

**EYFS Curriculum - Statutory Framework  
Areas of Learning and Development (ELGs)**

**Prime Areas**

**Communication and Language**

Listen attentively and respond with relevant questions and comments Hold conversations. Offer own ideas, use newly introduced vocabulary (see transport vocab list) Express ideas and feelings about experiences, use full sentences.

**PSED**

Understand own feelings, work towards simple goal, give focused attention and respond appropriately. Be confident, try new activities, show independence, resilience and perseverance. Work and play cooperatively.

**Physical Development**

Hold pencil effectively, show accuracy with drawing and use a range of small tools.

Begin to show accuracy and care when drawing.

**Literacy**

Retelling familiar stories and narratives using own words and new vocab, anticipate key events

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Read words consistent with phonic knowledge by sound blending Write recognisable letters, spell words by identifying sounds, write simple phrases and sentences that can be read by others.

**Mathematics**

Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

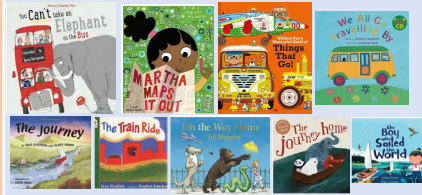
**Understanding the World**

Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters

**Expressive Arts and Design**

Safely use and explore a variety of materials, tools, and techniques experimenting with colour, design, texture form and function. Invent, adapt and recount narratives and stories with peers and their teacher; sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

**Artefacts & Resources**



Stories and texts (fiction and non-fiction) about journeys, adventures, transport and vehicles.

Exploring and naming types of vehicles and understanding changes to design and function. Including emergency services.

Understand and talk about our own personal journeys; to school, going on holiday or visiting friends & family, share photos and/or postcards.



**Off Site Visit**

Class trip to Market Harborough to see the different types of transport, roads, crossings etc. in a town (compare and contrast to villages) including a visit to the train station & bus stops, museum and library.



Learn the importance famous/historical journeys and adventures around the world and name key explorers/events

**Questions**

**What is a journey?**

What does the word journey mean? Use stories about journeys to understand travelling and moving from different places.



**What are the different ways we can travel?**



How many different modes of transport are there?  
How do we get to school?  
How is transport different in towns and villages?

**How have vehicles changed?**



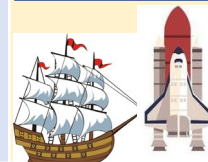
What changes have been made to railways/roads?  
Explore Victorian railways vs modern day and changes to aeroplanes, trains and cars.

**Why do we travel?**

Discuss travel to school, work, towns, shops. Understand the difference in travel for holiday and going abroad



**What are special journeys?**



Discuss famous/historical journeys e.g. Moon Landing vs. Christopher Columbus

**Vocabulary**

<b>Transport</b>	a general word for all the methods people use to move themselves and their goods from one place to another.
<b>Vehicle</b>	a machine to move people and things
<b>Destination</b>	where you are going
<b>Map</b>	a drawing of all or part of Earth's surface. Its basic purpose is to show where things are.
<b>Directions</b>	how we describe to get to a place or point.
<b>Compass</b>	a tool for finding direction.
<b>Holiday</b>	a planned break from work or school that involves a trip or journey
<b>Journey</b>	an act of travelling from one place to another.
<b>Community</b>	a word for a group of people who have things in common. They might live in the same area,
<b>Distance</b>	the measure of how far apart two things are

**Train, tram, aeroplane, car, bus, boat, helicopter, tractor, ship, van, bicycle. Train station, airport, motorway, bus stop, zebra crossing, traffic lights, roads.**

Key learning

1

## What is a journey?

**C&L** – Discuss and share our knowledge journeys, what is our understanding of this word, and share familiar journeys taken.

**Literacy** – Read and share a variety of fiction and non-fiction texts that centre around journeys and travel e.g. Rosie’s Walk, Lost and Found, The Train Ride (see book resource list) Focus on sentence formation and application of phonic knowledge for caption writing. List writing (packing/travel itinerary/sequencing) and recount writing; recall special journeys and/or travel experiences.

**Mathematics** – Themed enhancements throughout continuous provision e.g. counting passengers/train carriages, numbering buses.

**UtW** – Recognise different places to go on journeys e.g. beaches, cities etc. use maps and globes to find holiday destinations.

**EA&D** – Explore the railway role-play area, take on roles and use new language. Make and design postcards and/or travel brochures, design maps (Rosie’s Walk/The Gruffalo), use collage materials to create special journey scenes.

2

## What are the different ways we can travel?

**C&L** – Talk about the ways we each travel to school, compare and contrast with travelling to other places. Use language associated with travel, recall different modes of transport that have been experienced, name modes of transport. Hold conversations recalling special or different travel experiences e.g. going on an aeroplane for the first time, hot air balloon trip, canal boat holiday.

**Literacy** – Explore non-fiction books about transport and vehicles, use labels and captions, write our journeys to school, recount special trips and travel.

**Mathematics** – Compare quantities to 20 through pictograms/data collection of class modes of transport, talk about and interpret data e.g. how do most of us travel to school?

**UtW** – Explore the places we travel to on a daily basis e.g. going to the shops, look at maps of our local area and community. Understand the differences between a villages and a town with reference to transport e.g. trains, buses, taxis, pedestrian crossings, traffic lights.

**EA&D** – Design and our own vehicles with junk modelling, talk about form and function, use specific tools and materials e.g. axels for wheels.

3

## How have vehicles changed?

**C&L** – Share prior knowledge with peers about types of vehicles, have children ever seen an old motor car? A steam engine? Discuss areas of safety.

**Literacy** – Use non-fiction and fiction texts which showcase old fashioned styles of transport e.g. steam train,

**UtW** – Learn about the advances with transport in comparison to the past. Look closely at similarities and differences between railways/trains and roads/cars. Reference to old cars and changes through time, Henry Ford invention of motor cars in comparison to electric cars now. Understand the differences between steam trains and electric.

Think about eco-friendly forms of transport, how can we respect and care for our natural world?

**EA&D** – Explore different ways we can travel and move our bodies, listen to different soundscapes of vehicles can we identify differences?

4

## Why do we travel?

**C&L** – Consider different types of travel - by air, by land, by sea. Discuss travel and transport e.g. holidays, goods, experiences. Share ideas and listen to others on their reasoning.

**Literacy** – Share stories about adventures and journeys e.g. The Boy Who Sailed the World.

**UtW**- Show an understanding of places we travel to for holidays in the UK and around the world.

**EA&D**- Draw pictures and/or create paintings of special places we’ve travelled to.

### Off Site Visit

Class trip to Market Harborough to see the different types of transport, roads, crossings etc. in a town (compare and contrast to villages) including a visit to the train station & bus stops, museum and library.

## What are special journeys?

**C&L** – Discuss what we mean by a special journey? Can we think of famous journeys e.g. journey into space? Historical journeys and famous explorers e.g. Amelia Earhart. Listen to others share experiences of special journeys, take turns to talk about postcards/photos from home referencing special journey's taken as a family.

**Literacy** – Explore historical texts about famous journeys e.g. Christopher Columbus, The Space Race. Read about these moments in history, make comments on, listen to and recall key facts. Learn how to write non-fiction learn how to use sequencing words and write simple reports about a famous explorer e.g. Neil Armstrong and his journey to the moon.

**UtW** – create simple maps and identify the features of familiar and imagined places. Describe places accurately and compare and contrast them.

**EA&D** – Engage with a variety of different songs and rhymes, inspired by transport and travelling. They sing with expression and control, adapting lyrics and adding appropriate actions.