

## English

### Lesson 1

Learning objective: To understand the features of a non-chronological report.

Read through the two examples of a non-chronological (All About Beaches) reports together and explain that they have special features that make them non-chronological reports - a bit like a special recipe for writing. Look at the list of features (included in this package) and match the features up with sections of the 'All About Beaches' text.

### Lesson 2

Learning objective: To organise facts about the 7 Wonders of the World for writing a non-chronological report.

Explain that today, they will be planning their non-chronological about (a) 7 Wonders of the World - depending on their ability and happiness levels, you could focus on their favourite or attempt a paragraph for each of the Wonders. Use the planning format below as a template for planning, if required. The more Wonders that they write about, the more sub-headings will be required. Look at each section of the planning sheet and discuss what could be written. A child whom requires more support could be aided in recording their ideas with key words recorded for their use.

### Lesson 3

Learning objective: To write a non-chronological report.

Today, is report writing day. Explain that they will be using their plan to help them write their non-chronological report. Look back at the 'All About Beaches' example. Remind the children of how the paragraphs followed the sub-headings with interesting information. Recap on those features we always need, e.g. capital letters at the start of sentences, full-stops, cursive handwriting, interesting words, etc. Look back a features list and explain how these features are important. Remember, we are writing as experts of the 7 Wonders of the World. Begin writing. Photographs have been included for use in writing as and where helpful.

# Planning Your Report

**Title**

**Introduction**

*What is the report about?*

**Sub-heading**

*Add interesting facts and information below.*

**Sub-heading**

*Add interesting facts and information below.*

**Picture/Diagram**

*Add a picture or labelled diagram.*

# Non-Chronological Reports

We write non-chronological reports to give people information on a particular subject.

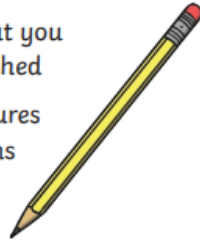
## Examples

- non-fiction book
- information leaflet
- fact sheet or fact file



## Structure

- use a title
- write an introduction
- put your information into sections
- give each section a sub-heading
- use facts that you have researched
- include pictures with captions



## Language Features

- use formal language, e.g. habitat, astronaut, monarch
- remember your full stops and capital letters
- add apostrophes to show possession, e.g. The Queen's birthday.
- use 'that', 'because', 'when' and 'if' to create longer sentences



# All About Beaches

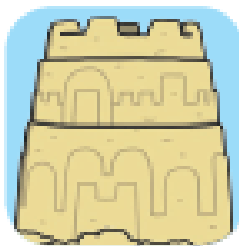
## What Is a Beach?

A beach is found next to water. Most beaches are next to the sea. Some beaches are made of sand and some are made of pebbles.



## Beach Activities

You can have so much fun at the beach. There are lots of different things to do. You can build a sandcastle or go in the water for a swim or paddle. You might like to play a ball game or have a picnic. You can stay at the beach all day.



## Popular UK Beaches

There are over 200 beaches in the UK. Many people say that they are the cleanest and safest beaches in the world.

### Scarborough

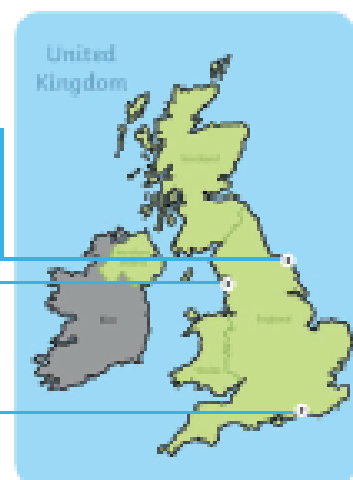
was the first beach where people went on holiday in Britain.

### Blackpool

became popular when the railway was built.

### Brighton

is covered with shingle rather than sand.



# All About Beaches

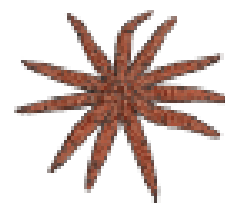
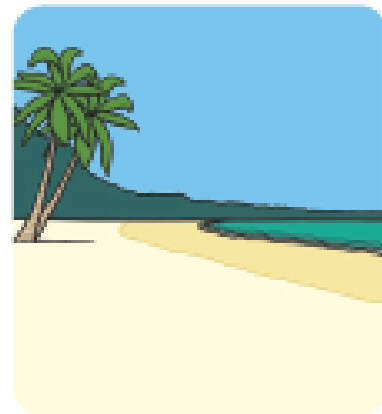
## What Is a Beach?

Beaches are always found next to a stretch of water, such as the sea or a lake. Usually, they are composed of rock which could be in the form of sand, pebbles, gravel or shingle.

At some beaches, there is a high and low tide. This means that at certain points of the day, the sea comes further up the beach. On some beaches, at times, the sea completely covers it.

## Beach Activities

Beaches are a popular choice for both a holiday or a day trip. As you can spend a full day there, many people choose to take a picnic. Other activities include building sandcastles of all shapes and sizes as well as playing a variety of ball games. People also choose to paddle at the seashore although it can be rather chilly. Those who are feeling brave may opt to go swimming! At some beaches, you can also find rock pools. There are lots of treasures to be found, including starfish and crabs.



## Important Information

Make sure you always check high and low tide times before you visit a beach.







## The Zoo Vet

On Monday, George the giraffe visited the vet. He had a sore throat. The vet gave George some medicine and a scarf to wrap around his neck.

Thanks to the vet, the patient soon began to feel much better.



On Tuesday, Fatima the flamingo visited the vet. She had a broken wing. The vet bandaged Fatima's wing and put it into a sling.

Thanks to the vet, the patient soon began to feel much better.

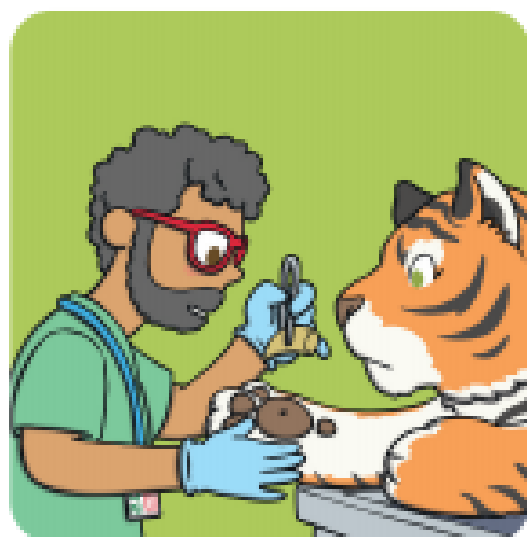
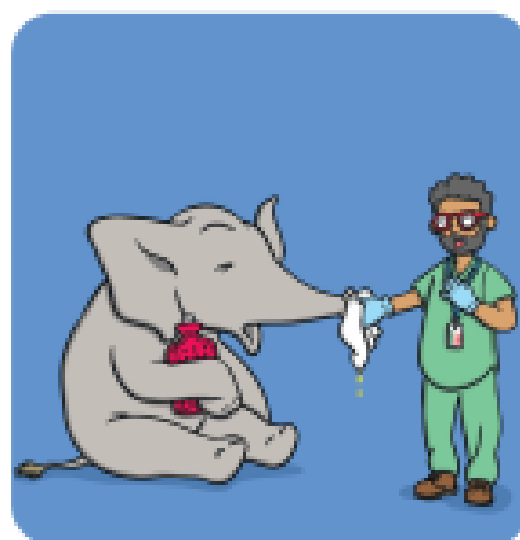
On Wednesday, Cam the chameleon visited the vet. He had a temperature. The vet put a cool flannel on Cam's head and gave him plenty of water to drink.

Thanks to the vet, the patient soon began to feel much better.



On Thursday, Eric the elephant visited the vet. He had a cold. The vet gave Eric a big hankie and a hot-water bottle.

Thanks to the vet, the patient soon began to feel much better.



On Friday, Tori the tiger visited the vet. She had a thorn stuck in her paw. The vet pulled the thorn out of Tori's paw and wrapped it in a bandage.

Thanks to the vet, the patient soon began to feel much better.

Oh no! On Saturday, it was the vet who was feeling poorly!

On Sunday, he put some cream on his spots and got plenty of rest...





...and soon began to feel much better!



# Questions

1. What job does the main character have in the story? Tick **one**.

- ☐ He is a teacher.
- ☐ He is a taxi driver.
- ☐ He is a vet.

2. Which animals appear in the story? Tick **two**.

- ☐ an elephant
- ☐ a giraffe
- ☐ a polar bear

3. What does the zoo vet do to help Fatima the flamingo? Tick **one**.

- ☐ He gives her some medicine.
- ☐ He builds her a new home.
- ☐ He puts her wing in a sling.

4. What did the vet give to Cam the chameleon? Tick **one**.

- ☐ plenty of milk
- ☐ plenty of juice
- ☐ plenty of water

5. What happens on Saturday and Sunday in the story? Tick **one**.

- ☐ The zoo vet has a party.
- ☐ The zoo vet is poorly.
- ☐ The zoo vet goes to the cinema.

# Answers

1. What job does the main character have in the story? Tick **one**.

- ☐ He is a teacher.
- ☐ He is a taxi driver.
- ☒ **He is a vet.**

2. Which animals appear in the story? Tick **two**.

- ☒ **an elephant**
- ☒ **a giraffe**
- ☐ a polar bear

3. What does the zoo vet do to help Fatima the flamingo? Tick **one**.

- ☐ He gives her some medicine.
- ☐ He builds her a new home.
- ☒ **He puts her wing in a sling.**

4. What did the vet give to Cam the chameleon? Tick **one**.

- ☐ plenty of milk
- ☐ plenty of juice
- ☒ **plenty of water**

5. What happens on Saturday and Sunday in the story? Tick **one**.

- ☐ The zoo vet has a party.
- ☒ **The zoo vet is poorly.**
- ☐ The zoo vet goes to the cinema.

# Questions

1. Where does the vet work? Tick **one**.

- ☐ a farm  
☐ a park  
☐ a zoo

2. Who does the vet help first? Tick **one**.

- ☐ George the giraffe  
☐ Eric the elephant  
☐ Cam the chameleon


3. How does the vet help Tori the tiger? Name **one** thing.

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4. Draw a line to match the animals to the day they visited the vet. The first one has been done for you.

Tori the tiger	Tuesday
Fatima the flamingo	Monday
Cam the chameleon	Wednesday
George the giraffe	Friday
Eric the elephant	Thursday



5. Complete this sentence.

On Saturday, it was the \_\_\_\_\_ who was feeling poorly!

nurse

animals

vet

# Answers

1. Where does the vet work? Tick **one**.

- ☐ a farm  
☐ a park  
☒ a zoo

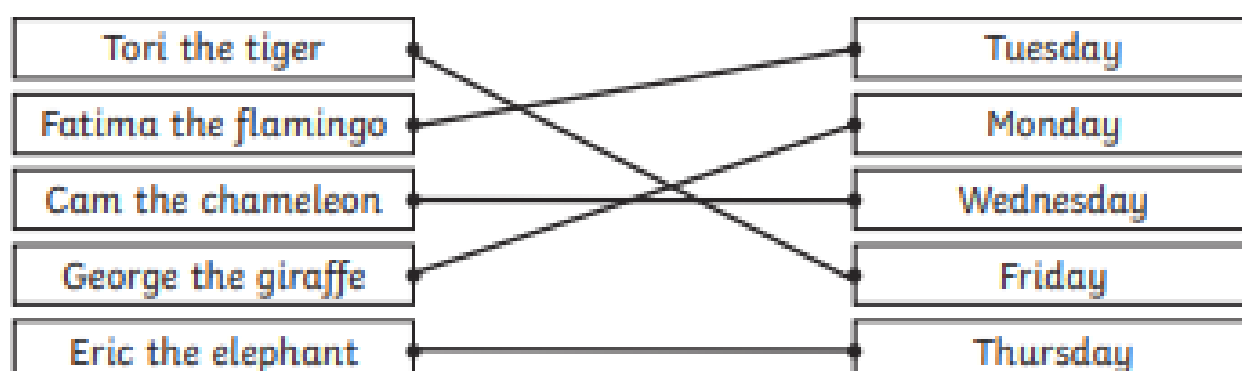
2. Who does the vet help first? Tick **one**.

- ☒ George the giraffe  
☐ Eric the elephant  
☐ Cam the chameleon

3. How does the vet help Tori the tiger? Name **one** thing.

**Accept either 'He pulls the thorn out of Tori's paw' or 'He wraps her paw in a bandage'.**

4. Draw a line to match the animals to the day they visited the vet. The first one has been done for you.



5. Complete this sentence.

On Saturday, it was the vet who was feeling poorly!

nurse

animals

vet



# Questions

1. Who visits the vet on Monday? Tick **one**.

- ☐ Eric the elephant
- ☐ George the giraffe
- ☐ Tori the tiger

2. Why does Cam the chameleon visit the vet?

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3. Name three treatments the vet gives to the animals.

1. 

---
2. 

---
3. 

---

4. Draw a line to match the animal to its problem and the day it visited the vet. The first one has been done for you.

tiger	temperature	Tuesday
chameleon	broken wing	Thursday
giraffe	thorn in its paw	Monday
flamingo	sore throat	Friday
elephant	a cold	Wednesday

5. After the vet has been poorly, which day of the week do you think he returns to work on? Why?

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6. Do you think it would be good to be a vet? Why?

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# Answers

1. Who visits the vet on Monday? Tick **one**.

- ☐ Eric the elephant  
☒ **George the giraffe**  
☐ Tori the tiger

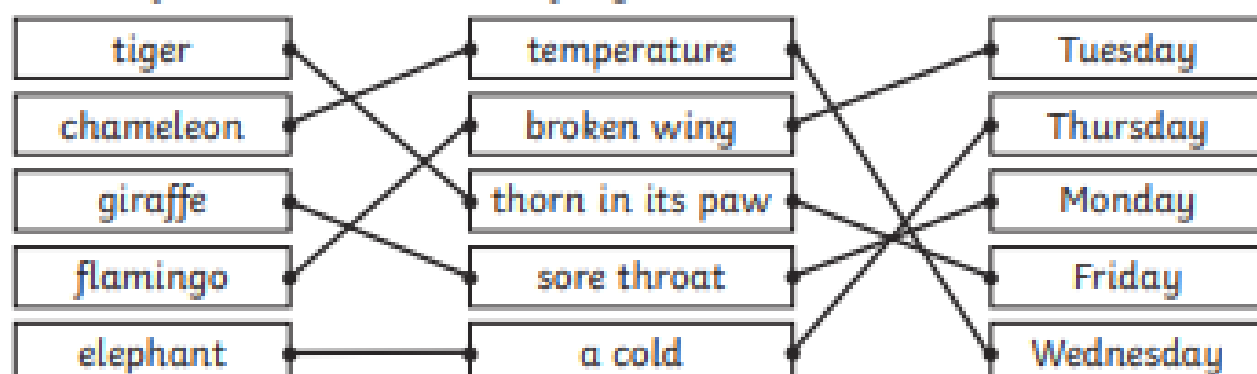
2. Why does Cam the chameleon visit the vet?

**He had a temperature.**

3. Name three treatments the vet gives to the animals.

**Any three from the following: medicine, a scarf, put the wing in a sling, a cool flannel, plenty of water to drink, a big hankie, a hot-water bottle, pulled the thorn out, wrapped the paw in a bandage.**

4. Draw a line to match the animal to its problem and the day it visited the vet. The first one has been done for you.



5. After the vet has been poorly, which day of the week do you think he returns to work on? Why?

**He returns to work on Monday because this is the next day of the week after Sunday.**

6. Do you think it would be good to be a vet? Why?

**Various answers**

## Spellings

Please practise these spellings that contain phase 2 and 3 sounds. Write a sentence for each of the words listed below. Remember to use your best, cursive handwriting.

If you're in school, we will practise these and complete a spelling test on the following Monday.

Good luck!

quiz

quit

buzz

visit

jacket

exit

wax

# Maths

## Reasoning and Problem Solving

### Step 2: Describe Position 1

#### Describe Position 1

1a. Fill in the gaps using the word bank.

right

down

left

The snail is \_\_\_\_\_ from the bee.

The ladybird is \_\_\_\_\_ of the snail.

The snail is \_\_\_\_\_ of the ladybird.



PS

#### Describe Position 1

1b. Fill in the gaps using the word bank.

up

left

right

The butterfly is \_\_\_\_\_ of the spider.

The worm is \_\_\_\_\_ from the spider.

The spider is \_\_\_\_\_ of the butterfly.



PS

2a. I am up from Jess.

Who am I?



Lily



Jed



Ryan



Jess



PS

2b. I am down from Will.

Who am I?



Will



Beth



Alina



Jake



PS

3a. Mohammed says he put his helicopter on the left of the shelf.



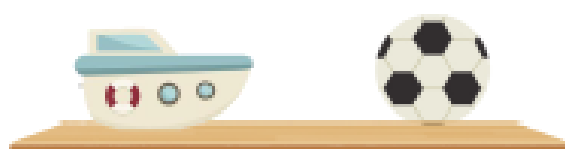
Is he correct?

Explain how you know.



R

3b. Abigail says she put her boat on the right of the shelf.



Is she correct?

Explain how you know.



R

## Describe Position 1

4a. Fill in the gaps using the word bank.

up

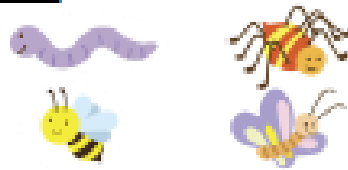
down

left

right

The worm is \_\_\_\_\_ of the spider and  
\_\_\_\_\_ from the bee.

The butterfly is \_\_\_\_\_ from the spider  
and \_\_\_\_\_ of the bee.



PS

## Describe Position 1

4b. Fill in the gaps using the word bank.

up

down

left

right

The snail is \_\_\_\_\_ of the ladybird and  
\_\_\_\_\_ from the worm.

The bee is \_\_\_\_\_ from the ladybird and  
\_\_\_\_\_ of the worm.



PS

5a. I am one place right and one place down from Will.

Who am I?



Will



Beth



Alina



Jake



PS

5b. I am one place left and one place up from Jess.

Who am I?



Lily



Jed



Ryan

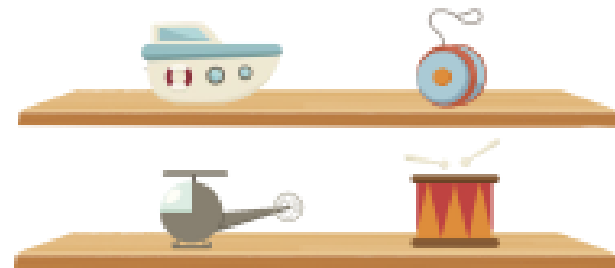


Jess



PS

6a. Peter says he put his drum on the left of the helicopter and down from the yoyo.



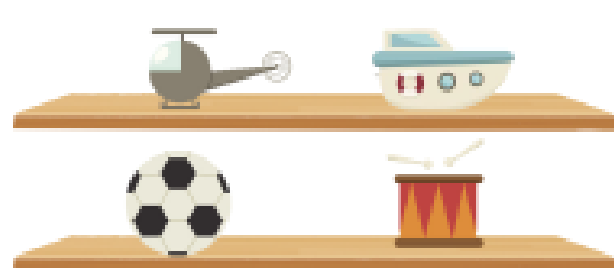
Is he correct?

Explain how you know.



R

6b. Sara says she put her boat on the right of the helicopter and down from the drum.



Is she correct?

Explain how you know.



R



## Describe Position 1

7a. Fill in the gaps.

The bee is two places \_\_\_\_\_ of the butterfly and one place \_\_\_\_\_ from the worm.

The spider is one place \_\_\_\_\_ from the butterfly and two places \_\_\_\_\_ of the worm.



PS

## Describe Position 1

7b. Fill in the gaps.

The ladybird is two places \_\_\_\_\_ of the snail and one place \_\_\_\_\_ from the bee.

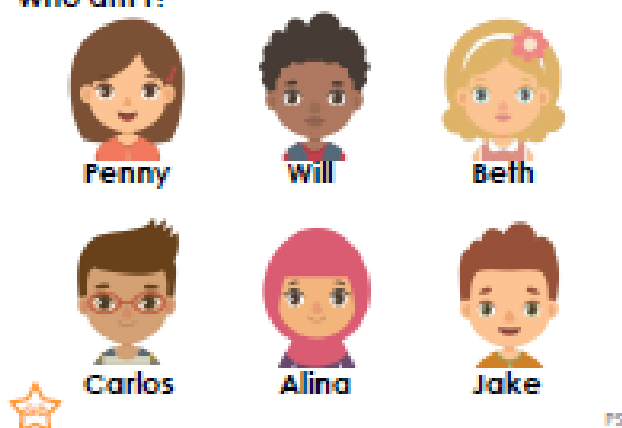
The worm is one place \_\_\_\_\_ from the snail and two places \_\_\_\_\_ of the bee.



PS

8a. I am two places right and one place down from Penny.

Who am I?



PS

8b. I am two places left and one place up from Jess.

Who am I?



PS

9a. Alex says he put his boat one place left of the yoyo and one place up from the helicopter.



Is he correct?

Explain how you know.



R

9b. Sadia says she put her drum one place down from the boat and two places right of the yoyo.



Is she correct?

Explain how you know.



R

Reasoning and Problem Solving  
Describe Position 1

Developing

1a. down, left, right

2a. Jed

3a. Mohammad is incorrect because the helicopter is on the right of the shelf. The yoyo is on the left.

Expected

4a. left, up, down, right

5a. Jake

6a. Peter is incorrect because the drum is on the right of the helicopter.

Greater Depth

7a. left, down, up, right

8a. Jake

9a. Alex is incorrect because the boat is two places left of the yoyo.

Reasoning and Problem Solving  
Describe Position 1

Developing

1b. right, up, left

2b. Alina

3b. Abigail is incorrect because the boat is on the left of the shelf. The football is on the right.

Expected

4b. right, down, up, left

5b. Lily

6b. Sara is incorrect because the boat is up from the drum.

Greater Depth

7b. left, down, up, right

8b. Ivan

9b. Sadia is incorrect because the drum is one place right of the yoyo.

# Varied Fluency

## Step 3: Describe Position 2

### Describe Position 2

1a. Complete the sentences below.

The baked beans are  
at the \_\_\_\_\_.

The banana is in the  
\_\_\_\_\_.



top	middle	bottom
-----	--------	--------



VF

### Describe Position 2

1b. Complete the sentences below.

The biscuits are on the  
\_\_\_\_\_ shelf.

The ketchup is at the  
\_\_\_\_\_.



top	middle	bottom
-----	--------	--------



VF

2a. Answer the questions below.

red	yellow
green	blue

A. Which colours are at the top?

B. Which colours are at the bottom?



VF

2b. Answer the questions below.

pink	green	yellow
orange	blue	red

A. Which colours are in the middle?


B. Which colours are at the top?



VF

3a. Describe the positions of the animals below.

a. cat      b. dog






top
middle
bottom



VF

3b. Describe the positions of the animals below.

a. pig      b. sheep

top
middle
bottom



VF

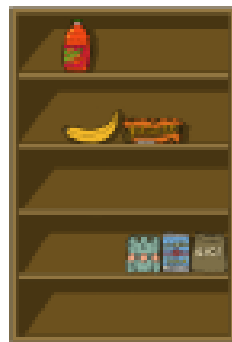
## Describe Position 2

4a. Complete the sentences below.

The juice is \_\_\_\_\_  
the banana.

There is nothing on the  
\_\_\_\_\_ shelf.

The eggs are \_\_\_\_\_  
the biscuits.



top      middle      bottom  
above      below



VF

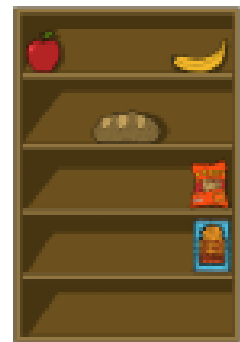
## Describe Position 2

4b. Complete the sentences below.

\_\_\_\_\_ the  
baked beans, there is  
an empty shelf.

The apple and banana  
are at the \_\_\_\_\_.

The crisps are on the  
\_\_\_\_\_ shelf.



top      middle      bottom  
above      below



VF

5a. Answer the questions below.

red	yellow	blue
green	purple	orange

- A. Which colour is below the red block?  
B. Which colour is above the orange block?  
C. Which three colours are at the bottom?



VF

5b. Answer the questions below.

blue	green	yellow
orange	pink	red







- A. Which colours are in the middle?  
B. Which three colours are at the top?  
C. Which colour is at the bottom and below the blue block?



VF

6a. Describe the positions of the animals below.

a. rabbit      b. cat      c. dog







top  
middle  
bottom  
above  
below



VF

6b. Describe the positions of the animals below.

a. pig      b. sheep      c. hen

top      middle      bottom  
above      below



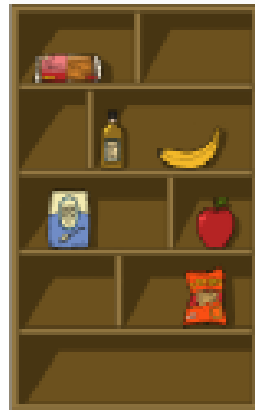
VF

## Describe Position 2

7a. Complete the sentences.

The olive oil is to the \_\_\_\_\_ of the banana and \_\_\_\_\_ the spaghetti .

The apple is \_\_\_\_\_ the crisps and to the \_\_\_\_\_ of the sugar.



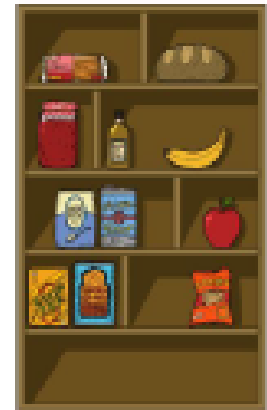
VF

## Describe Position 2

7b. Complete the sentences.

There are 2 items on the \_\_\_\_\_ shelf but the \_\_\_\_\_ shelf is empty.

\_\_\_\_\_ the beans are the soup and the sugar, which are on the \_\_\_\_\_ shelf.



VF

8a. Answer the questions below.

red	yellow	blue
green	purple	orange
pink	grey	white

- A. Which colour is to the left of yellow and above green?  
 B. Which colour is at the bottom and to the right of grey?  
 C. Which colours are on the right?



VF

8b. Answer the questions below.

blue	green	white
orange	pink	red
purple	grey	yellow

- A. Which colour is at the top and above the orange?  
 B. Which colour is to the right of orange but to the left of red?  
 C. Which colours are on the left?



VF

9a. Using two position words for each, describe the positions of the animals below.



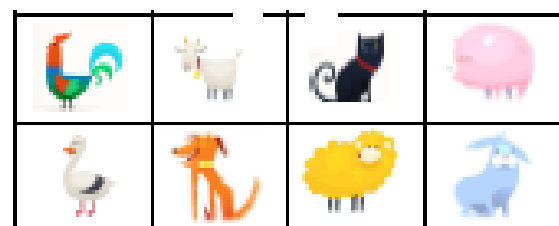
- a. cat  
 b. hen  
 c. pig  
 d. rabbit



VF

9b. Using two position words for each, describe the positions of the animals below.

- a. goat      b. goat  
 c. dog      d. sheep



VF



## Varied Fluency Describe Position 2

### Developing

- 1a. The baked beans are at the top. The banana is in the middle.  
2a. A. red and yellow B. green and blue  
3a. a. The cat is at the bottom; b. The dog is in the middle.

### Expected

- 4a. The juice is above the banana. There is nothing on the bottom or middle shelf. The eggs are below the biscuits.  
5a. A. green; B. blue; C. green, purple, orange  
6a. a. The rabbit is at the top, above the pig; b. The cat is at the bottom, below the dog; c. The dog is in the middle, above the cat and below the sheep.

### Greater Depth

- 7a. The olive oil is to the left of the banana and below the spaghetti. The apple is above the crisps and to the right of the sugar.  
8a. A. red; B. white; C. blue, orange and white (right hand side of the grid). Also accept (with reasoning) yellow, purple and grey are to the right of red, green and pink.  
9a. Any description which uses two of the following:  
a. The cat is above the hen, to the right of the goat and below the dog.  
b. The hen is at the bottom, below the cat and to the right of the pig.  
c. The pig is at the bottom, below the goat and to the left of the hen.  
d. The rabbit is at the top, above the duck and to the left of the sheep.

## Varied Fluency Describe Position 2

### Developing

- 1b. The biscuits are on the top shelf. The ketchup is at the bottom.  
2b. A. green and blue B. pink, green and yellow  
3b. a. The pig is in the middle; b. The sheep is at the top.

### Expected

- 4b. Below the baked beans, there is an empty shelf. The apple and banana are at the top. The crisps are on the middle shelf.  
5b. A. green and pink; B. blue, green and yellow; C. orange  
6b. a. The pig is at the top, above the rabbit; b. The sheep is at the bottom, in the middle and below the cat; c. The hen is at the top, above the dog.

### Greater Depth

- 7b. There are two items on the top shelf but the bottom shelf is empty. Above the beans are the soup and the sugar, which are on the middle shelf.  
8b. A. blue; B. pink; C. blue, orange and purple (left hand side of the grid). Also accept (with reasoning) green, pink and grey are to the left of white, red and yellow.  
9b. Any description which uses two of the following:  
a. The goat is above the dog, at the top, to the right of the hen and to the left of the cat.  
b. The duck is at the bottom, below the hen and to the left of the dog.  
c. The dog is below the goat, at the bottom, to the right of the duck and to the left of the sheep.  
d. The sheep is at the bottom, below the cat, to the right of the dog and to the left of the rabbit.

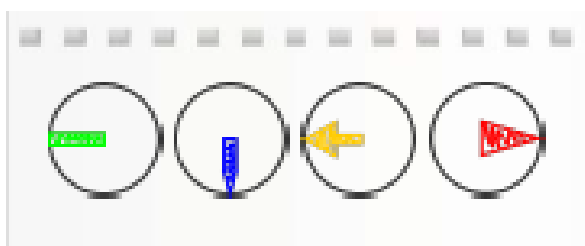
## Reasoning and Problem Solving – Position and Direction – Year 1



Anna works in a lab building robots. Every day she tests her robots. Every night she lines them up and locks them in the lab.

This morning, Anna arrives at the lab early. She has lots of work to do. She must unlock the lab door to get in. She can never remember the code! She has drawn it on a piece of paper.

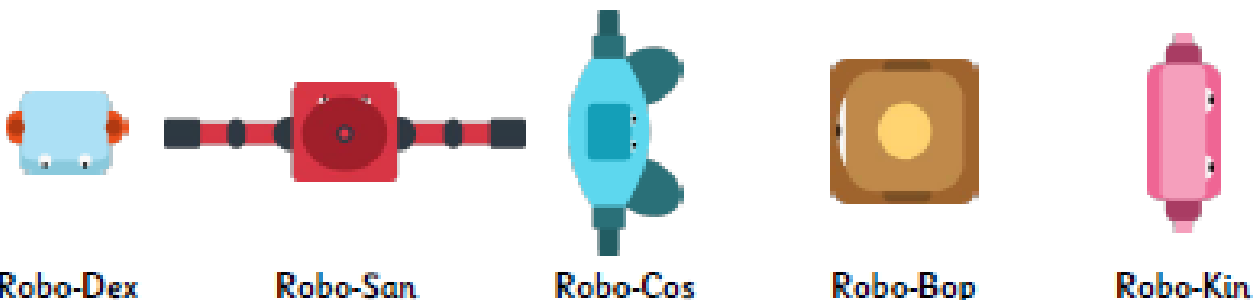
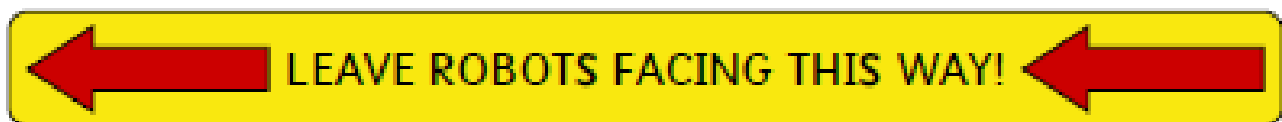
To unlock the door, Anna must turn the dials. She must put them all in the right position. She thinks she has done it right but the door still will not open!



1. What mistake has Anna made? Explain what she must do to make the code correct.

*Beep! Buzz! Boop!* The lab door opens! Anna walks in. She is ready to start her work.

Something is not right. Something is different. What is it? The robots! They have moved! How did this happen? Anna is sure that she left them lined up. They were all facing the same way. Now they are facing in lots of directions!

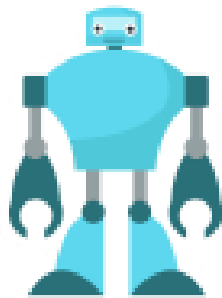


2. Look at the robots' eyes to see if they are facing the wrong way. Describe a turn each robot might have made in the night.

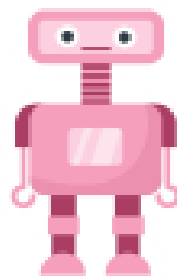
"How very strange!" Anna thinks. "Who might have moved the robots?"

Anna does not have time to worry about it. The robots need to be tested. Today, Anna is going to look at their lasers!

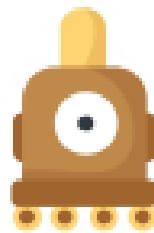
Anna takes the robots to the testing room and lines them up.



Robo-Cos



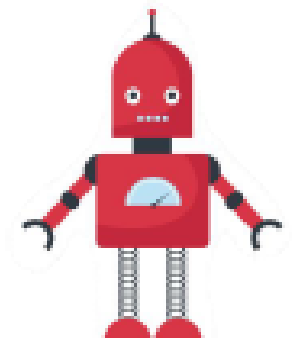
Robo-Kin



Robo-Bop



Robo-Dex



Robo-San

Anna takes out her notepad and writes down facts about the robots and their lasers.

Robo-Kin has the biggest laser.

The robot with the smallest laser is at the right end of the line.

Robo-Dex has a bigger laser than the robot at the left end of the line.

The robot to the right of Robo-Kin has a bigger laser than Robo-Dex.

## Reasoning and Problem Solving – Position and Direction – Year 1

3. Put the robots in order of laser size. Put the robot with the biggest laser first and the robot with the smallest laser last.

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Anna wants to see if the robots can cut out shapes with their lasers. She sets up metal sheets for the robots to cut and puts instructions for them into her computer.

*BZZZZZZT!* The robots start to fire their lasers!

Here are the instructions on Anna's computer:

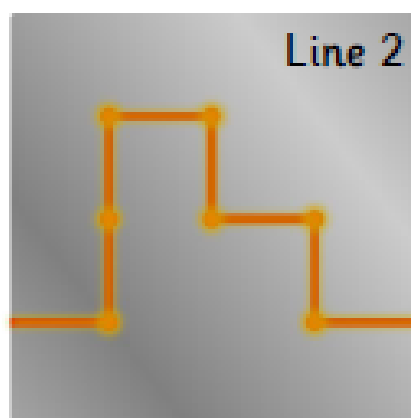
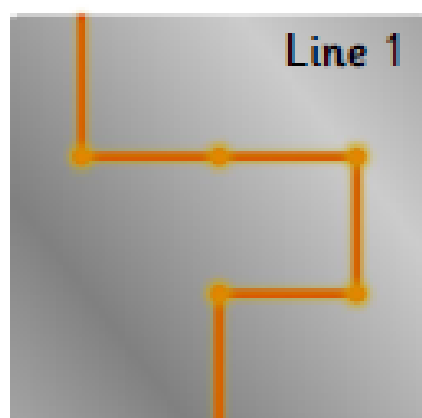
**For Line 1:**  
Start at the bottom.

1. Go up	2. Go right
3. Go up	4. Go right
5. Go right	6. Go up

**For Line 2:**  
Start on the left.

1. Go right	2. Go up
3. Go up	4. Go right
5. Go down	6. Go right
7. Go up	8. Go right

Here are the lines cut by the lasers:



4. Does each line match the directions Anna gave? Explain any mistakes.

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## Reasoning and Problem Solving – Position and Direction – Year 1

“Stop firing!” says Anna. “Stop firing! I need to check what’s gone wrong!”

The robots are not listening! Robo-Kin turns to Anna.

“We have to go,” says Robo-Kin. “Nothing has gone wrong. We are just ready to leave.”

Anna is amazed! The robots are alive! They must have moved themselves in the night! They are choosing where to shoot their lasers!

*BZZZZZZT!* Robo-Kin is cutting a hole in the lab wall! The robots are escaping!

Anna runs through the hole and hears the robots’ rocket feet! Oh no! The robots are flying away.



Anna must call somebody for help. She calls her boss on the phone.



“The robots are flying away! Robo-Bop is in the middle. Robo-Cos is above Robo-Bop. Robo-San is at the top. Robo-Dex is at the bottom and Robo-Kin is below Robo-Cos!”



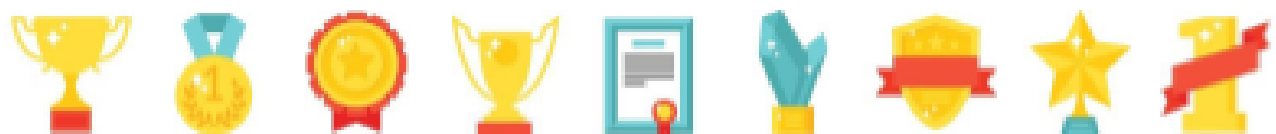
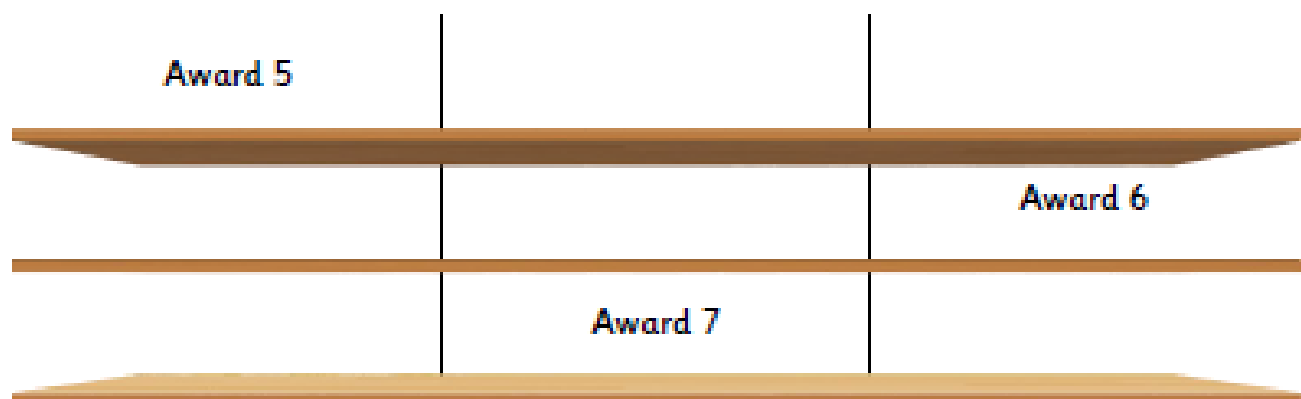
## Reasoning and Problem Solving – Position and Direction – Year 1

5. Look at the picture of the robots flying away and look at what Anna has told her boss. Explain any mistakes Anna has made.

Six months later, Anna has lots of prizes! The robots escaped because they wanted to help people. They have been saving lives, they have been catching robbers, they have been all over the world! Lots of people have said 'thank you' to Anna and given her many awards.

Anna has made a new robot called 'Robo-Pal'. It wants to help too. Today it is going to help Anna show off all her prizes by putting them on some shelves.

6. Help Robo-Pal to follow Anna's plan. Write where each prize should go on the grid. Robo-Pal has already done some for you!



Award 1	Award 2	Award 3	Award 4	Award 5	Award 6	Award 7	Award 8	Award 9
Above Award 6	In the Middle of Award 1 and 5	Below Award 5	Left of Award 7	On the top row	Below Award 1	In the middle of the bottom row	Right of Award 3	On the bottom row

Maybe Robo-Pal will save the world one day. We will have to wait and see!

## Reasoning and Problem Solving – Position and Direction – Year 1

1. Anna has either: turned the arrow dial too far by a quarter turn to the right.  
turned the arrow dial three quarter turns to the left too far.  
Anna must either: turn the yellow arrow dial a quarter turn to the left.  
turn the yellow arrow dial three quarter turns to the right.
2. Robo-Dex: a quarter turn to the left OR a three quarter turn to the right.  
Robo-San: a quarter turn to the right OR a three quarter turn to the left.  
Robo-Cos: a half turn in either direction.  
Robo-Bop: a full turn in either direction OR no turns.  
Robo-Kin: a half turn in either direction.
3. Robo-Kin; Robo-Bop; Robo-Dex; Robo-Cos; Robo-San.
4. No. Line 1: instructions 4 and 5 say 'Go right' but the laser cuts go left.  
Line 2: Instruction 7 says 'Go down' but the laser cut goes up.
5. Robo-San: in the correct place.  
Robo-Dex: not at the bottom – Robo-Dex is at second from the top.  
Robo-Bop: in the correct place.  
Robo-Cos: below Robo-Bop, not above.  
Robo-Kin: in the correct place.
6. The shelves should look like this:

Award 5	Award 2	Award 1
Award 3	Award 8	Award 6
Award 4	Award 7	Award 9

## Art: Lesson 2

## Topic: Lesson 4

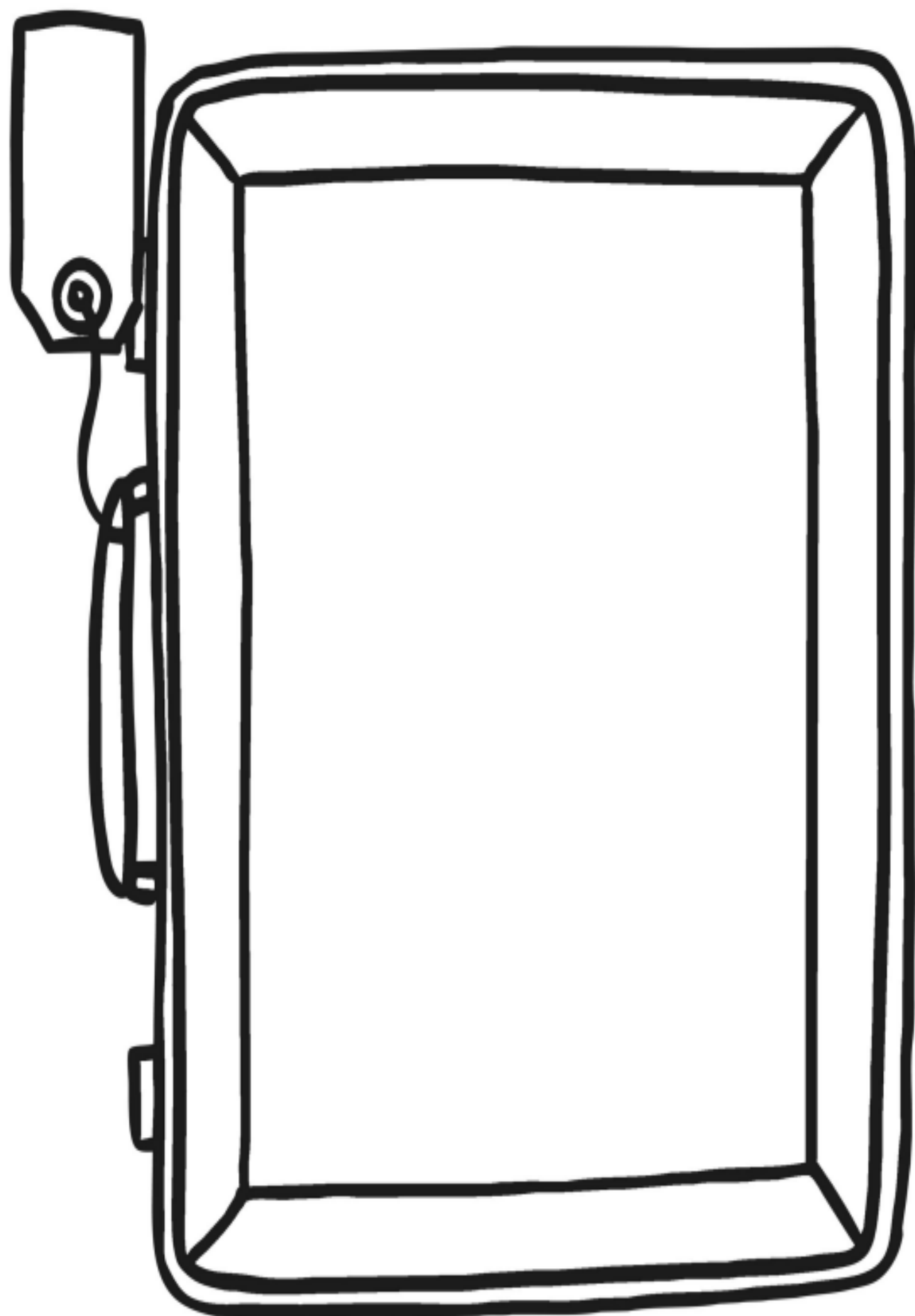
Pack a suitcase suitable for a summer holiday.

Discuss what you would need to take for a summer holiday.

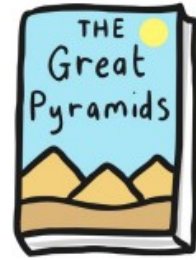
What is the weather like? How do we keep sun safe? What would we take in our suitcase.

Activity: Children to cut and stick the appropriate items needed for their summer holiday.

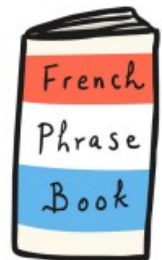
**\*\*Focus of the week: Cutting skills\*\***



Cut out the items and stick them in the suitcase.



Cut out the items and stick them in the suitcase.



Cut out the items and stick them in the suitcase.



Cut out the items and stick them in the suitcase.



## Topic: Lesson 5

Comparing sea sides past and present. Show children pictures of seashores past and present. Look at similarities and differences. What do they notice? Which do they prefer?

### Activity:

Children to complete the past and present sea side activity sheet.

**\*\*Focus of the week: Cutting skills\*\***



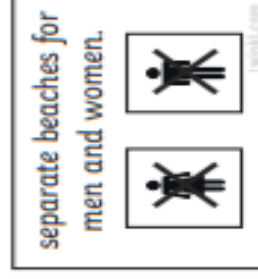
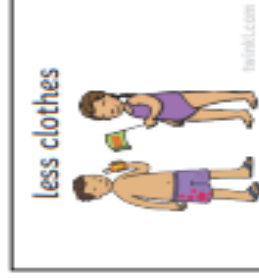
# Seaside Comparison: Past and Present

Think about all the things you have learnt about seaside holidays in the past and what they are like now, in the present. Complete the table by sorting the things into the right columns.

past	both	present

## Seaside Comparison: Past and Present

You many want to use some of these pictures to sort on to your table.

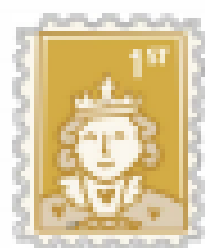


## Topic: Lesson 6—Postcards

What is a postcard? Why do we send them? Who do we send them to? Discuss and gather ideas. Show some example postcards. How are they the same? Are there any differences? Why do we have an address and a stamp?

Allow the children time to think of someone they want to send a postcard to. Where are they sending it from and what will they say?

Activity: Children to write a postcard from their favourite holiday to a family member or friend.



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## Art—Beach huts

Look at traditional English beach huts. What are they used for? How are they similar?

Allow the children to draw and colour their own beach hut. Using a ruler for straight lines and patterns.

\*Focus of the week—using a ruler\*

WB: 8.6.20

LO: I Can draw a beach hut using a ruler.

## PE

Game 2 -Sausages and Soldiers -sounds odd, but they like it!

Equipment: one little laminated picture of sausage and one of a soldier!

Children march, gallop etc in space, keeping a distance until the leader shouts

'sausages and soldiers!'. The leader hides the cards behind their back, with one in left and one in right hand. The players stop and choose which to be. A soldier stands to attention and salutes. A sausage lies down. Once all players have taken their positions. The leader says 'and it is a....' shows what is in their right hand says 'soldier!' or 'sausage!' and all those not being the object shown are out.

PSHCE –Diversity. We feel that in light of the recent news, we should teach more about colour and Diversity

Lesson 1—Read ‘The skin we live in’ by Michael Taylor [https://www.youtube.com/watch?v=W\\_Biz1xFteQ](https://www.youtube.com/watch?v=W_Biz1xFteQ)

Discuss with the children about skin colour. How do they feel about skin colour? Does it make us different? Does it make us behave differently? Do we have friends with a different skin colour to you? Does your skin colour change the way you feel? Make notes on a piece of paper to use later in the week.

Allow the lesson to be a child led discussion and lead them in the correct direction.

Lesson 2—Read ‘We are all different’ on the staff shared planning ‘Hooray... lets go on holiday’ (Parents at home will be unable to do this, so please talk to your children about skin colour and diversity)

Allow the children to colour the picture of the circle, using different skin colours, allowing more discussion about the differences in people around the world, but the similarities we all share.

Lesson 3—We are all different but we are all the same.

In books/on paper, allow the children to write about their feelings and thoughts about skin colour and diversity. Use notes from lesson 1 to write about how they feel about children/adults with a different skin colour to them. Continue to encourage good, positive discussion.



