

**Numeracy and Mathematics:**

Tell the time using analogue and digital times, (12-24 hr clock) for departures/arrivals board, find out how long journeys take.

Time each other covering a distance-walking, running, hopping etc. record times

Find objects on grid references and create island plans, use angles and compass bearings for map work.

Read graphs and create graphs using data about favourite holiday destinations.

**Literacy and English:**

Read and write labels, signs, notices for information boards in airport role play area. Write about holidays-real and imaginary.

Re-tell/write stories of amazing explorations /journeys e.g. Titanic.

Use books, atlases and internet to research countries. Job interview questions – pilot, captain, air hostess. Report writing-sea rescue/helicopter disaster. Make posters- new amazing way of travelling. Write instructions for a familiar journey. Sequence instructions eg. Paper journey, post office deliveries.

**Technologies:**

Create a timeline of technology e.g. computer/phone. Design a type of transport for the future.

Make posters reminding people to re-cycle materials. Research transport journeys of explorers.

Create a PowerPoint of different transport.

Use logo to create journeys on the computer screen.

Use construction materials to build vehicles, design race track game, design little suitcases.

**Health and Wellbeing:**

Research the journeys foods make from source to consumer. Create a picture timeline. After telling stories of heroic rescues know what to do in an emergency situation role play. Consider work of Lifeboat and Coastguard.

**Journeys**

**Learning Outcomes:**  
**Pupils will be able to...**

**Visiting teachers**

**Art:** Encaustic Easter eggs. Daffodil drawing. Van Gogh design. Faces in the style of Matisse. Journey from sheep to felted design.

**Music** will do songs and musical activities from 'Transport and Journeys' - Sounds Topical. They will continue their sol-fa training and do more creative percussion groups again with a theme of 'journeys'. They will work towards a performance.

**P.E** Developing focus and concentration through athletics and potted sports. Coordination and fluency in cricket.

**Expressive Arts**

Take on different roles in play-airport check-in /security /departures /aeroplane/going on holiday.

Role play interviews-record using ipad Act out rescue scenarios and what to do in an emergency.

Paintings-airport frieze, vehicles, Make 3D model vehicles

Listen to music from other countries.

**Social Studies:**

Make information posters which compare travel and transport today with how people travelled in the past. Sequence pictures of technological developments and present to the class.

Use books and the internet to research explorers and significant journeys made by individuals.

Create a mind map of a short familiar journey with pictures and words. Colour code and use a key to create a map of the school and its grounds.

Compare temperatures in countries and match photos of landscapes to different areas.

Sort objects into what can be re-cycled and what can't. Find ways of re-using objects. Watch

Newsround and on-line video clips. Make posters of issues discussed.

In relation to holidays discuss needs/wants. E.g.

What is needed in a suitcase? Comparison activity in co-op groups.

Draw and label Northlink boats and Flybe / Loganair planes. Discuss importance of these for people in Shetland.

**Science:**

Make paper planes and helicopters to demonstrate forces of lift and how objects can fly.

Make a simple circuit to demonstrate how an electric current works.

Match different materials to different jobs. Give reasons for why certain materials are best suited for different jobs e.g. Metal for cars, rubber for tyres.

**French**

Revise all vocabulary topics covered this session. Focus on lengthening out phrases about body parts; introduce more animals and descriptive language.

France – look at map of France in more detail- cities, mountains, places to visit, landscape, holiday destinations