


Learning Journey Map		Term: Summer 2	Weeks: 8
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture			
Equality of Opportunity	Enquiry Based Learning	Inspire awe and wonder	Force for Positive Change
Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Who or what has been a force for positive change? How can we be a force for positive change?
Children will be encouraged to talk about their own experiences of travelling and journeys, talk about where they are from and celebrate their cultures and diversity. Through stories and play experiences, children will have the opportunity to learn about different vehicles and countries and learn to experience new adventures through books and images.	Children will be visited by a special teddy and his suitcase inviting them to help teddy get ready for his special journey- Can they help Teddy pack his suitcase, make his documents and find out about the different vehicles he will be travelling in?	We will go on a school trip to Southbury Bus Station and Southbury Train Station. We will be developing a vehicle wash in the playground and garage for them to fix their bikes and scooters. Children will be junk modelling large-scale vehicles in the playground.	We will be encouraging children to look at sustainability and looking after the world we live in. We will be encouraging children to talk about how they travel to school and begin to walk more, ride their bikes or scooters or use public transport.
<div>Nursery</div> <div>Title: Transport & Journeys</div> <div></div>	<div>Physical development</div> <ul style="list-style-type: none">Develop manipulation and control by pouring water, squeezing playdough, tearing/folding paper.Use tools to make marks e.g. pencils, paintbrushes, using rolling pins and cutters in play dough.Jump, skip, hop and stand on one leg.Use large-muscle movements to wave flags and streamers, paint and make marks.	<div>Communication and Language and Literacy</div> <div>Story time</div> <ul style="list-style-type: none">First Big Book of Things that Go by Karen De SeveNaughty BusNaughty Bus by Jan Oke and Jerry OkeBusy Boats by Tony MittonBig Blue Train by Julia JarmanLittle Ted’s Big Adventure by Jo de RuiterWhatever Next? by Jill MurphyThe Colour Monster goes to School by Anna Llenas <div>Song time</div> <ul style="list-style-type: none">A Big Red BusThe Wheels on the BusRow Row Row your BoatDown at the Station10 Little AeroplanesZoom Zoom ZoomThis is the way we go to School <ul style="list-style-type: none">Enjoy listening to longer stories and remember much of what happens.Children to use wider vocabulary.To count or clap syllables in a word/nameAdd some marks to their drawings, which they give meaning to.Write some or all their name.	<div>Maths</div> <ul style="list-style-type: none">Investigate numbers 1-10.Say one number for each item in order: 1,2,3,4,5.Recognise some 3D shapes.Recognise and create simple patterns.Link numerals and amounts e.g. find the correct number to represent 3 objects.Make own marks to represent numbers.Understand whether we have ‘more’ or ‘less’ of something.
<div>Big Bang</div> <div>Special Teddy’s visit</div>			
<div>Celebrations</div> <div>Father’s Day</div> <div>Eid-al-Adha</div> <div>Sports Day</div> <div>Transition to Reception</div>			
<div>Understanding the World</div> <ul style="list-style-type: none">Explore a range of outdoor opportunities in the Forest GardenUse all their senses in hands-on exploration of natural materials.Explore collections of materials with similar and/or different properties.Comparing and contrast different countriesUnderstand there are different places in the world	<div>Personal, Social and Emotional Development</div> <ul style="list-style-type: none">Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”Develop friendships with other children.Select and use activities and resources, with help when needed.Show more confidence in new social situations.		<div>Expressive Arts and Design</div> <ul style="list-style-type: none">Create different transport vehicles using different junk and recycling materials.Explore different materials, using all their senses to investigate them e.g. exploring sensory trays.Begin to develop complex stories using small world equipment e.g. animals and dolls houses.Create closed shapes with continuous lines and begin to use these shapes to represent objects.