 4 (Cont.)				R – Write simple instructions on how to make a boat. R – Draw a picture of the animal that sank the boat.	Following White Rose Maths		

				Write a sentence to explain who sank it and why.			

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Week 5 **How can we travel through air?** Text – Amelia Earhart Little People, Big Dreams	N/R – Pretend that there is a magic carpet in class. Can the children sit on the rug and ride together around the room? What do they see on their magical journey? N/R – Discuss with the children about packing a suitcase to fly on holiday to another country.	N/R – Create an aeroplane role-play. Talk about what it is like/would be like to travel on an aeroplane. Share personal experiences. N/R – Talk about fears and people's fears of heights. Why do people have fears?	N/R – Make paper helicopters and take them outside to fly them. How do they move? N/R – Provide the children with paper and junk modelling materials to create their own aeroplanes/paper planes.	N/R – Read the text and discuss the meaning of non-fiction. N – Learn key facts about Amelia using the story. Use pictures to record information underneath about key events. Create a display. N – Use real-life items to explain what you wear as a pilot.	Following White Rose Maths	N – Make aeroplane crafts using toilet roll tubes.  R – Make a papier-mâché hot air balloon. 	N – Make paper aeroplanes and test how they fly. Time how long they stay airborne for. Who has the best aeroplane and why? R – Learn about the history of flight and when/how aircrafts were invented. Make a class booklet based on the history of flight adding drawings and recording facts.

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Week 5 (Cont.)	Ask the children to think of different places they would like to go and what they would need to pack for their chosen destination.			N – Make a group LOST poster for when Amelia went missing. N – Pretend to be news reporters and report about Amelia's disappearance. R – Draw an aeroplane and add key labels. R – Draw Amelia and add a speech bubble 'I want to fly a plane'.	Following White Rose Maths		Create a fact file based on The Wright Brothers.
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Week 5 (Cont.)				R – Use pictures from the story to create a timeline. R – Amelia vanished – where did she go? Draw a picture of the location and add key phrases. R – Create a LOST poster to help find Amelia. R – Learn facts about Amelia Earhart and complete a shared write.	Following White Rose Maths		
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Week 5 (Cont.)				R – Create a poster based on Amelia Earhart.	Following White Rose Maths		

				Include pictures and labels that link to her life. N/R – Read the text and discuss the meaning of non-fiction. N – Use a toy aeroplane and set up a tuff tray with different worldwide locations. Fly the plane over the locations.			
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Week 5 (Cont.)				Encourage new vocabulary and language. N – Use pictures from the story to plot her life (timeline).	Following White Rose Maths		

				N – Collate facts based on Amelia Earhart and create a group fact book. R – Draw a picture of Amelia and an aeroplane. Add a sentence to explain what Amelia is doing.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
				R – Write a list of the places that Amelia travelled over and to. R – Record facts based on Amelia Earhart. R – Create a simple biography based on Amelia Earhart.	Following White Rose Maths		

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Week 6 **How was transport different in the past?** Text – Faster, Further, Higher, Deeper: Triumphs in Transport	N/R – Use a box of toy vehicles from the past to talk about what they are like. Discuss how they've changed and compare this to new toy vehicles. N/R – Talk about transport in the past and what this meant for society. How were animals used instead?	N/R – Ask the children if they think it was kind to use animals for forms of transport. N/R – Share experiences from their great grandparents and grandparents. How have vehicles changed?	N/R - Fill a large activity tray with a layer of gloop or mud. Place some small world cars into the gloop or mud and invite children to rescue the vehicles using large tweezers or string to lift/pull them free. R – Step-by-step guide based on how to draw a car.	N/R – Read the text and look at the different modes of transport discussed. N – Look at different modes of transport from the story and use toy vehicles to take part in pretend play. Think about how the vehicles sound. N - Explore instruments to create sounds to represent transport.	Following White Rose Maths	N – Make craft steam trains.  R – Sketch a steam train using different shapes and lines. Add in different shades. Focus on precision and filling in the shapes within the lines.	N – Explore vehicles that are old and new. How do they know they are different? What has changed? R – Talk about vehicles from the past and how these are different to the vehicles that we have now. Sort the vehicles between old and new transport (cut and stick).

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Week 6 (cont.)	N/R – Talk about electricity and how this is now used to make electric cars. How is this different to a car that is fuel powered?		N/R – Provide cardboard boxes for children to create garages for toy vehicles.	N – Make road signs and write directions for a route. N – Select some of the toy vehicles. Add initial sound labels to the vehicles. N – Poster for a new vehicle. Draw and add marks/labels. R – Look at different modes of transport from the story.	Following White Rose Maths		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy Autumn Term Summer Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 (cont.)				Choose their favourite from the story and explain why to an adult. Draw and add labels. R – Think about the sounds that vehicles make. Create sound bubbles for the vehicles and add them to pictures. R – Collate words based on transport. Record these and add them to a display.	Following White Rose Maths		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy Autumn Term Summer Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 (cont.)				R – Shared write for an acrostic poem based on transport. N/R – Read the text and look at the different modes of transport discussed. N – Draw a mode of transport from the story and add labels using marks and initial sounds.	Following White Rose Maths		
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Week 6 (cont.)				N – Provide the children with different items they could use to make their own vehicle. Make a vehicle. N – Draw the vehicle and add labels to describe it. N – Think about how they made the vehicle. Draw pictures of each step and add labels. Explain to an adult.	Following White Rose Maths		
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 6 (cont.)				R - Look at different modes of transport from the story. Choose their favourite from the story and write a sentence to explain why. R – Mind-map words related to transport (in preparation for writing acrostic poems). R – Shared write related to transport to support independent writing.	Following White Rose Maths		
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Week 6 (cont.)				R – Write independent acrostic poems based on transport. R – Invent their own mode of transport. Draw a picture and add a sentence(s) to describe it.			

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Week 7 **How do vehicles move?** Text – The Train Ride by June Crebbin	N/R – Sing a variety of nursery rhymes linked to vehicles and how they move e.g. The Wheels on the Bus, Row, Row, Row Your Boat. N/R – Talk about speed and racing cars. Discuss Formula 1 and the race drivers that race for England.	N/R – Talk about how we travel to school. Can we travel in a different way to help our planet? N/R – Talk about our favourite vehicles and modes of transport.	N/R – Encourage the children to move around the inside/outside in different ways. Can the children move like different vehicles? N/R – Provide the children with 2D/3D shapes to make different vehicles such as cars and trains.	N/R – Read the story and discuss what the children see on 'The Train Ride'. N - Play a listening game about a trip on a train. 'I went on a train and I saw…' N – Learn the nursery rhyme 'Down at the Station' and perform this to a group. N – Use sequencing cards to retell the story and add these to a washing line.	Following White Rose Maths	N – Create a role-play bus and take part in imaginative play singing 'The Wheels on the Bus'.  R - Create a woven police car. 	N – Test different vehicles on different surfaces. Which surface does the vehicle move over the best and why? R – Using photos of vehicles, add paper clips to these and move them along a road with magnets. Can the children create a map for the vehicle's journey?

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Week 7 (Cont.)	N/R – Talk about George Russell and explain that he is a Formula 1 driver who is from our local area. Discuss his achievements.		N/R – Provide children with different sized tyres to use in imaginative play. N/R – Provide the children with large apparatus such as crates, boards and tyres to make vehicles.	Move around the environment like a train. Can the children make the sound of a train? N – Make a junk modelling train. N – As a group, add describing labels to their train. N – Focus on a key page and retell it by changing what is seen.	Following White Rose Maths		
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Week 7 (Cont.)				R – Use sequencing cards to retell the story orally to an adult. R – Re-read the story and discuss what is seen. Draw pictures of what they see and add labels. R – Focus on a page of the story and as a group, re-write the page (shared write). R – Imagine you are on 'The Train Ride'.	Following White Rose Maths		
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 7 (Cont.)				What do you think you would see?	Following White Rose Maths		

				Draw a picture and add labels. N/R – Read the story and discuss what the children see on 'The Train Ride'. N – Use sequencing cards and orally retell the story to an adult. N – Pretend to be trains and go on a walk around the environment.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 7 (Cont.)				What can they see? Draw pictures and add labels of	Following White Rose Maths		

				what they see on their 'train ride'. N – Retell the story using props but mention what they see. Create a story map. R – Imagine you are on 'The Train Ride'. What do you think you would see?			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 7 (Cont.)				Draw a picture and add labels. R – Create a story map based on their own version.	Following White Rose Maths		

				R – Re-write the story but change it to what they see on their 'train ride'.			

***Please continue to follow your PE plan for your class, but consider the above suggestions to enhance your provision to support children's fine and gross motor development.**

EYFS Areas of Learning Weekly Plan

Class:		Date:		Topic:	

Area of Learning	Indoor Enhancements	Outdoor Enhancements	Key Vocabulary and Questions	Children's Learning and Interests
Communication and Language				
Personal, Social and Emotional Development				
Physical Development				
Literacy				
Mathematics				
Understanding the World				
Expressive Arts and Design				

KEY STAGE 1

By the end of the piece of learning about 'Transport' children will be able to answer the following questions:

1. **How did you get to school today?** (This simple question encourages recall and introduces the topic in a personal way. It can lead to discussions about different modes of transport.)

2. **Do you think it was easier or harder to travel a long, long time ago? Why do you think that?** (This introduces a simple concept of historical change in transport and encourages basic reasoning.)

3. **Can you name three different things that help people travel?** (This assesses their knowledge of various modes of transport and encourages them to think broadly.)

4. **Why is it important to be safe when we are near roads or using transport?** (This introduces the concept of safety and allows children to think about potential dangers and how to avoid them.)

5. **Imagine you could invent a new way to travel. What would it be like?** (This fosters creativity and imagination, allowing children to think outside the box and consider the possibilities of transport.)

6. **Which way of travelling do you think is best for our planet and why?** (This introduces a basic understanding of environmental impact and encourages early thinking about sustainability in relation to transport.)

Other questions to consider:
What is your favourite way to travel and why? (This explores preferences and reasons behind them, encouraging children to articulate their thoughts and feelings about different types of transport.)
Have you ever been on a type of transport that lots of people can travel on together? What was it like? (This encourages them to think about public transport and their experiences with it, focusing on the social aspect.)
Can you think of a job where people use transport to help others? (This links transport to the wider community and different roles people have.)
Imagine you are going on a very long journey. What different types of transport might you use? (This encourages sequencing and thinking about the suitability of different transport for various distances.)
What sounds do different types of transport make? Can you make some of those sounds? (This engages their auditory senses and can be a fun, interactive question.)
If you could make one change to how people travel to make it better for everyone, what would it be? (This encourages problem-solving and thinking about the broader impact of transport on society.)

Key Vocabulary

This is a comprehensive list of key vocabulary for Key Stage 1 relating to the Learning Theme 'Transport', broken down into categories for clarity:

General & Core Concepts
Transport: The moving of people or goods from one place to another.
Travel: To go from one place to another.
Journey: An act of travelling from one place to another.
Vehicle: A thing used for transporting people or goods, especially on land, such as a car, lorry, or bus.
Mode of Transport: A particular form of transport (e.g., car, train, plane).
Move/Moving: Changing position.
Fast/Slow: Describing speed.
Safe/Safety: Free from harm or risk; the condition of being safe.
Road/Track/Rail/Water/Air: Types of routes or surfaces.
Driver/Pilot/Captain/Rider/Passenger: People associated with transport.
Public transport: Transport available to the public, like buses and trains.
Traffic: All the vehicles travelling along a particular road or in a particular area.

Land Transport
Car:
Wheel
Tyre
Engine
Steering wheel
Door
Seat
Seatbelt
Bonnet
Boot
Headlights/Taillights
Petrol/Electric (fuel)
Road
Lane
Traffic lights
Zebra crossing/Pedestrian crossing
Pavement/Footpath
Garage
Driveway

Bus:
Bus stop
Double-decker/Single-decker
Fare
Ticket
Timetable
Route

Lorry/Truck:

Cargo
Load
Haulage
Delivery
Van:
Delivery van
Post van

Motorbike/Motorcycle:
Helmet
Handlebars

Bicycle/Bike:
Pedal
Chain
Handlebars
Helmet
Cycle path

Train:
Railway/Train track
Carriage
Engine (locomotive)
Station
Platform
Signal
Level crossing
Ticket

Tram:
Tram track
Overhead lines

Tractor:
Farm
Field
Trailer
Water Transport

Boat:
Oar
Sail
Row
Float
Sink

Ship:
Deck
Hull
Mast
Anchor
Port/Harbour
Ferry
Cargo ship
Cruise ship

Submarine:
Underwater
Periscope

Canal boat/Narrowboat:
Canal
Lock

Air Transport
Aeroplane/Airplane/Plane:
Wing
Jet engine
Cockpit
Runway
Airport
Take off/Land
Fly
Cabin
Pilot

Helicopter:
Rotor blades
Hover

Hot air balloon:
Basket
Burner
Gas

Other Important Words
Old/New (transport): Comparing historical and modern vehicles.
Wheeled/Tracked/Sailing/Flying: Categories of movement.
Private/Public: Who owns/uses the transport.
Environment/Pollution: Discussing the impact of transport.
Future transport: Imagining new types of vehicles.

Verbs associated with Transport:
Drive
Ride
Cycle
Fly
Sail
Row
Walk
Travel
Stop
Go
Turn
Park
Load/Unload
Deliver
Pick up/Drop off

Art & Design

Art & Design objectives for Key Stage 1 from the National Curriculum, specifically tailored to the learning theme 'Transport'. This theme has opportunities for exploring shape, colour, texture, and materials.

Year 1 & 2 Objectives:

Developing ideas:
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
Transport Drawing: Draw different types of transport (cars, trains, planes, boats, futuristic vehicles) from observation or imagination. Encourage detailed drawings showing wheels, windows, wings, etc.

Journey Mapping: Create pictorial maps of a journey, showing different modes of transport used, and landmarks.

Imaginary Transport: Design and draw 'future' transport, or transport that can travel in unusual ways (e.g., flying cars, underwater trains).

Mood/Atmosphere: Use colour and line to convey the feeling of speed (fast lines, blurred colours) or slowness in a transport drawing.

Taking inspiration from the great artists and designers:
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Colour & Movement: Explore how artists like Giacomo Balla (e.g., 'Dynamism of a Dog on a Leash') used line and colour to show movement, and apply this to vehicles.

Pop Art Vehicles: Look at Pop Art and use bold colours and simple shapes to create vehicle designs in the style of Andy Warhol or Roy Lichtenstein.

Futuristic Design: Study images of concept cars or futuristic designs and incorporate elements into their own creations.

Abstract Transport: Explore abstract art inspired by transport, focusing on lines and shapes found in vehicles or roads.

Making skills:
To use a range of materials creatively to design and make products.
Junk Model Vehicles: Use recycled materials (cardboard boxes, plastic bottles, tubes, bottle caps) to construct 3D models of cars, buses, trains, planes, or boats. Focus on joining techniques (tape, glue, staples).

Paper Plate Wheels: Use paper plates to make wheels for drawings or models, exploring rotation and attachment.

Texture Rubbings: Create texture rubbings from different surfaces found on or near transport (e.g., tyre tracks, road surfaces, corrugated cardboard for train carriages). Use these in collages.

Collage Transport: Create collages of different transport types using various papers, fabrics, and cut-out images.

Playdough/Clay Models: Sculpt vehicles from playdough or clay, focusing on basic shapes and forms.
Printing: Create vehicle prints using found objects (e.g., toy car wheels dipped in paint for tyre tracks) or by carving simple designs into printing foam/potatoes.

Evaluating and Analysing:
To learn about a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Discussing Designs: Talk about their own transport creations and those of their peers, using simple art vocabulary (shape, colour, line, 3D, flat).

Critiquing Creations: Ask children to explain what they like about their model/drawing, what was challenging, and what they might do differently next time.

Comparing Artists: Look at pictures of different artists' work that feature transport and discuss how they are similar or different.

Key Vocabulary to Reinforce During Activities:
Elements of Art: Line, shape (2D), form (3D), colour (primary, secondary, warm, cool), texture, pattern, space.

Techniques/Materials: Draw, paint, sculpt, cut, stick, join, print, collage, model, construction, recycle, recycled materials, cardboard, paper, fabric, clay.
Descriptive Words: Fast, slow, smooth, bumpy, shiny, dull, sleek, clunky, large, small, long, short, wide, narrow.

Transport Specific: Wheel, wing, engine, propeller, track, sail, chassis, cabin, cockpit, deck, hull.

Art & Design activity ideas, blending artistic techniques with design thinking:

Drawing and Painting:
My Favourite Vehicle: Encourage children to draw or paint their favourite mode of transport. This could be anything from a car or bus to a bicycle, scooter, or even a train. Focus on shapes, colours, and adding details like wheels, windows, and lights.

Traffic Jam Scene: Create a large collaborative painting of a busy road or railway line. Children can each contribute different vehicles, using various painting techniques like sponge painting for textured roads or brushstrokes for movement.

Up in the Sky: Explore air transport by drawing and painting aeroplanes, helicopters, or even hot air balloons. Discuss the different shapes and colours they see in the sky. Watercolour washes could create lovely atmospheric backgrounds.

Under the Sea: Dive into water transport with drawings and paintings of boats, submarines, and ferries. Explore blues and greens and talk about the different parts of these vehicles.

Patterned Wheels: Focus on the circular shape of wheels. Children can create repeating patterns using paint, crayons, or collage materials to decorate circles that become wheels for drawn or constructed vehicles.

Collage and Mixed Media:
Junk Model Vehicles: Provide a range of recycled materials like cardboard boxes, tubes, bottle caps, and straws. Challenge children to design and build their own vehicles. This encourages problem-solving and imaginative construction.

Texture Transport: Explore different textures to represent parts of vehicles. Bubble wrap for bumpy roads, smooth paper for shiny cars, corrugated card for train tracks, wool for fluffy clouds around an aeroplane.

Transport Silhouettes: Cut out simple vehicle shapes from black card and mount them onto colourful backgrounds created with paint, crayon rubbings, or patterned paper.

Magazine Transport: Provide old magazines and newspapers and have children cut out images of different vehicles to create a collage. They can then arrange these to create a busy scene or categorise them by type.

3D Construction:
Cardboard Tube Rockets: Decorate cardboard tubes with paint, paper, and fins to create rockets. Discuss how rockets are a form of transport that goes into space.

Lolly Stick Bridges: Challenge children to design and build simple bridges using lolly sticks and glue. This introduces basic structural concepts related to transport routes.

Paper Plate Hot Air Balloons: Decorate paper plates and attach strings and a small paper basket to create colourful hot air balloons.

Playdough Vehicles: Encourage children to sculpt different types of transport using playdough, focusing on the different shapes and features.

Design and Technology Links:
Designing a Vehicle for a Specific Purpose: Ask children to design a vehicle to solve a problem (e.g., a vehicle to carry lots of people, a vehicle to travel on water, a vehicle to travel very fast). They can draw their designs and then try to build a simple model.

Making Simple Wheels and Axles: Explore how wheels move by making simple axles using straws and cardboard circles. They can then attach these to their junk model vehicles.

Key Considerations for Implementation:
Provide a variety of materials: Offer different types of paper, paints, crayons, collage materials, and construction items.
Encourage experimentation: Let children explore different techniques and ideas without strict rules.
Focus on the process, not just the product: Value the children's creativity and effort.
Link to their own experiences: Talk about the vehicles they see every day and journeys they have taken.
Display their work proudly: This helps to build their confidence and celebrate their achievements.

Computing

These are the Key Stage 1 Computing objectives from the National Curriculum, with specific examples and activities relating to the 'Transport' theme:

1. Algorithms and Programming
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
Transport Link: Discuss how a GPS or Sat Nav uses instructions (an algorithm) to tell a car where to go. Create simple, non-digital algorithms for moving a toy car around a 'town' map (e.g., "move forward 3, turn right, move forward 2").
Activity: Give instructions to a friend to "drive" a toy bus along a drawn route. Identify and correct any unclear instructions.

Create and debug simple programs.
Transport Link: Use programmable toys (e.g., Bee-Bots, Roamers) to make them move like different vehicles.
Activity: Program a Bee-Bot to travel from a 'house' to a 'bus stop', then to a 'school'. If it goes wrong, work out where the "bug" is in the sequence of instructions and "debug" it.

Activity: Use simple block-based programming (e.g., ScratchJr) to create an animation of a car driving along a road or a plane taking off. Debug the program if the movement isn't quite right.

Use logical reasoning to predict the behaviour of simple programs.
Transport Link: Before running a program for a programmable toy or a ScratchJr animation, predict where the vehicle will end up or what it will do.
Activity: Look at a sequence of instructions (e.g., arrows for a Bee-Bot) and predict the path a 'delivery van' will take before executing the program. Discuss why it went to a different place if the prediction was wrong.

2. Information Technology (IT)
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Transport Link: Create digital content related to transport.

Activity (Create): Use a drawing program (e.g., Paint, Google Drawings) to design different types of vehicles (cars, trains, planes).

Activity (Organise/Store/Retrieve): Take digital photos of different real-life transport modes found around the school or during a walk. Organise these photos into categories (e.g., "Land Transport," "Air Transport," "Water Transport") in a digital folder.

Activity (Manipulate): Use a simple publishing tool (e.g., Google Slides, PowerPoint) to create a digital poster about favourite types of transport, adding pictures and text.

Activity (Retrieve): Learn to open and view the saved transport pictures or posters.

Recognise common uses of information technology beyond school.
Transport Link: Discuss how IT is used in real-world transport.
Activity: Talk about how traffic lights use computers to change colour, how planes use computers to fly, how trains are controlled by computers, or how ticket machines at bus/train stations use computers.

Activity: Watch short, age-appropriate videos showing how technology helps transport (e.g., a short documentary about airport control towers, or a child-friendly explanation of smart cars).

3. Digital Literacy / Safety and Respect
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Transport Link: While less direct, this objective can be woven in by considering online content about transport.
Activity: When researching different types of transport online, discuss what makes a website safe and trustworthy (e.g., looking for the 'padlock' symbol, recognising child-friendly sites).

Activity: Remind children not to share personal information if they are creating or sharing digital content about transport online (e.g., if they drew a map, not to include their home address). Discuss who to tell if they see something that makes them feel uncomfortable when looking at transport videos or pictures online.
Integration Across Objectives:
Many activities can cover multiple objectives. For example:
Creating a "Transport City" in ScratchJr: Children program different vehicles (cars, buses, trains) to move around a digital city. This covers creating programs, debugging, predicting behaviour, and creating digital content.

"Our Journey" Digital Story: Children use tablets to photograph their journey to school, then arrange the photos in a sequence using a simple story creator app, adding captions about the transport they used. This covers creating, organising, and retrieving digital content, and potentially sequencing (algorithm) if discussing the order of events.

Data Collection on Transport: Using a simple survey tool (e.g., a pictogram maker online, or even a basic spreadsheet if appropriate for higher KS1), children collect data on how pupils travel to school (e.g., car, walk, bike, bus) and then present it digitally. This touches on organising and manipulating digital content.

Additional Computing activity ideas, blending on-screen and off-screen activities:

On-Screen Activities (using age-appropriate software or tablets):

Simple Sequencing with Vehicles:

Idea: Use a drawing program or a simple sequencing app to have children arrange pictures of a journey in the correct order (e.g., walking to the bus stop, getting on the bus, arriving at school).

Computational Thinking Link: Sequencing, algorithms (a set of steps to achieve a goal).

Direction Following with Robots (Virtual or Real):

Idea: Many simple coding apps allow children to program a virtual robot to move along a path. Create a map with different modes of transport (car, train, boat) and have them program the robot to visit specific vehicles. If you have Beebots or similar floor robots, they can physically program them to navigate a transport-themed mat.

Computational Thinking Link: Algorithms, decomposition (breaking down a journey into smaller steps), debugging (if the robot doesn't reach the target).

Sorting and Classifying Vehicles:

Idea: Use a simple spreadsheet program or a drag-and-drop activity to sort pictures of vehicles based on different criteria (e.g., land, air, water; number of wheels; type of power).

Computational Thinking Link: Pattern recognition, abstraction (identifying key characteristics), data handling.

Creating Simple Traffic Light Simulations:

Idea: Use a drawing program with shapes and colours to create a traffic light. Discuss the sequence of colours and then explore simple animation tools (if available) to make the lights change.

Computational Thinking Link: Algorithms (the sequence of the lights), logical reasoning.

Interactive Storytelling with Transport:

Idea: Use a simple presentation tool or interactive story app where children can add text, images, and even voice recordings to create a story about a journey using different types of transport. They can decide on the order of events and the vehicles involved.

Computational Thinking Link: Sequencing, problem-solving (how to get from one place to another).

Off-Screen Activities (that build computational thinking skills without a computer):

"Human Robot" Transport Game:

Idea: One child acts as the "programmer" and gives simple directional instructions (forward one step, turn left) to another child who acts as the "robot" navigating a simple obstacle course that includes different transport-related items (e.g., a toy car, a picture of a train).

Computational Thinking Link: Algorithms, precise instructions, debugging.

Transport Journey Sequencing Cards:

Idea: Create a set of cards showing different stages of a journey (e.g., packing a bag, walking to the station, boarding a train, arriving at a destination). Children can physically arrange the cards in the correct order and discuss alternative sequences.

Computational Thinking Link: Sequencing, logical reasoning, problem-solving.

"What's the Same, What's Different?" Vehicle Comparison:

Idea: Provide pictures or toy vehicles and ask children to identify similarities and differences between them. This encourages them to think about attributes and classify.

Computational Thinking Link: Pattern recognition, abstraction.

Building a Transport System with Blocks:
Idea: Using building blocks, challenge children to create a system for moving things from one place to another (e.g., a road for cars, a track for trains, a canal for boats). Discuss the different components and how they work together.
Computational Thinking Link: Decomposition, systems thinking.

Traffic Light Role Play:
Idea: Children can act out the sequence of traffic lights, understanding the rules and the logic behind them.
Computational Thinking Link: Algorithms, logical reasoning.

Tips for Implementation:
Connect to their real-world experiences: Use examples of transport they are familiar with.
Encourage collaboration and communication: Let them work together and discuss their ideas.
Focus on the process, not just the outcome: The thinking involved is more important than getting a perfect result every time.
Integrate with other curriculum areas: Link transport to geography, science, and literacy.

Design & Technology

Design and Technology in Key Stage 1 is all about children learning to design and make purposeful products, and the 'Transport' theme offers real-world contexts for this. The D&T National Curriculum in England focuses on four key areas: Design, Make, Evaluate, and Technical Knowledge.

These are the D&T objectives for KS1 specifically tailored to the 'Transport' theme, with examples for each:

1. Design
Design purposeful, functional, appealing products for themselves and other users based on design criteria.
Objective: Children can identify what their transport product is for (e.g., to move a toy car, to carry a small item, to travel on water).
Activity: "Design a vehicle to transport my teddy across the classroom." Children think about what the vehicle needs to do (move, carry, be stable).

Objective: Children can describe how their transport product will work.
Activity: When designing a wheeled vehicle, children can explain how the wheels will turn or how it will be pushed.

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
Objective: Children can draw simple designs for a vehicle, labelling key parts (e.g., wheels, seats, wings).
Activity: Sketch different ideas for a "boat that floats" or a "flying machine."

Objective: Children can talk about their design ideas and explain their choices.
Activity: Present their vehicle drawing to a partner, explaining why they chose certain shapes or materials.

Objective: Children can create simple 3D mock-ups using junk modelling materials to test ideas (e.g., a cardboard box as a car body).
Activity: Use small boxes and tubes to create a quick model of a vehicle to see if their idea is feasible.

2. Make
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
Objective: Children can safely use scissors to cut cardboard shapes for vehicle bodies or wings.
Activity: Cut out pre-drawn templates for parts of their vehicle.

Objective: Children can use appropriate joining techniques (e.g., glue, tape, split pins, fasteners) to assemble parts of their vehicle.
Activity: Join wheels to an axle, or connect different parts of a boat.

Objective: Children can shape materials (e.g., folding card, moulding clay) to create specific vehicle components.
Activity: Fold card to create stronger vehicle structures or shape clay for detail.

Objective: Children can use simple finishing techniques (e.g., painting, decorating) to improve the appearance of their product.
Activity: Paint their finished vehicle or add decorative elements.

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
Objective: Children can choose suitable materials for different parts of a transport vehicle (e.g., cardboard for the body, straws for axles, wooden dowel for axles, bottle tops for wheels).
Activity: Experiment with different materials to see what floats best for a boat, or what makes the strongest vehicle chassis.

Objective: Children can explain why they chose certain materials (e.g., "I used a plastic bottle because it floats," "I used strong card for the base").
Activity: Discuss the properties of materials they are using.

3. Evaluate
Investigate and analyse a range of existing products.
Objective: Children can identify features of different real-world vehicles and discuss what they are used for.
Activity: Look at pictures or toy models of cars, trains, boats, and planes, discussing their parts and purpose.

Objective: Children can explain what they like or dislike about existing transport products.
Activity: Examine different toy vehicles and comment on their design or how they work.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Objective: Children can test their designed vehicle to see if it meets its purpose (e.g., "Does my car roll well? Does my boat float?").
Activity: Push their wheeled vehicle along a ramp or float their boat in a tub of water.

Objective: Children can identify ways to improve their product after testing.
Activity: After their vehicle doesn't roll straight, they might suggest "making the wheels straighter" or "using different wheels."

Objective: Children can offer constructive feedback on a peer's transport product and consider feedback on their own.
Activity: Share their finished vehicles and discuss "what went well" and "what could be even better."

4. Technical Knowledge
Build structures, exploring how they can be made stronger, stiffer and more stable.
Objective: Children can explore different ways to make the chassis (base) of a wheeled vehicle strong and stable.
Activity: Experiment with folding card or using multiple layers to make a vehicle's base more robust.

Objective: Children can understand why a flat base is important for a stable boat.
Activity: Discuss how a wide, flat bottom helps a boat float without tipping.

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Objective: Children can understand the purpose of wheels and axles in making a vehicle move.
Activity: Experiment with different sizes of wheels and types of axles to see how they affect movement.

Objective: Children can correctly assemble wheels and axles onto a vehicle.
Activity: Construct a simple wheeled vehicle ensuring the wheels turn freely on the axle.

Objective: (Extension) Children can explore simple push/pull mechanisms for movement (e.g., a "pull-along" string).
Activity: Add a string to their vehicle to make it a pull-along toy.

Other Design and Technology activity ideas using the theme of 'Transport':

Focusing on Structures and Stability:
Building Bridges for Toy Cars: Challenge children to design and build a bridge using materials like blocks, cardboard tubes, straws, or LEGO bricks that can hold the weight of a toy car. This introduces concepts of stability, supports, and different materials' properties.

Creating Ramps and Slides: Explore how the angle and surface of a ramp affect how far a toy car travels. Children can design and build ramps using cardboard, wood, or plastic guttering, experimenting with different heights and textures.

Constructing Garages or Parking Lots: Using cardboard boxes, paper, and tape, children can design and build structures to house their toy vehicles. This encourages spatial reasoning and planning. They can think about entrances, exits, and the size of the vehicles.

Exploring Mechanisms and Movement:

Making Simple Wheeled Vehicles: Using cardboard, straws, and bottle caps or LEGO wheels, children can create basic vehicles. This introduces the concept of axles and how wheels enable movement. They can decorate their vehicles and test how they move on different surfaces.

Designing Wind-Powered Boats: Using small containers, paper or fabric sails, and straws, children can create boats that are propelled by blowing on the sail. This introduces the idea of wind power and how it can be used for movement. They can test their boats in a water tray.

Creating a Pulley System for Lifting: Using string, small containers, and a simple support structure (like a coat hanger or a wooden frame), children can create a basic pulley system to lift small objects. This introduces the concept of how forces can be changed using simple machines.

Investigating Materials and Their Properties:
Floating and Sinking Investigation: Explore different materials and predict whether they will float or sink in water. Children can then design and make small boats or rafts using materials they think will float well.

Designing Protective Packaging for Eggs: Challenge children to design and create packaging using various materials (cardboard, bubble wrap, cotton wool, etc.) to protect a raw egg from breaking when dropped from a low height. This introduces the concept of cushioning and protecting fragile items during transport.

Combining Design and Technology with Other Subjects:
Mapping Our Journey to School: Children can draw maps of their journey to school and then create models of the different modes of transport they see or use. This links to geography and encourages observation skills.

Designing Signs and Symbols for Transportation: Children can design and create signs for a pretend road or train station, thinking about clear and effective communication. This links to literacy and art.
Storytelling with Transportation: Children can design and create models of vehicles from their favourite stories and then use them to retell the story. This links to literacy and imaginative play.

Tips for Implementation:
Keep it Hands-On: The focus should be on practical activities and allowing children to experiment and explore.
Provide a Variety of Materials: Offer a range of resources to encourage creativity and problem-solving.
Encourage Collaboration: Working in small groups can foster communication and teamwork.
Focus on the Process, Not Just the Product: Emphasise the design thinking process – planning, making, and evaluating.
Make it Relevant: Connect the activities to children's own experiences with transport.

Geography

The Key Stage 1 Geography curriculum focuses on developing children's knowledge about the world, the United Kingdom, and their local area. When relating this to 'Transport', the objectives can be met by exploring how transport shapes places and how people interact with their environment through movement.

Here are specific KS1 Geography objectives linked to the 'Transport' theme:

Locational Knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Transport Link: Discuss how different forms of transport (e.g., trains, planes, ferries) are used to travel between the countries and capital cities of the UK. Look at maps to trace routes from one capital to another.

Example: "If we wanted to go from London (England) to Edinburgh (Scotland), what kind of transport might we use? A train might travel through different parts of the UK."

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Transport Link: Explore how different modes of transport are used to travel across continents and oceans. Discuss air travel for long distances and sea travel for crossing oceans.

Example: "Which continent might we fly to if we wanted to see kangaroos? How would we get across the ocean to Australia?"

Place Knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.

Transport Link: Compare the types of transport used in their local area (e.g., cars, buses, walking, cycling) with transport in a contrasting place (e.g., tuk-tuks in Thailand, gondolas in Venice, camels in a desert). Discuss why different transport is used in different environments (e.g., climate, terrain, resources).

Example: "In our town, we see lots of cars and buses. In Venice, people use boats called gondolas. Why do you think they use boats there and not cars?"

Focus on Local Area: Observe and describe the transport around the school and homes. What physical features (roads, rivers) allow for certain types of transport?

Human and Physical Geography

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Transport Link: Discuss how weather affects transport (e.g., snow stopping trains, fog affecting planes, rain making roads slippery). Link different transport to different climates (e.g., snowmobiles in cold areas, open-top vehicles in hot areas).

Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Transport Link: Identify physical features that transport uses or is affected by. "Trains use tracks, often built through valleys or over bridges across rivers." "Boats travel on the sea, ocean, or river." "Some areas are too hilly for certain types of transport."

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Transport Link: Explore how human features are connected by transport. "Cities have lots of different transport for people to get to offices and shops." "Factories use lorries to transport goods." "Harbours are important for ships." "Villages might have fewer transport options."

Geographical Skills and Fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Transport Link: Trace journeys on maps, identifying the different places passed through.

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
Transport Link: Plan simple routes on a map from one place to another, using directional language related to transport. "If the bus leaves the school and turns right, then goes North..."
Fieldwork: Take children on a walk around the local area to observe different types of transport. Use directional language to describe their journey.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
Transport Link: Look at aerial photos of roads, railways, airports, or ports and identify transport features. Draw simple maps of the school or local area, including roads, paths, and perhaps a bus stop or car park, using a simple key for transport-related symbols.
Example: "Can you draw a map of our school playground and show where the bikes are usually parked using a special symbol?"

Use and understand simple geographical terminology.
Transport Link: Use terms like 'road', 'track', 'river', 'airport', 'harbour', 'route', 'journey', 'destination', 'local', 'global' etc. when discussing transport.

Geography activity ideas, blending geographical skills with their natural curiosity about things that move:

Focusing on Local Environments & Observation:
Local Walks & Transport Spotting: Take the children on short walks around the school or local area. Encourage them to spot different types of transport and discuss where they might be going and who might be using them. This helps them connect transport to their immediate surroundings.

Mapping Our Journeys: Ask children how they travel to school. Create a simple class map showing different routes and modes of transport. This introduces basic mapping skills and highlights the diversity of how people travel.

Transport Surveys: Conduct a simple survey of the traffic passing the school gate at different times of the day. Discuss the types of vehicles they see and think about why there might be more of some vehicles than others at certain times. This touches upon data collection and basic analysis.

Exploring Different Vehicles: Bring in toy vehicles or pictures of various modes of transport (cars, buses, trains, bikes, boats, planes). Discuss where they travel (land, sea, air), who uses them, and why we need different types. This broadens their understanding of the variety of transport.

Looking at Transport Features: Observe and discuss transport-related features in the local environment, such as roads, pavements, railway lines, bus stops, traffic lights, and bridges. Talk about their purpose and how they help people travel safely.

Expanding Horizons & Understanding the World:
People Who Help Us (Transport Focus): Explore the roles of people who work in transport, such as bus drivers, train conductors, pilots, and sailors. Discuss how their jobs help communities and connect places.

Journeys Near and Far: Discuss short journeys they might take (to the shops, to a friend's house) and compare them to longer journeys people might make (to visit relatives in another town or country). Introduce the idea that different types of transport are suitable for different distances.
Transport from the Past: Introduce simple examples of transport from the past (e.g., horse and cart, early cars). Compare them to modern transport and discuss how things have changed over time. This introduces the concept of change within geography.

Transport Around the World: Look at pictures or videos of different types of transport used in other parts of the world (e.g., camels in the desert, gondolas in Venice, rickshaws in Asia). Discuss why certain types of transport are more common in specific environments. This fosters an understanding of global diversity.

The Importance of Transport: Discuss why transport is important. How does it help us get food, go to school, visit family, and receive goods? This helps them understand the significance of transport in our lives.

Developing Skills:
Drawing and Labelling: Encourage children to draw and label different types of transport.
Sorting and Classifying: Provide pictures of various transport methods and ask children to sort them into groups (e.g., by where they travel, by how many people they can carry).
Storytelling and Role-Playing: Encourage imaginative play related to transport, such as setting up a bus stop or a train station.
Using Simple Maps and Plans: Introduce basic maps of the school or local area and point out transport routes and features.

History

*For Key Stage 1, history objectives relating to the Learning Theme of 'Transport' align well with the National Curriculum's focus on **changes within living memory** and **events beyond living memory**, as well as understanding **chronology** and **similarity and difference**.*

Here are the specific history objectives:

Core Historical Concepts (applied to Transport)
Chronological Understanding:
Objective: To use common words and phrases relating to the passing of time (e.g., "old," "new," "past," "present," "then," "now," "before," "after," "long ago," "recently").
Transport Link: Sort pictures of different vehicles into a basic timeline (e.g., horse and cart, early car, modern car). Discuss "then" and "now" when talking about different modes of transport.

Objective: To know where the people and events they study fit within a chronological framework.
Transport Link: Understand that some transport was invented "long ago" (e.g., boats, simple wheels), while others are "more recent" (e.g., cars, aeroplanes, space rockets). Begin to place these inventions on a simple timeline.

Continuity and Change:
Objective: To identify similarities and differences between ways of life in different periods.

Transport Link: Compare and contrast an old mode of transport (e.g., a penny-farthing bicycle) with a modern one (e.g., a mountain bike), noting what has stayed the same (e.g., wheels, pedals) and what has changed (e.g., size, materials, gears).
Transport Link: Discuss how journeys were different for their grandparents compared to themselves (e.g., length of time, types of vehicles used).

Objective: To understand how transport has changed over time.
Transport Link: Focus on a specific type of transport (e.g., cars, trains, aeroplanes) and trace its development from early models to modern ones. Discuss improvements in speed, safety, comfort, and environmental impact.

Historical Enquiry and Sources:
Objective: To ask and answer questions about the past.
Transport Link: Encourage questions like "What was transport like long ago?", "How did people travel before cars?", "Who invented the first aeroplane?".

Objective: To choose and use parts of stories and other sources (e.g., pictures, artefacts) to show that they know and understand key features of events.
Transport Link: Look at historical photographs of different vehicles. What can they tell us about what life was like? How were the roads different?
Transport Link: Listen to stories or watch short clips about the invention of significant transport, such as the first train or the first aeroplane flight.

Objective: To understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Transport Link: Understand that we learn about old transport from museums, old photos, stories from older people, and old books.

Specific National Curriculum Content (applied to Transport)
Changes within living memory:
Objective: Where appropriate, these should be used to reveal aspects of change in national life.
Transport Link: Explore how transport has changed within the children's parents' and grandparents' lifetimes (e.g., the introduction of seatbelts, the rise of electric cars, changes in public transport routes). Interview family members about their experiences of travel when they were young.
Transport Link: Look at local transport infrastructure and discuss how it might have changed over time (e.g., new roads, old railway lines).

Events beyond living memory that are significant nationally or globally:
Objective: For example, the first aeroplane flight.
Transport Link: Learn about the story of the Wright Brothers and their achievement in the first engine-powered flight. Discuss the significance of this event for global travel.
Transport Link: Learn about the invention of the steam train (e.g., Stephenson's Rocket) and its impact on travel and trade.
Transport Link: Briefly touch upon significant maritime events like the Titanic (focusing on the ship itself and its journey rather than the disaster in depth for KS1 sensitivity).
Transport Link: Explore the first moon landing as a major event in transport history (space travel).

The lives of significant individuals in the past who have contributed to national and international achievements:
Objective: Some should be used to compare aspects of life in different periods.
Transport Link: Focus on inventors or pioneers of transport, such as the Wright Brothers (flight) or George Stephenson (railways). Discuss their achievements and how they changed travel for everyone.

History activity ideas for the Learning Theme, 'Transport':

Focusing on Changes Over Time:
Then and Now Sorting Activity: Show pictures of old forms of transport (e.g., horse and cart, penny-farthing bicycle, steam train) alongside modern ones (e.g., car, electric scooter, high-speed train). Have the children sort them into "long ago" and "now." This helps them grasp the concept of change.

Toy Car Timeline: Create a simple timeline with pictures or drawings of different toy cars from the past to the present. Discuss how they look different and what materials they might have been made from.

"My Journey to School - Then and Now": Discuss how the children come to school today. Then, imagine how someone their age might have travelled to school a long time ago (walking, pony, cart). This personalises the concept of historical change.

Storytelling with Props: Use simple props like a toy horse, a wooden cart, and a toy car to tell a story about how people travelled in the past and how it has changed.

Exploring Specific Historical Forms of Transport:
The Wheel: Introduce the invention of the wheel and discuss how it changed the way people could travel and carry things. You could even do a simple activity with rolling objects versus non-rolling objects.

Horses and Carts: Talk about how important horses were for transport in the past. Discuss different types of carts and what they were used for. Perhaps read a story featuring a horse and cart.
Early Bicycles: Show pictures of early bicycles like the penny-farthing. Discuss how they were different from modern bikes and how they made travel easier for some people.

Steam Trains: Introduce the idea of steam power and how it led to the development of trains. Show pictures and videos of old steam trains (if available). You could even build a simple train track with blocks.

People and Transport:
Famous Inventors: Briefly introduce figures like Karl Benz (early cars) or the Wright brothers (early airplanes) in an age-appropriate way, focusing on what they invented and how it changed travel.

The Postman Then and Now: Compare how mail was delivered in the past (on horseback, by foot) to how it's delivered today (vans, airplanes).
People Who Helped with Transport: Discuss jobs related to old forms of transport, like a stable hand, a coach driver, or a train conductor.

Engaging Activities:

Drawing and Painting: Encourage children to draw or paint their favourite forms of transport from the past or present.
Role-Playing: Set up a simple role-play area with hats and props to represent different people involved in transport (e.g., a driver, a passenger, a ticket collector).
Building Models: Use construction toys or recycled materials to build models of different types of transport from the past.
Singing Songs and Rhymes: There are many simple songs and rhymes about trains, cars, and other forms of transport that can be incorporated.

Things to consider for implementation:
Keep it Concrete: Use lots of visuals, real objects (if possible), and hands-on activities.
Focus on Simple Comparisons: "Long ago" vs. "now" is a good starting point.
Relate it to Their Own Experiences: Start with how they travel and then branch out to the past.
Use Storytelling: Stories make history engaging and memorable for young children.

Music

Please see also Charanga Music Planning

The 'Transport' theme offers opportunities to explore music in a dynamic and engaging way for Key Stage 1 children. Here are music objectives based on the National Curriculum for England, linked to the theme:

Key Stage 1 Music Objectives (as per the National Curriculum):
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Play tuned and untuned instruments musically.
Listen with concentration and understanding to a range of high-quality live and recorded music.
Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music Objectives for KS1: 'Transport' Theme
1. Singing and Vocal Exploration
Objective: Use voices expressively and creatively by singing songs, chants, and rhymes related to transport.
Activity Idea: Learn and perform traditional transport songs (e.g., "The Wheels on the Bus," "Row, Row, Row Your Boat," "Down by the Station").
Activity Idea: Create new verses for existing transport songs to include different vehicles or journeys.
Activity Idea: Chant and clap rhythms to mimic the sounds of different vehicles (e.g., "choo-choo-choo" for a train, "beep-beep" for a car, "chug-a-lug" for a boat).
Activity Idea: Experiment with vocal sounds to represent vehicle noises (e.g., a high-pitched 'whizz' for a fast car, a low 'rumble' for a lorry).
Vocabulary: high, low, fast, slow, loud, quiet, steady beat, rhythm.

2. Playing Tuned and Untuned Instruments
Objective: Play tuned and untuned instruments musically to represent transport sounds and actions.
Activity Idea (Untuned Percussion): Use shakers for a 'rattling train', drums for a 'bumpy bus', wood blocks for a 'car indicator', cymbals for a 'plane taking off'.
Activity Idea (Tuned Percussion - e.g., glockenspiels, xylophones): Create simple melodic patterns to represent a vehicle moving (e.g., rising pitch for a plane taking off, falling pitch for a car slowing down).

Activity Idea: Accompany transport songs using simple ostinatos (repeated patterns) on untuned instruments (e.g., steady beat on a drum for a train, tapping sticks to represent wheels).
Vocabulary: pulse, beat, rhythm, tempo, dynamics (loud/quiet), timbre (sound quality).

3. Listening and Appraising
Objective: Listen with concentration and understanding to a range of high-quality music that relates to transport.
Activity Idea: Listen to pieces of music that evoke the feeling of different types of transport (e.g., classical pieces with a 'train' feel, jaunty sea shanties, fast-paced 'car chase' music).
Activity Idea: Listen to sound effects of various vehicles. Can children identify the vehicle just from the sound?
Activity Idea: Discuss and describe the music using musical vocabulary related to transport:
"Does this music sound like a fast or slow vehicle?" (Tempo)
"Does this sound like a big, noisy lorry or a small, quiet car?" (Dynamics, Timbre)
"Can you hear a steady beat like a train on the tracks?" (Pulse)
"Does the pitch go up or down like a plane taking off/landing?" (Pitch)
Vocabulary: listen, respond, describe, identify, recognise, compare, tempo (fast/slow), dynamics (loud/quiet), pitch (high/low), timbre (sound quality), texture.

4. Composing and Creating
Objective: Experiment with, create, select, and combine sounds using the inter-related dimensions of music to create 'transport' soundscapes or pieces.
Activity Idea (Soundscapes): Work in small groups to create a 'soundscape' of a journey (e.g., a trip to the beach: car sounds, then boat sounds, then waves). Children select instruments and sounds to represent different parts of the journey.
Activity Idea (Graphic Notation): Create simple graphic scores or visual representations for a transport piece (e.g., long lines for sustained sounds like a plane, bumpy lines for a car over rough ground, dots for a train stopping). Children then 'perform' their scores.
Activity Idea: Compose short rhythmic patterns using body percussion or untuned instruments to represent the movement of different vehicles.
Activity Idea: Use music technology (if available) to record and manipulate sounds related to transport, then combine them into short compositions.
Vocabulary: compose, create, experiment, select, combine, organise, soundscape, pattern, sequence, beginning, middle, end, dimensions of music.

Music activity ideas in relation to the Learning Theme, 'Transport':

Exploring Sounds of Transport:
Sound Scape Creation: Play recordings of different vehicles (cars honking, trains chugging, planes whooshing, bicycle bells ringing). Ask the children to identify the sounds and then create their own versions using their voices and classroom instruments (shakers for rain on a car, woodblocks for train tracks, scarves swirled for wind).

"Guess the Vehicle" Game: Play a sound and have the children guess what type of transport it is. You could even have picture cards to match.

Instrument Matching: Assign different instruments to represent different vehicles (e.g., a triangle for a bicycle bell, a drum for a bus). When you say the name of a vehicle, the children play their assigned instrument.

Movement and Rhythm:
"Let's Go!" Movement Song: Create a simple song with actions for different types of transport. For example:
"Driving in my car, beep beep! (Steering wheel motion)"
"Riding on a train, chugga chugga choo choo! (Arm circles)"
"Flying in a plane, whoosh up high! (Arms outstretched, leaning)"
"Sailing on a boat, rocking to and fro! (Swaying side to side)"

Rhythm of the Wheels: Explore the different rhythms of vehicles. A car might have a steady beat, a train might have a faster, chugging rhythm, and a bicycle might have a lighter, quicker rhythm. Use body percussion (clapping, tapping) or simple percussion instruments to represent these rhythms.

"Traffic Light" Dance: Use red, yellow, and green cards or actions. Green means move freely (like cars going), yellow means move slowly, and red means stop. You can add musical cues to enhance the activity.

Singing and Songs:
Traditional Songs with a Twist: Adapt familiar tunes with transport-themed lyrics. For example, "The Wheels on the Bus" is a classic, but you could also adapt "Twinkle Twinkle Little Star" to be about a shining airplane.

Create Simple Transport Songs: Encourage the children to help you write simple songs about their favourite modes of transport. Focus on repetitive lyrics and actions.

Action Songs: Many existing action songs can be adapted or used to represent transport, focusing on movement and sound effects.

Creative Exploration:
"My Journey" Music Story: Ask the children to imagine a journey using different types of transport. They can then choose instruments and sounds to represent each part of their journey.

Building a Transport Orchestra: Divide the class into groups, each representing a different type of transport. They can then create a musical piece together, incorporating the sounds and rhythms they have explored.

Musical Maps: Draw a simple map with different locations and types of transport connecting them. As you point to different parts of the map, the children can make the corresponding transport sounds or play instruments.

Tips for Implementation:
Keep it Simple: Use clear, repetitive musical ideas.
Make it Active: Incorporate movement and physical engagement.
Be Visual: Use pictures, props, and actions to support understanding.
Encourage Participation: Create a safe and fun environment where everyone feels comfortable joining in.
Link to Other Areas: Connect the music activities to their learning about transport in other subjects.

Physical Education
The Key Stage 1 PE National Curriculum focuses on developing fundamental movement skills, including agility, balance, and coordination. The 'Transport' theme offers excellent opportunities to apply and enhance these skills creatively and in context.

Here are PE objectives, specifically tailored to the 'Transport' theme:

Core Movement Skills (National Curriculum Focus)
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Running:
Objective: To demonstrate different running speeds and pathways.
Transport Link: Pretend to be a fast car, a slow train, or a meandering canal boat, changing speed and direction (straight, curved, zig-zag pathways).
Activity Idea: "Traffic Lights" game - children run fast (green), slow down (amber), stop (red).
Activity Idea: "Vehicle Race" - run to collect "fuel" (beanbags) and "transport" it back.

Jumping:
Objective: To jump for distance and height with control.
Transport Link: Jump over "puddles" for a car, jump "off a boat" onto a "dock," jump over "train tracks."
Activity Idea: Create obstacle courses with low barriers to jump over, representing different transport challenges.

Balance:
Objective: To maintain balance in static and dynamic situations.
Transport Link: Balance like a train on a track (walking on a line), balancing on a boat (wobbling surface), standing on one leg as if waiting at a bus stop.
Activity Idea: Use balancing beams or lines on the floor. "Tightrope walker" across a river (imaginary water below).

Agility:
Objective: To change direction and speed quickly and efficiently.
Transport Link: Manoeuvre like a car in traffic, weave through cones like a cyclist, dart and turn like a speedboat.
Activity Idea: Set up a maze with cones or hoops to navigate through, pretending to be different vehicles.

Coordination:
Objective: To use different body parts together effectively (e.g., hand-eye, foot-eye coordination).
Transport Link: Steering an imaginary vehicle (using arms for steering wheel), pedalling a bike (leg coordination), pushing a "lorry" (arm/leg coordination).
Activity Idea: Rolling a ball to a target (aiming a boat), throwing beanbags into a "cargo" box (loading a lorry).

Application of Skills
Participate in team games, developing simple tactics for attacking and defending.
Transport Link: Games involving "delivering cargo," "racing vehicles," or "avoiding traffic."
Activity Idea: "Delivery Driver Tag" - one child is the "delivery driver" with an object (parcel) to take to a "destination," while others are "traffic" trying to intercept. Develop simple tactics like passing the parcel or finding clear routes.

Activity Idea: "Build a Bridge" - small teams work together to create a bridge (using mats or equipment) to transport "goods" across a gap.

Perform dances using simple movement patterns.
Transport Link: Create movements that mimic different modes of transport.
Activity Idea: "Transport Dance" - children move like a slow train, a soaring plane, a bumpy bus, a zippy car, a rowing boat. Focus on changing levels, speed, and direction.
Activity Idea: Choreograph a short sequence depicting a journey, e.g., leaving home, getting on a bus, arriving at school.

Health and Fitness (Underpinning all PE)
Understand how their bodies feel during and after physical activity.
Transport Link: Discuss how their heart rate increases when running like a fast car, or how they feel tired after a long "bike ride."
Activity Idea: After vigorous "transport" movement, have children check their pulse or notice their breathing.

Understand the importance of warming up and cooling down.
Transport Link: Relate warming up to "getting the engine ready" and cooling down to "parking the vehicle and letting it cool."

Social and Emotional Development (Implicit in Group Activities)
Work co-operatively and fairly with others.
Transport Link: Sharing space when "driving" or "flying," taking turns in games, working together to move equipment.
Activity Idea: Create "traffic jams" where children have to work together to unblock pathways, or guide a "blindfolded vehicle" with verbal instructions.
PE activity ideas in relation to the Learning Theme, 'Transport':

Traveling Like Different Vehicles:
Movement Exploration: Ask children to move around the space in ways that represent different vehicles.
"Move like a speedy race car!" (running quickly, weaving)
"Move like a slow, heavy truck!" (stomping, moving with effort)
"Move like a soaring aeroplane!" (arms outstretched like wings, gliding)
"Move like a bumpy bus!" (jerky movements, stopping and starting)
"Move like a quiet bicycle!" (smooth pedalling with arms and legs)
"Move like a chugging train!" (linking arms to form carriages, moving in a line, making "choo-choo" sounds)

Traffic Lights: Play a simple game using coloured cones or cards.
Green: Move freely in the space.
Yellow: Move slowly.
Red: Stop still like a vehicle waiting at a light.
You can add variations like "Orange = Hop" or other movements.

Follow the Leader (Transport Edition): One child leads, moving like a type of transport, and the others copy. Take turns being the leader.

Games and Activities:

Car Wash: Set up "stations" using hoops, cones, or mats. Children move through the car wash in different ways (e.g., stepping carefully through hoops as the "sprayers," rolling over mats as the "rollers," weaving around cones to dry).

Obstacle Course - The Journey: Create a simple obstacle course representing a journey. Children could:
Crawl through a tunnel (train going through a tunnel).
Step over low cones (cars driving over small bumps).
Balance along a line (walking along a train track or a narrow road).
Jump over a soft object (a vehicle going over a small obstacle).

Beanbag Delivery: Children work in pairs or small groups. They have to transport beanbags (the "cargo") from one designated area to another using different methods, without using their hands (e.g., balancing on heads, between knees, using feet). They could pretend to be different delivery vehicles.

Musical Statues - Transport Sounds: Play music with different vehicle sounds (car horns, train whistles, aeroplane engines). When the music stops, children freeze in a pose representing that vehicle.

Parachute - Hot Air Balloon: If you have a parachute, children can hold the edges and make it rise and fall like a hot air balloon. They can take turns going "inside" the balloon.

Island Rescue: Use mats as "islands" and have children move between them, imagining they are different vehicles crossing water (boats, ferries, even a plane "landing" on an island). If they touch the "water" (the floor), they have to go back to their starting island.

Traffic Tag: One or two children are "traffic wardens" and try to tag the other children ("vehicles"). When a vehicle is tagged, they have to "park" (stand still with legs apart). Other vehicles can "unpark" them by crawling through their legs.

Developing Skills:
Locomotor Skills: Running, hopping, skipping, jumping, galloping (like different speeds and types of transport).
Balance: Balancing while pretending to be a moving vehicle, navigating obstacles.
Coordination: Steering imaginary vehicles, moving arms like aeroplane wings.
Spatial Awareness: Moving safely around others, understanding directions (go, stop, turn).
Teamwork (in some games): Working together to transport items or unpark each other.
Listening Skills: Responding to instructions in games like Traffic Lights.

Science

For Key Stage 1 science, the theme of 'Transport' offers an opportunity to explore concepts related to everyday materials and physical phenomena (though forces and motion are more explicit in KS2). It also provides rich contexts for developing 'Working Scientifically' skills.

Here's a breakdown of relevant science objectives for KS1, linked to the 'Transport' theme, drawing from the National Curriculum for England:

1. Everyday Materials
Distinguish between an object and the material from which it is made.

Transport link: Discuss a car (object) being made of metal, plastic, glass, rubber (materials). A boat (object) made of wood or fibreglass. A plane (object) made of metal or composite materials.
Activity idea: Sort pictures of transport vehicles and their component materials.

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
Transport link: Examine toy vehicles or pictures to identify the materials they are made from. Discuss the materials used for roads (rock, tarmac), tracks (metal), and bodies of water (water).
Activity idea: Create a display of small transport-related objects and label the materials used.

Describe the simple physical properties of a variety of everyday materials.
Transport link: Compare materials used for transport. Is the glass on a bus transparent? Is the metal on a train hard? Is the rubber on a tyre stretchy? Is the wood on an old boat waterproof?
Activity idea: Explore different materials through touch and observation.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.
Transport link: Group vehicles by the main material they are made from (e.g., wooden boats, plastic toys, metal cars). Group objects associated with transport by properties (e.g., things that are hard, things that are bendy).
Activity idea: Give children a selection of small transport-related items (e.g., a plastic toy car, a wooden boat, a metal train, a piece of rubber tyre) and ask them to sort them by property.

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (More Year 2 focus)
Transport link: Discuss how parts of vehicles might be shaped during manufacturing. Explore flexible materials like rubber for tyres or elastic for slingshots (linking to simple forces).
Activity idea: Experiment with playdough or plasticine to see how different materials might be moulded for vehicles.

2. Working Scientifically (Integrating into Transport Theme)
These are the key skills that run through all science learning in KS1.
Asking simple questions and recognising that they can be answered in different ways.
Transport link: "Which material would be best for a boat?" "Why do some cars go faster than others?" "How does a bicycle stop?"

Observing closely, using simple equipment.
Transport link: Observe different types of transport vehicles in their environment or in pictures. Use magnifiers to look at the texture of tyres or different fabrics in vehicle interiors. Observe how wheels turn.

Performing simple tests.
Transport link:
Suitability of materials: Test different materials to see which is best for a boat (e.g., does it float? Is it waterproof?).
Speed/Distance: Roll toy cars down ramps of different heights and observe which goes further/faster.
Friction: Roll a toy car on different surfaces (carpet, smooth floor, sandpaper) and observe how far it travels.

Identifying and classifying.

Transport link: Classify vehicles by where they travel (land, water, air), by the number of wheels, by colour, by purpose (passenger, cargo).
Activity idea: Provide a collection of toy vehicles or pictures and ask children to sort them into different groups based on their own criteria, then explain their sorting rule.

Using their observations and ideas to suggest answers to questions.
Transport link: After rolling cars on different surfaces, "Why do you think the car went further on the smooth floor?"
Activity idea: Discuss predictions before simple tests (e.g., "Which material do you think will be best for our boat? Why?").

Gathering and recording data to help in answering questions.
Transport link: Record the results of rolling cars (e.g., tally chart of "goes far" or "doesn't go far"). Draw pictures of materials that float/sink.
Activity idea: Create simple tables to record observations from tests.

3. Plants and Animals (Limited direct links, but can be integrated)
Animals (including humans):
Transport link: While not a direct science objective for transport, you could briefly touch upon animals used for transport in the past (horses, camels) or working animals (police dogs). This links to the 'Animals, including humans' unit.

4. Forces and Motion (Introductory concepts in KS1, more detailed in KS2)
Movement: While 'forces' as a concept isn't explicit in KS1, children observe and describe movement.
Transport link: Observe how vehicles move (roll, slide, fly, float). Discuss pushing and pulling vehicles.
Activity idea: Experiment with pushing and pulling toy vehicles, observing how they move.

Simple mechanisms (e.g., wheels and axles):
Transport link: Understand how wheels turn on an axle to allow vehicles to move.
Activity idea: Design and build simple vehicles with working wheels and axles using junk modelling materials. Observe how their chosen design affects movement.

Science activity ideas in relation to the Learning Theme, 'Transport':

Movement and How Things Go
Pushing and Pulling:
Activity: Provide a collection of toy vehicles (cars, trains, trucks) and ask the children to make them move by pushing and pulling.
Science Focus: Introduce the terms "push" and "pull" as forces that make things move. Discuss how the harder they push or pull, the faster the vehicle goes.
Extension: Explore different surfaces (carpet, smooth floor, ramp) and see how the movement changes. Why is it easier on some surfaces than others?

Rolling:
Activity: Experiment with objects that roll (balls, toy cars with round wheels) and objects that don't (blocks, toy cars with square wheels - if you have them!).
Science Focus: Introduce the idea of wheels and how their round shape helps things move easily by rolling.

Extension: Investigate different sized wheels. Do bigger wheels make the toy go further with the same push?

Ramps and Gravity:
Activity: Build simple ramps using planks of wood or cardboard boxes. Roll different toy vehicles down the ramps.
Science Focus: Introduce the idea of gravity as a force that pulls things down. Discuss how the steepness of the ramp affects how fast the vehicle moves.
Extension: Compare how different vehicles travel down the same ramp. Do heavier vehicles go faster?

Different Types of Transport and Their Features
Wheels, Wings, and Water:
Activity: Sort pictures or models of different types of transport into groups (things with wheels, things with wings, things that go on water).
Science Focus: Observe and describe the key features of different vehicles and how these features help them move in different environments.
Extension: Discuss why a car needs wheels, a plane needs wings, and a boat needs to float.

Materials and Boats:
Activity: Provide a variety of materials (plastic containers, foil, corks, small pieces of wood) and challenge the children to build small boats that can float in a tub of water.
Science Focus: Introduce the concept of floating and sinking. Discuss which materials float and why.
Extension: Can they make their boats carry small objects without sinking?

Investigations
Which Toy Car Goes Furthest?
Activity: Choose a few different toy cars. Have the children push them with the same amount of force and measure how far they travel (using blocks or a measuring tape).
Science Focus: Introduce the idea of a fair test (keeping the push the same). Observe and compare the distances. Discuss possible reasons for the differences (size, weight, wheels).

Shadows of Transport:
Activity: Take toy vehicles outside on a sunny day or use a torch indoors. Observe the shadows they make.
Science Focus: Introduce the idea that light travels in straight lines and is blocked by objects, creating shadows. Observe how the shape and size of the shadow changes as the light source moves.

Recommendations for Implementation:
Keep it hands-on. KS1children learn best through direct experience.
Use familiar objects and toys. This makes the science relatable.
Ask open-ended questions to encourage curiosity and thinking.
Focus on observation and description. Help them use simple scientific vocabulary.

English
Text recommendations (but not limited to):

https://www.booksfortopics.com/booklists/topics/geography/transport-and-travel/

Fiction:
Runaway Train – Benedict Blathwayt
Mr Gumpy's Motor Car by John Birningham(picture book) - EYFS/KS1
Red Lorry, Yellow Lorry by Mchelle Robinson & Jez Tuya (picture book) EYFS/KS1
We Catch the Bus by Katie Abey (picture book) – EYFS/KS1
Runaway Train by Benedict Blathwayt (picture book) – EYFS/KS1
The Lost Property Office by Emily Rand (picture book) – EYFS/KS1
Get Off My Train – John Birningham
Naughty Bus by Jan and Jerry Oke (photo picture book) – EYFS/KS1
Mrs Armitage on Wheels by Quentin Blake (picture book) – KS1
All Aboard for the Bobo Road - Stephen Davies & Christopher Corr
Emma Jane's Aeroplane - Katie Haworth & Daniel Rieley
The Hundred Decker Bus - Mike Smith
Cycle City by Alison Farrell (picture book) EYFS/KS1
On The Train (Shine a Light) - Carron Brown & Bee Johnson
Iggy Peck Series – Andrea Beaty
We Catch the Bus – Katie Abey
On the Way Home – Jill Murphy
Duck in the Truck – Jez Alborough
The Train Ride – June Crebbin
Astro Girl by Ken Wilson-Max (picture book)

Non-Fiction:
Amelia Earhart: Little People, Big Dreams by Isabel Sanchez Vegar (picture book) KS1
All Kinds of Cars by Carl Johanson
William Bee's Wonderful World of Tractors and Farm Machines - William Bee
My First Book of Transport – Collins
Look Inside Things That Go – Jones Lloyd

Poetry:
Choo Choo Clickerty Clack – Margaret Mayo
Dig Dig Digging
Emergency!
Zoom Rocket Zoom
The Food Train
The Train - Svebbing

The Key Stage 1 English curriculum is broad, covering reading, writing, and spoken language. The 'Transport' theme offers rich opportunities to integrate these objectives in a meaningful and engaging way.

Here's a breakdown of KS1 English objectives, tailored to the 'Transport' theme:

Spoken Language
Listen and respond appropriately to adults and their peers.

Listen to and discuss stories, non-fiction texts, and videos about different types of transport.
Listen attentively to explanations of how vehicles work or why certain transport is used.

Ask relevant questions to extend their understanding and knowledge.
Ask questions of visitors (e.g., a bus driver, train conductor, or pilot) about their job and their vehicle.
Ask questions about how transport has changed over time.

Use relevant strategies to build their vocabulary.
Learn and use new vocabulary related to transport (e.g., 'fuselage', 'propeller', 'hull', 'locomotive', 'carriage', 'steering wheel', 'tyre', 'track').
Discuss word meanings and link new meanings to those already known through context and images.

Articulate and justify answers, arguments and opinions.
Discuss which type of transport they would like to travel on and why.
Explain their preferences for different modes of transport (e.g., "I prefer bikes because they are good for the environment").

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Describe a journey they have taken or imagine taking.
Explain how a simple vehicle moves.
Narrate a story about a transport adventure.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Discuss plans for designing a new vehicle in small groups.
Engage in conversations about how transport has changed over time.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speculate about what transport might be like in the future.
Imagine a journey to space or under the sea.
Hypothesise about how ancient people travelled.

Speak audibly and fluently with an increasing command of Standard English.
Practise speaking clearly when describing vehicles or explaining their designs.

Participate in discussions, presentations, performances, role play, improvisations and debates.
Role-play scenarios involving different transport (e.g., a busy airport, a train journey, a mechanic's garage).
Present their research on a particular type of transport.
Take part in a class debate about the best way to travel to school.

Reading
Word Reading (Phonics & Decoding)
Apply phonic knowledge and skills as the route to decode words.
Decode words found in transport-themed texts (e.g., 'train', 'plane', 'boat', 'car', 'wheel', 'engine').
Read technical words related to transport (e.g., 'aeroplane', 'helicopter', 'submarine') using phonics.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
Encounter and blend sounds in new transport-related vocabulary.

Read common exception words, noting unusual correspondences between spelling and sound.
Identify and read common exception words within transport-themed stories or non-fiction (e.g., 'said', 'was', 'where').

Read words with contractions and understand that the apostrophe represents omitted letter(s).
Read contractions that might appear in dialogues within transport stories (e.g., 'I'm', 'we'll', 'can't').

Re-read books to build up their fluency and confidence in word reading.
Re-read favourite transport stories to improve reading speed and expression.

Comprehension
Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
Listen to stories like "The Little Red Train," "The Naughty Bus," or non-fiction books about different vehicles.
Discuss information heard from non-fiction books about how different transport modes work.

Being encouraged to link what they read or hear to their own experiences.
Share personal experiences of travelling by car, train, plane, or bus.
Relate stories about journeys to their own family trips.

Discuss word meanings, linking new meanings to those already known.
Explore and discuss the meaning of specific transport vocabulary (e.g., what does 'submerge' mean for a submarine?).

Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher.
Use prior knowledge of vehicles to help understand new texts.
Utilise new vocabulary introduced by the teacher to comprehend more complex transport facts.

Checking that the text makes sense to them as they read, and correcting inaccurate reading.
Self-correct when reading about transport, ensuring their reading makes sense in context.

Discuss the significance of the title and events.
Discuss titles like "Amazing Machines" or "A Journey Through Time" and how they relate to the content.

Making inferences on the basis of what is being said and done.
Infer how characters in a transport story might be feeling (e.g., excited for a journey, worried about a broken down vehicle).

Predicting what might happen on the basis of what has been read so far.
Predict what might happen next in a story about a train that goes off track.
Participate in discussion about what is read to them, taking turns and listening to what others say.

Discuss shared class texts about transport, sharing opinions and ideas.

Explain clearly their understanding of what is read to them.
Explain key facts learned from non-fiction texts about vehicles.

Writing
Transcription (Spelling & Handwriting)
Spell: words containing each of the 40+ phonemes already taught; common exception words; the days of the week.
Practise spelling transport-related words using their phonics knowledge (e.g., 'car', 'bus', 'boat', 'train').
Learn to spell common exception words frequently encountered in stories about transport (e.g., 'would', 'could', 'said').

Name the letters of the alphabet in order.
Use letter names when discussing spellings of transport vehicles.

Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs; using the prefix un–; using –ing, –ed, –er and –est where no change is needed in the spelling of root words.
Form plurals for transport nouns (e.g., 'cars', 'buses', 'planes').
Add suffixes to verbs related to movement (e.g., 'travelling', 'moved', 'driver', 'faster').

Apply simple spelling rules and guidance.
Practise rules for adding suffixes to root words (e.g., 'fly' becomes 'flying')
.
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Write dictated sentences such as "The big red bus stopped at the station."
Composition
Write sentences by saying out loud what they are going to write about; composing and rehearsing sentences orally; then writing them; then re-reading to check that it makes sense.
Plan and write a story about a journey.
Write descriptions of their favourite vehicle.
Rehearse sentences about different types of transport before writing.

Form almost all letters correctly and consistently.
Practice good handwriting when labelling diagrams of vehicles or writing lists of transport.

Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Write simple sentences about transport, ensuring correct punctuation.
Ask questions about transport (e.g., "How does a plane fly?").
Use exclamation marks for exciting transport events (e.g., "The rocket blasted off!").

Use capital letters for names of people, places, the days of the week, and the personal pronoun 'I'.
Write about specific transport (e.g., 'Thomas the Tank Engine') or places they travel to (e.g., 'London').

Use 'and' to join words and to join clauses.

Write sentences such as "The car was fast and red." or "The bus went to town and it picked up many people."
Begin to use subordination (when, if, that, because) and co-ordination (or, and, but) (Year 2).
"The boat sailed quickly because the wind was strong." (Year 2)

Write for different purposes (e.g., stories, instructions, recounts, reports).
Stories: Write fictional stories about vehicles coming to life or fantastical journeys.
Instructions: Write instructions on how to build a simple paper aeroplane or a toy car.
Recounts: Write a recount of a real or imagined journey.
Reports/Fact Files: Create simple non-fiction reports about different transport types, including headings and simple facts.
Poems: Write simple poems about transport, focusing on rhythm and rhyme.
Proof-read their writing for spelling and punctuation errors.
Check their own writing about transport for common errors.
Read aloud what they have written to check that it makes sense and to improve it.
Share their stories or reports about transport with peers.

English activity ideas in relation to the Learning Theme, 'Transport':

Storytelling and Creative Writing:
My Amazing Vehicle: Encourage children to invent their own fantastical vehicle. What does it look like? How does it move? Where does it go? They could draw a picture and then write a sentence or two (or more, depending on their ability) about it.

If Toys Could Travel: Imagine their toy cars, trains, or boats came to life and went on an adventure. Where would they go? Who would they meet? They could tell or write a story about their toy's travels.

The Journey Home: A simple prompt: "The little lost teddy bear needed to get home. What kind of transport could help him?" This encourages thinking about different modes of transport and their suitability.

Retell a Transport-Themed Story: Read a book like "The Little Train" by Graham Greene or "Go, Dog. Go!" by P.D. Eastman and have the children retell the story in their own words, either orally or in writing. They could even act it out!

Writing Instructions: How do you ride a bike? How do you get on a bus? Children can practice writing simple step-by-step instructions. This reinforces sequencing and using imperative verbs.

Vocabulary and Phonics:
Transport Word Wall: Create a display with different transport words and pictures. Encourage children to use these words in their speaking and writing.

Sound It Out: Focus on the initial and final sounds of transport words (e.g., /b/ for bus, /n/ for train). Play phonics games using transport vocabulary.

Rhyming Transport: Can they think of words that rhyme with car, train, boat, or plane? This helps with phonological awareness.

Descriptive Language: Encourage the use of adjectives to describe different types of transport (e.g., a *fast* car, a *long* train, a *bumpy* bus).

Reading and Comprehension:
Transport Fact Files: Provide simple non-fiction texts or pictures with labels about different vehicles. Ask simple comprehension questions (e.g., "What colour is the fire engine?", "How many wheels does a bicycle have?").
Reading Transport-Themed Books: Explore a variety of fiction and non-fiction books about transport. Discuss the characters, settings, and events.

Matching Captions to Pictures: Provide pictures of different modes of transport and simple captions. Children can match the correct caption to the picture.

Speaking and Listening:
"What's That Sound?" Game: Play recordings of different vehicle sounds (horn, train whistle, siren) and have children identify them.

Transport Role-Play: Set up a pretend bus stop, train station, or airport. Children can take on different roles (driver, passenger, ticket inspector) and use related vocabulary.

Show and Tell: Children can bring in a toy vehicle or a picture of their favourite mode of transport and talk about it.

Traffic Survey: Go outside (safely!) and observe the different types of transport they see. Discuss what they observed as a class.

Drama and Role-Play:
Moving Like Vehicles: Encourage children to move their bodies like different types of transport (e.g., waddling like a duck boat, chugging like a train, soaring like a plane).

Acting Out Stories: Bring transport-themed stories to life through drama.

Connecting with Other Subjects:
Geography: Where do different types of transport go? (Roads, rails, sea, air). Look at maps and talk about journeys.
Science: How do different vehicles move? (Wheels, engines, sails).

Maths

We use White Rose Maths for day-to-day maths teaching and learning.

The theme of 'Transport' offers a fantastic context for applying various Key Stage 1 maths objectives from the National Curriculum. Here's a breakdown of how the theme can be integrated across different maths strands:

Year 1 Objectives
Number and Place Value
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Count the number of vehicles passing the school gate.
Count seats on a toy bus or train.
Count the number of cars in a car park model.

Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
Count pairs of wheels on vehicles (in 2s).
Count the number of tyres in groups of 5 or 10.
Count the number of people a bus can carry (in 10s).

Given a number, identify one more and one less.
"If there are 7 cars, and one more arrives, how many now?"
"If there are 5 boats, and one leaves, how many are left?"

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Use toy vehicles to make groups and compare "more than," "fewer than."
Line up toy cars and use a number line to show their positions.
Compare the number of passengers different vehicles can hold.

Read and write numbers from 1 to 20 in numerals and words.
Label drawings of vehicles with the number of wheels, doors, or passengers.
Write the number of vehicles seen on a street.

Year 2 Objectives
Number and Place Value
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
Count the number of doors on a street of houses (in 2s).
Count the number of passengers on multiple buses (e.g., 5 passengers per row, 3 rows = 15).

Recognise the place value of each digit in a two-digit number (tens, ones).
Discuss how many tens and ones are in the number of seats on a plane (e.g., 42 seats is 4 tens and 2 ones).
Look at vehicle registration plates and identify the tens and ones digits.

Compare and order numbers from 0 to 100.
Compare the number of passengers on different buses or trains.
Order vehicles by the speed they travel (using numerical speed values).

Use place value and number facts to solve problems.
"A train has 60 seats. If 20 are empty, how many are full?"

Year 1 Objectives
Addition and Subtraction
Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.

"3 red cars + 2 blue cars = 5 cars."
"7 planes – 4 planes = 3 planes."

Represent and use number bonds and related subtraction facts within 20.
"A train has 10 carriages. 6 are passenger carriages, how many are cargo? (6 + ? = 10)"
"There are 15 bicycles, 5 are red. How many are not red? (15 – 5 = ?)"

Add and subtract one-digit and two-digit numbers to 20, including zero.
"A boat sets sail with 12 people. 5 more get on at the next stop. How many people are on the boat?"
"A bus has 18 passengers, 6 get off. How many are left?"

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
Use toy cars to act out "take away" problems.
Draw pictures of different vehicles to solve addition problems.

Year 2 Objectives
Addition and Subtraction
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
"If a bus has 12 seats, and 8 are taken, how many are empty? (12-8=4). If it had 22 seats and 8 were taken, how many would be left? (22-8=14)."

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
"A ferry carries 35 cars. Another 12 cars join it. How many cars in total?"
"A car journey is 68 miles. We have travelled 20 miles. How many miles left?"

Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
"A railway track is 40m long. We build another 15m. How long is it now?" (Using a number line).

Recognise and use the inverse relationship between addition and subtraction to check calculations and solve missing number problems.
"A lorry is carrying 30 boxes. It delivers some, and 12 are left. How many did it deliver? (30 - ? = 12 or 12 + ? = 30)."
Year 1 Objectives
Multiplication and Division
Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
"Each car has 4 wheels. How many wheels do 3 cars have?" (Using toy wheels or drawing arrays).
"There are 8 passengers for 2 taxis. How many passengers in each taxi?" (Sharing out counters into groups).

Year 2 Objectives
Multiplication and Division
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

"If each bicycle has 2 wheels, how many wheels on 7 bicycles?" (7 x 2).
"There are 30 tyres. How many cars can we put tyres on?" (30 ÷ 4 could lead to discussion about remainders).
Identify if vehicle numbers are odd or even.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts.
Use arrays of "car park spaces" to represent multiplication problems.

Year 1 Objectives
Fractions
Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
Cut a paper car in half, or a 'train ticket' in half.
Share a group of toy cars into two equal halves.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Divide a 'plane ticket' into four quarters.
Find a quarter of a group of toy vehicles.

Year 2 Objectives
Fractions
Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.
Share a "pizza" for a bus driver's lunch into quarters.
Find 1/3 of the toy vehicles on a shelf.
Understand that 2/4 of a journey is the same as 1/2 of a journey.

Year 1 Objectives
Measurement
Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time.
Length/Height: Compare the length of a bus and a car. Measure the height of different vehicles using non-standard units (e.g., blocks) or standard units (cm).
Mass/Weight: Compare the weight of different toy vehicles. "Is the toy truck heavier or lighter than the toy car?" Use balance scales.
Capacity/Volume: Compare how much 'fuel' different toy vehicles would need (e.g., using water in containers).
Time: Sequence events in a journey (e.g., "First, we got on the bus, then we rode for 10 minutes, then we got off"). Use language like "before," "after," "quicker," "slower."

Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds).
Measure the length of various transport vehicles drawn or made in class.
Use a stopwatch to time how long it takes a toy car to roll down a ramp.
Tell the time to the hour and half past the hour for travel activities (e.g., "The bus leaves at 9 o'clock," "The train arrives at half past 3").

Recognise and know the value of different denominations of coins and notes.
Set up a "ticket office" where children buy tickets for different forms of transport using real or play money.

Work out how many 5p coins are needed for a 10p bus fare.

Year 2 Objectives
Measurement
Choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
Measure the length of different transport vehicles using rulers or tape measures.
Estimate and then measure the mass of toy vehicles using balance scales.
Discuss the capacity of fuel tanks in litres.

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value; find different combinations of coins that equal the same amounts of money; solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
Calculate the cost of a bus journey with different tickets.
Work out change from buying a toy car.
"A train ticket costs £3.50. How many ways can you make this amount with coins?"

Compare and sequence intervals of time; tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times; know the number of minutes in an hour and the number of hours in a day.
Create a timetable for a bus or train journey.
Calculate how long a journey takes given start and end times.
"The plane takes off at quarter past 10. Draw the hands on the clock."

Year 1 Objectives
Geometry: Properties of Shapes
Recognise and name common 2-D and 3-D shapes.
Identify 2-D shapes in vehicle parts (e.g., circular wheels, rectangular windows).
Identify 3-D shapes in vehicles (e.g., a cuboid bus, a cylindrical train carriage, a spherical hot air balloon).

Sort common 2-D and 3-D shapes and everyday objects.
Sort toy vehicles by the shapes they contain.
Sort pictures of vehicles based on the dominant 3-D shape.

Year 2 Objectives
Geometry: Properties of Shapes
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
Look at shapes on road signs (e.g., triangular 'give way', circular 'no entry').
Discuss lines of symmetry in vehicle designs.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
Describe a 'bus' as a cuboid (6 faces, 12 edges, 8 vertices).
Identify 2-D shapes on the surfaces of 3-D objects (e.g., rectangular faces on a cuboid car).

Compare and sort common 2-D and 3-D shapes and everyday objects.

Sort pictures of vehicles based on the 3-D shapes they are made from.

Year 2 Objectives
Geometry: Position and Direction
Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Give directions for a vehicle on a map or a model road network (e.g., "Go straight, turn left at the traffic lights, quarter turn clockwise").
Describe the movement of a train on a track or a plane taking off.

Year 2 Objectives
Statistics
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
Conduct a traffic survey outside the school and record data using a tally chart.
Create a pictogram or block diagram to show the favourite type of transport in the class.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; ask and answer questions about totalling and comparing categorical data.
"How many more cars than buses did we see?"
"What is the total number of land vehicles we counted?"

The suggestions below are for enhanced provision purposes.
Counting and Number Recognition:
Vehicle Count: Go outside or look at pictures of different vehicles (cars, buses, trains, bikes). Ask children to count how many of each type they can see.

Number Plates: Look at number plates. Can they read the numbers? Can they find number plates with a specific digit? Can they order the numbers they see?

Passengers: Pretend play with toy vehicles. How many passengers can fit in a car? A bus? Add or take away passengers and ask how many are left.

Wheels: Count the wheels on different vehicles. How many wheels on a car? A bike? A lorry? Extend to: "If there are 3 cars, how many wheels are there altogether?" (Early multiplication).

Traffic Light Numbers: Discuss traffic lights. How many lights are there? What order do they go in?

Addition and Subtraction:
Journeys: "A bus started with 5 people. 2 more got on. How many are on the bus now?" or "A train had 8 carriages. 3 were taken off. How many are left?" Use concrete objects or drawings to help.

Sharing: "There are 6 toy cars to share between 2 children. How many does each child get?" (Early division concept).
Parking Spaces: "There are 10 parking spaces. 4 cars are parked. How many empty spaces are there?"

Tickets: "A ticket costs 3 pence. How much do two tickets cost?" (Repeated addition).

Shape and Space:
Vehicle Shapes: Look at the shapes of different vehicles and their parts (wheels are circles, car windows are rectangles, etc.). Can they identify and name the shapes?

Building Roads: Use blocks or draw to create roads. Talk about straight roads, curved roads, junctions.

Mapping: Create a simple map of the classroom or playground and mark different transport-related locations (bus stop, car park). Can they follow directions to get from one place to another? Use positional language like "next to," "behind," "in front of."

Sorting Vehicles: Sort toy vehicles or pictures of vehicles by different criteria (colour, size, number of wheels).

Symmetry: Look at symmetrical vehicles like some cars or trains. Can they draw a line of symmetry?

Measurement:
Length: Compare the lengths of different toy vehicles. Which is the longest? The shortest? Use non-standard units like blocks or hands to measure.

Height: Compare the heights of different vehicles (e.g., a car vs. a double-decker bus).

Time: Talk about journeys taking longer or shorter times. Use simple language like "faster" and "slower."
Capacity: If using toy containers like fuel tanks, compare which holds more or less.

Data Handling:
Favourite Transport: Ask children to choose their favourite type of transport and create a simple tally chart or block graph to show the results. Which is the most popular? The least popular?
Journey Types: If they have been on different types of transport, create a simple pictograph to show how many times they have been on a car, bus, train, etc.

Problem Solving:
Traffic Jam: Create a scenario with toy cars in a traffic jam. Ask questions like, "How many cars are stuck?" "If 2 cars drive away, how many are left?"

Packing a Suitcase: If someone is going on a trip, ask them to choose a certain number of items to pack.

Planning a Journey: Give them a starting point and a destination on a simple map and ask them to describe a possible route.

Tips for Implementation:
Make it practical: Use real objects, toys, and outdoor spaces whenever possible.
Incorporate movement: Get children moving like different types of transport.
Use stories and rhymes: There are many great books and songs about transport that can link to maths activities.
Encourage discussion: Ask open-ended questions to get children thinking and explaining their reasoning.

Courageous Advocacy

For Key Stage 1, the key is to keep the ideas concrete, relatable, and action-oriented within their immediate world. Here are some courageous advocacy ideas related to transport, focusing on what they can observe and influence:

Focusing on Safety & Wellbeing:
"Safe Walking Heroes": Encourage them to observe how people walk to school or around their neighbourhood. They could create simple posters with drawings and phrases like "Hold Hands," "Look Both Ways," or "Use the Pavement." They could then share these with their families or even display them in the classroom or school hallway. This empowers them to advocate for safer pedestrian behaviour.

"Be Bright, Be Seen Champions": Especially relevant during darker months, they could advocate for wearing bright clothing. They could design bright outfits on paper dolls or create a class display of colourful clothing, explaining why it's important for drivers to see them. They could even write simple letters or draw pictures for their parents about this.

"Seatbelt Superstars": Focus on the importance of wearing seatbelts in cars. They could create a short role-play demonstrating how to put on a seatbelt correctly and explain why it keeps them safe. They could share this with younger children in the school or even their families.

Focusing on Active Travel & Health:
"Walking and Wheeling Warriors": Encourage walking, scooting, or cycling to school (if appropriate and safe). They could create a chart to track how many children in the class use active travel and celebrate their efforts. They could draw pictures showing the fun and health benefits of these activities. They could even suggest to the school ways to make active travel easier (e.g., a designated scooter parking area).

"Clean Air Crew": Introduce the concept of air pollution from cars in a simple way. They could draw pictures of cars with and without "smoky clouds" and discuss which is better for our lungs and the environment. They could advocate for more walking or cycling to reduce these "smoky clouds" around their school.

Focusing on Accessibility & Fairness:
"Everyone Can Travel Team": Discuss how some people might find it harder to travel (e.g., people in wheelchairs, with pushchairs, or with visual impairments). They could brainstorm simple ways to make travel more accessible, like keeping pavements clear or being patient when someone needs extra time. They could draw pictures showing considerate actions.

"Bus Buddy Brigade": If they use the school bus, they could think about how to make it a more pleasant experience for everyone. This could involve advocating for being quiet and respectful to the driver and other passengers. They could create simple class rules for the bus.

Making it Happen:
Class Discussions: Start with open discussions about how they travel and what they notice about transport in their local area.
Creative Expression: Encourage them to express their ideas through drawings, paintings, simple writing, songs, or role-play.
Small Actions: Focus on achievable actions within their sphere of influence (classroom, school, home).
Connecting with Others: Where appropriate, help them share their ideas with others (e.g., through posters, simple presentations, or conversations with family members).

Celebrating their Efforts: Acknowledge and celebrate their courage and their contributions, no matter how small they seem.

Raise money for Air Ambulance, First Responders which is especially important in our rural communities.
Is there world a better place for having modern transport?
What about the negative effects such as air pollution – how can we raise awareness of this?
Walk to school week.
Speed awareness of drivers.
Road safety

Developing Spirituality

Spirituality ideas for Key Stage 1 about transport, focusing on different angles:

Focusing on Awe and Wonder:
The Journey as a Metaphor: Discuss how journeys, even short ones, can feel like adventures. Talk about the excitement of going somewhere new or visiting loved ones. This can subtly introduce the idea of life as a journey with different stages.

The Miracle of Movement: Explore the amazing way vehicles move. How do wheels turn? How does an engine work (in simple terms)? Marvel at the ingenuity of humans to create these things that allow us to travel. This can foster appreciation for human creativity and the natural laws that enable movement.

Observing the World from Different Perspectives: Talk about how seeing the world from a car window, a train, or even a bicycle can give us different views and help us notice new things. This can link to the idea of different perspectives in life and understanding that everyone sees things slightly differently.

The Beauty of Shared Journeys: Discuss the joy of traveling with family and friends. How does it feel to share an experience and arrive at a destination together? This can highlight the spiritual value of connection and community.

The Quiet Moments of Travel: Even in a busy car or bus, there can be moments of quiet reflection. Encourage children to notice the sounds, the sights, and their own feelings during these times. This can introduce the idea of mindfulness and finding peace in everyday moments.

Focusing on Connection and Care:
Caring for Our Vehicles: Discuss the importance of looking after our bikes, scooters, and even the family car. Talk about how regular maintenance helps them work well and keeps us safe. This can link to the broader idea of caring for our belongings and the world around us.

Considering Others on the Road: Talk about being kind and considerate to other people when we are traveling – waiting our turn, being patient, and looking out for each other. This connects to empathy and the importance of community.

The Journey of Materials: Briefly discuss where the materials for vehicles come from (e.g., metal from the earth, wood for older carts). This can spark a sense of connection to the natural world and the resources we use.

Journeys of Helping Others: Discuss how transport helps people who help us – ambulances getting to people who are sick, delivery trucks bringing food to shops. This highlights the interconnectedness of society and the role of transport in supporting each other.

Activities to Explore These Ideas:
Mindful Observation Walks: Take short walks and encourage children to notice the different forms of transport they see and the feelings they evoke.
Storytelling and Role-Playing: Create stories about journeys, focusing on the feelings and experiences rather than just the destination. Role-play different scenarios of traveling together and being considerate.

Creative Expression: Encourage children to draw, paint, or build models of transport and talk about what their creations mean to them and the journeys they imagine.

Gratitude Circle: After a journey, have a circle where children can share something they are grateful for about the travel experience.

Quiet Reflection Time: Play calming music and ask children to close their eyes and imagine a peaceful journey, focusing on their senses.

Other Ideas

Extra-curricular activity ideas for Key Stage 1 related to the 'Transport' learning theme, designed to be engaging and educational:

Visits and Visitors
Visit from a Transport Professional:
Bus Driver: Ask a local bus driver to visit (perhaps with their bus if feasible and safe for the school grounds). They can talk about their job, show the bus, and explain how it works.

Train Station Staff: If near a station, perhaps a member of staff could visit to talk about trains, railway safety, and their role.

Local Garage Mechanic: A mechanic could explain how cars are fixed and maintained, perhaps bringing some safe tools to show.

Cycling Instructor: They could talk about bike safety, helmets, and cycling rules. Bikeability

Field Trips (Risk Assessment and Safety are paramount):
Local Train Station: Observe trains, platforms, tickets, and signals. (Safety briefing and supervision are crucial). Poppy Line Railway (Holt-Sheringham) - steam and diesel engines. West Norfolk Railway (Dereham-Wymondham)

Bus Depot (Sanders Buses): See where buses are kept and maintained.

Norwich Airport/Airfield (Small Scale): Observe planes taking off/landing from a safe viewing area. A tour of a small local airfield might be possible. Norwich aviation museum

Museum of Transport: They have old cars, trains, planes, and interactive exhibits.

Boat Trip: Experience water transport and see how the Broads work.

Practical & Creative Activities
Building a Transport System/World:
Junk Model Vehicles: Provide a wealth of recycled materials (boxes, tubes, bottle tops) for children to design and build their own vehicles – cars, planes, boats, rockets.
Large Scale Road/Railway Network: Using chalk outside, tape indoors, or large cardboard, create a giant road network, complete with crossings, traffic lights, and parking spaces. Children can use ride-on toys or walk through it.

Vehicle Art Gallery: Children create art based on different types of transport using various mediums (painting, drawing, collage, printing with toy car wheels).

Transport-Themed Role Play Areas:
Airport/Train Station: Set up check-in desks, a security area (pretend!), a waiting area, and a 'cockpit' or 'driver's cab'. Provide tickets, passports, uniforms (vests), luggage.

Car Wash/Garage: Old sponges, buckets, and water for washing toy cars. Tools for 'fixing' them.

Ship's Deck/Submarine: Create a 'deck' with blue fabric for water, or a cosy 'submarine' space for exploring underwater.

"How Do We Get There?" Challenge:
Give children a scenario (e.g., "We need to get a parcel to France," "We want to go on holiday to Spain," "How do we get to the moon?"). They then research or brainstorm different transport options.

Traffic Survey:
Stand (safely!) outside the school gate or a window and tally different types of vehicles seen over a set period. Children can then create simple pictograms or bar charts of their findings. (Links well to maths).

Paper Aeroplane/Boat Building:
Experiment with different designs of paper planes and boats to see which flies/floats best. Discuss the principles of flight/floating simply.

"The Wheels on the Bus" or "Row, Row, Row Your Boat" Singing Session:
Adapt transport-themed songs or learn new ones. Add actions and instruments.

Games and Movement
Transport Obstacle Course:
Set up an obstacle course where children 'travel' in different ways: crawl under a tunnel (train), scoot on a scooter (motorbike), 'fly' with arms outstretched (plane), 'row' a boat (sitting down, mimicking oars).

Traffic Light Game:
Use red, amber, and green cards. Children move around the space. Red = stop, Amber = get ready/slow down, Green = go.

"Simon Says" Transport Edition:
"Simon says fly like a plane," "Simon says steer a car," "Simon says drive a train."

Storytelling & Research
Transport Story Time:
Read a variety of picture books about different types of transport, journeys, or historical vehicles.
Encourage children to write or draw their own transport stories.

"Transport Through Time" Display:
Create a visual timeline or display board showing how transport has changed over the years (e.g., horse and cart to car, sailing ship to cruise liner).

Community and Safety
Road Safety / Pedestrian Safety Workshop:
Invite a local community police officer or road safety officer to lead a fun, interactive session on how to stay safe when walking or cycling near roads. This can include role-playing crossing the road safely.

Design a "Safe Travel" Poster:
Children create posters encouraging safe practices when travelling (e.g., wear a seatbelt, wear a helmet, hold hands when crossing the road).

CBeebies – Catie's Amazing Machines

CBeebies – Maddie's do you know?

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https://www.bbc.co.uk/teach/class-clips-video/history-geography-ks1-travel-transport-index/zxjsydm
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