Pilgrim Federation
EYFS & KS1
Learning Theme:



Journeys

Links to Other Learning Themes:
This Learning Theme links to: Homes & Houses Oh, Wo do Like to be Beside the Seaside! Our Bodies Transport Our Planet Space Where We Live The British Isles

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

Big Question: What type of journeys do we go on?

<table>
<tr><td>Focus of Learning (INTENT):
Within this learning theme, the children will learn about the meaning of a journey. They will consider the journeys that they take on foot and think about what they see on their journey to school. The children will reflect on special journeys that they have made or those that they wish to take. The children will think about religious journeys that people take and the reasons for this. The children will think about where they can go on a journey within the world, discovering different lands, whilst reflecting on the journeys of others. They will recap their prior learning from the previous learning theme to think about means of travel for a journey. The children will recap space travel and journeys to space, thinking about ways in which they can move to space. To finish the learning theme, the children will think about our natural world and the journeys they can take within green spaces.</td><td rowspan="2">Prior Learning/Links to Learning Themes:
• This links to the previous learning theme of ‘Transport’ as the children have the opportunity to consider modes of transport used to go on journeys.
• The children will recap the learning theme of ‘Space’ as they consider a journey to space, the mode of space travel and what lies within space.
• The children will consider their local area and link this to ‘Where We Live’ as they think about the journeys they take on foot and the different things that they see on their journey to school.
• The children will consider journeys they would like to take, considering different holiday destinations, linking to the learning theme of ‘Our Planet’.
• Children may have experience of going on different journeys and some pupils may have personal experience of taking part in special journeys such as pilgrimages, especially those pupils that live in Walsingham.</td></tr>
<tr><td>Key Questions for Teaching:
• What journeys can you take on foot?
• What special journeys do you take?
• Where can you go on a journey?
• How do you travel on a journey?
• Can you go on a journey to space?
• What journeys can you take through nature?
• What journeys do other people take?</td></tr>
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Focused Literacy Texts:	• Alfie's Feet by Shirley Hughes • This Bus is for Us! by Michael Rosen • What the Ladybird Heard on Holiday by Julia Donaldson • Rosie's Walk by Pat Hutchins • The Way Back Home by Oliver Jeffers • We're Going on a Bear Hunt by Michael Rosen • Lost and Found by Oliver Jeffers	**Texts that Link (these can be read at story time and used in provision):**	• Mr Gumpy's Outing • Last Stop on Market Street • Cycle City • Balloon to the Moon • Journey • Who's Driving?
Role-Play Opportunities	• Travel Agents • Space Station • Woodland Classroom • Car Garage • Aeroplane • Bus		
Nursery Rhymes & Songs	The Animals Went in Two by Two; Bobby Shafto's Gone to Sea; The Big Ship Sails on the Ally Ally Oh; Dr Foster Went to Gloucester; Down at the Station; Five Little Men in a Flying Saucer; Horsie, Horsie Don't You Stop; Jack and Jill; Ride a Cock Horse to Banbury Cross; Row, Row, Row Your Boat; The Wheels on the Bus; We're Driving in Our 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 1 **What journeys can you take on foot?** Text – Alfie's Feet	N/R – Discuss how many different ways you can move your own feet. Let's move our feet now! N/R – What do we wear on our feet? Do we have to wear different footwear depending on the journey we take? R – Make a story map of a walking journey.	N/R – Talk about remaining safe when we take journeys on foot. Link this to road safety and stranger danger. N/R – Talk about wheelchair uses or those that have paraplegia. How do they negotiate journeys? What supports do they have in place? How can we help these people?	N/R – Add large rolls of paper to the creative area for children to create journey maps. R – Provide children with different sized sheets of felt, needles and thread. Allow the children to design and make their own socks/shoes to wear on their journeys.	N/R – Listen to the story of Alfie's Feet and discuss the key events. Do the children have wellies like Alfie and his sister? N – Recite the rhyme on the first page (spoken language). N/R – Go on a walking journey (children could wear wellies).	Following White Rose Maths	N – Create a pair of feet and decorate them for a journey.  R – Design a new shoe. Draw the design and add key details. R – Make a slipper using felt, stuffing and stitch it together.	N – Go for a walk around the local area. What can we see on our journey? As a group, create a large-scale map using craft materials. Add labels using initial sounds. R – Make a map of our journey to school. Add drawings and labels of the key places.
	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.)		N/R – Go outside as a group and wear wellies (on rainy days!). Splash in the puddles! Who can make the biggest splash? N/R – Measure each other's feet. Who has the biggest feet? Who has the smallest feet?	N/R – Add paint to the creative area and with adult support, allow the children to complete foot painting. R – Provide shoe lace templates for children to learn how to tie shoes!	What noises can they make with their feet? N – Draw the journey they went on with their feet and create a story map. N – Talk about each part of the walking journey (spoken language). Which part was their favourite and why?	Following White Rose Maths		Add a map key. Write sentences to describe the route to school and what can be seen.
	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.)				*Children could draw their favourite part of the journey and add colour.*	Following White Rose Maths		

				R – Record the sounds that they could make with their feet on their journey e.g. splosh, splash, stamp, bang. Add these to post-it notes and place them on a display around a pair of shoes.			
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Week 1 (cont.)				R – Imagine you are visiting a shoe shop like Alfie. What shoes would you buy?	Following White Rose Maths		

				Draw these and add labels to describe (initial sound labels where needed). R – Draw pictures and add labels of the places you could wear your new shoes.			
	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.)				N/R – Read and discuss the key events within the story. N/R – Go on a walking journey. What noises can you make with your feet? (It will be the	Following White Rose Maths		

				summer so this will be different to the sounds they can make in the autumn).			

	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.)				N – Practise saying the sounds and phrases as they move their feet e.g. STAMP! N – Alfie's feet feel funny because he has his shoes on the wrong way. Practise writing /r/ and /l/ for left and right. N – Look at some pairs of shoes.	Following White Rose Maths		

				What words can we use to describe them?			
	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.)				Add the words to post-it notes. R – Create onomatopoeia bubbles and add the words to them. R – Imagine you are visiting a shoe shop. What new shoes would you buy? labels and add a sentence(s) to describe the shoes.	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 1 (cont.)				Draw these, add describing R – Create a story (journey map) of the places they visited on their walking journey. Add labels. R – Write a list of places they would visit in their new shoes or the places they visited on their journey.	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 special journeys do you take?** Text – The Bus is for Us!	N – Learn and perform the nursery rhyme 'Pussy Cat, Pussy Cat Where Have You Been?' N/R – Close your eyes and imagine you are going on a journey to somewhere of your choice. How do you travel on your journey? What do you see along your way?	N/R – What journeys have you made and how did you get there? Share photographs. N/R – Talk about The Hajj and the importance of this pilgrimage to Muslim families. Show the children items related to the pilgrimage.	N/R – Make biscuits related to Hajj. N/R – Add items to the role-play corner and a suitcase for children to re-enact going on a pilgrimage. R – Design prayer mats and add colour to these.	N/R – Read 'The Bus is Us!' by Michael Rosen and talk about the rhyming words within the story. What spelling patterns do we notice (R)? N – Make a large-scale bus to travel around the room on! This will be used for our journey.	Following White Rose Maths	N/R – Make hot cross buns. N – Make musical shakers. R – Create stained glass windows. R – Create tape resist paintings. 	N/R – Visit Walsingham Shrine for 'A Day in the Life of a Pilgrim' Workshop. N – Take part in a 'pilgrimage' to the local church. What do you see along the way? R – Talk to the children about the meaning of pilgrimage. Record the meaning of this through drawing and labels.
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Week 2 (cont.)				N – Imagine they are going on a bus journey. Where are they going? Take part in pretend play driving the bus. N – Create a journey map of the places they travelled to on their bus journey (as a group). N – Learn 'The Wheels on the Bus' and perform this to an audience. Add instruments for effect.	Following White Rose Maths		Add a sentence(s) to explain what pilgrimage is.
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Week 2 (cont.)				R – What is their favourite type of transport and why?	Following White Rose Maths		

				Draw this and add labels. R – Draw an imaginary bus. They can be as imaginative as they wish! Add labels and describe their bus to an adult. R – Where would their bus go on a journey? What places would it visit?			
	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.)				Create a story map of the journey their bus takes and add pictures/labels of each 'stop'.	Following White Rose Maths		

				R – If they could go on a journey on a different type of transport what would it be and why? *Reference the book here e.g. cloud, polar bear.* Draw a picture and label.			

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Week 2 (cont.)				N/R – Listen to the story and discuss the rhyming words. Record these on the display. N – Take part in pretend play and make a large-	Following White Rose Maths		

				scale bus to go on a journey. Go on a journey around the environment. N – Draw and label the different places they visited.			

	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 – Create a map of the route they took and the places they visited. Add drawings and labels of each place. N – Learn 'The Wheels on the Bus' and use instruments for effect.	Following White Rose Maths		

				Perform this in Celebration Worship. R – Record the rhyming words from the story. Underline the spelling that rhymes.			
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Week 2 (cont.)				R – Draw an imaginative bus and add describing labels. Write a sentence using the sentence stem 'My bus is…'. R – Create a story based on a bus journey. Where does the bus travel to?	Following White Rose Maths		

				Create a story map and add pictures/labels to record the places visited.			

	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 short story based on the bus journey including a beginning, middle and end.	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 **Where can you go on a journey?** Text – What the Ladybird Heard on Holiday	N/R – Learn and perform the song 'We All Go Travelling By'. N/R – Look at a suitcase from a holiday to an icy land. What would you take and why? Talk about each item within the suitcase. N/R – Discuss how we would travel to the polar regions. How long would it take?	N/R – Talk about where we live and how this is different to the polar regions. N/R – Talk about how we would prepare for living in a cold climate. What would we have to wear? R – What would we want to ask a person that lives in a polar region? Write a set of questions to ask them. Send a postcard.	N/R – Learn the penguin dance. N/R – Provide the children with a tray of ice cubes. Allow them to explore melting and chipping. N/R – Provide the children with sugar cubes to make igloos.	N/R – Begin reading the story and discuss the different places that the ladybird went to on their holiday. N – Use puppets linked to the story and make the animal sounds. N – Create a ladybird craft and describe orally.	Following White Rose Maths	N – Make a polar bear.  R – Learn about travelling to a polar region and the use of dog sleds. Make a dog craft. 	N – Explore a polar regions tuff tray and engage in discussion based on a journey here. What would the children find? How is this different to where we live?
	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.)	What mode of transport would we have to take?		N/R – Provide large white paper and marker pens for children to create journey maps of the polar regions.	N – Use the ladybird to go on their own journey in the small world area. Talk through the journey they go on. N – Retell the story using stick puppets. R – Make/draw the ladybird. Add labels to describe the ladybird.	Following White Rose Maths		R – Investigate the polar regions of the planet and explain what they find out about vehicles, animals and people who work/live in the extreme weather conditions. Draw and label items from the polar regions. Record factual sentences.
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Week 3 (cont.)				R – Draw pictures and add labels of	Following White Rose Maths		

				the places that the ladybird visited. R – Draw the animals from the story and add sound speech bubbles. R – Retell the story using role-play. Change the ending – how do they catch the burglars?			
	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.)				N/R – Begin reading the story and discuss the different places that the	Following White Rose Maths		

				ladybird went to on their holiday. N – Draw one of the animals and add an initial sound to explain the sounds they make. N – Create a ladybird craft and add initial sound labels. N – Use their ladybird to go on a journey.			
	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.)				Work as a group and create a story map of the journey the ladybird went on.	Following White Rose Maths		

				N – Retell the story using their story map for support. R – Think about their own holidays. Write a list of items you would pack in your suitcase.			

	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 – Draw a picture of how they would travel to their destination and add a sentence.	Following White Rose Maths		

				R – Think of the adventures they'd have whilst there. Draw pictures and add labels of the places they'd visit/activities they'd do. .			

	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 – Choose one of the activities and write a short fictional recount. R – Create a holiday brochure of their destination	Following White Rose Maths		

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Week 4 **How do you travel on a journey?** Text – Rosie's Walk	N/R – Create a story map of Rosie's Walk and retell the story. N/R – Use stick puppets to independently retell the story.	N/R – Recap the different modes of transport from the previous learning theme. Which method do you prefer and why? N/R – What does the fox want to do with Rosie? How do the bees save her? N/R – If Rosie had a different way of getting around, would she have been in danger of the fox?	N/R – Provide the children with obstacles to re-enact Rosie's Walk. N/R – Create fox masks from the story. N/R – Provide large sheets of paper for children to create maps of the story. N/R – Provide loose parts and junk modelling resources for children to create space vehicles.	N/R – Look at the front cover of the book. Focus on the characters and the type of animals they are. Why is the fox behind the hen? Predict what the story is about. N – Use stick puppets to retell the story through imaginative play.	Following White Rose Maths	N – Make a paper windmill using a straw. R – Make a windmill from the story using the correct shapes. 	N/R – Recap the different modes of transport and ways you can travel on journeys. N – Talk about your favourite type of transport and why. R – Draw your favourite mode of transport. Write why it is your favourite.

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Week 4 (cont.)				Add in the key refrains and prepositions. N – Use a puppet to represent the prepositions. N – Rosie walks through a mill. This is where flour is made. Make bread and sequence instructions.	Following White Rose Maths		

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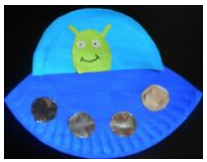
Week 4 (cont.)				N – Orally discuss how the bread was made and record the pupils voice. R – Draw pictures of the places that Rosie visits and add labels. R – Draw/create the fox and add describing labels. R – How did Rosie stop the fox (without knowing).	Following White Rose Maths		
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 4 (cont.)				Draw the picture and add the key phrase 'Bees got the fox'. R – Make bread with N. Write a list of ingredients needed to make bread as a group. R – Draw pictures and add labels of the key ingredients needed. R – Use photographs to sequence how bread is made.	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 explain how to make bread to an adult. Record pupil voice under each picture. N – Retell the story using a cut and stick story map. Add pupil voice. N – Draw the ingredients needed to make bread and add initial sounds. N – Make bread.	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 – Sequence the instructions using photographs and orally recall each step. R – Write a prediction based on what they think the fox is going to do in the story. R – Draw pictures of each place that Rosie visits and add the prepositional sentence.	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 – Draw the fox and add adjectives to	Following White Rose Maths		

				describe him – encourage the use of synonyms. R – Write a list of ingredients needed to make bread. R – Make bread with N. R – Use photographs to sequence how to make bread and add 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 4 (cont.)				R – Write a set of simple instructions.	Following White Rose Maths		

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Week 5 **Can you go on a journey to space?** Text – The Way Back Home	N/R – Talk about what you can find in space. N/R – Talk about the different vehicles that are used to travel to space and to move around space. N/R – Use the NASA website to look at space vehicles. Discuss how they are used and why.	N/R – Would you like to go on a journey to space? If so, why? N/R – Talk about how you travel to space. What would it be like to go in a rocket? N/R – Look at the different places in space. Which planet would you like to visit and why?	N/R – Provide the children with black paper and star stickers to make night sky scenes or constellation patterns. N/R – Place moon sand in the environment for children to use for moulding. N/R – Play	N/R – Share the story with the children. What would they do if they got stuck on the moon? N/R – Circle time – what would you take to space and why? R – Draw and label the things they'd take to space. N – Paint an alien and describe it orally.	Following White Rose Maths	N – Create spaceships using craft materials.  R – Make a balloon rocket.  R – Launch rockets using coca cola and bicarbonate of soda.	N – Make rockets using toilet roll tubes and practise launching them. R – Create a poster based on space travel. Working as a group. Independent.

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Week 5 (cont.)		N/R – As a group, create a car suitable for driving across a planet/travelling through space.	different space-themed music or music relating to rocket-launches and allow the children to respond using movement.	N – Imagine they had a toy aeroplane that took them into space. Where would they land? Create the place they land and describe it orally. N – Make a toy aeroplane. Paint it to look like the boy's aeroplane.	Following White Rose Maths		
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Week 5 (cont.)				N – Use the painted toy aeroplane to re-enact the story. R – Draw an alien and add describing labels. R – How can the boy get down from space? Think of alternative ways. Draw a picture and orally explain how the boy could get down.	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 5 (cont.)				R – Draw the boy on the moon.	Following White Rose Maths		

				Add a speech bubble to record what he would be saying. R – What would you ask the Martian? Compose a list of questions. R – Complete a book review as a group. N/R – Share the story with the children.			
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Week 5 (cont.)				What would they do if they got stuck on the moon?	Following White Rose Maths		

				N/R – Have a discussion based on the things they'd take to space. N – Draw and label the things they'd take to space. N – Draw/paint an alien and add describing labels. N – Re-tell the story using props/stick puppets.			
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Week 5 (cont.)				N – Make a toy aeroplane following instructions. N – Record step-by-step	Following White Rose Maths		

				instructions on how to make the toy aeroplane. Use photographs and orally explain. N – Think of other places you might land in space. Draw/make the planet and add labels.			
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Week 5 (cont.)				R – Write a list of things they'd take to space. R – Think of questions you'd want to ask the boy lost in	Following White Rose Maths		

				space. Record your question(s). R – Create an alternative adventure story based on landing elsewhere e.g. Mars. R – Make a story map of their own adventure.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 5 (cont.)				R – Retell the story using a beginning, middle and end.	Following White Rose Maths		

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Week 6 **What journeys can you take through nature?** Text – We're Going on a Bear Hunt	N/R – Describe their journeys using their journey sticks. Why did they add each material to their stick? N/R – Retell the story and join in with the repetitive parts. Add actions. N/R – Go on a nature walk. Record the different animals that you see along the way.	N/R – Make nature faces of themselves. How do they feel in their face? N/R – Visit a local nature reserve and take part in group activities. N/R – Think about ways you can move in different natural spaces e.g. beaches, woodlands. How does it make us feel when we are in nature?	N/R – Allow the children to collect leaves to make animal leaf pictures. N/R – Use bear cut-out templates or paper plates to make bears. N/R – Create a tuff tray to retell the story of 'We're Going on a Bear Hunt'. N/R – Provide different sized sticks to make dens for bears to live in.	N/R – Read the book. Re-read it and encourage the children to join in with the key refrains. N – Act out the story in the hall. Encourage the children to act out the prepositions. N – Make a bear from crafts. Orally describe the bear.	Following White Rose Maths	N/R – Make journey sticks using natural materials.  N/R – Make a magic mud painting. N/R – Use woodwork tools and experiment with whittling. N/R – Build a mini house for a fairy.	

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Week 6 (Cont.)		N/R – Talk about how taking journeys in nature enable us to be healthy. Discuss how and why.		N – Children to use musical instruments to re-tell the story as a musical journey. N – Sequence the story using pictures. N – Think of ways they could catch the bear. Re-enact catching the bear using props. R – Retell the story using props and musical instruments.	Following White Rose Maths	N/R – Make a forest crown. N/R – Toast a marshmallow.	N/R – Take part in Forest School session(s).
	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.)				Include the key refrains. R – Draw a bear and add adjectives to describe. R – Learn about different types of bears as a group. Record sentences about the bears. R – Make a simple leaflet all about bears.	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 – Retell the story using the key refrains.	Following White Rose Maths		

				Use props to support the retell. Orally retell the story to an adult. N – Create a bear from craft materials and add labels. N – Learn about different types of bears.			
	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.)				As a group, record facts and add these to a display. N – Learn about where bears live.	Following White Rose Maths		

				N – Make bear food as a group. N – Recall how you made this. N – Create a leaflet as a book to explain 'All About Bears'.			

	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 – Provide the children with pictures of each setting from the story. Record the key refrain under the picture. R – Learn about different types of bears.	Following White Rose Maths		

				Record facts on different bears. R – Create a fact file based on different types of bears.			
	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 – Imagine you managed to capture the bear! How did you do this? Draw a picture and add a sentence(s) to explain. R – Retell the story using pictures and key phrases.	Following White Rose Maths		

				Change the settings to something else.			
	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 – Re-write the story including the adapted key refrains and add in the alternative ending.	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 Christmas **Autumn Term Only**	N/R – Using props, retell the Christmas story. R - Teach the children the Christmas song 'Santa Got Stuck Up the Chimney'. How can Santa get out of the chimney?	N/R - Father Christmas is special because he can travel around the world in one night. Encourage the children to talk about what makes them special and write their responses on stars. Make a card for someone who is special to them.	N/R – Use large apparatus or objects to build a new sleigh for Father Christmas. Add different media and materials to create a 'Santa's Workshop'. Create a letter writing station for the children to send letters to Father Christmas.	N – Draw pictures of what they would like for Christmas. Add marks to represent meaning to create a letter for Father Christmas. Draw Santa's Workshop. Draw Santa and label with initial sounds. R – Christmas lists. Letters to Father Christmas.	Following White Rose Maths	N - Create split pin nutcrackers. R – Create stained-glass windows. N/R – Make Christmas biscuits or mince pies.	N/R – The Christmas Story and the Birth of Jesus. N/R – Why and how do we celebrate Christmas? How is this different to other countries?

	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.) **Autumn Term Only**			Add winter scented playdough for children to create with.	Describe Santa's Workshop. Draw Father Christmas and label him using adjectives e.g. black, shiny boots. Describe Father Christmas using adjectives.	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 **Summer Term Only** **What journeys do other people take?** Text – Lost and Found	N/R – Use role-play masks from the story to take on the roles of the different characters. N/R – Carry out a pretend picnic like in the story. N/R – Explore the life of Ernest Shackleton. Record facts based on his expedition. N/R – Talk about journeys on a ship similar to Endurance.	N/R - Investigate modes of travelling from The Wind in the Willows. How did the different characters travel? N/R – Talk about taking an expedition. How would you feel and why? Where would you want to go?	N/R – Playdough mats based on the story. Use different coloured playdough to make the characters. N/R – Provide craft materials for children to make ships like the one that Shackleton used. N/R – Freeze the water tray and provide the children with boats to move	N/R – Look at the front cover of the story. Talk about the main characters. N - Orally predict what the story is going to be about. N – Use cut-outs to re-enact the story in a tuff tray. N – Make/draw a penguin and add a LOST tag.	Following White Rose Maths	N – Make a large-scale ship similar to the Endurance. Pretend you are sailing on choppy waters. R – Mix different coloured paints together to create a seascape. Add in a detailed sketch or additional craft of a ship.	N – Read non-fiction texts and books to learn about Ernest Shackleton. Take part in pretend play as a sailor or explorer. R – Learn about the famous explorer, Ernest Shackleton. What expedition did he take? How did he travel?

	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.) **Summer Term Only**				N – Describe the storm. Use music as a stimulus and re-create the storm. N – Choose a set of items to place in a suitcase for a journey. Add labels. R – Predict what the story is going to be about. Write the prediction.	Following White Rose Maths		Record facts. Make a leaflet about his expedition.

	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.) Summer Term Only				R – Caption writing of the story. R – LOST poster for the penguin. R – Letter or postcard from the boy to send back home explaining why he has had to leave. R – Write a list of items that would be needed in a suitcase for an expedition to the South Pole.	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.) Summer Term Only				R – Collate facts based on penguins and record these. R – Create a non-fiction leaflet or fact file based on penguins.	Following White Rose Maths		

***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 'Journeys' children will be able to answer the following questions:

1. **Can you tell me about a journey you have been on? Where did you go and how did you get there?** (This open-ended question encourages recall, sequencing of events, and describing the mode of transport.)

2. **Think about a journey you take regularly, like to school or the park. What are some of the landmarks or familiar things you see along the way?** (This focuses on their awareness of their local environment and the routine of familiar journeys.)

3. **Imagine you are going on a very long journey to a faraway place. What are three things you would need to take with you and why?** (This encourages planning, problem-solving, and considering essential items for a trip.)

4. **Have you ever planned a journey, even a small one? What did you need to think about before you went?** (This introduces the concept of planning and the elements involved, like destination and route.)

5. **What are some of the things you might see or notice when you are on a journey?** (This focuses on observation skills and encourages them to think about the environment they travel through.)

6. **How did you feel during your journey? Were you excited, bored, happy, or something else? Why?** (This explores their emotions associated with travel and helps them connect feelings to experiences.)

Other questions to consider:

Sometimes journeys don't go exactly as planned. Can you think of a time something unexpected happened on a journey? How did you feel and what did you do? (This explores resilience and how to cope with changes or challenges during travel.)

If you could take a journey to any place in the world, where would you go and why? What kind of transport would you use to get there? (This encourages imagination, geographical awareness, and linking destinations with appropriate transport.)

Who did you go on your journey with? Why is it nice to share journeys with other people? (This highlights the social aspect of journeys and encourages thinking about relationships.)

What is the most interesting or surprising thing you have ever seen or learned on a journey? (This prompts them to recall memorable moments and highlights the potential for discovery during travel.)

Have you ever learned something new about a place or a person during a journey? What was it? (This highlights the learning opportunities that can arise from travel and experiencing new things.)

Imagine you are writing a story about a journey. What would be the most exciting or important part of your story? (This encourages narrative thinking and helps them identify key elements of a journey.)

Key Vocabulary

Here's a list of key vocabulary for Key Stage 1 pupils related to the learning theme 'Journeys', broken down into categories for clarity.

Basic Journey Concepts:
Journey: (The main word!) going from one place to another.
Travel: To go somewhere.
Trip: A short journey.
Explore: To go to new places to find out about them.
Destination: The place you are going to.
Start: Where you begin your journey.
End: Where your journey finishes.
Route: The way you go from one place to another.
Path: A narrow way made by people or animals walking.
Road: A wide way for cars, bikes, etc.
Track: A rough path or a mark left by something.

Verbs (Actions):
Walk: To move on your feet.
Run: To move very quickly on your feet.
Ride: To sit on and control a bike, horse, etc.
Drive: To control a car, bus, etc.
Fly: To move through the air.
Sail: To travel on water in a boat.
Cycle: To ride a bicycle.
Push: To move something away from you.
Pull: To move something towards you.
Go: A general word for moving.
Arrive: To reach your destination.
Depart: To leave a place.

Modes of Transport:
Car: A vehicle with wheels for carrying people.
Bus: A large vehicle for carrying many people.
Train: A series of connected carriages that runs on tracks.
Bike/Bicycle: A vehicle with two wheels, powered by pedals.
Motorbike: A two-wheeled vehicle powered by an engine.
Aeroplane/Plane: A vehicle that flies in the air.
Helicopter: An aircraft with rotating blades.
Boat: A vessel that travels on water.
Ship: A very large boat.
Van: A medium-sized vehicle for carrying goods or people.
Lorry/Truck: A large vehicle for carrying heavy goods.
Scooter: A vehicle with a footboard and two wheels.
Skateboard: A short board with wheels for riding.
Tractor: A powerful vehicle used on farms.
Hot air balloon: A large balloon that flies by heated air.

Rocket: A powerful engine that flies into space.
Places/Landmarks related to Journeys:
Station: A place where trains stop.
Airport: A place where planes take off and land.
Port/Harbour: A place where boats and ships stop.
Bus stop: A place where buses stop.
Bridge: A structure built over a river or road.
Tunnel: An underground passage.
Map: A drawing that shows places.
Compass: A tool that shows directions.
Signpost: A sign that shows directions.

Adjectives to describe Journeys:
Fast/Slow: How quickly or slowly something moves.
Long/Short: How far a journey is.
Near/Far: How close or distant something is.
Safe/Dangerous: How secure or risky a journey is.
Exciting/Boring: How interesting or dull a journey is.
Smooth/Bumpy: How comfortable or uncomfortable a ride is.
New/Old: Describing types of transport or places.

People involved in Journeys:
Traveller: A person who is on a journey.
Passenger: A person travelling in a vehicle.
Driver: The person who drives a vehicle.
Pilot: The person who flies a plane.
Captain: The person in charge of a ship or boat.
Explorer: A person who explores new places.

Prepositions of Movement/Direction:
To: Going towards a place.
From: Coming away from a place.
Up: Moving higher.
Down: Moving lower.
Over: Moving above something.
Under: Moving below something.
Through: Moving from one side to the other of something.
Around: Moving in a circle or in different directions.
Across: Moving from one side to the other.

When introducing these words, it's important to use them in context, with real-life examples, and through engaging activities. Visual aids, actions, and opportunities for the children to use the words themselves will greatly enhance their learning.

Art & Design

Relating Art & Design objectives for Key Stage 1 to the learning theme 'Journeys' provides an opportunity for children to explore creativity, develop skills, and express their ideas. These are the objectives, aligned with the National Curriculum for Art and Design, adapted for the 'Journeys' theme:

Key Stage 1 Art & Design National Curriculum Aims (as a foundation):
Produce creative work, exploring their ideas and recording their experiences.
Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
Evaluate and analyse creative works using the language of art, craft and design.
Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art & Design Objectives for KS1 linked to 'Journeys':
1. Generating Ideas and Recording Experiences (Exploring and Imagining Journeys):
Objective: To use drawing, painting, and collage to develop and share ideas about different types of journeys.
Example Activities: Children could draw or paint imagined journeys to space, under the sea, or to a faraway land. They could create collages showing different modes of transport (e.g., sticking on cut-out shapes of cars, boats, planes).

Objective: To record observations related to journeys in a sketchbook, experimenting with different media.
Example Activities: Sketching different vehicles, people travelling, or landscapes seen on a journey (real or imagined). Using pencils, crayons, and pastels to capture details.

Objective: To express feelings and emotions associated with journeys through art.
Example Activities: Painting how it feels to travel fast or slow, or how they might feel arriving at a new place.

2. Developing Techniques and Using Materials (Creating Journey-related Artworks):
Objective: To use a range of materials creatively to design and make representations of transport or destinations.
Example Activities: Constructing 3D models of vehicles using recycled materials (cardboard boxes, plastic bottles). Creating mixed-media artworks of land, sea, or air.

Objective: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space to depict journeys.
Colour: Experimenting with mixing colours to show different times of day (e.g., sunrise/sunset for a journey), or different environments (e.g., blues for water, greens for land).
Pattern: Creating patterns on transport (e.g., stripes on a hot air balloon, repeated shapes on a train carriage).
Texture: Using different materials to create textures of roads, water, or clouds. Making rubbings of surfaces found on a journey.
Line: Using different types of lines to show movement (e.g., wavy lines for water, straight lines for roads, zig-zags for speed).
Shape & Form: Identifying and drawing/making 2D and 3D shapes found in vehicles or landscapes.
Space: Thinking about foreground, middle ground, and background to create a sense of distance in drawings and paintings of journeys.

Objective: To explore simple printmaking techniques to create repeated patterns or images related to journeys.

Example Activities: Printing tire tracks, footprints, or simple vehicle shapes.
Objective: To experiment with different ways of joining materials (e.g., cutting, sticking, folding) when creating 3D forms of transport.

3. Evaluating and Analysing Art (Discussing and Appreciating Journeys in Art):
Objective: To talk about their own artwork and the artwork of others, using simple art vocabulary related to journeys (e.g., "I used dark colours to show night," "This line shows the fast speed").

Objective: To describe differences and similarities between different pieces of artwork related to journeys.
Example Activities: Comparing a painting of a boat to a drawing of a car, discussing how they are similar and different in terms of lines, shapes, and colours.

Objective: To know about the work of a range of artists, craft makers, or designers who have depicted journeys or modes of transport, and make links to their own work.
Example Activities: Looking at paintings of historical transport, or contemporary illustrations of imaginative journeys, and discussing what they like and how they could be inspired. (e.g., look at illustrations from storybooks about journeys).

Other Art & Design activity ideas, blending both art-making and design thinking:

Art Ideas:
My Journey in Colour:
Concept: Exploring emotions and experiences through colour.
Activity: Children draw a simple line representing a journey they've taken (to school, the park, a holiday). Then, they use different colours to fill in sections of the line, with each colour representing a feeling or a highlight of that part of the journey. For example, blue for calm, yellow for excitement, red for a surprising moment.
Materials: Paper, crayons, coloured pencils, felt-tip pens.

Footprint Trails:
Concept: Creating patterns and textures inspired by movement.
Activity: Children dip their feet (or use toy animal feet) in paint and make a trail across a large piece of paper. They can experiment with different colours and the spacing of their footprints to show different speeds or types of movement.
Materials: Large paper, non-toxic paint in shallow trays, wipes for cleaning.

Journey Maps as Art:
Concept: Representing a journey visually, focusing on key landmarks and shapes.
Activity: Instead of a literal map, children create an artistic representation of a journey. They can use different shapes to symbolise buildings, parks, or other features they saw. They can use lines to show the path and different textures (e.g., collage with fabric for fields, sand for a beach) to add interest.
Materials: Paper, glue, scissors, coloured paper, fabric scraps, sand, natural materials (leaves, twigs).

Window Views:
Concept: Capturing the fleeting images seen during a journey.

Activity: Children imagine they are looking out of a car, train, or bus window. They draw or paint the shapes and colours they might see whizzing by – blurry trees, colourful houses, the sky. They can layer colours to create a sense of movement.
Materials: Paper, paints (watercolour or poster), crayons, oil pastels.

Making Journey Sticks:
Concept: Collecting and arranging natural objects to tell a story of a journey.
Activity: During a walk or outdoor exploration, children collect small natural items that remind them of different parts of their journey (a special leaf, a smooth stone, a feather). They then attach these items to a stick in the order they were found, creating a tactile and visual representation of their experience.
Materials: Sticks, string or wool, natural items collected during a walk.

Design Ideas:
Designing Travel Posters:
Concept: Understanding the purpose of persuasive visual communication.
Activity: Children design a poster to encourage someone to visit a real or imaginary place they have been on a journey to. They need to think about what makes the place special and how to show that in their design using colours, images, and simple words.
Materials: Paper, coloured pencils, felt-tip pens, collage materials.

Building Vehicles for Imaginary Journeys:
Concept: Exploring different forms of transport and their functions.
Activity: Using recycled materials, children design and build a vehicle for an imaginary journey. This could be a spaceship to the moon, a submarine to the bottom of the sea, or a fantastical flying machine. They need to think about what their vehicle needs to be able to do and how they can represent that in their design.
Materials: Cardboard boxes, tubes, plastic bottles, tape, glue, paint, decorative items.

Creating Suitcases for a Special Trip:
Concept: Thinking about what is needed for a specific journey and how to organise it.
Activity: Children decorate small boxes or paper bags to represent suitcases for a particular imaginary journey (e.g., a trip to the jungle, a visit to a snowy mountain). They then draw or make small items they would need to pack for that journey and place them in their suitcases.
Materials: Small boxes or paper bags, coloured paper, crayons, scissors, glue.

Designing Signposts:
Concept: Understanding the purpose of signs and visual communication for direction.
Activity: Children design and create signposts for an imaginary place with different destinations. They need to think about clear lettering, simple symbols, and how to make their signs easy to understand.
Materials: Cardboard, paint, felt-tip pens, sticks (for mounting the signs).

Making Journey Journals:
Concept: Combining drawing and writing to record experiences.
Activity: Children create simple folded paper journals. After a real or imaginary journey, they can draw pictures and write a few simple words or sentences about what they saw, did, and felt.
Materials: Paper, crayons, pencils.

Tips for Implementation:

Use a variety of materials to engage different senses.
Encourage storytelling and discussion around their creations.
Connect the activities to their own experiences of journeys, big or small.
Provide clear instructions and demonstrations.
Allow for individual expression and creativity.

Computing

Computing objectives for Key Stage 1 relating to the learning theme 'Journeys', broken down by areas of computing. These objectives are designed to be practical and directly link to the "Journeys" theme.

Overarching Computing Goal for "Journeys": To use computational thinking and digital tools to explore, represent, and create aspects of journeys, both real and imaginary.

1. Programming & Computational Thinking:
Objective 1.1 (Algorithms & Sequencing): Pupils can sequence a series of instructions (an algorithm) to represent a simple journey (e.g., programming a Beebot or a character on screen to move from one point to another, following a path on a map).
Journey Link: Planning a route for a character, a vehicle, or even themselves on a journey.

Objective 1.2 (Debugging): Pupils can identify and correct simple errors (bugs) in a sequence of instructions related to a journey (e.g., if the Beebot goes the wrong way, identifying the incorrect instruction).
Journey Link: Understanding why a planned journey didn't go as expected and fixing the "route."

Objective 1.3 (Repetition/Loops - Introduction): Pupils can use simple repetition (e.g., "repeat 3 times forward") to make a journey more efficient, where appropriate.
Journey Link: Moving the same distance multiple times, or repeating a pattern in a journey.

Objective 1.4 (Events/Triggers - Introduction): Pupils can understand that an action can be triggered by an event (e.g., "when I click the flag, the car starts its journey").
Journey Link: Starting a journey, arriving at a destination, or encountering an obstacle.

2. Digital Literacy & Online Safety:
Objective 2.1 (Finding Information): Pupils can use simple search terms to find information about different types of journeys or places on a journey (with adult support).
Journey Link: Researching different modes of transport, famous explorers' journeys, or places they might visit.
Objective 2.2 (Creating Digital Content): Pupils can create simple digital content to represent aspects of a journey (e.g., drawing a map, taking photos of journey elements, recording sounds of different vehicles).
Journey Link: Documenting their own journey, creating a story map, or designing a vehicle.

Objective 2.3 (Online Safety - Introduction): Pupils can identify trusted adults to talk to if they encounter something online that makes them feel uncomfortable when researching journeys or using online maps.
Journey Link: Reinforcing safety awareness when using online resources related to travel and locations.

Objective 2.4 (Using Digital Maps/Tools): Pupils can explore and identify landmarks or routes on a simplified digital map (e.g., Google Maps Street View for familiar places, or a child-friendly map app).
Journey Link: Understanding how maps help us on journeys, identifying key points.

3. Computing Systems & Networks (Basic Understanding):
Objective 3.1 (Input/Output): Pupils can identify different input and output devices used to interact with or represent journeys (e.g., microphone for recording journey sounds, screen for displaying a journey animation, keyboard for typing a journey story).
Journey Link: How do we tell the computer what to do for our journey, and how does the computer show us the journey?

Objective 3.2 (Digital Devices): Pupils can identify and name common digital devices used in journeys (e.g., GPS, mobile phone for directions, camera for recording).
Journey Link: Understanding the role of technology in modern journeys.

4. Creating & Presenting:
Objective 4.1 (Digital Storytelling): Pupils can use simple animation or presentation software to create a short digital story about a journey (e.g., a journey to school, a fantasy journey, a journey of a character).
Journey Link: Expressing their understanding and creativity through narrative.

Objective 4.2 (Multimedia Integration): Pupils can combine text, images, and sounds to create a digital representation of a journey.
Journey Link: Making their journey stories richer and more engaging.

Example Activities for "Journeys" Theme:
Programming a Beebot: Pupils program a Beebot to travel a route on a map of a familiar journey (e.g., home to school, or a journey around the classroom representing a journey to a particular land).
Creating a Digital Story Map: Using a simple drawing or presentation tool, pupils draw a map of a journey and add images or text at different points to tell a story.
Animate a Journey: Using a simple animation tool (e.g., Scratch Jr.), pupils create a character that moves across the screen, simulating a journey. They can add backgrounds and other characters.
Sounds of a Journey: Pupils record different sounds associated with journeys (e.g., train, car, walking) using a tablet or computer, and then use these sounds in a digital story or presentation.
Digital Postcards: Pupils create digital postcards from different stages of an imaginary journey, including text and images.

Other Computing activity ideas, ranging from unplugged activities to simple digital tools:

Unplugged Activities (No Computer Needed):
Following Directions:
Human Robot: One child gives another simple instructions (forward, turn left, turn right) to navigate a small "journey" around the classroom or playground (e.g., from their desk to the door, around a chair). This introduces the concept of algorithms and precise instructions.

Treasure Map: Create a simple map with landmarks. Children write down a sequence of instructions to get from the start to the treasure (a sticker, a toy). This reinforces sequencing and directional language.

Obstacle Course Instructions: Set up a simple obstacle course. Children work together to write down the steps needed to complete the course. This links to algorithms and problem-solving.

Coding with Symbols:
Journey Bracelets/Necklaces: Use different coloured beads or shapes to represent different actions (e.g., blue = forward, red = turn, yellow = stop). Children design a "journey" using the beads and can then "read" their code.

Floor Grid Games: Use a large grid on the floor (drawn with chalk or masking tape). Assign symbols or pictures to different squares. Children create a sequence of arrows or symbols to represent a journey across the grid to a specific destination.

Sorting and Categorising:
Transport Sorting: Provide pictures of different modes of transport (car, bus, train, plane, boat). Children can sort them into different categories (e.g., land, air, water; fast, slow; big, small). This introduces the idea of data organization.
Simple Digital Activities (Using Tablets or Computers):
Drawing and Mapping Tools:
Use simple drawing apps to create a map of a familiar journey (e.g., their way to school, a journey around their house). They can add labels and symbols.
Explore basic mapping apps (with adult supervision) to look at their local area and discuss different routes.

Early Coding Apps (Block-Based):
Introduce age-appropriate coding apps like ScratchJr or Code.org Jr. These often involve moving characters along a path or following simple sequences of instructions to reach a goal. Children can create simple "journey" animations or games.

Digital Storytelling:
Use simple presentation apps (like Google Slides or Keynote) where children can create a sequence of slides to tell the story of a journey. They can include drawings, simple text, and maybe even record their voices.

Interactive Whiteboard Games:
Many educational websites offer simple interactive games that involve following directions or navigating a character through a maze or along a path.

Cross-Curricular Links:
Literacy: Writing about journeys, creating instructions, reading stories about travel.
Mathematics: Using positional language (left, right, forward, backward), counting steps, comparing distances.
Geography: Learning about different places, using maps, understanding routes.
Art and Design: Designing maps, creating models of transport.

Tips for Implementation:
Keep it Concrete: Start with real-life experiences and familiar journeys.
Focus on the Process: Emphasise the thinking and problem-solving involved, rather than just the final outcome.
Encourage Collaboration: Pair children up or work in small groups to share ideas and help each other.
Provide Scaffolding: Offer support and guidance as needed, gradually increasing the complexity of the tasks.

Design & Technology
Design & Technology objectives for Key Stage 1, linked to the learning theme 'Journeys'.

Overall Aim: To enable pupils to design and make products that are meaningful to their understanding of 'journeys', developing practical skills and an appreciation for how things are made and used.

Core Objectives (with 'Journeys' context):

1. Designing

1.1 Generate ideas:

Think about different types of journeys (e.g., walking, cycling, flying, sailing, space travel, animal migration).
Brainstorm what might be needed for a journey (e.g., a vehicle, a map, a bag, a shelter, a particular tool).
Discuss and draw initial ideas for products related to journeys (e.g., a new type of vehicle, a travel game, a container for travel items).

1.2 Develop ideas:

Talk about their design ideas, explaining what their product is for and how it might work in relation to a journey.
Represent their ideas visually through drawings, models, or simple diagrams, adding labels where appropriate to explain features relevant to a journey.
Consider the user of their product – who is going on the journey and what do they need?

1.3 Plan:

Identify the materials they might use for their journey-related product (e.g., cardboard for a car, fabric for a bag, natural materials for a den).
Suggest simple steps for making their product.

2. Making

2.1 Select and use tools and equipment:

Safely use a range of simple tools for cutting, shaping, joining, and finishing materials (e.g., scissors, glue sticks, tape, hole punches) to create parts for their journey-related product.
Understand the purpose of different tools in the context of making their design.

2.2 Select and use materials:

Choose appropriate materials from a given range based on their properties (e.g., strong for a vehicle chassis, flexible for a flag) for their journey product.
Measure, mark out, cut, and join materials accurately to construct their designs.

2.3 Assemble and combine components:

Put together different parts of their product to form a complete item, demonstrating an understanding of how parts fit together for a specific purpose related to a journey (e.g., wheels on a vehicle, straps on a bag).

2.4 Apply decorative techniques:

Add details and decorations to their products to make them more appealing and relevant to their journey theme (e.g., painting a map on a box, adding patterns to a vehicle).

3. Evaluating

3.1 Evaluate against design criteria:

Talk about their finished product, explaining what it is and how it relates to the 'Journeys' theme.
Consider whether their product meets its intended purpose for a journey (e.g., "Does my vehicle roll? Does my bag hold things?").

Identify what went well in their making process.

3.2 Identify strengths and areas for improvement:
Suggest simple ways they could improve their product next time to make it even more effective for a journey. Discuss the work of others, offering constructive feedback related to their journey designs.

4. Technical Knowledge
4.1 Understand how to strengthen, stiffen and reinforce materials:
Experiment with different ways to make structures stronger for a journey-related product (e.g., folding paper to make a stronger chassis for a vehicle, adding supports to a bridge).

4.2 Understand and use simple mechanisms:
Explore how simple mechanisms like levers, sliders, and wheels and axles work, applying this knowledge to create moving parts in their journey designs (e.g., wheels on a car, a sliding door on a train).

4.3 Understand the function of different components:
Identify the purpose of different parts within a product, especially those related to enabling a journey (e.g., why wheels are round, why wings are shaped in a certain way for flight).

Design & Technology activity ideas, blending construction, mechanisms, and food tech:

Construction & Structures:
Building Bridges: Challenge children to design and build a bridge strong enough to hold a toy car or character. They could explore different materials like cardboard tubes, straws, LEGO, or wooden blocks. This links to understanding how structures can be made stronger.

Making Vehicles: Encourage them to design and create their own vehicles for different types of journeys – a car for a road trip, a boat for a river adventure, a train for a long distance. They could use recycled materials like plastic bottles, cardboard boxes, and bottle tops for wheels. Focus on how wheels and axles work simply.

Designing a Shelter for a Journey: Imagine a long walk in the rain! Can they design and build a simple shelter using materials like sticks, leaves, fabric scraps, or even just paper and tape? This introduces the idea of purpose-driven design.

Creating a Map with 3D Elements: Go beyond a flat drawing! Children could create a map of a familiar journey (to school, the park) and add 3D elements like small buildings made from cardboard or playdough, and roads made from string or ribbon. This combines spatial awareness with construction.

Mechanisms & Movement:
Making a Moving Vehicle with Axles: Focus specifically on how wheels turn on an axle. They could create a simple chassis from cardboard and attach wheels made from bottle tops or cardboard circles using straws or skewers as axles.

Designing a Simple Pulley System: Imagine lifting luggage onto a boat! Can they create a simple pulley using a string and a toilet roll tube or a coat hanger to lift a small object? This introduces the concept of simple machines.

Creating a "Journey Spinner": Children could design and make a spinner with different modes of transport pictured on it. They could then use it to decide on a pretend journey. This is a simpler mechanism focusing on rotation.

Food Technology (Connecting to Journeys):
Designing and Making Journey Snacks: What kind of food is easy to take on a long journey? Children could design and make simple snacks like fruit skewers, sandwiches cut into fun shapes, or energy balls. This links to healthy eating and practical skills.

Exploring Food from Different Places: If the journey is to a different country, they could explore and even try making a simple dish from that culture. This connects design and technology with geography and cultural awareness.

Tips for Implementation:
Start with a Story or Real-Life Experience: A book about a journey or a discussion about their own travels can spark ideas and provide context.
Focus on the Design Process: Encourage children to plan, make, and evaluate their creations. Talk about what worked well and what they could improve.
Provide a Range of Materials: Offer a variety of resources to encourage creativity and problem-solving.
Link to Other Curriculum Areas: Journeys naturally connect to geography, literacy, and art.

Geography

Geography objectives for Key Stage 1 relating to the learning theme 'Journeys', aligned with the National Curriculum. These objectives aim to develop children's understanding of their local area and the wider world through the lens of different types of journeys.

Overall Aim: To enable children to understand geographical concepts related to journeys, including movement, place, and the features of different environments encountered during travel.

Key Stage 1 Geography Objectives: 'Journeys'
1. Locational Knowledge
1.1. Naming and locating the UK's four countries and capital cities:
Children can name and locate the four countries of the UK (England, Scotland, Wales, Northern Ireland) on a map.
Children can identify the capital city for each country (London, Edinburgh, Cardiff, Belfast).
Journey connection: Explore journeys within the UK, perhaps focusing on a journey from their hometown to one of the capital cities.

1.2. Naming and locating the world's seven continents and five oceans:
Children can identify the continents and oceans on a world map or globe.
Journey connection: Discuss journeys across oceans (e.g., sailing ships, air travel) or journeys to different continents (e.g., imagining a journey to Africa to see animals).

2. Place Knowledge

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

Journey connection:

Local Area Journey: Describe a journey taken within their local area (e.g., walking to school, a bus journey to the shops). Identify physical features (e.g., river, hills, trees) and human features (e.g., roads, houses, shops) encountered.

Contrasting Journey: Imagine or research a journey in a contrasting non-European country (e.g., a journey through a desert, a journey on a river in a rainforest). Compare and contrast the physical and human features seen on this journey with those in the local area. Discuss how the journey might be different (e.g., modes of transport, types of shelter).

3. Human and Physical Geography

3.1. Identifying 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:

Journey connection:

Discuss how weather might affect a journey in the UK (e.g., needing an umbrella for a rainy walk, choosing clothes for a cold day).

Explore journeys to hot or cold places around the world (e.g., a journey to the Arctic to see polar bears, a journey to the desert to see camels). Discuss the clothing and equipment needed for such journeys due to the climate.

3.2. Using basic geographical vocabulary to refer to:

Physical features: hill, mountain, sea, ocean, river, forest, weather, season.

Human features: city, town, village, road, shop, farm, house, bridge, port, airport, railway line.

Journey connection: Children can use this vocabulary to describe the features they would see or encounter on various journeys, both real and imagined. For example, "Our journey to the *farm* took us past a *river* and over a *bridge*." or "If we went on a *journey* to a *mountain*, we might see a *forest*."

3.3. Understanding different types of settlements and land use:

Journey connection: Discuss how journeys can connect different types of settlements (e.g., a journey from a village to a town for shopping, a journey from a town to a city for a museum visit). Observe different land uses (e.g., residential, commercial, agricultural) encountered during journeys.

4. Geographical Skills and Fieldwork

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

Journey connection: Trace imagined journeys on maps and globes. For example, "If we fly from London to New York, which ocean do we cross?"

4.2. Using simple compass directions (North, South, East and West) and directional language [e.g. near and far; left and right], to describe the location of features and routes on a map:

Journey connection: Give and follow simple directions for a short journey within the school grounds or a local park (e.g., "Walk North to the tree, then turn East to the swing set"). Use directional language to describe a route taken on a map.

4.3. Devising a simple map; and using and constructing basic symbols in a key:
Journey connection: Draw a map of a familiar journey (e.g., journey to school, journey around the classroom). Include key features with simple symbols and a basic key.

4.4. Using aerial photographs and plans to recognise landmarks and basic human and physical features; devise a simple map:
Journey connection: Look at aerial photos of their local area and identify features they would see on a journey. Use these to help devise a map of a journey.

4.5. Using fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies:
Journey connection: Undertake a short local journey (e.g., a walk around the school grounds or a short walk in the immediate vicinity). Children can observe and record features seen along the journey (e.g., counting types of transport, drawing sketches of landmarks).

Activities and Ideas for 'Journeys' Theme:
Storytelling: Read books about journeys (e.g., "We're Going on a Bear Hunt", "Rosie's Walk").
Role-play: Create different modes of transport and act out journeys (e.g., on a bus, a train, a boat).
Mapping: Draw maps of imaginary journeys, treasure hunts, or routes around the school.
Local walks: Explore the immediate local area, focusing on the journey itself and the features encountered.
Guest speakers: Invite someone who has travelled a lot or whose job involves journeys (e.g., a pilot, a delivery driver).
Digital exploration: Use Google Maps or Google Earth to explore different places and trace journeys.
Art & Craft: Create collages or models depicting different environments encountered on journeys.

Other Geography activity ideas, blending practical activities with opportunities for learning about the world around them:

Local Journeys & Observation:
My Journey to School: This is a fantastic starting point.
Mapping: Children can draw simple maps of their route, using pictures or basic symbols for landmarks (house, shop, park, school).
Observation Walks: Take short walks around the school or local area, focusing on what they see. Encourage them to describe what's around them (buildings, plants, roads, people).
Transport: Discuss how they travel to school. What different types of transport do people use? (walking, car, bus, bike).
Timelines: Create a simple timeline of their journey, focusing on key events or landmarks they pass.
Exploring the School Grounds: Even within the school, there are journeys!
Following Instructions: Give simple directions (e.g., "Go to the door, turn left, walk past the library"). This develops spatial awareness and understanding of positional language.
Treasure Hunts: Hide objects and give clues based on location and direction
Mapping the School: As a class, create a simple map of the school, identifying key areas like the classroom, playground, and hall.

Journeys to Familiar Places: Think about places the children know, like the park or a local shop.
Drawing Maps from Memory: Can they draw a map of the journey to the park?
Comparing Routes: If there are different ways to get somewhere, discuss the differences (longer, shorter, more to see).

Imaginative Journeys & Storytelling:
Story Maps: After reading a story about a journey (e.g., "We're Going on a Bear Hunt"), children can create a map of the characters' journey, using drawings and labels.
Small World Play: Set up a small world area with different terrains (sand, water, blocks) and vehicles. Encourage children to create their own journeys and talk about where they are going and what they might see.
Role-Playing Journeys: Children can act out different types of journeys – a trip to the seaside, a journey on a train, a walk in the woods.

Learning About Different Journeys & Places:
Journeys of Animals: Explore how animals travel (migration of birds, salmon swimming upstream). Use books and videos to bring these journeys to life.

Journeys Around the World (Simple Introduction): Introduce the idea that people travel to different countries. Look at simple maps and talk about different modes of transport for longer journeys (planes, boats). Focus on visual resources and avoid complex details.
Seasonal Journeys: Discuss how the seasons change and how this might affect journeys (e.g., needing warmer clothes in winter).

Key Geographical Skills to Develop:
Directional Language: Using words like left, right, forwards, backwards, near, far.
Positional Language: Using words like next to, behind, in front of.
Mapping Skills: Understanding that a map is a representation of a place, using simple symbols.
Observation Skills: Looking closely at their surroundings and describing what they see.
Communication Skills: Talking about their journeys and the places they visit.

Tips for Implementation:
Keep it concrete and relatable: Focus on experiences the children can understand.
Use visual aids: Pictures, maps, and videos can bring journeys to life.
Encourage discussion and questioning.

Link to other subjects: Journeys can be linked to literacy (story writing), art (drawing maps), and maths (measuring distances).

History

History objectives for Key Stage 1, aligned with the learning theme 'Journeys', broken down by the strands of the KS1 history curriculum:

A. Understanding Chronology (Sequencing and Time)
To place events from a journey (e.g., a trip to the beach, a journey in a story, a historical journey) in chronological order using everyday language related to time (e.g., before, after, next, first, last, then, soon).

To recognise that journeys happen over different periods of time (e.g., some journeys are quick, some take a long time).
To sequence pictures or objects related to different modes of transport used for journeys from the past and present.

B. Knowledge and Understanding of Events, People and Changes in the Past
To identify and name different ways people have travelled on journeys in the past (e.g., walking, horse and cart, early trains, sailing ships) and compare them with present-day travel.
To describe some significant journeys from the past (e.g., a famous explorer's journey, a journey to a new country in a historical period, a journey depicted in a well-known story).
To understand that journeys can be made for different reasons (e.g., for exploration, for trade, for visiting family, for holidays, for safety/refuge).
To recognise that technology has changed the way people make journeys over time (e.g., from slow to fast, from difficult to easier).

C. Historical Enquiry and Interpretation
To ask and answer simple questions about journeys in the past (e.g., "How did people travel?", "Where did they go?", "Why did they go there?").
To use common sources of information to find out about journeys from the past (e.g., pictures, stories, artefacts, photographs).
To identify similarities and differences between journeys in the past and journeys today.
To talk about how we know about journeys from the past (e.g., from old books, from museums).

D. Organising and Communicating History
To communicate their understanding of journeys from the past in different ways (e.g., through drawing, role-play, talking, simple writing).
To use simple historical vocabulary accurately when talking about journeys (e.g., past, present, old, new, explorer, transport, vehicle).

Examples of Activities linked to 'Journeys' (to help meet objectives):
Comparing Transport: Look at pictures of old trains/cars/ships versus modern ones.
Story Journeys: Explore journeys in traditional tales (e.g., The Little Red Hen's journey to the mill, Three Billy Goats Gruff's journey over the bridge).
Local Journeys: Discuss how people travelled to your school/village in the past.
Famous Explorers (simplified): Learn about a very simple aspect of an explorer's journey (e.g., Christopher Columbus's boats, or Neil Armstrong's journey to the moon).
Personal Journeys: Discuss their own journeys (e.g., to school, on holiday) and compare them to how their grandparents might have travelled.
Timeline of Transport: Create a simple visual timeline of different modes of transport.

Other History activity ideas that link to the learning theme of 'Journeys':

Focusing on Personal Journeys & Changes:
"When I Was a Baby": Explore how the children themselves have journeyed from being a baby to now. Look at old photos, talk about milestones (learning to walk, talk), and discuss the changes they've experienced. This connects history to their own lives.

"My Family's Journeys": Encourage children to talk to family members about significant journeys they've taken, perhaps moving house, going on special holidays, or even how their parents or grandparents travelled when they were young. This introduces the idea of history within their family.

"Toys Through Time": How have toys journeyed and changed over time? Look at old and new toys, discuss materials, how they work, and what they were like to play with in the past. This links journeys to the history of everyday objects.

Exploring Famous Journeys & Explorers (Simplified):
"Neil Armstrong's Journey to the Moon": Introduce the concept of space travel in a simple way. Focus on the idea of a long and exciting journey to a new place. Use pictures and videos to bring it to life.

"Florence Nightingale's Journey to Help": Discuss her journey to care for soldiers. Focus on the purpose of her journey – to make things better for others.
"The First Aeroplane Journeys": Talk about the Wright brothers and the early days of flying. Emphasise how amazing it was to travel in the air for the first time.

Looking at Journeys in the Local Area:
"How Did People Travel Around Here Long Ago?": Explore local history through the lens of travel. Were there canals? Old railway lines? What kind of transport did people use before cars were common? Look at old maps and photos.
"Journeys to School - Then and Now": Compare how children travel to school today with how they might have travelled in the past (walking, pony and trap, early buses).

Hands-on Activities:
Creating a Timeline of Their Own Journey: Children can draw or write about key events in their lives in chronological order.

Making Simple Model Forms of Transport: Create models of old cars, trains, or even early aeroplanes using craft materials.

Role-Playing Historical Journeys: Act out a simple journey, like a family moving house long ago or a short trip on an early train.
Looking at Old Maps and Pictures: Discuss how places have changed over time based on visual evidence.

Tips for Implementation:
Keep it Concrete: Focus on tangible objects and experiences.
Use Lots of Visuals: Pictures, videos, and real objects bring the past to life.
Tell Stories: Engage their imaginations with simple narratives.
Connect to Their Own Lives: Help them see how history relates to them.
Make it Active: Incorporate movement, role-play, and hands-on activities.

Music

See also Charanga music plans.

Music objectives for Key Stage 1, linked to the learning theme 'Journeys', keeping in mind the current national curriculum for music:

Overarching Musical Aims (aligned with KS1 curriculum):
To listen and respond to a wide range of music.
To use their voices expressively and creatively by singing songs and speaking chants and rhymes.
To play tuned and untuned instruments musically.
To improvise and compose music.
To understand and use musical vocabulary.

Specific Music Objectives for 'Journeys' Theme (Key Stage 1):
1. Listening and Appraising:
Objective: Pupils can identify and describe different sounds associated with various modes of transport or stages of a journey.
Examples*:* Listening to recordings of train sounds, car engines, boat horns, footsteps, birdsong (for a nature walk), or the sound of a spaceship taking off. Discussing if the sound is fast/slow, high/low, loud/quiet, smooth/bumpy.

Objective: Pupils can respond physically and emotionally to music that depicts different types of journeys or moods associated with travel.
Examples*:* Moving like a slow train, a fast car, a wobbly boat, or a soaring rocket to different pieces of music. Discussing how the music makes them feel (excited, calm, tired, adventurous).

Objective: Pupils can identify repeating patterns and contrasting sections within music related to journeys.
Examples*:* Listening to a piece of music and identifying when a "traveling" theme repeats, or when the music changes to suggest a new part of the journey (e.g., arrival, discovery).

2. Singing and Vocalisation:
Objective: Pupils can sing songs about different types of journeys or vehicles with increasing accuracy of pitch and rhythm.
Examples*:* "The Wheels on the Bus," "Row, Row, Row Your Boat," "Zoom, Zoom, Zoom, We're Going to the Moon," or creating simple action songs about walking, running, or flying.

Objective: Pupils can use their voices to create sound effects that represent aspects of a journey.
Examples*:* Making "chugging" sounds for a train, "whooshing" for a rocket, "splishing" for water, or "beeping" for a car horn.

Objective: Pupils can participate in call-and-response singing related to journey narratives.
Examples*:* One group sings about starting a journey, another group sings about arriving.
3. Playing Instruments:
Objective: Pupils can use untuned percussion instruments to create sound effects and rhythms that represent different modes of transport or the feeling of movement.
Examples*:* Shaking shakers for a bumpy ride, tapping drums for footsteps, using woodblocks for a train's clickety-clack, or cymbals for a big splash.

Objective: Pupils can play simple rhythmic patterns on untuned percussion to accompany songs or stories about journeys.
Examples*:* Playing a steady beat for walking, a faster beat for running, or a slow, sustained sound for floating.

Objective: Pupils can explore tuned percussion (e.g., glockenspiels, xylophones) to create short melodic phrases that suggest movement or different places on a journey.
***Examples**:* Playing a rising scale to represent taking off, or a repeating two-note pattern for a rocking boat.

4. Improvising and Composing:
Objective: Pupils can create short musical phrases or soundscapes to represent different parts of a journey.
***Examples**:* Composing a short piece using body percussion or instruments to show walking to the park, or traveling on a bus.

Objective: Pupils can improvise simple vocal or instrumental responses to musical prompts related to journeys.
***Examples**:* Responding with a sound to "Where are we going?", or improvising a short melody to represent a new discovery on a journey.

Objective: Pupils can choose and arrange sounds to tell a simple musical story about a journey.
***Examples**:* Using a sequence of sounds to depict leaving home, traveling, arriving, and returning.

5. Musical Vocabulary:
Objective: Pupils can use appropriate musical vocabulary when discussing journey-themed music.
***Examples**:* Using words like 'fast', 'slow', 'loud', 'quiet', 'high', 'low', 'smooth', 'bumpy', 'beat', 'rhythm', 'sound effect'.

Differentiation:
Year 1: Provide strong visual cues, simplified instructions, pre-recorded examples, and opportunities for shared performance. Focus on listening and responding.

Year 2: Encourage independent composition, more complex rhythmic patterns, multi-instrument playing, and more detailed descriptions of musical elements.

Other Music activity ideas linked to the Learning Theme of 'Journeys', blending listening, performing, and composing:

Listening Activities:
"The Train Ride": Listen to pieces that evoke the feeling of a train journey. Think about the changing sounds: the initial chugging (perhaps a steady beat on percussion), the increasing speed (tempo changes), the whistle (high-pitched instruments), and the eventual slowing down and stopping. Peter and the Wolf's "Train" theme is a classic, but you could also find simpler, more abstract pieces. Encourage children to describe what they hear and how it makes them feel.

"Walking in the Woods": Explore music that paints a picture of a walk in nature. Consider the sounds of birds (flutes, high recorders), rustling leaves (shakers, swishy sounds), gentle breezes (long, sustained notes), and perhaps even a little stream (glockenspiel, flowing melodies). Danse Macabre by Saint-Saëns has a section that can evoke a playful, skipping feeling, though you'd need to select a short excerpt carefully.

"Sailing on the Sea": Introduce music that suggests the movement of water. Think about the gentle rocking of a boat (swaying rhythms), the sound of waves (crescendo and diminuendo on instruments or voices), and perhaps even a storm (louder dynamics, more chaotic sounds). Debussy's "La Mer" has evocative sections, but again, focus on short, accessible parts.

"Flying in the Sky": Explore music that feels light and airy. Consider high-pitched instruments, soaring melodies, and perhaps even a sense of floating. The theme from "E.T." has a wonderful sense of flight, though simplified examples might be more suitable.

"Animal Journeys": Listen to music that represents animal movements – a slithering snake (glissandos), a hopping rabbit (short, staccato sounds), a soaring eagle (wide, melodic leaps). Saint-Saëns' "Carnival of the Animals" is a treasure trove for this!

Performing Activities:

"Making Train Sounds": Use body percussion (clapping for wheels, patting legs for the engine) and classroom instruments (shakers for carriages, a whistle for the train whistle) to create a soundscape of a train journey.

"Walking Rhythms": Explore different walking paces through rhythm. Use clapping or simple percussion to represent slow, steady walking, fast running, tiptoeing, or even stomping.

"Boat Song": Create a simple song about a boat journey, focusing on the rocking motion. Use swaying movements and sing on long, sustained notes. Introduce simple percussion like gentle tapping to represent the water.

"Flying High": Use scarves or ribbons to represent movement in the air while singing a simple song with rising and falling melodies. Encourage children to move their bodies to the music.

"Journey Sound Effects": Divide the class into groups and assign each group a part of a journey (e.g., packing a bag, starting the car, arriving at a destination). Each group can create sound effects using their voices and classroom instruments.

Composing Activities:

"Journey Maps in Sound": Ask children to draw a simple map of a journey (real or imaginary). Then, encourage them to choose sounds and instruments to represent different parts of their journey. For example, a bumpy road could be represented by shaking a maraca, a smooth path by a glockenspiel.

"Creating a Train Song": As a class, create a simple song about a train journey. Focus on repetitive phrases and actions (e.g., "The wheels go round and round," "The whistle blows").

"Animal Journey Sounds": Choose an animal and its journey. What sounds might you hear on its journey? Encourage children to experiment with their voices and instruments to create these sounds.

"Weather on Our Journey": Think about how the weather might change on a journey. Can you create sounds to represent rain (tapping), wind (whooshing), or sunshine (bright, clear sounds)?

"Instrumental Journeys": Assign different instruments to represent different elements of a journey (e.g., a drum for footsteps, a triangle for a bell). Children can then play their instruments in sequence to tell a musical story of a journey.

Tips for Implementation:

Use lots of visual aids and actions. This will help children understand the concepts.

Encourage creativity and imagination. There are no right or wrong answers in musical exploration.

Link to other curriculum areas. Journeys can connect to geography, literacy (stories about journeys), and art (drawing journey maps).
Use a variety of instruments and resources. Don't be afraid to get creative with everyday objects!

Physical Education

When considering PE objectives for Key Stage 1 related to the learning theme 'Journeys,' we can link physical activities to different aspects of travel, exploration, and the experiences encountered on a journey. Here are the objectives, broken down by key areas of PE:

Overall Aim: To develop fundamental movement skills, improve physical literacy, and foster positive attitudes towards physical activity through the engaging theme of 'Journeys.'

Developing Fundamental Movement Skills
Agility, Balance, and Coordination (ABC):
Children can move in a variety of ways (e.g., walk, run, skip, hop, gallop) as if on different parts of a journey (e.g., running through a forest, hopping over puddles, skipping along a path).
Children can demonstrate balance while moving along a designated "path" or "bridge" (e.g., balancing beam, line on the floor) representing a narrow or tricky part of a journey.
Children can change direction and speed quickly, reacting to imaginary obstacles or changes in the "journey's" terrain (e.g., dodging trees, speeding up to catch a train).
Children can coordinate their movements to navigate a simple obstacle course representing different stages of a journey (e.g., crawling under a tunnel, stepping over a log).

Travelling:
Children can perform a range of travelling actions, varying their speed and direction, as if exploring different landscapes on a journey (e.g., slow and steady uphill, fast and light downhill).
Children can use different parts of their bodies to move effectively, mimicking different modes of transport (e.g., "flying" like a bird, "paddling" like a boat).

Sending and Receiving (with objects, if applicable):
Children can throw and catch a beanbag or soft ball to a partner, imagining they are sending a message or passing supplies on a journey.
Children can roll a ball accurately towards a target, pretending to guide a vehicle or send something on its way.

Applying and Developing Skills (Through 'Journey' Scenarios)
Problem-Solving and Decision-Making:
Children can choose the most appropriate way to travel across a given space based on a 'journey' scenario (e.g., "How would you cross a river?" - jumping, crawling, balancing).
Children can work with a partner or small group to plan and execute a short "journey" sequence, overcoming imaginary challenges.

Understanding Space and Dynamics:
Children can use space effectively, avoiding collisions while moving as part of a group 'journey' (e.g., all moving together like a train, or spreading out like explorers).
Children can explore different levels and pathways, representing different parts of a journey (e.g., high like a mountain, low like a cave).

Following Instructions and Rules:
Children can follow simple instructions and rules for games related to journeys (e.g., "red light, green light" representing stopping and going on a road trip).
Children can work cooperatively with others to achieve a common goal in a journey-themed activity.

Developing Positive Attitudes and Habits
Enjoyment and Engagement:
Children can show enthusiasm and enjoyment when participating in journey-themed physical activities.
Children can demonstrate imagination and creativity in their movements, bringing the 'journey' theme to life.

Effort and Perseverance:
Children can try their best and keep going, even when a physical challenge related to a 'journey' seems difficult.
Children can celebrate their own and others' achievements in physical activities.

Communication and Collaboration:
Children can communicate effectively with peers and adults during physical activities, especially when working on group 'journeys'.
Children can listen to and respect the ideas of others when planning or undertaking a collaborative journey activity.

Understanding Health and Safety:
Children can understand the importance of warming up and cooling down before and after physical activity, linking it to preparing for and recovering from a 'journey'.
Children can demonstrate awareness of their own and others' safety during physical activities.

Other PE activity ideas for the Learning Theme of 'Journeys', blending physical activity with the concept of travel:

Imaginary Journeys & Role Play:
Animal Travels: Children pretend to be different animals embarking on a journey. How would a hopping kangaroo travel? A slithering snake? A flapping bird? Encourage different movements, speeds, and levels.

Going on a Bear Hunt (Inspired): Adapt the classic story. Children physically act out the journey through different terrains: tall wavy grass (high steps), a deep cold river (crawling), thick oozy mud (slow, squelchy movements), a big dark forest (tiptoeing), a swirling whirling snowstorm (spinning carefully).

Space Explorers: Imagine a journey to the moon or different planets. Activities could include rocket launches (jumping), floating in zero gravity (slow, controlled movements), and exploring alien landscapes (varied movements and levels).

Under the Sea Adventure: Pretend to be submarines or sea creatures exploring the ocean. Movements could include swimming actions, undulating like seaweed, and darting like fish.

Train Journey: Children form a 'train' by holding onto each other's shoulders and move around the space, changing speed and direction. Introduce obstacles like tunnels (crawling under cones) or bumpy tracks (stepping over low objects).

Developing Fundamental Movement Skills through Journeys:
Obstacle Course Adventure: Set up a simple obstacle course representing different parts of a journey (e.g., stepping stones across a 'river', crawling through a 'tunnel', balancing along a 'narrow path' - a line on the floor or a low beam).
Parachute Journeys: Use a parachute to represent different modes of transport or environments. Lift it high for a 'hot air balloon', make waves for a 'sea journey', or create a 'tent' for a stop along the way.

Beanbag Travels: Children can travel with a beanbag balanced on different body parts (head, hand, foot) to a designated 'destination'. This encourages balance and coordination.

Hopping and Jumping Journeys: Create a 'map' on the floor with different spots marked. Children can hop, jump, or leap between the spots, perhaps following a specific route or instructions.
Rolling Journeys: Practice different types of rolling (log roll, egg roll) as if traveling down a hill or through a tunnel.

Games with a Journey Theme:
Traffic Lights: A classic game where children move according to the 'traffic light' colours (green = go, red = stop, amber = slow down). This can be linked to road journeys.

Follow the Leader: The leader performs different movements as if on a journey, and the others follow. This encourages imitation and develops coordination.

Island Hopping: Place hoops on the floor as 'islands'. Children have to jump from one island to another, practicing their jumping skills.

"What's the Time, Mr. Wolf?" (Journey Variation): Adapt the game so Mr. Wolf is at a 'destination', and the children are on a 'journey' to reach him.

Tips for Implementation:
Use Music and Sound Effects: Enhance the imaginative element with relevant sounds (train whistles, ocean waves, rocket sounds).
Visual Aids: Use pictures or simple maps to inspire the children's journeys.
Vary the Pace and Intensity: Alternate between energetic activities and calmer, more controlled movements.

Science

Science objectives for KS1 relating to the learning theme 'Journeys', broken down by the KS1 areas of Science

General Overarching Concepts for 'Journeys':
Observation: Paying close attention to details encountered during journeys.
Prediction: Thinking about what might happen next or what will be seen/experienced.
Comparison: Identifying similarities and differences between different journeys or parts of a journey.
Communication: Sharing observations and ideas about journeys.
Asking Questions: Wondering about the world around them during a journey.

1. Living Things and Their Habitats (Biology)

Identify and name a variety of common animals (including pets) and plants encountered on a local journey:

Example Journey Focus: A walk around the school grounds, a trip to a local park, or even a journey through a book.

Objectives:

Children can identify and name common birds, insects (e.g., ladybirds, butterflies), and small mammals (e.g., squirrels, mice) they might see on a walk.

Children can identify and name common trees, flowers, and other plants in their local environment.

Describe and compare the differences between things that are living, dead, and never been alive in the context of a journey:

Example Journey Focus: Collecting items on a nature walk, looking at things in a car journey.

Objectives:

Children can sort objects found on a journey into "living," "dead" (e.g., a fallen leaf), and "never alive" (e.g., a stone, a piece of litter).

Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals, and identify and name a variety of common animals that are carnivores, herbivores and omnivores:

Example Journey Focus: A visit to a farm, a zoo (even a virtual one), or exploring an animal book.

Objectives:

Children can classify animals they encounter (or learn about) on a journey based on their type (e.g., bird, mammal).

Children can discuss what some of these animals might eat on their "journeys" for food.

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain:

Example Journey Focus: Observing a bird eating seeds, a spider catching a fly, or looking at illustrations of animal interactions.

Objectives:

Children can create a simple food chain showing what an animal might eat during its daily "journey" for food.

2. Materials (Chemistry)

Distinguish between an object and the material it is made from, in the context of journey vehicles or items needed for a journey:

Example Journey Focus: Looking at different types of transport (cars, bikes, boats), or packing a bag for a trip.

Objectives:

Children can identify the material used for different parts of a vehicle (e.g., glass for windows, metal for the body).

Children can identify the materials of objects they would take on a journey (e.g., a plastic water bottle, a fabric blanket).

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, and describe their simple physical properties:[2]

Example Journey Focus: Exploring different materials on a local walk, observing building materials during a car journey, or experimenting with water on a journey.

Objectives:

Children can describe materials as hard/soft, smooth/rough, bendy/stiff, transparent/opaque in relation to objects found on a journey.

Compare and group together a variety of everyday materials on the basis of their simple physical properties:
Example Journey Focus: Sorting objects collected on a nature walk, or different parts of a toy car.
Objectives*:*
Children can sort materials into groups based on a chosen property (e.g., "all the shiny things," "all the hard things").

Explore and compare how materials are used for different purposes, in the context of journeys and transport:
Example Journey Focus: Discussing why a boat is made of certain materials, or why car tyres are rubber.
Objectives:
Children can suggest appropriate materials for specific parts of a journey (e.g., waterproof material for a raincoat).

3. Plants (Biology)
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, encountered on a journey:
Example Journey Focus: A walk through a park, a journey past different types of gardens.
Objectives*:*
Children can identify and name common plants and trees they see.
Children can distinguish between deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants, including trees, in the context of their environment on a journey:
Example Journey Focus*:* Observing plants in a garden, park, or roadside.
Objectives:
Children can name the main parts of a plant (root, stem, leaf, flower).
Children can discuss how these parts help the plant on its "journey" of growth.

4. Seasonal Changes (Physics/Earth Science)
Observe and describe how the weather changes throughout the year, in the context of planning or experiencing journeys:
Example Journey Focus: Discussing what clothes to wear for a journey in different seasons, how the weather affects travel.

Objectives*:*
Children can describe different types of weather (sunny, rainy, snowy, windy).
Children can associate different types of weather with different seasons.

Observe and describe changes across the four seasons, relating to plants and animals on their 'journeys' through the year:
Example Journey Focus: Repeated journeys to the same outdoor space over a year to observe changes.
Objectives*:*
Children can describe how plants change (e.g., leaves falling, flowers blooming) throughout the year.
Children can discuss how animals behave differently (e.g., hibernation, migration) in different seasons.

Observe and describe the effect of the changing length of day and night on daily life and journeys:

Example Journey Focus: Discussing how journeys are different in summer compared to winter evenings.
Objectives:
Children can explain that days are longer in summer and shorter in winter.
Children can discuss how this impacts their daily routines or travel plans.

5. Forces and Motion (Physics)
Observe and describe how things move in the context of different types of journeys:
Example Journey Focus: Observing how a car moves, how a ball rolls, how a boat floats.
Objectives:
Children can use words like "push," "pull," "fast," "slow," "up," "down," "straight," "bendy."
Children can describe the motion of different vehicles or objects.

Investigate pushes and pulls and how they can change the movement of an object:
Example Journey Focus: Pushing a toy car, pulling a wagon, opening and closing doors.
Objectives:
Children can demonstrate how a push or pull can start, stop, speed up, slow down, or change the direction of an object.
Children can understand that forces are involved in all types of journeys.

Practical Activities and Links to 'Journeys':
Nature Walks: Go on short journeys around the school grounds, a local park, or even a local street to observe living things, materials, and seasonal changes.
Transport Exploration: Look at different vehicles – how do they move? What are they made of?
Map Making: Create simple maps of their journeys, noting down scientific observations.
Story Journeys: Explore scientific concepts through stories about journeys (e.g., space travel, animal migration).
Experiments with Movement: Investigate how different surfaces affect the movement of a toy car.
Sensory Journeys: Focus on different senses during a journey – what can they see, hear, smell, touch?

Other Science activity ideas based on the Learning Theme, 'Journeys', focusing on observation, investigations, and sparking curiosity about the world around them:

Observing and Describing Journeys:
Nature Walks and Mini-Safaris: Take the children on short walks around the school grounds or a local park. Encourage them to observe the different things they see on their "journey" – trees, plants, insects, birds, puddles, changes in the path. They can draw what they observe and describe their journey using words like "up," "down," "fast," "slow," "bumpy," "smooth."

Sensory Journeys: Focus on the senses during a short journey. What do they see? What do they hear (traffic, birdsong, wind)? What do they feel (sun on their skin, wind in their hair, the texture of the ground)? What can they smell (flowers, damp earth)?

Shadow Journeys: On a sunny day, observe how their shadows change as they move. Where is their shadow in the morning? At lunchtime? In the afternoon? This introduces the idea of the sun's apparent movement.

Weather Journeys: Observe how the weather changes during a day or over a few days. How does the weather affect their journeys to school or around the playground? (e.g., needing a coat if it's raining, feeling the sun on their face).

Simple Investigations Related to Movement:
Rolling Races: Investigate which objects roll best down a gentle slope (e.g., different sized balls, tubes, toy cars). Talk about why some roll better than others (shape).

Floating and Sinking Journey: Explore which objects float or sink in a tub of water. Imagine the water as a "journey" for the objects. Discuss why some objects stay on top and others go to the bottom.
Wind-Powered Journeys: Make simple paper windmills or use bubbles to observe how the wind can make things move. Where does the wind take them on their "journey"?

Pushing and Pulling: Investigate how different pushes and pulls affect the movement of a toy car. Does a big push make it go further? What happens when they pull it? This introduces the concept of forces.

Understanding Different Types of Journeys:
Animal Journeys: Discuss how different animals move (walking, flying, swimming, slithering, hopping). Mimic these movements. Talk about why different animals move in different ways (their bodies are different).
Plant Journeys (Seed Dispersal): Explore how seeds travel (wind, animals, water). Look at different types of seeds and discuss how their features help them on their "journey" to a new place to grow.

Water Journeys: Talk about where water goes when it rains (puddles, drains, rivers). Imagine the water droplets on their own "journey."

Integrating Literacy and Maths:
Journey Maps: After a walk, children can draw simple maps of their journey, using directional language (left, right, straight).

Counting on Journeys: Count how many steps it takes to get from one point to another. Count different things they see on their journey.
Storytelling: Encourage children to create stories about the journeys of toys, animals, or even themselves.

Tips for Implementation:
Use simple language and focus on observation.
Connect the learning to their everyday experiences.
Encourage questions and curiosity.

English

Books suitable for Key Stage 1 pupils in the UK about journeys, covering different types and purposes:

Focusing on Simple Journeys and Exploration:
"We're Going on a Bear Hunt" by Michael Rosen and Helen Oxenbury: A classic! This book follows a family's exciting journey through various terrains. The repetitive language and actions make it very engaging for young children.

"The Train Ride" by John Burningham: A simple but captivating story about a train journey, focusing on the different things seen along the way.

"The Journey Home from Grandpa's" by Jemima Rellie and Jonathan Langley: A heart-warming story about a little girl's journey home, encountering different animals and modes of transport.

"Bob the Builder: Bob's Big Journey" (or similar titles): These books often feature Bob and his team undertaking journeys to complete a job. Familiar characters can be very appealing.

"Kipper's Toybox" by Mick Inkpen: Kipper goes on a little journey to find his lost toybox, encountering familiar garden creatures.

"Dogger" by Shirley Hughes: Although the main plot is about a lost toy, the search for Dogger involves a significant journey for Dave and his mum.

Introducing Different Modes of Transport:
"Go! Go! Go!" by Byron Barton: A bright and engaging book showcasing various vehicles and their journeys.

"Amazing Aeroplanes" by Tony Mitton and Ant Parker (or other "Terrific Trucks," "Dazzling Diggers" books in the series): These books use rhyming text and vibrant illustrations to explore different types of vehicles and the journeys they undertake.
"Naughty Bus" by Jan and Chris Ure: A humorous story about a bus that goes on an unexpected journey.
"Traction Man Is Here!" by Mini Grey: While the main character is an action figure, his adventures involve imaginative journeys around the house and garden.

Journeys with a Purpose or Problem to Solve:
"Lost and Found" by Oliver Jeffers: A poignant story about a boy who finds a penguin on his doorstep and embarks on a journey to return it home.

"The Snail and the Whale" by Julia Donaldson and Axel Scheffler: A small snail hitches a ride on a whale's tail for an incredible journey around the world.

"Room on the Broom" by Julia Donaldson and Axel Scheffler: A witch and her cat go on a journey, picking up passengers along the way.

"Handa's Surprise" by Eileen Browne: Handa takes a basket of fruit to her friend, Akeyo, on a journey where various animals steal the fruit.

Things to Consider When Choosing:
Reading Level: Ensure the text is appropriate for the reading abilities of your Key Stage 1 pupils.
Illustrations: Engaging and clear illustrations are crucial for this age group.
Themes: Consider if the journey relates to any topics you are currently covering in class.
Engagement: Think about what will capture the children's imaginations and encourage discussion.

English objectives for Key Stage 1, aligned with the learning theme 'Journeys', drawing from the National Curriculum. I've broken them down by reading, writing, and spoken language, and included some ideas for how they might be achieved within the 'Journeys' theme.

Overall Aim: To develop pupils' reading, writing, and spoken language skills through engaging with stories, experiences, and information related to various types of journeys.

Reading Objectives

1. Word Reading (Phonics & Decoding)

Objective: Apply phonic knowledge and skills to decode words.
Journeys Link: Read words related to transport (e.g., train, car, boat, plane), destinations (e.g., beach, mountain, city), and actions during a journey (e.g., travel, explore, arrive). Decode new or unfamiliar words encountered in journey-themed texts.

Objective: Read accurately and with increasing speed and fluency.
Journeys Link: Practice reading aloud simple sentences and short stories about journeys, focusing on appropriate pace and expression.

2. Comprehension

Objective: Understand what they have read independently and when it is read to them.
Journeys Link: Discuss and retell key events from journey stories (e.g., "Where did the character go?", "What happened on the way?"). Answer questions about characters' feelings during a journey (e.g., "How do you think they felt when they got lost?").

Objective: Identify the main ideas and retrieve key details from a text.
Journeys Link: Identify the destination, mode of transport, and purpose of a journey in a story or non-fiction text.

Objective: Make inferences about characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
Journeys Link: Infer why a character might be excited, scared, or tired on a journey.

Objective: Predict what might happen next in a story.
Journeys Link: Based on clues, predict the next stop on a journey or what challenge a character might face.

Objective: Discuss the vocabulary used in a text.
Journeys Link: Explore words like 'adventure', 'expedition', 'trek', 'destination', 'exploration', and 'route'.

Writing Objectives

1. Transcription (Spelling & Handwriting)

Objective: Spell common exception words.
Journeys Link: Practice spelling words relevant to journeys that are common exceptions (e.g., 'said', 'where', 'they').

Objective: Use knowledge of spelling patterns and rules.

Journeys Link: Apply spelling rules to journey-related vocabulary (e.g., adding suffixes like -ing to 'travel', 'pack').

Objective: Form lowercase letters correctly and consistently.
Journeys Link: Practice forming letters when writing about their own or imagined journeys.

2. Composition
Objective: Plan and write simple narratives, recounts, and non-chronological reports.
Journeys Link:
Narrative: Write an imaginative story about a journey to a fantastical place, or a journey taken by an animal.
Recount: Write a recount of a real journey they have taken (e.g., to school, to the park, a holiday).
Non-chronological report: Write a report about different types of transport used for journeys, or about a particular famous explorer's journey.

Objective: Organise writing into sentences.
Journeys Link: Write clear sentences describing stages of a journey.

Objective: Use a range of sentence starters and conjunctions (e.g., 'and', 'but', 'so', 'because') to link ideas.
Journeys Link: "First, we packed our bags, *and* then we set off. We were tired, *but* we kept going *because* we wanted to reach the castle."

Objective: Use capital letters, full stops, question marks, and exclamation marks accurately.
Journeys Link: Punctuate sentences about journeys correctly (e.g., "Where are we going?", "What an exciting journey!").

Objective: Re-read to check that their writing makes sense and to make improvements.
Journeys Link: Check their journey stories for clarity and add more descriptive words.

Spoken Language Objectives
Objective: Listen and respond appropriately to adults and peers.
Journeys Link: Listen to stories about journeys and respond with relevant comments or questions.

Objective: Ask and answer questions about texts and experiences.
Journeys Link: Ask questions about where a character went on a journey or share details about their own travel experiences.

Objective: Participate in discussions, presentations, performances, role play, improvisations and debates.
Journeys Link:
Discussions: Talk about different ways to travel, or their favourite type of journey.
Role Play: Act out a scene from a journey (e.g., being on a train, flying a plane, exploring a new place).
Presentations: Share a short presentation about a journey they have taken or researched.

Objective: Express ideas and feelings clearly and confidently.
Journeys Link: Describe what they would pack for a journey, or how they might feel if they were on a long expedition.

Objective: Use a rich and varied vocabulary.
Journeys Link: Use descriptive language when talking about different landscapes, feelings, and events encountered during journeys.

English activity ideas linked to the Learning Theme, 'Journeys':

Storytelling and Creative Writing:

"My Journey To..." Stories: Encourage children to imagine a journey to a real or fantastical place (the moon, a jungle, a giant's castle, their garden). They can draw a picture of their destination and then write a simple story about how they got there, what they saw, and who they met.

Character Journeys: Focus on a character from a familiar story (e.g., the Little Red Hen, the Very Hungry Caterpillar). How did their journey change them? Can the children write a new adventure for that character?

"If I Could Go Anywhere..." Writing: A simple prompt to spark imaginative writing. Where would they go and why? What would they take with them?

Retelling Journey Stories: Read stories that heavily feature a journey (e.g., "We're Going on a Bear Hunt," "The Gruffalo," "Lost and Found"). Encourage children to retell the story in their own words, act it out, or create a story map.
Postcard Writing: Imagine they have reached their destination. Can they write a postcard to someone telling them about their journey and what they've seen?

Creating Instructions: How would you get to a specific place in the classroom or school? Children can draw a map and write simple instructions.

Reading and Comprehension:

Journey-Themed Books: Explore a range of books about journeys – real and imagined, short and long. Discuss the different modes of transport, the challenges faced, and the feelings of the characters.

Sequencing Activities: Use pictures or sentences from a journey story and ask children to put them in the correct order.
Character Feelings: How might a character feel at different points in their journey? Explore emotions like excitement, fear, tiredness, and happiness.

Descriptive Language: Focus on words that describe places and movement from journey stories. Can the children think of their own descriptive words?

Speaking and Listening:

"Show and Tell" - A Journey: Encourage children to bring in something that reminds them of a journey they have been on (a ticket, a shell, a photograph) and talk about it.

Role-Playing: Act out different parts of a journey – being a train conductor, a pilot, a passenger on a bus.

Giving Directions: Practice giving simple directions to navigate around the classroom or playground.

Storytelling Circle: Share journey stories orally, encouraging children to add their own details or actions.

Grammar and Vocabulary:
Action Verbs: Focus on verbs related to movement (walked, ran, flew, sailed, climbed).

Prepositions of Place and Movement: Explore words like under, over, through, beside, into, out of.

Adjectives: Encourage the use of descriptive adjectives to describe the places visited on a journey (e.g., bumpy road, sparkling sea, tall mountains).

Journey-Related Vocabulary: Introduce words like destination, route, travel, explore, adventure.

Cross-Curricular Links:
Geography: Explore maps, different types of landscapes, and modes of transport.
History: Learn about famous explorers and their journeys.
Art: Create artwork inspired by journeys – landscapes, vehicles, maps.

Maths

We use White Rose Maths.

Key Stage 1 maths objectives related to the learning theme 'Journeys', broken down by year group and topic area, with ideas for how they connect to the theme:

General Principles for Journeys Theme:
Counting: Counting steps, vehicles, stops, people on a journey.
Measurement: Measuring distances, time taken, capacity of fuel.
Geometry: Recognizing shapes of vehicles, paths, signs.
Position & Direction: Describing routes, turns, locations.
Problem Solving: Planning a journey, working out travel times, sharing resources.
Data Handling: Collecting data on types of transport, popular destinations.

Year 1 Maths Objectives:
1. Number and Place Value
Objective: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Journeys Link: Count how many steps you take on a short "journey" around the classroom, count the number of stops on a pretend bus journey, count out 100 "miles" on a map.

Objective: Read and write numbers from 1 to 20 in numerals and words.
Journeys Link: Label bus stops with numbers, write down the number of passengers on different vehicles, write numbers on "destination" cards.

Objective: Identify one more and one less than a given number.
Journeys Link: If there are 5 cars, how many would there be if one more joined the queue? If 3 people get off the bus, how many are left?

Objective: Given a number, identify one more and one less.
Journeys Link: If a journey takes 10 minutes, what's one minute more or one minute less?

Year 2 Maths Objectives
1. Number and Place Value
Objective: Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
Journeys Link: Count the number of wheels on a fleet of cars (in 2s). Count the number of seats on buses (in 3s or 5s). Count groups of 10 people on a journey.

Objective: Recognise the place value of each digit in a two-digit number (tens, ones).
Journeys Link: How many tens of miles have we travelled? How many single miles are left?

Objective: Compare and order numbers from 0 up to 100.
Journeys Link: Order different journey distances from shortest to longest. Order bus routes by the number of stops.

Year 1 Maths Objectives:
2. Addition and Subtraction
Objective: Represent and use number bonds and related subtraction facts within 20.
Journeys Link: If 7 people are on a train and 3 more get on, how many are there? (7+3=10). If there are 10 cars and 2 drive away, how many are left? (10-2=8).

Objective: Add and subtract one-digit and two-digit numbers to 20, including zero.
Journeys Link: Combine the number of red cars and blue cars seen on a journey. Work out how many more miles are left if you've travelled 5 miles of a 15-mile journey.

Objective: Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
Journeys Link: "I need 10 coins for my bus journey. I have 7. How many more do I need?" Use toy cars and a number line to show journeys.

Year 2 Maths Objectives
2. Addition and Subtraction
Objective: Solve problems with addition and subtraction:
Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
Applying their increasing knowledge of mental and written methods.
Journeys Link: Plan a multi-stage journey, adding up the distances. Calculate the difference in distance between two journeys.

Objective: 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.
Journeys Link: If a bus carries 25 people and 7 more get on, how many are there? If you travel 30 miles then another 20 miles, how far have you travelled?

Objective: Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Journeys Link: If a journey is 45 miles long and you've travelled 20 miles, how many are left? (45 - ? = 20, or 20 + ? = 45).

Year 1 Maths Objectives:
3. Measurement
Objective: Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half).
Journeys Link: Compare the length of different toy vehicles, measure the "distance" a toy car travels using cubes or non-standard units, compare the height of different modes of transport (e.g., a car vs. a bus).

Objective: Measure and begin to record lengths and heights.
Journeys Link: Measure the length of different routes on a map using a ruler or string. Measure how far a toy car rolls.

Objective: Compare, describe and solve practical problems for time (e.g. quicker, slower, earlier, later).
Journeys Link: Time how long it takes to "travel" to different parts of the classroom. Which journey was quicker? Discuss what happens earlier/later in a daily journey to school.

Objective: Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Journeys Link: What time does the train leave? What time does it arrive? Set departure/arrival times for pretend journeys.

Year 2 Maths Objectives
3. Measurement
Objective: Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (∘C); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
Journeys Link: Measure the length of a "route" on a map in cm. Estimate and then measure the capacity of a fuel tank (using ml/litres).

Objective: Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
Journeys Link: Compare the length of different car journeys. Which journey is longer?

Objective: 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.
Journeys Link: Read and interpret bus/train timetables. Calculate journey durations. "The train leaves at 10:15 and arrives at 10:45. How long is the journey?"

Objective: Know the number of minutes in an hour and the number of hours in a day.
Journeys Link: If a journey takes 2 hours, how many minutes is that? Discuss how many hours are spent travelling in a day.

Objective: Find different combinations of coins that equal the same amounts of money.
Journeys Link: How many ways can you pay for a bus ticket costing 50p?

Year 1 Maths Objectives:
4. Geometry: Properties of Shapes
Objective: Recognise and name common 2-D and 3-D shapes, including e.g. rectangles (including squares), circles and triangles, cuboids (including cubes), pyramids and spheres.
Journeys Link: Identify shapes in vehicles (e.g., circular wheels, rectangular windows on a bus). Look for shapes in road signs.

Year 2 Maths Objectives
4. Geometry: Properties of Shapes
Objective: Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
Journeys Link: Look for symmetry in vehicle designs (e.g., cars).

Objective: Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
Journeys Link: Describe traffic cones (cones), traffic lights (cuboids/cylinders).

Year 1 Maths Objectives:
5. Geometry: Position and Direction
Objective: Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Journeys Link: Give instructions to a toy car to navigate a maze (e.g., "turn left," "go forward two spaces"). Describe a journey using directional language (e.g., "go straight, turn right at the traffic lights").

Year 2 Maths Objectives
5. Geometry: Position and Direction
Objective: Order and arrange combinations of mathematical objects in patterns and sequences.
Journeys Link: Create patterns with different modes of transport (e.g., car, bike, car, bike).

Objective: 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).
Journeys Link: Plan a route on a grid using directional language and turns (e.g., "go forward 3 squares, turn quarter right, go forward 2 squares"). Use maps with grid references.

Year 2 Maths Objectives
6. Statistics
Objective: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
Journeys Link: Collect data on the types of transport people use to get to school (tally chart), then represent it in a pictogram or block diagram. Create a table of different journeys and their durations.

Objective: Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
Journeys Link: "Which mode of transport is most popular?" "How many more children walk than cycle?"

Objective: Ask and answer questions about totalling and comparing categorical data.
Journeys Link: "How many people travelled by car and bus altogether?" "What's the difference between the number of people who walked and those who cycled?"

The suggestions below are for enhanced provision purposes; blending practical activities with a sprinkle of imagination:

Mapping and Direction:
Treasure Hunts: Create simple maps of the classroom or outdoor area with clear landmarks. Children follow the map and use positional language (e.g., "go past the blue table," "turn left at the window") to find hidden "treasure" (stickers, small toys). This reinforces direction and spatial awareness.
Drawing Our Journey: After a walk around the school or playground, ask children to draw a map of their journey, including key things they saw. This can lead to discussions about the order of events and relative positions.

Following Instructions: Give simple directional instructions (e.g., "Walk forward 3 steps, then turn right"). Children follow the instructions, developing their understanding of directions and number.

Obstacle Courses: Set up a simple obstacle course and ask children to describe their journey through it using positional language.

Measurement and Distance:
Measuring Footprints: After a walk in sand or mud, children can measure the length of their footprints using cubes or non-standard units. They can compare whose footprint is longer or shorter.

How Far Did We Go?: Use large building blocks or skipping ropes to measure short distances covered during a walk. Introduce the idea of "longer" and "shorter" distances.

Comparing Journeys: If different groups take slightly different routes, compare which journey was "longer" or "shorter" by counting steps or using non-standard units.

Estimating Distances: Ask children to estimate how many steps it will take to get to a certain point and then count to check.

Time and Sequencing:
What We Did First, Next, Last: After a short outing or a classroom activity with multiple steps, ask children to draw or sequence pictures of what happened first, next, and last. This develops their understanding of time order.

Timetables (Simple): Introduce the idea of a simple timetable for a short journey (e.g., "First, we put on our coats. Next, we walked to the library. Last, we read a book."). Use visual aids.

How Long Did It Take?: Use a simple timer (like a sand timer) to measure how long different parts of a "journey" (e.g., walking to the door, tidying up) take. Introduce the concepts of "longer" and "shorter" times.

Counting and Number:
Counting Things We See: During a walk, encourage children to count specific things they see (e.g., "How many red cars did we see?").

Number of Passengers: If pretending to be on a bus or train, count how many "passengers" get on and off at different "stops." This can lead to simple addition and subtraction.

Ticket Counting: If using a role-play scenario involving tickets, count the number of tickets sold or collected.

Number Lines for Journeys: Use a number line to represent a journey with stops along the way. Children can count how many "stops" they have passed or how many are left.

Problem Solving and Reasoning:
The Best Route: Present a simple scenario with two or three possible "routes" on a map and ask children to discuss which route might be the quickest or shortest.

Packing for a Journey: Give children a limited number of "spaces" in a bag and ask them to choose which items they need for a pretend journey, encouraging them to justify their choices based on number and size.
Sharing Snacks: If pretending to go on a journey with friends, pose simple sharing problems (e.g., "We have 6 biscuits and 3 friends. How many does each friend get?").

Tips for Making it Engaging:
Role-Play: Incorporate lots of role-play – being explorers, bus drivers, train conductors, etc.
Real-Life Connections: Link activities to real journeys the children might have experienced.
Visual Aids: Use pictures, maps, and objects to make the concepts concrete.
Active Learning: Get the children moving and involved physically.

Courageous Advocacy

Courageous Advocacy ideas that tap into their understanding of journeys and empower them to speak up for what's right:

Focusing on Fairness and Inclusion on Journeys:
"Everyone's Journey Matters":
The Issue: Discuss how some people might face barriers on their journeys (e.g., not having a ramp for a wheelchair, not understanding signs in a new place, feeling lonely on a long trip).

Courageous Advocacy Action:
Design posters or drawings showing how to make journeys more inclusive for everyone.
Write simple letters or draw pictures for local councils or transport companies suggesting improvements (e.g., "Please can we have more ramps?").
Create a class charter about being kind and helpful to everyone on their "learning journey" in school.
Role-play scenarios where they help someone who is struggling on a journey.

"Fair Shares on the Journey":
The Issue: Explore the idea of resources needed for a journey (e.g., food, water, shelter) and whether everyone has fair access to them in the wider world.

Courageous Advocacy Action:
Learn about charities that help people who are homeless or don't have enough food.
Collect small, non-perishable food items for a local food bank, understanding that this helps others on their "life journey."

Create artwork depicting everyone having what they need for a safe and happy journey.

Focusing on Environmental Responsibility During Journeys:
"Caring for Our Planet on Our Journeys":
The Issue: Discuss the impact of different modes of transport on the environment (e.g., cars causing pollution).

Courageous Advocacy Action:
Create posters encouraging walking, cycling, or using public transport for short journeys.
Design "eco-friendly journey" pledges for themselves and their families.
Learn about litter and its impact on the environment during journeys and participate in a school litter pick.
Write or draw thank you notes for people who help keep their local environment clean.

"Protecting Animals on Their Journeys":
The Issue: Consider how roads and development can affect animal habitats and their ability to move safely.

Courageous Advocacy Action:
Learn about local wildlife and their habitats.
Design signs to remind people to be careful of animals near roads.
Create artwork showing safe journeys for animals.
If appropriate and safe, participate in a nature walk to observe animal habitats and discuss how to protect them.

Focusing on Personal Journeys and Overcoming Challenges:
"Celebrating Brave Journeys":
The Issue: Discuss how people face challenges and show courage on their personal journeys (e.g., learning to ride a bike, moving to a new school, overcoming a fear).

Courageous Advocacy Action:
Share stories of personal challenges they have overcome.
Create a class display celebrating "brave journeys" and the qualities needed (e.g., resilience, perseverance).
Write encouraging messages for others who might be facing a difficult journey.

"Our Learning Journey Matters":
The Issue: Focus on their own learning journey and the importance of everyone having the opportunity to learn and grow.

Courageous Advocacy Action:
Discuss what helps them learn best and share these ideas with their teacher.
Think about children around the world who might not have the same access to education and discuss ways to help (age-appropriate fundraising ideas).
Create a class "learning journey map" highlighting their goals and aspirations.

Tips for Implementation:
Keep it Concrete: Use stories, pictures, and role-play to make the concepts relatable.
Connect to Their Lives: Start with journeys they understand (to school, the park, a relative's house).
Focus on Small, Achievable Actions: Empower them by showing that even small actions can make a difference.
Provide a Platform: Give them opportunities to share their ideas and express their views.

Celebrate Their Efforts: Acknowledge and praise their courageous actions, no matter how small they seem.

Developing Spirituality

Developing Spirituality ideas, keeping it simple, sensory, and imaginative:

Focusing on Inner Journeys & Feelings:
"My Feelings Journey": Talk about different feelings like happiness, sadness, excitement, and calm. Ask the children where they feel these emotions in their bodies. You could use simple body outlines for them to colour in where they feel each emotion. This helps them connect inner experiences with physical sensations.

"The Quiet Journey Inside": Guide them through a simple mindfulness exercise, like focusing on their breath going in and out. Explain that even when we are still on the outside, there's always a journey happening inside us – our thoughts and feelings moving.

"Kindness Journey": Discuss how small acts of kindness can be like little journeys that make others feel good. Encourage them to think of a small act of kindness they can do and imagine the positive impact it will have on someone else's "feeling journey."

"Growing Up Journey": Talk about how they have changed and learned new things since they were babies. Emphasise that learning and growing is a special kind of journey we all take. Show pictures of them at different ages.

Focusing on Journeys in Nature:
"The Seed's Big Adventure": Tell the story of a seed's journey – from being planted in the dark earth, pushing through the soil, reaching for the sun, and eventually growing into a plant. This highlights perseverance and the wonder of growth. You could even plant seeds together.

"The Cloud's Journey": Discuss how clouds travel across the sky, changing shape and sometimes bringing rain. This encourages observation and a sense of the vastness of nature. Go outside and watch the clouds together.
"The River's Journey": Talk about how a river starts as a small stream and travels a long way to the sea, encountering different landscapes along the way. This can introduce the idea of interconnectedness. Use a simple diagram or story map.

"A Mini Beast's Journey": Observe a small insect or creature in the schoolyard or a park. Imagine its journey through the grass and leaves, highlighting the small wonders around us.

Focusing on Imaginary & Story Journeys:
"The Journey of a Wish": Encourage them to close their eyes and imagine a wish traveling out into the world. Where does it go? Who might it reach? This sparks imagination and connects to hopes and dreams.

"Story Stone Journeys": Use story stones with simple images (house, tree, animal, star, etc.). Children can pick a few stones and create a simple story about a journey connecting the images. This fosters creativity and narrative skills.
"Magic Carpet Ride": Lead a guided visualization where they imagine they are on a magic carpet, flying over different places. Encourage them to use their senses to imagine what they see, hear, and feel. This promotes imaginative thinking and a sense of wonder.

Tips for Implementation:
Keep it concrete: Use simple language and focus on sensory experiences.
Use stories and songs: These are powerful tools for engaging young children.
Encourage questions and sharing: Create a safe space for them to express their thoughts and feelings.
Make it interactive: Use actions, drawing, and simple crafts.
Connect to their lives: Help them see how these ideas relate to their own experiences.

Other Ideas

Extra-curricular ideas for Key Stage 1 relating to the learning theme 'Journeys', designed to be fun, engaging, and complement classroom learning:

1. "Around the World" Adventure Club:
Focus: Exploring different cultures and geographical features through pretend journeys.
Activities:
Passport Creation: Children design and decorate their own "passports" to be stamped each week.
Destination of the Week: Each session focuses on a different country or famous landmark. Learn a few simple words, try a traditional snack, listen to music, or look at pictures/videos.
Transport Models: Build simple models of transport from different countries (e.g., a gondola for Venice, a rickshaw for India, a double-decker bus for London).
Story Time: Read books about journeys or stories from different cultures.

2. "Little Explorers" Nature Walks:
Focus: Journeys within the local environment, observing changes and using senses.
Activities:
Sensory Walk: Go on a "listening journey" (what can we hear?), a "seeing journey" (what colours and shapes?), or a "feeling journey" (what textures?).
Map Making: Create simple maps of the school grounds or a local park, marking key features.
Scavenger Hunt: Give children a list of things to find on their journey (e.g., a smooth stone, a crinkly leaf, something red).
Mini Beast Safari: A "journey" to find and observe insects and minibeasts in their natural habitats.
Weather Watchers: Observe and record the weather on different "journeys" around the school.

3. "Wheels and Wings" Construction Club:
Focus: Building and designing different modes of transport.
Activities:
Lego/Duplo Challenge: Provide building challenges related to journeys (e.g., build the tallest tower a plane could fly past, a bridge for cars, a sturdy boat).
Junk Modelling: Use recycled materials to create cars, trains, boats, rockets, or even fantasy vehicles.
K'nex/Straws & Connectors: Design and build vehicles that can move or transport items.
Marble Runs/Ball Ramps: Create "journeys" for marbles or small balls using cardboard tubes, blocks, and other materials.
4. "Story Journey" Drama & Storytelling Club:
Focus: Using imagination to create and act out journeys.
Activities:
Role Play Scenarios: Set up a pretend airport, train station, bus stop, or a spaceship for imaginative journeys.
Story Sacks: Create a story sack based on a journey book (e.g., *We're Going on a Bear Hunt*, *Rosie's Walk*) with props to retell the story.

Puppet Shows: Make simple puppets of characters and put on a show about their adventures and journeys.
Soundscapes: Create sounds for different parts of a journey (e.g., the rumble of a train, the splash of a boat, the whir of a rocket).

5. "Journey Games" Club:
Focus: Playing games that involve movement, direction, and travel themes.
Activities:
Giant Board Games: Create a large floor-based board game where children are the counters, moving around a "journey" themed board.
Obstacle Course: Design and complete an indoor or outdoor obstacle course representing different parts of a journey (e.g., crawling through a tunnel, stepping over "rivers," balancing on a "log bridge").
"Simon Says" with Directions: Use directional language (e.g., "Simon says take two steps forward," "Simon says turn left").
"What's the Time, Mr. Wolf?" with a Twist: Use a journey-related command for movement (e.g., "What's the speed, race car?").

6. "Little Engineers" Simple Machines for Journeys:
Focus: Exploring how simple machines help us travel.
Activities:
Wheels and Axles: Experiment with different sized wheels on toy cars, exploring how they affect movement.
Pulleys: Set up a simple pulley system to "lift cargo" onto a toy boat or train.
Levers: Use levers to "launch" small objects or create ramps for vehicles.
Magnets: Explore how magnets can be used to "move" small vehicles without touching them.
Tips for Success:
Keep it Play-Based: KS1 children learn best through hands-on, playful experiences.
Connect to Classroom Learning: Reinforce vocabulary, concepts, and ideas from the main 'Journeys' theme.
Safety First: Ensure all activities are safe and appropriately supervised, especially those involving movement or construction.
Involve Children's Ideas: Ask the children what kind of journeys they'd like to explore or what vehicles they'd like to build.
Celebrate Learning: Showcase their creations, share their journey stories, or display maps they've made.
Parental Involvement: Share what the club is doing with parents, perhaps inviting them to a "journey showcase" at the end of a term.

Other Ideas:

Go on the bus to a local town e.g. Blakeney/Kelling could get the coast hopper to Sheringham and back.
Hindringham/Walsingham could get the bus to Wells-Next-the-Sea or to Fakenham.
Walk the pilgrim mile or the coastal path.
Link to pilgrimage (Pilgrim Federation)