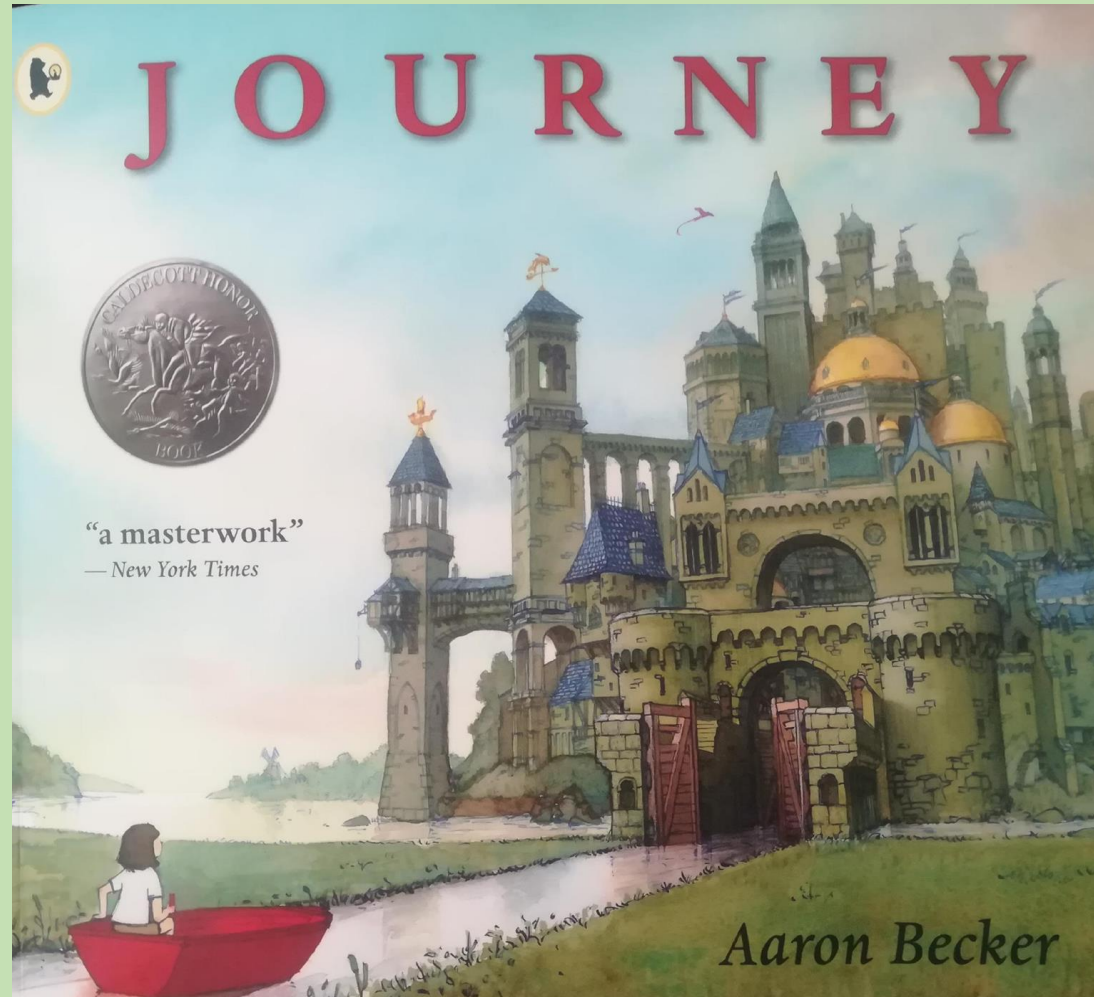


Journey Whole School Display



Spring 2022

Nursery

In Nursery our teaching sequence started with talking about what a Journey is. The children offered their ideas and these were written down on post-it notes.

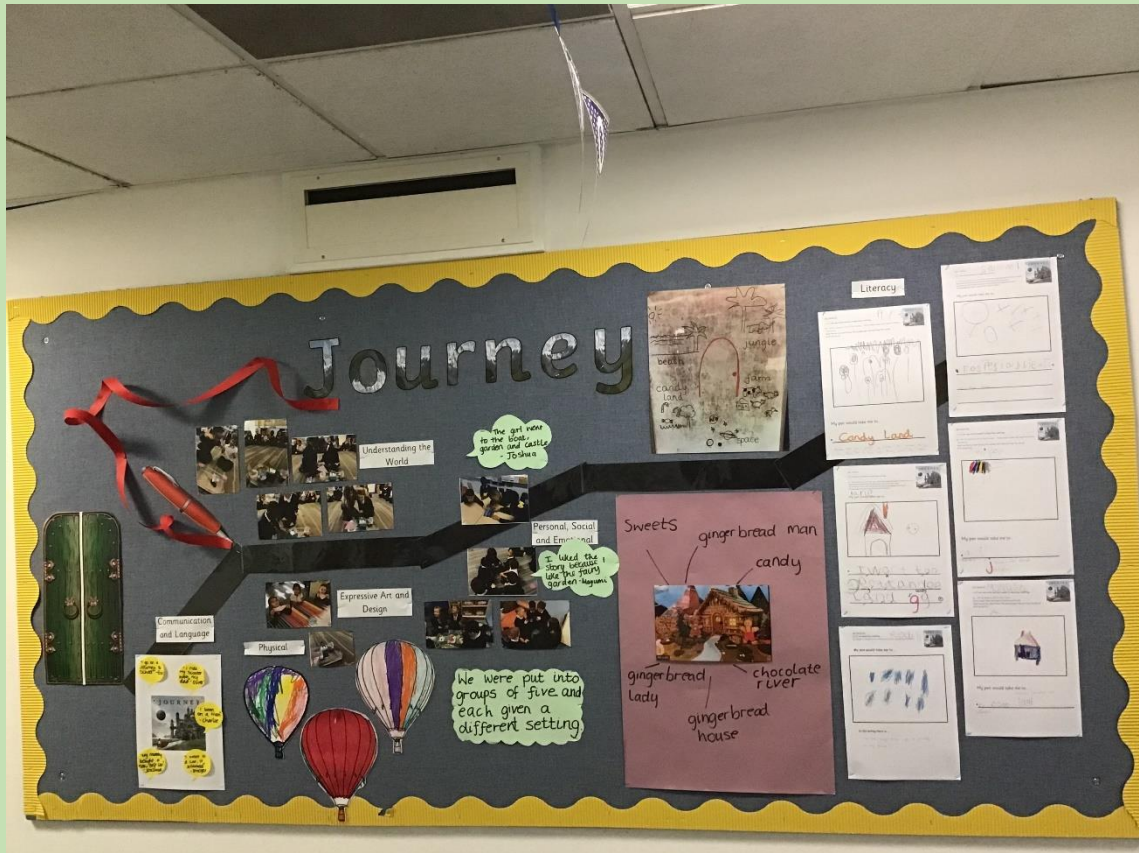
We looked at the story over three lessons and made sure to take time to look at the illustrations and think about what could be happening in the story.

The children were then asked to draw on their own hot air balloons and think about who they may go on a journey with.

The children were then asked “If you had your own magic red pen, what would you draw?” The children used red pens to mark make and draw their own modes of transport. The children were encouraged to talk to their adults about their ideas.



Reception



In Reception our teaching sequence started with talking about what a Journey is. The children discussed journeys they had been on and how they travelled.

As part of 'expressive arts and design', children made boats out of different materials. We then predicted which boat would float or sink. We tested the boats as part of our 'understanding of the world'.

In literacy, we read the story and we focused on the different settings. We then came up with different places we would like to visit. Children were put into groups to discuss the different settings and what they would see.

The children were then asked "If you had your own magic red pen, where would it take you?" Children drew picture of where they wanted to go and then had a go at writing.

Year 2

Our teaching sequence in Year 2 began with immersing ourselves in the text, retelling events in order, creating freeze frames of different scenes and generating ideas for dialogue between characters.

We then moved on to focus on the use of correct punctuation, conjunctions and adjectives in expanded noun phrases in our sentence writing, before ending with a written fictional narrative that we reviewed and published.

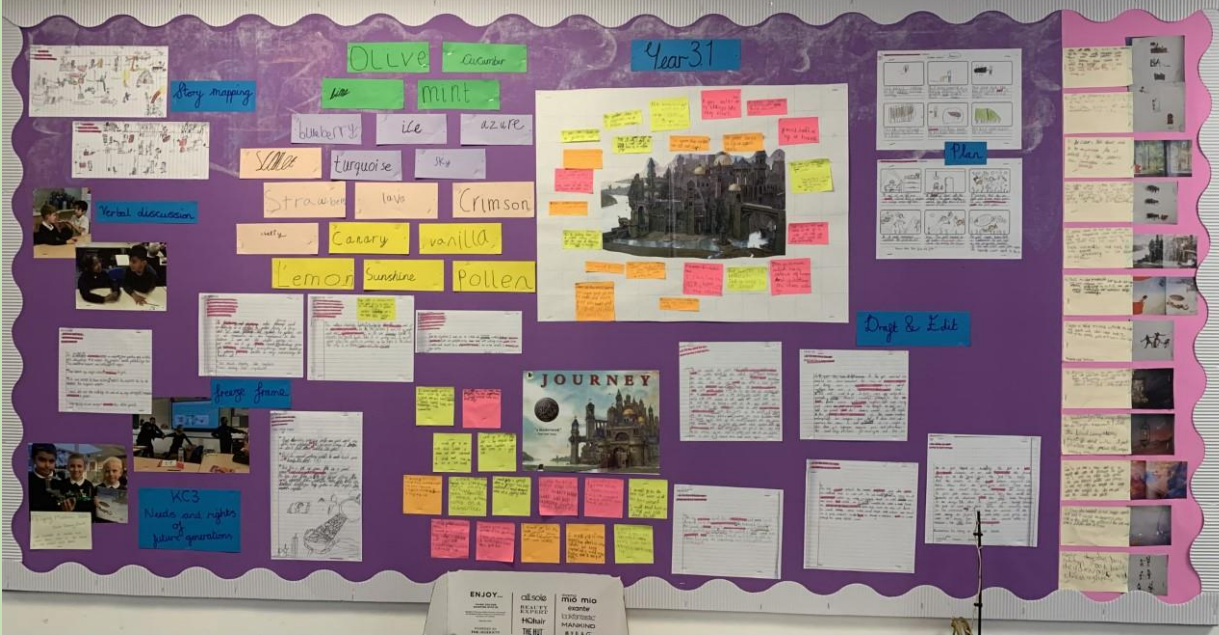


Year 3

Year 3's teaching sequence started by studying the text, discussing likes, dislikes, puzzles and connections. This was followed by a verbal and visual retelling of the text. We then went on to create dialogue between characters, supported by freeze framing.

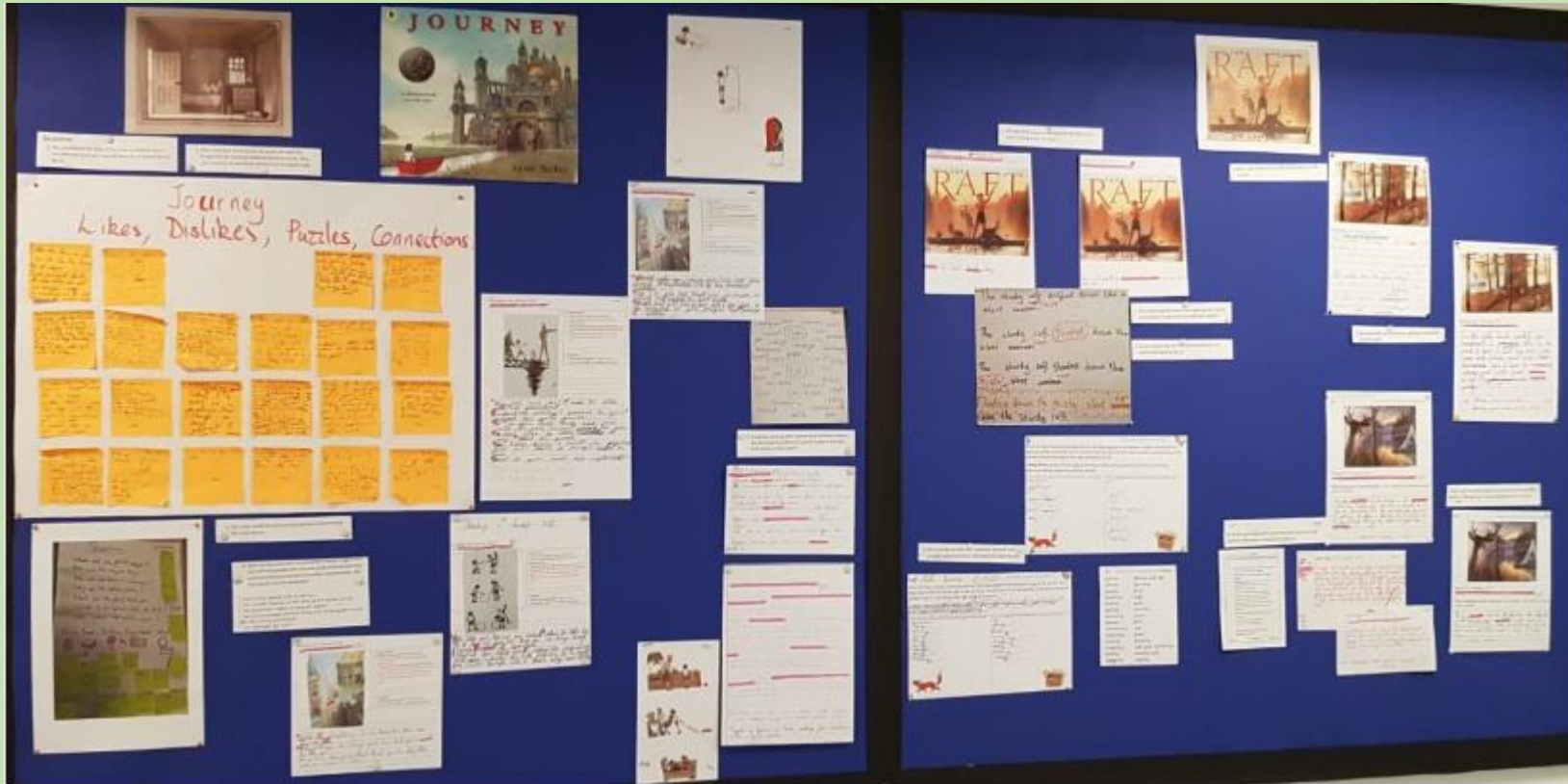
The focus then moved to vocabulary building and descriptive writing, exploring single scenes from the book. This supported year 3 with developing their own story maps following a similar structure to 'Journey'.

Their final written outcome was to select a section from their story map to write a fictional narrative that they edited throughout the writing process.



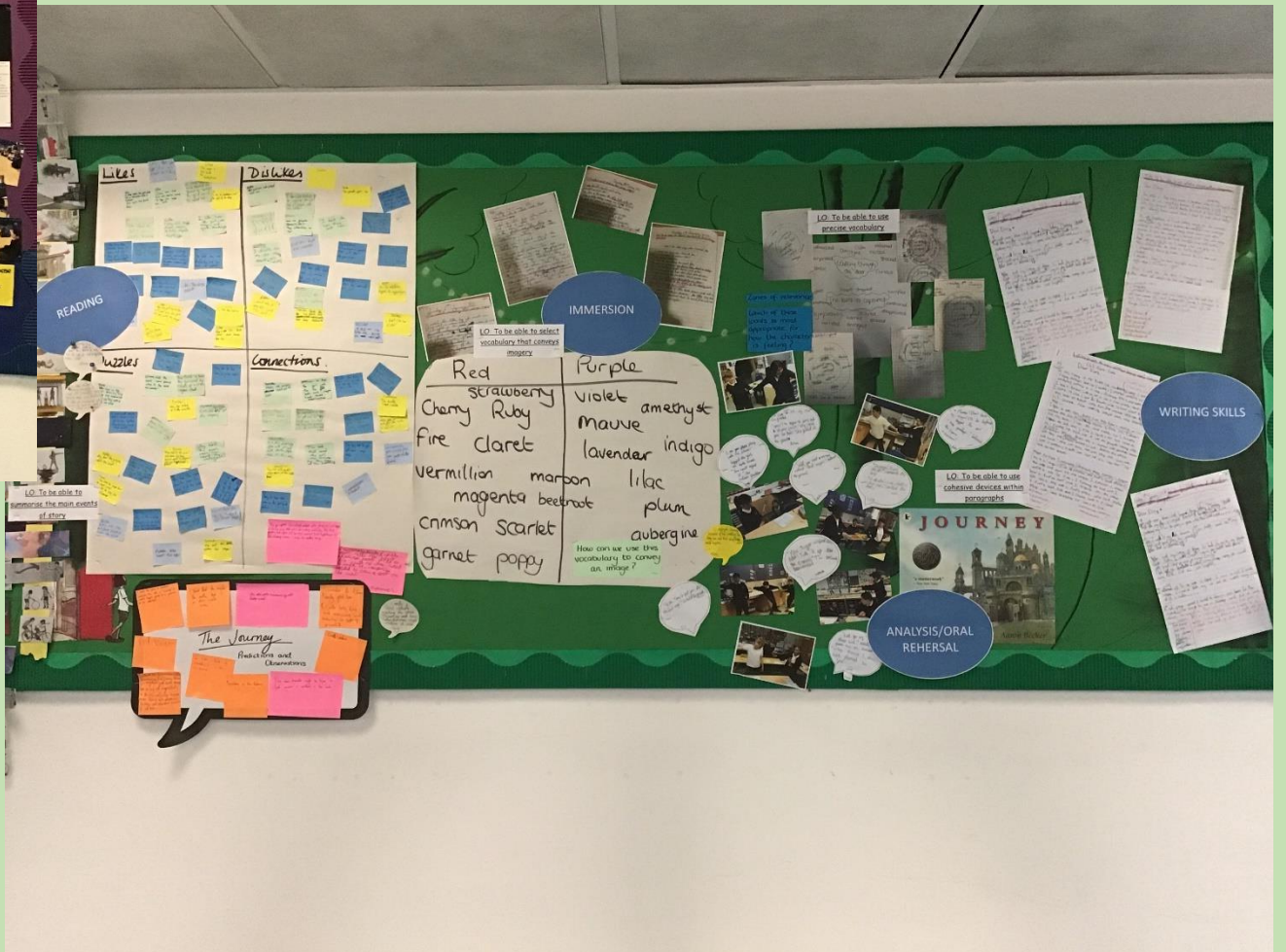
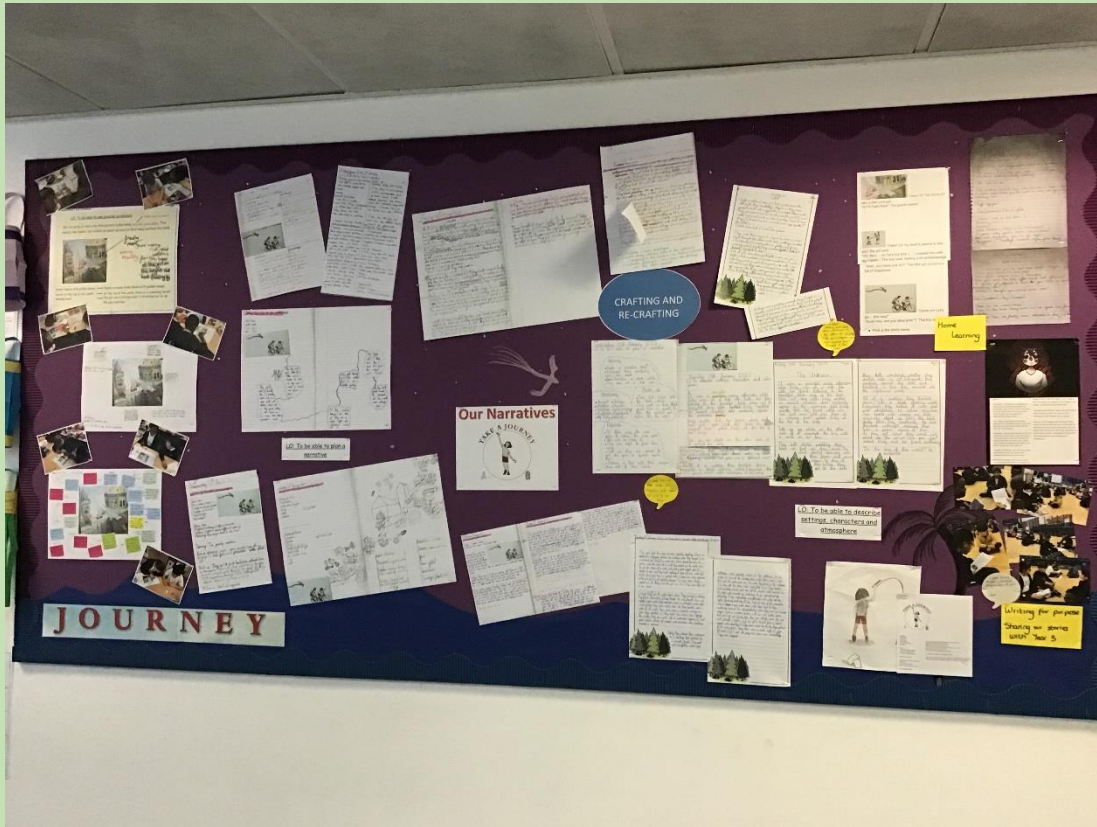
Year 4

Year 4's teaching sequence started by studying the text, discussing likes, dislikes, puzzles and connections. We then focused on summarising the key events, and retelling them to our partners. We then created written dialogues between two or more characters. Finally we generated ideas and vocabulary about colours, and created poems.



Year 6

Our teaching sequence started with reading the text and summarising the plot by sequencing events. We immersed ourselves further in the text by developing our vocabulary using colour as a focus. Freeze frames were used to show the emotion of how the main characters were feeling at significant points in the book.



Year 6 were asked to make lanterns using instructions that needed editing so that they were clearer. Our final piece of writing was the sequel to Journey. We really enjoyed sharing these stories with Year 3. We even produced Home Learning linked with 'Journey'.