

**Topic Name: We are off on holiday!**  
**Class and Year Group: Blue Class Year 1**

<p><b>SUCCESS CRITERIA:</b> On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> <li>• Talk about their own holidays and tell a friend what they do on holiday.</li> <li>• Talk about holidays in the past.</li> <li>• Identify similarities and differences between their own holidays and those in the past.</li> <li>• Order photos of the seaside on a timeline.</li> <li>• Weave a seaside mat using sea paper strips.</li> <li>• Design, make and evaluate an ice lolly.</li> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p><b>KEY FOCUS AREAS:</b></p> <p>History - Compare holidays now and in the past. Identify similarities and differences between holidays now and those in the past.</p> <p>Science - Seasons.</p> <p>DT - Design, Make and Evaluate Ice Lollies.</p> <p>Art - Weaving. Printing using seaside objects.</p> <p>Computing - Spreadsheets</p>	<p><b>KEY QUESTIONS:</b></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? Who is Gunta Stolzi? What did Victorians do on holiday? Where did they go? What did they do? What can you see, hear, feel, smell and taste at the seaside? Look these photos and videos - what do people do at the seaside? What can you see? How are these two photos similar/ different? Who is Gustav Klimt? What are the similarities and differences between holidays now and in the past? Which is your favourite fruit cube? Why? Which fruits will you put in your ice lolly? Why? How could you order these photos on a timeline? What clues could you use? What were your conclusions from your investigation? What do you like about your ice lolly? How would you change next time? What signs of summer will we expect to see? What can we find? What do we wear in Summer? How does this compare to Spring? What happens to the length of days in summer? What happens to the length of the nights in summer? What is the weather like in Summer? Does this change throughout the week? How can we stay safe in the sun? Assessment - What do you know about holidays from the past and now? What do you know about materials?</p>
<p><b>TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</b></p>		<p>Opportunities for Extension</p>
<p>Find out about the past and compare to our lives. Create a seaside time line. 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.</p>		<p>Can you find places you have been on holiday on a map? Can you research holidays from the past, using search engines? Can you weave other materials? Can you write a postcard, for a Victorian seaside holiday?</p>

<p><b>ENGLISH:</b> Narrative - Narrative - T4W style. Immerse- The Singing Mermaid. Character description. Including adjectives and simple conjunctions. Setting description. Including adjectives and simple conjunctions. Sequencing the text. Retelling the text.</p> <p>Invent/ Innovate:</p>	<p><b>MATHS:</b> Place Value - within 100</p> <ul style="list-style-type: none"> <li>• Count from 50 to 100</li> <li>• Tens to 100</li> <li>• Partition</li> <li>• The number line to 100</li> <li>• 1 more, 1 less</li> <li>• Compare numbers with the same number of tens</li> <li>• Compare any two numbers</li> </ul> <p>Money</p>	<p><b>SMSC/PSHE/BRITISH VALUES:</b> PSHE objectives:</p> <p>Growing and Changing: I can identify an adult I can talk to at both home and school. If I need help. I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do.</p>
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<p>Change an element of the story and rewrite. Include five parts of a story. Include adjectives, conjunctions, and exclamation sentences.</p> <p>POETRY - Seaside senses poem. Include effective adjectives and verbs.</p>	<ul style="list-style-type: none"> <li>• Unitising</li> <li>• Recognise coins</li> <li>• Recognise notes</li> <li>• Count in coins</li> </ul> <p>Time:</p> <ul style="list-style-type: none"> <li>• Before and after</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Hours, minutes and seconds</li> <li>• Tell the time to the hour</li> <li>• Tell the time to the half hour</li> <li>•</li> </ul>	
<p>ART:</p> <p>To observe carefully.</p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To weave textiles together.</p> <p>To learn about the Gunta Stolzi.</p> <p>To learn about Gustav Klimt.</p> <p>To make prints using seaside objects.</p>	<p>READING KEY TEXT(S):</p> <p>The Singing Mermaid.</p> <p>Seaside senses poems.</p> <p>Victorian Seaside Holidays</p> <p>At the Beach</p>	<p>MUSIC:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p>DESIGN TECHNOLOGY:</p> <p>To generate ideas and think about our favourite fruits/ice lollipops.</p> <p>To generate, develop and communicate their ideas through talking and tasting.</p> <p>To select from and use a range of tools and equipment to perform practical tasks.</p> <p>To select from a wide range of ingredients.</p> <p>To evaluate their ice pops against a design criteria.</p> <p>To use basic principles of a healthy diet to select ingredients for an ice lolly.</p>	<p>ICT/COMPUTING:</p> <ul style="list-style-type: none"> <li>• To understand what a spreadsheet looks like.</li> <li>• To be able to navigate around a spread sheet and enter data.</li> <li>• To learn new vocabulary related to spreadsheets.</li> <li>• To add clipart images to a spreadsheet.</li> <li>• To use the 'move cell' and 'lock' tools.</li> <li>• To use the 'speak' and 'count' tools in 2Calculate to count items</li> </ul>	<p>ENRICHMENT and VERTICAL DRIVERS:</p> <p>The environment - What is the seaside like? What do we like about going there? how can we care for it?</p> <p>Visit the seaside.</p> <p>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?</p> <p>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	Science Targets - As a Scientist	Art and Design Targets: As an Artist and Designer
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- 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.
- I can order events on a timeline.
- I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/ carers were young.

- I can observe changes across the four seasons
- I can observe and describe weather associated with the seasons and how day length varies.
- I can perform simple tests to explore questions.
- I can ask simple questions and recognise that they can be answered in different ways.
- I can observe closely, using simple equipment.
- I can use simple scientific language to talk about what I have found out and communicate my ideas to a range of audiences in a variety of ways.

- 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 weave textiles, inspired by an artist.
- I can talk about a seaside artis & link to my own work.