

Topic Name: Hip Hip Hooray! We are off on holiday!

Class and Year Group: Blue Class Year 1

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • Talk about their own holidays and tell a friend what they do on holiday. • Talk about holidays in the past. • Identify similarities and differences between their own holidays and those in the past. • Name and identify different seaside features. • Locate and name the capitals of the four UK countries. • Consider the UK map and identify the sea & land using a key. • Name and talk about the four seasons in the UK. • Talk about the summer weather, what they wear and how they can keep themselves safe in the sun. 	<p>KEY FOCUS AREAS:</p> <p>Compare holidays now and in the past. Identify similarities and differences between holidays now and those in the past. Name, locate and four countries of the UK. Understand that seaside towns are located next to the sea. Identify geographical human & physical features of the seaside. Seasons: Learn about summer weather. Identify some trees and plants.</p>	<p>SYNOPSIS:</p>	
		<p>Week 1</p>	<p>What is our topic? What do you know about holidays? What would you like to find out? have you ever been on holiday? What did you see/do?</p>
		<p>Week 2</p>	<p>Identify seaside towns on a map/atlas/Google earth. Think about our own holidays. Where di you go? How did you travel there?</p>
		<p>Week 3</p>	<p>Locate Worcester on a map and learn about Bernadette Bears visit to Poole. Look at compass points. Did she travel north, south, east or west?</p>
		<p>Week 4</p>	<p>Identify physical and human features of the seaside.</p>
		<p>Week 5</p>	<p>Use photographs and you tube clip to find out about holidays in the past? What did people do, see?</p>
		<p>Week 6</p>	<p>Take a magic trip to see what the seaside was like 100 years ago.</p>
		<p>Week 7</p>	<p>Identify similarities and differences between holidays now and in the past. Make a time line.</p>
<p>TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</p>		<p>KEY QUESTIONS (linking to topic factsheet):</p>	
<p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Use basic geographical vocabulary to refer to key human and physical features: cliff, sea, beach, city and promenade, pier, harbour and lighthouse. Observe changes across the four seasons. Observe the weather and describe the weather associated with summer and how the day lengthens. Find out about the past and compare to our lives. Create a seaside time line. Use photographs, Google earth to recognise basic human and physical features of the seaside. Ask simple questions and observe closely. Use their observations and ideas to suggest answers to simple questions. Gather and record their observations to help in answering questions. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>		<ol style="list-style-type: none"> 1. What is a holiday? 2. Do you go on holiday? 3. When? Where? What do you see/do? How do you travel there? 4. What do you think holidays were like in the past? 5. How are holidays now/then the same/different? 6. Where do we live? 7. Can you name the four UK countries? 8. Where is the seaside? What do you think you will see if you go there? 9. What season is it? How do you know? 10. What changes in the weather have you noticed? 11. How can you keep yourself safe in the sun? 12. What plants/trees can you see? How have they changed in the summer season? 	
		<p style="text-align: center;">Opportunities for Extension</p>	
		<p>Use compass points to study the UK and use aerial photos to find seaside tons. Visit the seaside and be a detective. What human and physical features can you spot? Can you sort these into man-made/natural? Can you find places you have visited on a map?</p>	

<p>ENGLISH: Narrative – Narrative - The Singing Mermaid. Write a letter. Make a poster describing her character. Use connectives: and, but, because. N/F – Questions - write questions using question words: what, when, why, where, how. Instructions - Write instructions to make an ice pop. POETRY - Seaside senses poem.</p>	<p>MATHS: Place Value: Count forwards/backwards to 100. Partition numbers to 100. Compare numbers. One more/less. Recap number bonds to 10/20. . Money- Recognise coins & notes. Count in coins and make amounts.. Time - Before/after, dates, time to the hour, time to the half hour. Compare times</p>	<p>SMSC/PSHE/BRITISH VALUES: Respect - Learn about the importance of respect. Consider how we will respect one another our environment. Tolerance – A nation made up of all faiths and communities. Democracy – What will we do at our Class banquet? Learn about what being safe/healthy means and the different ways that we can keep ourselves safe/healthy.</p>
<p>ART: To observe carefully. To use a range of materials creatively to design and make products. To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the Gunta Stolzi.</p>	<p>READING KEY TEXT(S): The Singing Mermaid. Seaside poems.</p>	<p>MUSIC: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p>DESIGN TECHNOLOGY: To generate ideas and think about our favourite fruits/ice lollipops. To generate, develop and communicate their ideas through talking and tasting. To select from and use a range of tools and equipment to perform practical tasks. To select from a wide range of ingredients. To evaluate their ice pops against a design criteria. To use basic principles of a healthy diet to select ingredients for an ice lolly.</p>	<p>ICT/COMPUTING: Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create simple programs.</p>	<p>ENRICHMENT and VERTICAL DRIVERS: Staying safe in the sun and at the seaside. The environment - What is the seaside like? What do we like about going there? how can we care for it? Visit the seaside. Look at holiday photographs and maps. Can you find where you have been to on holiday? Talk about how you travelled there? What you did there? What you saw? What you enjoyed? Talk to grandparents about their holidays? Where did they go? How did they get there? What did they see/do?</p>

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding**History Targets – As a Historian**

- I can talk about what seaside holidays now and in the past are like.
- I can use clues to infer what people might do, see on seaside holidays now and in the past.
- I can say some similarities and differences between holidays now and in the past.

Geography Targets – As a Geographer

- I can name and locate the four UK countries.
- I can use maps to locate the seaside towns.
- I can identify and name some seaside the physical and human geographical features.

Art and Design Targets: As an Artist and Designer

- I can talk about my lollipop design and say why I have chosen the fruit, juice...
- I can talk about hygiene rules and cleanliness.
- I can make healthy choices.
- I can use tools safely to cut and prepare my food.
- I can talk about my work, saying what I like/dislike.
- I can talk about my finished product and evaluate it against a set criteria.
- I can talk about a seaside artist & link to my own work.
- I can use different media to draw seaside objects.
- I can use lines and shading in my work.