

# Our Big Adventure

During this topic the children will explore life in a different country. They will find out about similarities and differences and develop their imagination when going on their very own adventure – thinking about what they would need, how they would travel, who they would go with and what they might do there – giving reasons for their ideas. Children will also be given the opportunity to develop their imagination when creating their very own place of adventure.



## Key Vocabulary:

land	adventure
sea	compare
country	traditions
city	landmarks
map	
globe	
similarities	
differences	
transport	
travel	
distance	
community	



## Learning intentions:

To begin to find out about life in different countries.

To compare different locations identifying similarities and differences.

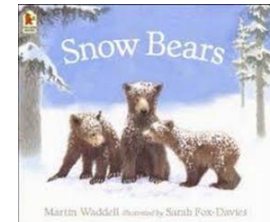
To explore different forms of transport.

To begin to plan for a journey.

To create a map of a journey.

To use imagination when describing, creating and .

**Challenge – to use a globe and map to identify specific locations. To explore and begin to understand global warming and its impact.**



## Skills:

Observe  
Investigate  
Compare  
Research  
Using maps

**Global Warming** -Global warming is the process that causes the Earth's temperature to rise and makes the Earth warmer. Humans play a large role in the increase in the Earth's temperature.

The children will also explore a range of non-fiction books, songs and rhymes linked to this topic.



## Comparing to a different country:

- Weather
- Buildings
- Location
- Activities
- Famous landmarks
- Traditions

### Thinking about:

- How to get there
- What to take
- What to do once there

Using imagination on a journey to...



Is it hot or cold?

Is it far away or near to us?

What is a typical day like there?

Would you like to live there? Why?

What might you see? Do? Eat?



Country chosen that is of interest or significant to children in the class – country of origin, family members living there, experience or interest in the country.





# Our Big Adventure

## **Communication and Language:**

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To learn and use new vocabulary linked to topic.

Links statements and sticks to the main theme or intention

Uses talk to organise, sequence and clarify thinking.

Answers `how` and `why` questions.

Listens to stories accurately and responds to what they hear with relevant comments and questions.

Introduces storyline and narrative into their play.

## **Literacy:**

Knows information can be retrieved from books and computers.

Understanding of non-fiction texts – features and purpose.

Record facts, captions/labels applying knowledge of sounds and words.

Uses phonic knowledge to decode words.

Introduce phase 3 digraphs and tricky words.

Further develop awareness of rhyme when sharing books by focus author – Julia Donaldson.

## **PSED:**

Work cooperatively with others.

Take into account the thoughts and ideas of others

Children are confident to try new activities, and say why they like some activities more than others.

They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

Work together as part of a group.

## **Understanding of the World**

Can talk about similarities and differences in relation to places and living things.

Understand different climates and ways of life.

Understands differences between themselves and others – between families and communities.

Investigate and explore.

Talk about what is happening.

Begin to understand why it is important to look after our world and explore the effects of global warming.

## **Physical Development:**

Develop fine motor skills and develops letter formation.

Handle tools and equipment effectively.

Talks about ways of keeping healthy and safe.

## **Exploring Media and Materials**

To explore colours when mixing paints and creating landscapes. Manipulates materials to achieve a planned effect.

Selects tools and techniques.

Creates simple representations.

Introduces storyline and narrative into their play

Plays cooperatively to act out a narrative

Safely uses and explores a range of tools and techniques.

Chooses particular colour for a purpose – exploring cold colours.

**For maths planning please see separate maths plans.**