

ACTIVITIES

DELIVERING THE POST

Real-life posties get up early to deliver the mail to all sort of addresses in towns, cities and the countryside.



MAIN LINKS TO THE CURRICULUM

Early years foundation stage:


Understanding the world; Literacy, Communication and Language


Key stage 1/2: Geography (places, maps, atlases, signage, compass points and co-ordinates); Literacy (writing in character); PHSE (personal risks and safety)


You will need: a stopwatch.

Rearrange the classroom furniture to make 'routes'. Discuss directional language e.g. left, right, turn. Divide the class into small teams and shout out directions to get teams through the route. The team that finishes in the shortest time wins.


Suggestions for activity ideas:

 Talk about the route to school (getting there, traffic jams, buildings); compare different routes to school within the class.


 Discuss the route of the school postie (e.g. hills, long driveways); compare it with the Jolly Postman's day.

 Look at maps and globes and talk about the differences i.e. local and world viewpoints; talk about compass points and co-ordinates; explain how to find directions using a compass.

TEMPLATE 5: My delivery route (p.18)


 Ask children to imagine it's their first day as a postie. They should draw things, e.g. postboxes, trees, brightly coloured front doors, to help them find their way to the sorting office.


TEMPLATE 6: Fairyland addresses (p.19)

 Ask children to find and write down the co-ordinates for the addresses listed.

TEMPLATE 7: I want to be a postie! (p.20)

 This activity invites children to interview each other about becoming a postie.

 With your class walk around your local area and ask children to look for postboxes, wall letter boxes, a Post Office.

 Encourage children to think about how early a postie has to get up, how long it takes to deliver the post, how long it takes to collect the post from postboxes.