

	Week 1 – 02.06.25 What is an adventure?	Week 2 – 09.02.25 Prepping for Adventure	Week 3 – 16.06.25 Adventures with maps and journeys	Week 4 – 23.06.25 Adventures in Space	Week 5 – Outdoor Adventures	Week 6 & 7 – My Biggest Adventure
Learning Outcomes	Develop an understanding of what an adventure is – Explore stories and experiences that involve excitement, danger, or discovery through rich discussion and shared examples. Use descriptive language to express ideas about new experiences – Children begin to use adventurous vocabulary such as ‘explore,’ ‘discover,’ and ‘brave’ when retelling and creating stories. Recount journeys using personal experience or imagination – Talk about a real or imagined journey using time-sequencing words (e.g., first, then, next).	Develop planning and problem-solving skills – Choose and justify what to take on a space adventure, considering what is needed and why. Use descriptive language in imaginative contexts – Describe objects and actions in role-play, using new vocabulary in context. Record ideas using drawings, labels, or lists – Begin to communicate plans through marks, pictures, and simple writing.	Understand how maps represent journeys – Interpret simple maps and create their own to show routes and destinations. Use positional and directional language accurately – Describe where things are using terms like ‘under,’ ‘next to,’ and ‘around.’ Sequence events in a journey – Retell or plan journeys using a clear order and time-based vocabulary.	Retell and sequence key events from a story – Use visual prompts and props to describe the beginning, middle, and end of the narrative. Explore problem-solving through role-play and storytelling – Act out how the boy and alien work together, using dialogue and ideas to overcome obstacles. Describe and express feelings about teamwork and friendship – Reflect on how the characters help each other and discuss ways we can be helpful friends too.	Build resilience and cooperation during outdoor play – Take part in team-based challenges that require effort, persistence, and turn-taking. Compare different global environments – Use visual and descriptive language to talk about places like oceans, mountains, and islands. Represent movement and journeys creatively – Use large movements, artwork, or role-play to show how different animals or people travel.	Reflect on personal development and learning – Talk about favourite moments and what they are proud of this year. Recount and describe favourite adventures – Create a drawing, model, or book page about a special adventure, using detailed language. Share ideas with growing confidence – Participate in celebration activities and storytelling circles, using their voice and creativity.
Key Vocab Inc. 10 Books Tier 2	We’re Going on a Bear Hunt Beautiful, stumble, gloomy Adventure, brave, muddy, stormy, stumble, tiptoe, over, under, through, scary, forest, river	Whatever Next! Journey, roared, rocket Rocket, space, backpack, helmet, journey, adventure, plan, lift-off, float, planet	How to Catch a Star Dreamed, appear, floating Star, catch, dream, high, low, reach, map, trail, wish, sky, far away	The Way Back Home Lifted, flicker, rushed Alien, spaceship, problem, fix, together, help, lost, tools, moon, friend	The Snail and the Whale Gazed, shimmering, trail Ocean, wave, travel, tiny, huge, journey, adventure, help, world, cliff, rescue	Memory, favourite, celebrate, remember, reflect, achievement, adventure, story, gallery, share
Key Questions	What is an adventure? What happened on the bear hunt? Where have you been that felt like an adventure?	What do we need for an adventure? Where would you go in your rocket? What will you take with you? Why?	What is a map? How can we find the star? What makes a good journey?	What problem did the boy have? How did he help the alien? What do you do when something is tricky?	What places did the snail visit? How did the snail and whale help each other? What could you discover at the beach?	What was your favourite adventure? What have you learned this term? What would you like to do next year?
Activities	Recreate the Bear Hunt story – using sensory trays (e.g. grass, mud, water) to explore textures and retell the adventure. Create a class adventure map – showing where the Bear Hunt took place with key features drawn and labelled. Role-play an adventure – with props such as binoculars and backpacks, using repeated story phrases from the book.	Pack a role-play suitcase – for a moon adventure using props and discussion about item choices. Write packing lists – and draw what’s in your backpack using phonics knowledge and simple captions. Create rockets from recycled materials – and label the parts to show understanding of design and function. Role-play a space launch – using countdowns, music, and	Design a treasure map – to show a journey to find a star using symbols and paths. Act out the journey – to catch a star using props and positional language like ‘over,’ ‘under,’ and ‘next to’. Create a star trail outdoors – with chalk and follow it using a map children help draw. Make a wish star – and write or draw a wish to place on a class display.	Re-enact the story – using props such as a cardboard rocket, moon rocks, and small puppets or figures. Create a comic strip – to show the key events from the story with speech bubbles and drawings. Design a spaceship – and label its parts to help someone else find their way back home. Role-play a stranded astronaut scene – and use	Create a snail trail – using glitter glue or chalk spirals to decorate outdoor spaces. Make wave art – with paint and combs to represent the whale’s ocean journey. Recreate a beach small world – with sand, shells, and water trays. Write a postcard – from the snail to the class describing the journey. Set up an obstacle course – to represent the snail’s big	Create a personal adventure book – with drawings, captions, or photos of favourite moments. Design a certificate – for your proudest achievement as an adventurer. Revisit role-play areas – and choose props to retell the term’s favourite stories. Host a class gallery – with artwork, models, and writing from the term. Take part in a storytelling circle – sharing favourite

	Make binoculars – using cardboard tubes and decorate them to use during adventure role-play. Sequence the Bear Hunt story – using picture cards and language of time such as 'first', 'next', and 'finally'.	props to simulate lift-off and moon landing. Build a moon small world – with craters, stars, and astronauts to support language development and imaginative play.	Use directional commands – to guide a friend across a pretend map or obstacle path.	teamwork to decide how to get help. Make a friendship star – with messages or drawings about how to be a good friend.	journey across different terrains.	memories and what they've learned.
Enhancements	Reading Area: Bear Hunt story and other repetitive adventure tales Sensory Area: Bear Hunt-themed materials for exploration Role-Play: Explorer hats, binoculars, and map corner	Construction Area: Junk modelling for building rockets Writing Area: Adventure list templates and space vocabulary cards Small World: Moon surface tray with astronauts and space toys	Investigation Area: Maps, compasses, and magnifying glasses Creative Area: Star templates, foil, and dark paper for space art Outdoor Area: Chalk trails and treasure clues to follow	Role-Play Area: Space station with helmets, control panels, and toolboxes Creative Area: Star-shaped paper, foil, chalks for space illustrations Writing Area: Comic templates and caption cards	Water Tray: Shells, pebbles, sea creatures Reading Area: Non-fiction beach and sea life books Creative Area: Blue materials for wave collage making	Reflection Area: Memory books and photos from term Creative Area: Badge and certificate making resources Display Area: Adventure Gallery for class exhibition
ELG Links	UW: Talk about features of the environment and compare places CL: Use new vocabulary to express ideas and retell stories EAD: Use role-play to act out adventures with others	CL: Use language to imagine and recreate roles and experiences L: Use phonic knowledge to write labels and captions PD: Use tools safely and effectively in creative activities.	UW: Describe routes and locations using simple maps CL: Use new vocabulary in story contexts M: Use positional language to describe movement	CL: Use language to imagine and explain ideas clearly PSED: Work and play cooperatively, taking turns and sharing L: Write labels and captions for story events	UW: Compare contrasting natural environments EAD: Represent journeys using materials and movement PSED: Work together to solve challenges outdoors	CL: Share and explain ideas clearly with others L: Use writing to record thoughts and memories PSED: Show confidence in sharing achievements
Small Steps	UW: Recognise familiar story settings and describe features CL: Begin to use adventurous vocabulary in context EAD: Recreate experiences through small world or role-play	CL: Explain ideas using more than one sentence L: Use known sounds to write some recognisable words PD: Select and use tools to join and shape materials	UW: Follow a simple map in familiar surroundings CL: Begin using words like 'between', 'around', and 'near' M: Match symbols to real-world places	CL: Use talk to explain what happened in the story and why PSED: Show awareness of others' needs in collaborative play L: Use phonics knowledge to write short sentences with meaning	UW: Name and describe familiar places like beach or sea EAD: Explore texture and colour to represent water PSED: Take turns in collaborative physical play	CL: Use full sentences to describe experiences L: Write recognisable words and simple sentences PSED: Celebrate own efforts and those of others

Other Curriculum Areas:

Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	See EYFS Maths Yearly Overview					

Forest School	Understand the effect of changing seasons on the natural world around them. Explore the natural world. Observe changes. Name and describe plants and animals. Describe and observe what they can see – draw pictures of the natural world.
PE	Get Set 4 P.E. Games: Unit 2 After consolidating ball skills, introduce children to ball games with teams, rules and targets including; running, changing direction and striking a ball Sports Day Practise
PSED	Taking part in sports day - Winning and losing - Show resilience and perseverance in the face of a challenge. -Changing me Look how far I've come! -Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Healthy me! Friendships – celebrating each other’s achievements.