

Journeys Medium-term plan

Expectations	At the end of the unit, most children will:	Some children will not have made so much progress and will:	Some children will have progressed further and will:
	<ul style="list-style-type: none"> find out about past and present events in their own lives and in those of their families and other people they know. 	<ul style="list-style-type: none"> find out about past and present events in their own lives. 	<ul style="list-style-type: none"> place events, people and changes into correct periods of time; use dates and vocabulary relating to the passing of time; ask and answer questions and select and record information relevant to the focus of enquiry; recall, select and organise historical information.

Key questions: What do we know about the journey of a letter?
 What do you know about time?
 What are the differences between a posting a letter today and posting one in the past?

Learning objectives	FS profile	KS1 PoS	Stepping stones	Teaching & learning suggestions	Learning outcomes	KS1 cross-curricular links	Assessment evidence
Children learn to: <ul style="list-style-type: none"> use the vocabulary of time in discussions; sequence the events involved in a journey to the post box; contribute to a class book of the events involved in sending and receiving a letter; recognise the differences between the way the post is delivered today and how it was delivered in the past. 	KUW 4, 6, 7 NLC 4, 5, 6, 7, 8, CD 7, 8 W 4, 6, 7, 8 LCT 4, 5, 7	1a 1b 2b 4a 4b 5a	Step 1 Talks about the journey to the post box. Step 2 Shows interest in the post man/lady and the job that they do. Step 3 Shows some evidence of emerging sense of chronology relating to the journey to post the letter, when the letter was posted and when it arrived. Step 4 (goal) Shows evidence of emerging sense of chronology, can sequence events of a journey and uses everyday terms for the passing of time.	Children: <ul style="list-style-type: none"> discuss their own experience of posting letters; participate in a walk to a post-box; sequence the journey of a letter; make their own observations about the journey to the post box; contribute to a class book about their walk; use simple ICT activities to consolidate learning; recreate role-play experiences; discuss with a postman/postwoman the job that they do; Use photographic evidence to compare a postman today with one in the past. 	Children: <ul style="list-style-type: none"> understand the sequence of events in posting a letter; understand time in relation to their own journey and the journey of the letter they posted; understand the differences between posting a letter now and in the past. 	English Knowledge, skills and understanding; Speaking and listening, 1, 2; Group discussion and interaction, 3 ICT Finding things out, 1a, b; Sharing information, 3 Geography Knowledge, skills and understanding, 1a, 2d, 3a Mathematics Knowledge, skills and understanding; Using and applying number, 1e, g, Breadth of study, 1b; NNS, Use everyday words to describe position; Say and use the number names in order in familiar contexts Art and design Exploring and developing ideas, 1a	Can the children: <ul style="list-style-type: none"> identify simple features on the walk? ask questions about the journey of a letter? take simple photographs using the digital cameras? make a simple record of their journey? use their knowledge in a role play situation? understand the need for simple rules and codes of behaviour? use language to recreate their experience? listen with enjoyment to relevant stories, songs rhymes and poems? communicate through phrases and simple sentences? use number to assist in the understanding of time? consolidate their learning with a simple ICT activity?

Resources (continued)

- glue
- parental help
- Permission letter (Appendix, page 161)
- postman/postwoman
- Risk assessment form (Appendix, page 162)
- scissors
- stamped addressed envelope
- vocabulary cards

Vocabulary

camera; deliver; envelope; journey; letter; long; minutes; now; post; post-box; postman; postwoman; stamp; then; time; today; yesterday; walk

Practical activities

Introductory activity

Resources: Flipbook page 15

Show the children **Flipbook page 15** and ask the children some of the following questions.

Can anyone tell me what this is?

What can we see on the front of the box?

- *What do we use it for?*
- *Do you have one near you?*
- *Who collects the letters?*
- *How do they collect the letters?*

Letter-writing activity

Resources: Activity sheet AS 10.1 *Letter home*; Activity sheets AS 10.2a/b/c *Dear family*

In order to prepare for this activity, you will need to send out **Activity sheet AS 10.3**, *Letter home* which requires permission for a trip to the post box, request adult help and request a stamped addressed envelope. If any carers are unable to provide children with an envelope or support them in writing their letters, make alternative arrangements.

When all the children have brought in their stamped addressed envelopes for a trip to the post box, ask for adult help and ask carers to provide a stamped addressed envelope for their child. Tell the children that they are going to write a letter to send in the envelope.

Give out the appropriate version of **Activity sheet AS 10.2** *Dear family*. The children will fill the blanks on the letters and then complete a picture. The letters will then go into the stamped addressed envelopes.

How long did our letter take?

Activity sheet 10.4

name:

<letterhead as before>

<Four blank envelopes with stamps (quarter page)>

