



Wish you were here:

A look at some countries the children may visit on holiday around the world. This will include exploring new languages, food, cultures and transport. The children will learn about what is needed to travel abroad, what clothes may be needed for different climates and how to prepare for a holiday.



Overview of theme:

This unit has an emphasis initially on understanding the world; with a focus on learning about the world. We will be taking on the role of travellers, learning about the world, the many places you can visit on holiday and the languages you can learn. We will be focusing on the places around the world that may hold meaning for the children and will be drawing on their experiences and families. The topic has an emphasis on personal, social and emotional development too, exploring the cultural side and family transitions. It then focuses on developing the children's understanding of how the world is different, how many lives around the world are different and how our own lives compare. It will also focus on teaching the children about the different ways of travelling around the world, exploring modes of transport that may be unfamiliar to them.

By studying this area, the children have the opportunity to explore non-fiction texts with the development of knowledge about the different countries and the key vocabulary associated with this topic. For example, non-fiction, transport, travel, aeroplane, cuisine and language. The use of technology will further support this, allowing the children to find more information through videos and various websites and games.

| | |
|--|--|
| Children's learning: | <ul style="list-style-type: none">• To use real life experiences as a starting point for the topic• To develop an understanding of the different countries around the world and some names• To develop an understanding of how people live around the world, the clothes they wear, food they eat and language they speak• To learn about different modes of transport• To learn about the how to stay safe when travelling on holiday• To explore what it means to go on holiday• To explore how you might book a holiday and prepare for a holiday |
| Core texts: | The Train Ride, Topsy and Tim go on an aeroplane, Sharing a shell, Lilly's lighthouse, The Queen's birthday crown Also a range of non-fiction texts looking at the world and other cultures. |
| Key vocabulary: | Holiday, passport, the world, aeroplane, train, sea, ocean, language, cuisine, culture, transport |
| Planned visits, and school workshops: | A visit to Orleans gallery, Bushy park trip, talks from parents, transition visits in preparation for Reception |
| Information for parents: | You may want to take your child to a travel agents to choose a travel brochure to bring in to share. If your child has been on holiday and has a ticket from a journey or photographs of the holiday please bring them in to be shared. If you speak another language and would like to come in and share this with the children please speak to a member of staff. |
| Homework linked to theme: | Weekly reading, Education City, exploring BusyThings, trip to the library to find books about the world, trip on a bus/boat/train |
| References, resources and weblinks: | Espresso, Woodland Trust, Education city, Busy things, CBeebies app (Playtime). |

Cross-curriculum links and opportunities:

| | |
|---|--|
| Personal, social and emotional development | Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them Explains own knowledge and understanding, and asks appropriate questions Takes steps to resolve conflicts with other children |
| Physical development | Travels with confidence and skills around, under, over and through balancing and climbing equipment Uses simple tools to effect changes to materials Practices some appropriate safety measures without direct supervision |
| Communication and language | Maintains attention, concentrates and sits quietly during appropriate activity Able to follow a story without pictures or props Listens to and responds to ideas expressed by others in conversation or discussion Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words |
| Literacy | Continues a rhyming string Links sounds to letters, naming and sounding the letters of the alphabet Handles books carefully Gives meaning to marks they make as they draw, write and paint |
| Mathematics | Recognises numerals 1- 10 Counts objects to 10, and beginning to count beyond 10 Begins to identify own mathematical problems based on own interest and fascinations Uses everyday language related to time |
| Knowledge of the world | Enjoys joining in with family customs and routines Looks closely at similarities, differences, patterns and change Shows care and concern for living things in the environment Completes a simple program on a computer |
| Expressive arts | Constructs with a purpose in mind, using a variety of resources Explores the different sounds of instruments Plays cooperatively as part of a group to develop and act out a narrative |
| Computing | Interacts with age-appropriate computer software Can use the digital camera to take a photograph of something and explain what it is |

Sequence and structure to curriculum theme

| | |
|--|---|
| Phase 1: Entry point, big idea; overview | Welcome back after half term – share some stories from the holidays. Start to receive dinosaurs back from their travels. Talk about where they have visited and how they have travelled. |
| Phase 2: Research, and recording | We will move on to looking in more detail at different places around the world that mean something to the class – either collectively or as an individual. We will learn some of the language, look at typical modes of transport for the place and possible cuisine and dress. |
| Phase 3: Research, and recording | We will continue looking in more detail at different places around the world that mean something to the class – either collectively or as an individual. We will learn some of the language, look at typical modes of transport for the place and possible cuisine and dress. |
| Phase 4: Recording | We will continue looking in more detail at different places around the world that mean something to the class – either collectively or as an individual. We will learn some of the language, look at typical modes of transport for the place and possible cuisine and dress. |
| Phase 5: exit point | To conclude the ‘Wish you were here’ topic the children will go on holiday in Nursery. This will include the children ‘checking in’ their own bags, handing over passports for inspection and travelling on an aeroplane complete with staff. |

