

Year R – The Jolly Postman

KEY ENQUIRIES:

What places do we know and how can we show where they are?

How can we help the Jolly Postman find his way?

What do maps help us do?

Enquiry 1: What places do we know and how can we show where they are?

Key Ideas:

- Children begin to recognise places around them, talk about features, and represent places in simple ways.
- Knows about features of immediate environment.
- Draws information from a simple map.
- Recognises that a map shows places.

Construction

- Build the Jolly Postman's journey using blocks
- Use road tracks to make routes between places.
- Add laminated character cards so children can reenact the journey.

Small World

- Create a "Fairytale Town" with landmarks from the book.
- Children use figures to act out:
 - "How will the postman get to the house?"
 - "What place is nearest? What place is far away?"

Role Play

- Children sort letters into baskets for:
 - "nearby houses"
 - "far away houses"
- Children deliver letters using arrows, clues, footprints.

Art Area

- Make simple maps of the Jolly Postman's route with:
 - houses
 - paths
 - forests
 - rivers
 - arrows
- Encourage early map symbols (a tree symbol, a house symbol).

Outside

- Go on a "place hunt" around school:
 - trees

- path
- office
- gate
- playground
- Mark these on a large chalk floor map.

Enquiry 2: How can we help the Jolly Postman find his way?

Key Ideas:

- Children explore direction, routes, and very simple navigation — preparing them for KS1 maps & compasses.
- Makes simple maps.
- Uses positional language.
- Follows routes.
- Understands direction in context of movement.

Water Area

- Float boats along a “river” to talk about:
 - upstream / downstream
 - which house is “next to” the river
 - where bridges go

Sand Area

- Make hills, valleys, and little towns in sand:
 - children draw routes with sticks
 - add stones as “houses”
 - model curved routes, straight routes

Mud Kitchen

- “Make soups/letters/parcels” for characters
- Children must deliver them along paths they make with sticks and mud.
- Use language like “near”, “far”, “up”, “down”.

Outdoor

- Place arrows around the playground.
- Children follow a route using instructions (words/images/sound buttons):
 - “Go forward”
 - “Turn left”
 - “Walk past the tree”
 - “Stop at the big gate.”
- Create a giant map on the floor with tape:
 - roads
 - rivers
 - bridges
 - houses
- Children deliver letters by following routes.

Enquiry 3: What do maps help us do?

Key Ideas:

- Children begin to understand that maps help people find places and give directions.
- Children understand:
 - That maps show places.
 - That we can draw simple maps.
 - That we use maps to go from one place to another.

- Children create their own map for the Jolly Postman.
- Add:
 - symbols
 - arrows
 - houses
 - paths
 - bridges
 - obstacles (forest, river).
- They present:
 - “This is where he starts...”
 - “Then he goes past the river...”
 - “He delivers the letter to...”
- Class creates a Display Map:
“Our Jolly Postman Map of the School”