

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

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

Summer 2 – Adventures! MTP

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	<p><b>Get Set 4 P.E.</b>  <b>Games: Unit 2</b></p> <p>After consolidating ball skills, introduce children to ball games with teams, rules and targets including; running, changing direction and striking a ball</p> <p>Sports Day Practise</p>
PSED	<p>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!</p> <p>-Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Healthy me!                      Friendships – celebrating each other's achievements.</p>