

DOMESTIC TRAVEL

BIG QUESTIONS

HAVE YOU BEEN ON A BUS? HOW WOULD YOU LIKE TO TRAVEL AND WHERE TO? WHO IS AMELIA EARHART?

Key vocabulary

- bus
- train
- aeroplane
- boat
- air
- water
- land
- fast
- slow
- bumpy
- smooth
- drive
- fly
- ride

Success criteria

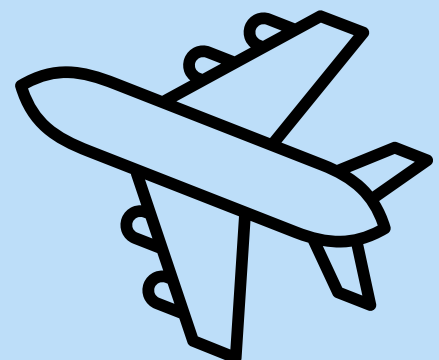
I can name different types of transportation and vehicles

I understand that some modes of transport are better suited to longer or shorter journeys

I know who Amelia Earhart is

Ways to support learning at home

- When you are out together could you see how many different modes of transport you can spot?
- Take a trip on the bus somewhere together using key vocabulary such as fast, slow, wheels, ride, ticket.



7 areas of learning

Communication and language

- To label and sort different types of transport in groups.
- To engage in meaningful conversations with others.

Maths

- To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.
- To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.
- To read the time to O'Clock on a digital and analogue clock.

Literacy

- To think of and write a short, simple sentence.
- Listening to and hearing sounds in CVC and CVCC words.
- Identifying sounds, including phonemes and other digraphs on a sound mat.
- Checking written work and making any changes where necessary.
- Listens to stories and anticipate what may happen next.

PSED

- To describe a range of different destinations around the world.

Understanding the world

- Making treasure maps to direct friends to a 'goal'. Exploring maps of the world.
- Exploring a range of destinations, looking at how we can travel to them.

Expressive and arts and design

- To use what they have learnt about media and materials in an original way and be able to explain their choices.
- Selects appropriate resources and adapts work where necessary.

Physical development

- To use a pencil effectively to form recognisable letters, most of which are formed correctly.