



Linked to:

Understanding the World; People, Culture and Communities

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
Session A There are many different types of transport. Vocabulary Transport, journey, vehicle, goods, distance, bus, car, train, taxi, tram, ferry, plane	Teacher-led input: Recall learning about our journey to school last half term. Remind children that we thought about our route to school and what we passed by. Explain that this half term we will be learning about lots of different types of transport. To transport something means to move it from one place to another. People, goods such as food, toys, furniture, and animals are transported around the world. Sometimes things are transported small distances, for example we might bring something to school for show and tell, so we transport it. Sometimes things are transported long distances around the world, for example our bananas we eat often come from places like Costa Rica- show children a map of the world and explain that sometimes transport crosses over land and sea. Sometimes transport is needed when people go on holiday, they might go on a boat or a plane. Teacher-led activity: Look at some non-fiction books about transport. Show children images and videos where possible of different kinds of transport e.g. bus, car, taxi, tram, train, ferry, plane. Talk about the features of each; wheels, wings, engines, if they run on a track, on roads, need a runway etc. Assess how confidently children talk about transport and put scaffolds into place for supporting their vocabulary development throughout this unit of work (for example small group vocabulary teaching before or after the sessions, key words sent home and explained to parents, use of working wall with vocabulary and images to support understanding etc)	Children can name and describe common types of transport.
Session B We must think about how we travel safely. Vocabulary Danger, safety, rules, autumn, winter, reflect, visible.	Teacher-led input: Recall the different types of transport children looked at in the previous session. Link to children's experiences of transport recently, how did you get to school this morning? Explain that transport is very useful for us, but we must be aware of danger and behave in a safe way when we are taking transport, but also when we are near to transport, for example when we cross a road. Teacher-led activity: Use the resources from Think! https://www.roadsafetyheroes.co.uk/early-years-under-5-lessons and talk about how we cross roads safely. Emphasise, 'stop, look and listen' when crossing roads and explain the importance of continuing to look as you cross with an adult. Explain that now it is getting into Autumn and then Winter, that it gets darker earlier every evening. If we are walking around when it is getting dark, we must make sure we can be seen by cars and other vehicles. Look closely at reflector strips on clothing and bags. Shine torches on them and look at what happens. They also help us to be visible, to be seen in the dark by cars and other vehicles.	Children know we must be aware of our safety when we travel around.
Adult led activity	If children need to secure their knowledge and understanding of common types of transport, spend some time in small groups naming and describing different kinds of transport. Support children to talk about where the vehicles might be used, on land or sea, or in the air etc. If children are confidently talking about common transport, support them to create a road safety poster or information booklet.	Children talk with increasing confidence about transport.
Texts	Any fiction or non-fiction texts about transport. Suggestions: Naughty Bus by Jan Oke, Duck in the Truck by Jez Alborough, Mrs Armitage on Wheels by Quentin Blake	
Additional Provision	Train tracks, Road themed tuff tray, construction, garage or petrol station role play, painting with wheeled vehicles	



Reception

EYFS

Transport

Week 2: Transport Around the World

Linked to:

Understanding the World; People, Cultures and Communities and Expressive Arts and Design; Creating with Materials

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
Session A There are different types of land transport around the world. Vocabulary Transport, roads, tuk-tuk, Thailand, Bullet Train, Japan, miles per hour, tracks	Teacher-led input: Recall all the types of transport we have learned about so far. Explain that around the world, sometimes there are different kinds of transport. Locate Bangkok, the capital of Thailand on a map. Show an image and video if possible of a tuk-tuk. Explain in Thailand these three wheeled vehicles are known as 'Sam Lor' meaning three wheels. They have a small engine now but a long time ago the driver would have had pedals to move the tuk-tuk along like a bicycle. Tuk-tuks transport people and goods such as food around towns and cities on the roads. Explain that tuk-tuks drive short distances around towns, but if you want to go a very long distance and quickly in Japan (show on map) you might take a bullet train. Show a video of a Japanese bullet train and tell children they travel over 200 miles per hour! Explain that trains travel on tracks, unlike cars or tuk-tuks they can only travel where there is track for them. When we walk, we travel around 3 miles per hour, much slower than a bullet train. Tell children a train driver is in charge of the train. Teacher-led activity: Read the Wheels on the Tuk Tuk by Kabir Sehgal. Sing along to the tune of the Wheels on the Bus. Talk about the things people use transport for. Discuss what transport we have in our local area and children's experiences of it.	Children know there are different kinds of land transport around the world.
Session B There are different types of water transport around the world. Vocabulary Sailing boat, ship, car ferry, container ship, sailor, captain, gondola, gondolier, canal, river, sea, ocean.	Teacher-led input: Reconnect to previous learning, show children images of a tuk-tuk and a bullet train and ask them to remind you what we learned about them. Explain that in this session we will learn about transport that travels across water. Discuss sailing boats, ships, car ferries. Tell children people who steer boats are called sailors. The most important sailor on a ship is the captain. The captain is in charge of the boat. Explain that boats carry cargo around the world in large containers, show pictures of container/cargo ships. Explain that cargo is the word we use for anything that is transported, it could be food, clothes, cars, furniture anything! (Understanding of word trade will develop further in KS1 and KS2) Explain that container ships are enormous. Boats can also be very small, show an image of a gondola. Explain that in Venice, a city in Italy (show on map) they have many canals, these are water ways, similar to rivers. Many people in Venice travel around the city on gondolas. They pay the gondolier to take them where they need to go. Teacher-led activity: Make a boat from folded paper, playdough or any other materials available to you. Test the boats out on water, do they float or sink? Why is the shape of the boat important? Can our boats carry anything? Use classroom resources such as multilink cubes to see if any of the boats can carry cargo. Model imaginative play e.g. my cargo ship is carrying bananas from a warm country all the way across the ocean to England. The cargo is very heavy!	Children will know there are different kinds of water transport around the world
Adult led activity	Make a model based on children's choice of the transport studied this week. Give children a range of options to make their vehicles; construction bricks, junk model etc and support by modelling new vocabulary whilst children are playing, adding new words where necessary e.g. engine, axle, windscreen wipers etc.	Children will work imaginatively to create a model.
Texts	The Wheels on the Tuk Tuk by Kabir Sehgal, Guido's Gondola by Steve Bjorkman and non-fiction books about transport around the world.	
Additional Provision	Water play with boats, train tracks and trains	



Reception

EYFS

Transport

Week 3: Transport in the Past

Linked to:

Understanding the World; Past and Present and Expressive Arts and Design; Creating with Materials

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
Session A Transport in the past was different from the present day. Vocabulary Technology, horse and cart, carriage, motor, penny farthing, astronaut, past, present, future.	Teacher-led input: Explain that a long time ago, people didn't have cars and motorbikes etc. like we do today. Inside cars, there are engines that allow cars to move, engines use technology which is something people make to help things work. A long time ago, the technology inside car engines hadn't been invented yet. Show children a picture and a video clip of a horse and cart. Explain that animals were often used to pull things like carts, because they are strong. Show images of transport from the past such as horse drawn carriages, motor cars, penny farthing, omnibus, ferry and any other locally relevant transport from history. Explain that now technology has developed and some engineers and scientists are even creating cars that drive themselves! Our technology has enabled astronauts to travel into space. Discuss what transport we might have in the future using children's ideas. Teacher-led activity: Read Mr Gumpy's Motor Car by John Burningham. Compare how Mr Gumpy's motor car looks with cars we see today. Draw some transport from the past and present, comparing the two. Use photos of transport in the past to help children look closely. Ask children to explain the difference between transport in the past and the transport we have now. Emphasise that transport today is much faster and now people are trying to invent transport that doesn't create pollution.	Children recognise that transport in the past was very different from transport today.
Session B George Stephenson designed a steam train called Rocket. Vocabulary Steam, coal, power, chimney, funnel, Rocket, speed, railway.	Teacher-led input: Explain that in the past, engineers (people who design, make and look after machines and structures like bridges) realised that they could use the power of steam to move things. (If children have studied Nursery: Journeys, they will have some prior knowledge of steam trains) Children may be familiar with steam trains from stories such as Thomas the Tank Engine. Explain that steam trains would burn coal, which would heat water and create steam. (Children will learn more about this in KS1 and KS2 Science). Show pictures and videos to support understanding. Explain that someone would watch the burning coal, adding more coal as it burned away. The steam would give the engine the power it needed to move forwards. Steam would come out of the chimney or funnel. Explain that George Stephenson worked with his son Robert and they used what other people had learned about steam to design a steam train. It was called 'Rocket' because it was able to move much faster than other transport at the time. It could travel 30 miles per hour – reconnect to Bullet Train speed of 200+mph! Show a picture of George Stephenson, refer to Knowledge Organiser. Explain he lived a long time ago, but we remember him today because of the train he made. After he made the Rocket, many other people started using steam trains and George became known as the 'Father of the Railway'. Teacher-led activity: Draw or paint a picture of George Stephenson's Rocket. Write a sentence, or a few words to explain what a steam train is.	Children know that trains ran by steam in the past. Children know transport has changed over time.
Adult led activity	Sorting activity: have pictures of transport from the past and present and ask children to sort them either into 'past' and 'present' or onto a simple timeline on large paper. Then ask children to think about what transport might be like in the future, when they are adults. Support children to draw their ideas for transport in the future. Ideas might include flying cars, rocket shoes, trackless trains or anything the children can imagine. Tell children that when they are older, they might design new kinds of transport.	Children begin to think about the future.
Texts	Any non-fiction texts about transport in the past, Mr Gumpy's Motor Car by John Burningham, The Cat, The Mouse and the Runaway Train by Peter Bently	
Additional Provision	Role play garage area with mechanics tools and toy vehicles to repair.	



Reception

EYFS

Transport

Week 4: Travelling to the South Pole

Linked to:

Understanding the World; Past and Present and Expressive Arts and Design; Creating with Materials

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
Session A Ernest Shackleton was an explorer who travelled to Antarctica. Vocabulary North Pole, South Pole, Equator, Arctic, Antarctic, Ernest Shackleton, Endurance, crew, dangerous, challenging.	<p>Teacher-led input: Reconnect to previous learning; what do we know about transport? What transport do you know about from the past? Show children a globe. Explain that the warmest parts of the globe are around the middle, the equator. Explain the top and bottom of the globe are called the poles; the North Pole and the South Pole. The areas around the poles are the Arctic in the North and the Antarctic in the South. Explain that the Arctic and Antarctica are very cold. Show some images. Explain that sometimes people travel to the coldest places on earth to learn more about them. Some people live in the Arctic, in the Antarctic the people there are all scientists. (Children that studied Nursery: Journeys, will have some prior knowledge) Introduce Ernest Shackleton, explain he was an explorer and he wanted to journey to Antarctica. It was a dangerous and challenging journey because it was very cold and the snow and ice are hard to travel across. He had to plan his journey carefully. Show children an image of Shackleton. Explain that a long time ago Shackleton went on an expedition to try and reach the South Pole, he didn't make it but he tried very hard. He had to learn how to survive in extremely cold temperatures.</p> <p>Teacher-led activity: What would we need to take on a journey to a cold place? Unpack a suitcase of items (hats, scarf, gloves, sunglasses etc) and discuss which would be useful to take on a cold journey and why. Think about what to wear and also what useful items you'd take. Tell it like a story: Explain that Shackleton's journey involved going on a ship before they reached Antarctica. His ship was called 'Endurance' which means to keep going even when something is hard, and not give up. Show a picture of Endurance. Show on a map how the ship sailed from Plymouth in England, to Buenos Aires in Argentina, then to the island of South Georgia before arriving at the Weddel Sea in Antarctica. Explain the ship was crushed by moving ice and sank, but the crew survived. It took many months and many dangerous journeys to get back to South Georgia to seek help using lifeboats from the Endurance.</p>	Children know an explorer (Ernest Shackleton) travelled to Antarctica.
Session B Travelling in the coldest places on earth can be challenging. Vocabulary Transport, icebreaker, dog sled, slide, runners, crampons.	<p>Teacher-led input: Many of the different types on transport we've learned about are not suitable for travelling in very cold places on earth. On ice and snow, engines can freeze, tyres can sink, there are no roads. It can be very challenging to transport people and goods in the coldest places on earth. People who travel to the coldest places on earth have different ways of travelling around. Show image of an icebreaker ship, explain the ship must sometimes break through ice to travel around. Explain that in countries like Norway, parts of which are near to the North Pole, some people use dog sleds to transport things across snow and ice. Show an image of a dog sled. Explain that the sled has runners that slide across the snow, sleds can be pulled by several husky dogs who are trained to know how to pull the sled. Ernest Shackleton used dog sleds on his journeys in Antarctica. In the North Pole, sleds can also be pulled by reindeer. Show some images and videos where possible. If you want to walk on snow and ice, you would put spikes, called crampons on your feet to stop you from slipping. Shackleton's crew put nails into the bottom of their boots to help them walk on the ice.</p> <p>Teacher-led activity: Look at pictures of dog sleds. Draw Shackleton travelling across the ice and snow with his dog sled. Write a</p>	Children know that travelling in cold places can be challenging.
Adult led activity	Role play Shackleton travelling to Antarctica. Recall his ship, Endurance, and what happened to it when the ice crushed it. Provide props and materials to support role play. E.g. hats, scarves, compass, binoculars etc.	
Texts	Shackleton's Journey by William Grill (Aimed at older children but teachers can use the illustrations and paraphrase the text where appropriate)	
Additional Provision	Ice themed tuff tray with polar animals and small world play.	



Reception

EYFS

Transport

Week 5: Moving Toys

Linked to:

Expressive Arts and Design; Creating with Materials

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
Session A Many moving toys have wheels. Vocabulary Transport, vehicles, design, plan, equipment	Teacher-led input: Explain that we have been learning all about transport this half term. Look back at the Knowledge Organiser and discuss. Explain we are going to make a moving toy with wheels. When engineers, like George Stephenson, want to make a moving vehicle, they plan and design it first. We are going to draw a design for our vehicles and think about what we might need to make them. Model this for children, articulating your thought process as you draw. List some things you might need. (Explain we will have some wooden wheels and junk modelling supplies). If appropriate, demonstrate how to use PVA glue and Sellotape to join materials. Teacher-led activity: Support children to design their vehicles. Ask children to explain what each part of their vehicle will be made from. Emphasise in school we will have wooden wheels and junk modelling supplies, but if they wanted to add to the vehicle when they take it home they can do so.	Children can design a moving toy and think about what they need to make their toy.
Session B We can use an axle to help our wheels to turn. Vocabulary Wheels, axle, turn, move.	Teacher-led input: Show children how if we glue the wheel onto the box, it won't move around. Show children a length of dowling, explain this is going to be the 'axle' to help the wheels turn around. The axle needs to move around in our design, so we need to make holes in the side of our box. (An adult will need to support with this). Show how we can fix wheels onto the axle to allow our vehicle to move. Teacher-led activity: Look back at children's designs. Talk about what they need to assemble. Support children to make their moving toys. Use examples of excellence within the group to show children how to successfully attach the axles etc. Encourage children to develop individual ideas and explain the vehicles do not have to look the same because we are each designers working with our own ideas.	Children can make a moving toy, joining materials and experimenting with colour and texture.
Adult led activity	Continue to work on moving toys; invite children to paint or embellish the toys with a range of materials. Children might work imaginatively to add windows using shiny paper, doors with cardboard, decoration such as 'go faster stripes' etc. Refer to colour names, different textures and different materials while you support children.	Children can explain their design and their model, how they made it and how it works.
Texts	Any non-fiction texts about cars to give children ideas for their designs.	
Additional Provision	Construction area with petrol station, garage role play.	