

Hooray, Let's go on holiday!

Welcome to the last term of the school year and our new topic, 'Hooray, let's go on holiday!'

It's quite ironic that the name of our topic is something we can't do at this time, and usually it's a lovely way to end the year, before you all go off on your summer holidays.

Below is an outline of what we will be learning within this topic, but due to current times, not all of it may get covered.

In Geography, we'll be finding out:

- About the places people go to on holiday
- How they get to their holiday destination
- Some of the things people do on holiday
- What people wear on holiday
- How tourism can spoil holiday places

In History, we'll be finding out:

- About the holidays that we have had in our own past
- About the holidays that our families and other people have had in the past
- What is the same and what is different between holidays in the past and today
- About some of the wonders of the world

In Art we'll be finding out:

- How to create a sand art sculpture
- About some of the pictures that are used to record holidays
- How we can record our holidays
- About the designs of some holiday souvenirs

In ICT, we'll be finding out:

- How to use mapping software

In Society, we'll be finding out:

- How to stay safe on holiday
- What a pilgrimage is

In International, we'll be finding out:

- What is the same and what is different between the lives and home countries of the different children in our class
- How to say 'hello' in another language
- About future holidays in space

As you know, All staff are now back in school but many of you have chosen not to return and continue to home school.

The next few weeks of home learning packs will mirror what we are teaching in school in our 'bubble groups'. This may take a little while longer to reach you as we of course, are in school and have one day to plan, whereas up until now, we've had a whole week, so please bare with us.

To add, please also be mindful that we won't be able to respond to emails immediately as before and we wont be on the end of the phone when needed.

The online phonics sessions that we ran were a lovely way to touch base with the children, but obviously these will not continue now we are back in school.

We would like to take this opportunity to thank you for your continued support. This has been a challenging time for us all and you have all supported us. We are incredibly thankful and can't wait until 'normal' schooling can resume.

Take care

Year 1 team

English: Focus - non-chronological (a report not in a particular order but ordered by headings/facts) report about the 7 Wonders of the World. (This theme will continue next week)

Monday: To learn about the 7 Wonders of the World

Video 1 <https://www.youtube.com/watch?v=0iHgJb5JfGU> (A strong accent in this one but it contains lots of facts)

Video 2 <https://www.youtube.com/watch?v=7Dbuc6vIRnE> (Gives a good overview of the Wonders with good photographic video)

Discuss the videos and facts. Ensure the children understand what each of the Wonders are.

Record a range of facts/interesting words about each of the Wonders and record questions that you would like to find out about/answer.

Children should record names of places and key information. Teacher/leader to record questions to answer through research.

What other facts can you learn about the 7 Wonders of the World?

Tuesday:

Ask the children if they can remember information about the 7 Wonders of the World. Can they name to countries that the Wonders can be found?

Rewatch video 1 and list the Wonders along with the countries they are found in.

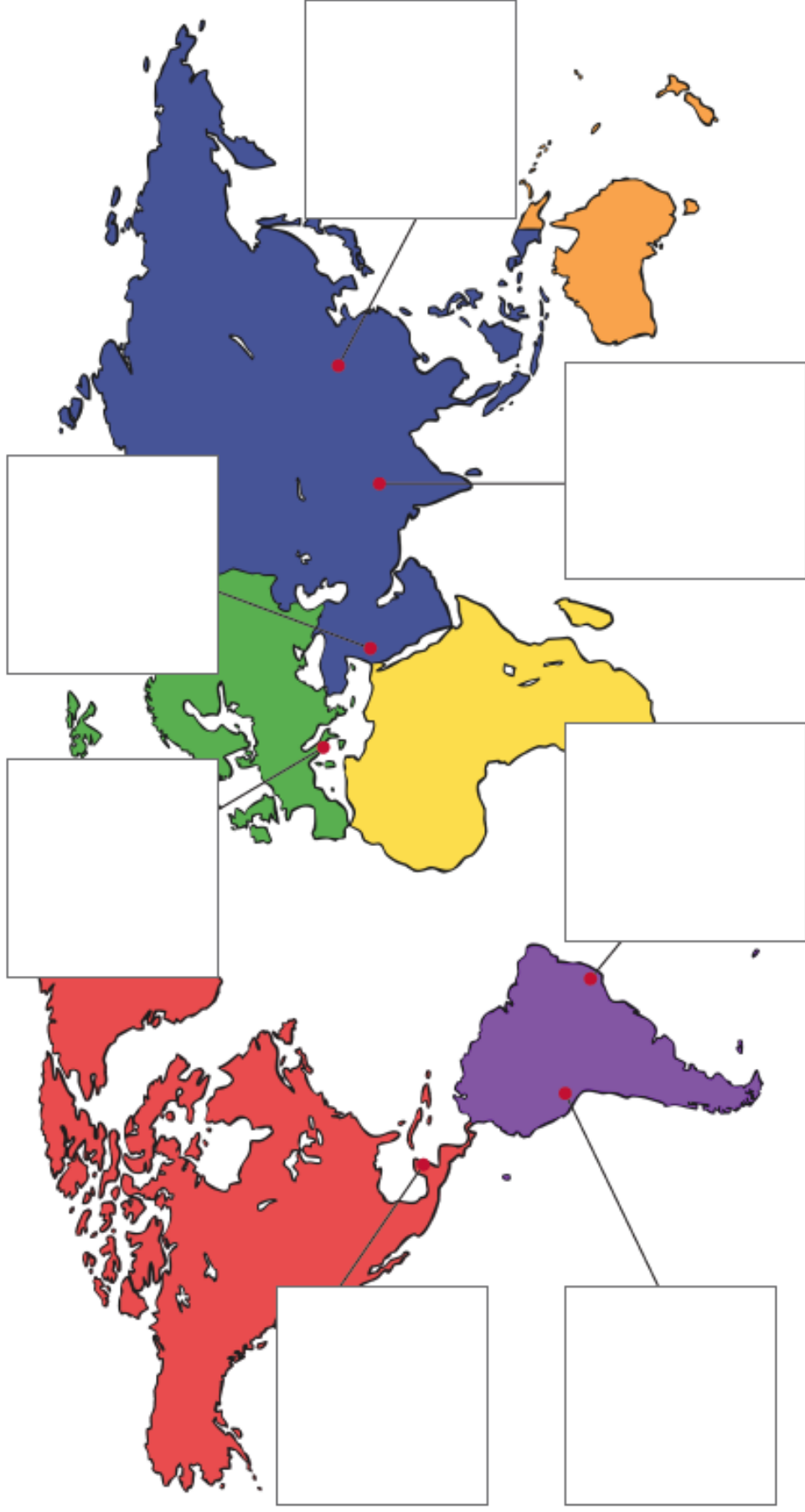
Children to complete the cut and stick 'mapping' sheet below...

Wednesday:

Research and answer any further questions that have been formed using Google (our friend). Children to write questions using letter sound knowledge, cursive handwriting, finger spaces and question marks and record the verbalised answers similarly but closing the sentence with full-stops.

Mapping the Seven Wonders of the Modern World

Cut out the wonders and place them on the map.



	Great Wall of China Built in 700 BC China		Machu Picchu Built in AD 1450 Cusco Region, Peru		Petra Built in 312 BC Petra, Jordan		The Colosseum Built in AD 80 Rome, Italy		Chichen Itza Built in AD 600 Yuacatán, Mexico
	Taj Mahal Built in AD 1643 Agra, Uttar Pradesh, India		Christ the Redeemer Built in AD 1931 Rio De Janeiro, Brazil						

Maths



















































Varied Fluency

Step 1: Describe Turns

National Curriculum Objectives:





Mathematics Year 1: (1P2) Describe position, direction and movement, including whole, half, quarter and three-quarter turns

Varied Fluency – Describe Turns

<p>1a. Look at the pencils below. How have they moved? Use the word bank below.</p> <table border="1"> <thead> <tr> <th>Before</th> <th>After</th> <th>Turn</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>★ Quarter turn Half turn <small>VF</small></p>	Before	After	Turn							<p>1b. Look at the pencils below. How have they moved? Use the word bank below.</p> <table border="1"> <thead> <tr> <th>Before</th> <th>After</th> <th>Turn</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>★ Quarter turn Half turn <small>VF</small></p>	Before	After	Turn						
Before	After	Turn																	
																			
																			
Before	After	Turn																	
																			
																			
<p>2a. How will this shape look after a quarter turn? Circle your answer.</p> <p> a.  b. </p> <p>★ <small>VF</small></p>	<p>2b. How will this shape look after a half turn? Circle your answer.</p> <p> a.  b. </p> <p>★ <small>VF</small></p>																		
<p>3a. Draw an arrow in the box to show the direction the object has turned.</p> <p> </p> <p>★ Describe the turn it has made. <small>VF</small></p>	<p>3b. Draw an arrow in the box to show the direction the object has turned.</p> <p> </p> <p>★ Describe the turn it has made. <small>VF</small></p>																		
<p>4a. Circle the shapes which have made a quarter turn.</p> <p> → </p> <p> → </p> <p> → </p> <p> → </p> <p>★ <small>VF</small></p>	<p>4b. Circle the shapes which have made a half turn.</p> <p> → </p> <p> → </p> <p> → </p> <p> → </p> <p>★ <small>VF</small></p>																		

Varied Fluency – Describe Turns

5a. Look at the insects below. How have they moved?





Before	After	Turn
		
		

Write the correct turn for each insect.



VP

5b. Look at the insects below. How have they moved?

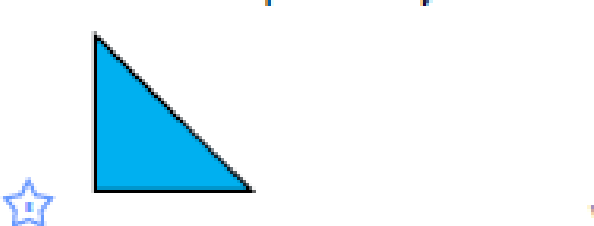
Before	After	Turn
		
		

Write the correct turn for each insect.



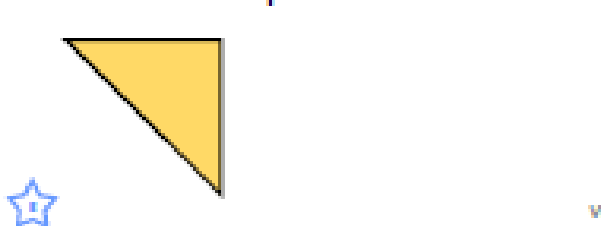
VP

6a. Draw this shape after a quarter turn.



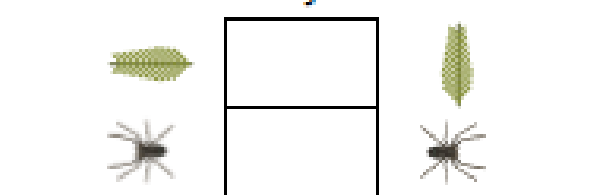
VP

6b. Draw this shape after a half turn.



VP

7a. Draw an arrow in the box to show the direction each object has turned.



Describe the turn each has made.

VP

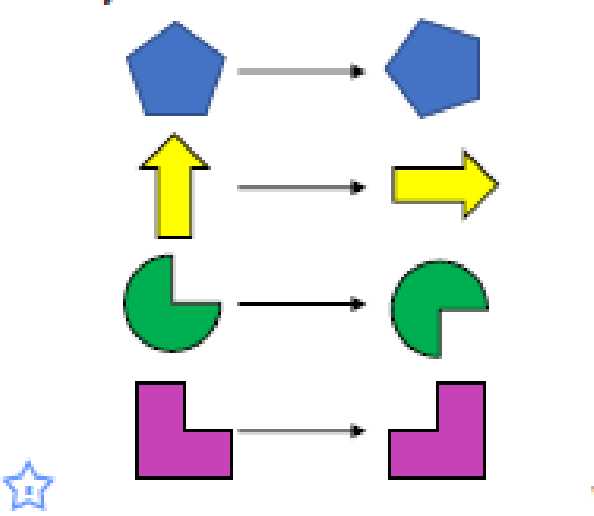
7b. Draw an arrow in the box to show the direction each object has turned.



Describe the turn each has made.

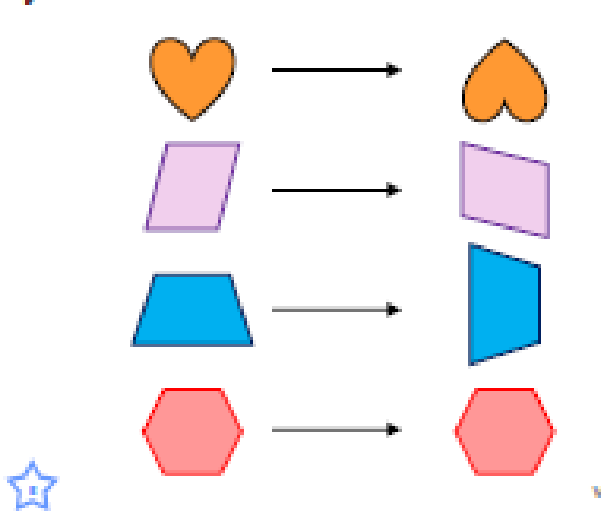
VP

8a. Circle the shapes which have made a three-quarter turn.



VP

8b. Circle the shapes which have made a quarter turn.



VP

Varied Fluency – Describe Turns

9a. Look at the faces below. How have they moved?

Before	After	Turn
		
		

Write the correct turn for each face.



VP

9b. Look at the faces below. How have they moved?

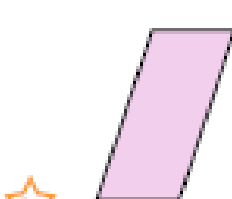
Before	After	Turn
		
		

Write the correct turn for each face.



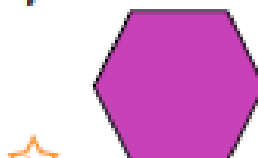
VP

10a. Draw this shape after a half turn.



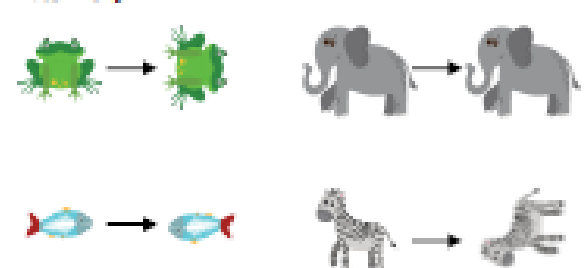
VP

10b. Draw this shape after a three-quarter turn.



VP

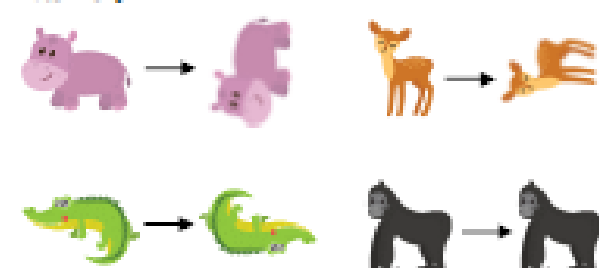
11a. Describe the turn each image has made (there may be more than one answer).



Hint: turn in both directions

VP

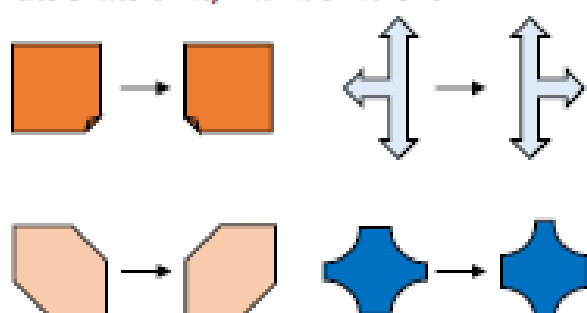
11b. Describe the turn each image has made (there may be more than one answer).



Hint: turn in both directions

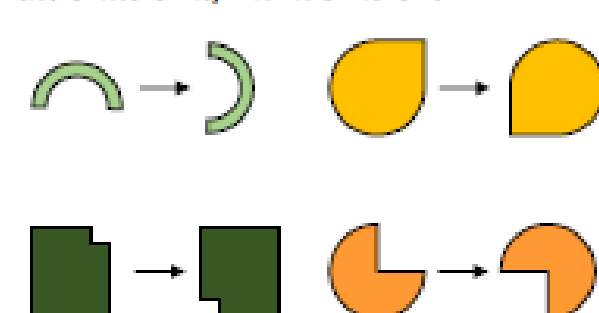
VP

12a. Circle the shapes which have made the same turn, which turn is it?



VP

12b. Circle the shapes which have made the same turn, which turn is it?



VP

Varied Fluency – Describe Turns

The terms 'clockwise' and 'anti-clockwise' have been used in the answers, however this vocabulary is not required for Year 1. Accept answers which indicate the direction of the turn.

Developing

1a. Quarter turn

Half turn

1b. Quarter turn

Half turn

2a. Shape a

2b. Shape b

3a. 2 possible answers:

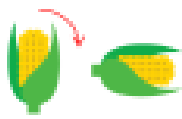


quarter turn

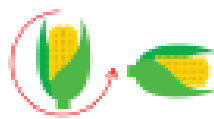


three quarter turn

3b. 2 possible answers:



quarter turn



three quarter turn

4a. All shapes have made a quarter turn: the heart and the semi-circle have made an anti-clockwise quarter turn and the triangle and the moon have made a clockwise quarter turn.

4b. The L-shape and the triangle have made a half turn.

Expected

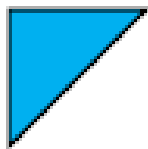
5a. Half turn

Quarter turn (clockwise)/three-quarter turn (anti-clockwise)

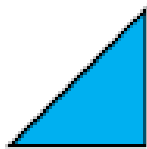
5b. Quarter turn (clockwise)/three-quarter turn (anti-clockwise)

Quarter turn (anti-clockwise)/three-quarter turn (clockwise)

6a.



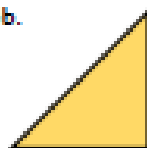
or



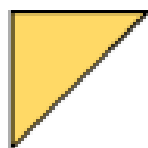
(clockwise)

(anti-clockwise)

6b.



or



(clockwise)

(anti-clockwise)

7a. 2 possible answers for each image:



quarter turn
(clockwise)



three quarter turn
(anti-clockwise)



half turn
(clockwise)



half turn
(anti-clockwise)

Reasoning and Problem Solving

Step 1: Describe Turns

National Curriculum Objectives:

Mathematics Year 1: (1P2)Describe position, direction and movement, including whole, half, quarter and three-quarter turns

Reasoning and Problem Solving – Describe Turns

1a. Angela has turned her game piece once in the same direction.



Which turn could leave her facing this way?



PS

1b. Toby has turned his game piece once since the start of the game.



Which turn could leave him facing this way?



PS

2a. The trucks need to turn to match the picture on their boxes.



What turn should they each make?



PS

2b. The cars need to turn to match the picture on their boxes.

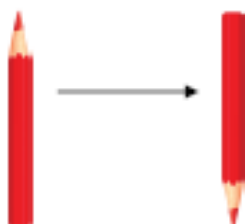


What turn should they each make?



PS

3a. Dion was asked to turn the pencil one three-quarter turn.



Did he follow the instructions? Explain and correct any mistakes you find.



R

3b. Jennie was asked to turn the ruler one half turn.



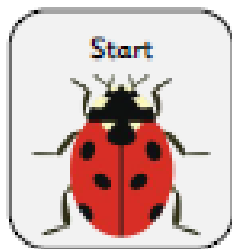
Did she follow the instructions? Explain and correct any mistakes you find.



R

Reasoning and Problem Solving – Describe Turns

4a. Josie has turned her game piece twice in the same direction.



Which two turns could leave her facing this way?



PS

4b. Alum has turned his game piece once since the start of the game.

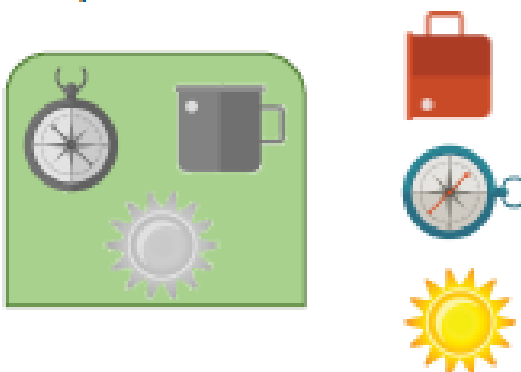


Which turn could leave him facing this way?



PS

5a. The jigsaw pieces need to turn to fit their space.



What turn should they each make?



PS

5b. The jigsaw pieces need to turn to fit their space.



What turn should they each make?



PS

6a. Minnie was asked to turn the paints two half turns.



Did she follow the instructions? Explain and correct any mistakes you find.



R

6b. Mollie was asked to turn the rubber two three-quarter turns.



Did she follow the instructions? Explain and correct any mistakes you find.



R

Reasoning and Problem Solving – Describe Turns

7a. Deni has turned her game piece three times in the same direction.

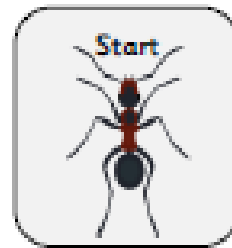


Which three turns could leave her facing this way?



PS

7b. James has turned his game piece three times since the start of the game.



Which turns could leave him facing this way? Can you find more than one answer?



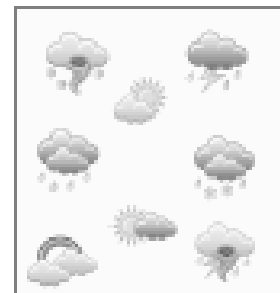
PS

8a. The palaeontologist needs to match the dinosaur feet with their prints. Which way should he turn each print?



PS

8b. The weather presenter needs to match the magnets to their correct place. Which way should she turn each magnet?



PS

9a. Paul was asked to turn the crayons one quarter turn, and two half turns.



Did he follow the instructions? Explain and correct any mistakes you find.



R

9b. Luke was asked to turn the water bottle one three-quarter turn, one half turn and one quarter turn.



Did he follow the instructions? Explain and correct any mistakes you find.



R

Reasoning and Problem Solving – Describe Turns

The terms 'clockwise' (CW) and 'anti-clockwise' (ACW) have been used in the answers, however this vocabulary is not required for Year 1. Accept answers which indicate the direction of the turn.

Developing

- 1a. A three-quarter turn (CW) or a quarter turn (ACW).
- 1b. A quarter turn (CW) or a three-quarter turn (ACW).
- 2a. The red truck needs to make a three-quarter turn (CW) or a quarter turn (ACW).
The blue truck needs to make a half turn (CW or ACW).
- 2b. The yellow car needs to make a three-quarter turn (CW) or a quarter turn (ACW).
The red car needs to make a quarter turn (CW) or a three-quarter turn (ACW).
- 3a. No, Dion has turned the pencil a half turn, he needs to turn it one quarter turn more.
- 3b. No, Jennie has turned the ruler one quarter turn, she needs to turn it one quarter turn more.

Expected

- 4a. Two quarter turns (CW or ACW), or two 3 quarter turns (CW or ACW).
- 4b. A half turn (CW or ACW).
- 5a. The mug needs to make a quarter turn (CW) or a three-quarter turn (ACW).
The compass needs to make a three-quarter turn (CW) or a quarter turn (ACW).
The sun does not need to turn.
- 5b. The bird needs to make a three-quarter turn (CW) or a quarter turn (ACW).
The flower needs to make a quarter turn (CW) or a three-quarter turn (ACW).
The tree needs to make a half turn (CW or ACW).
- 6a. No, Minnie has made one half turn, she needs to make another half turn.
- 6b. Yes, Mollie has turned the rubber two 3 quarter turns, which look the same as one half turn.

Greater Depth

- 7a. Various answers: Deni could turn two quarter turns and one half turn (CW or ACW).
- 7b. Various answers: James could turn three half turns (CW or ACW), or one three-quarter turn, one half turn and one quarter turn (CW or ACW).
- 8a. 1 – a half turn (CW or ACW)
2 – a three-quarter turn (CW) or a quarter turn (ACW)
3 – no turn
4 – no turn
5 – a quarter turn (CW) or a three-quarter turn (ACW)
6 – a three-quarter turn (CW) or a quarter turn (ACW)
7 – a quarter turn (CW) or a three-quarter turn (ACW)
8 – a half turn (CW or ACW)
- 8b. 1 – a three-quarter turn (CW) or a quarter turn (ACW)
2 – a quarter turn (CW) or a three-quarter turn (ACW)
3 – a half turn (CW or ACW)
4 – a half turn (CW or ACW)
5 – a quarter turn (CW) or a three-quarter turn (ACW)
6 – a three-quarter turn (CW) or a quarter turn (ACW)
7 – a quarter turn (CW) or a three-quarter turn (ACW)
8 – a three-quarter turn (CW) or a quarter turn (ACW)
- 9a. Yes he did, the two half turns make one full turn so it looks like one quarter turn.
- 9b. No he did not. The bottle top should be pointing downwards. He needs to turn the bottle another one 3 quarter turn (or one quarter turn).

Varied Fluency

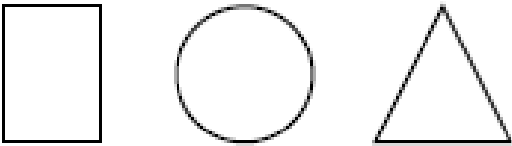
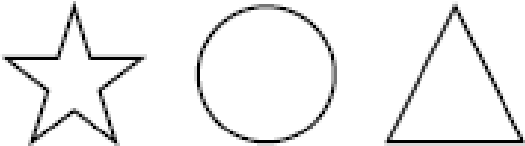
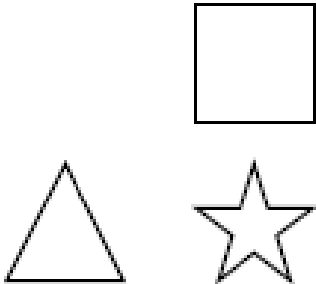
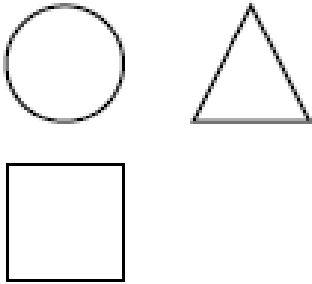








Step 2: Describe Position 1

National Curriculum Objectives:

Mathematics Year 1: (1P2) Describe position, direction and movement, including whole, half, quarter and three quarter turns

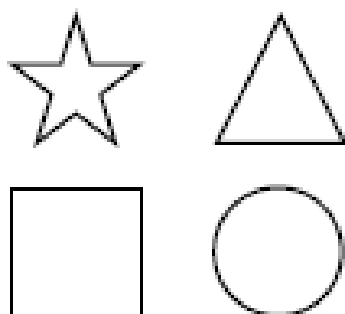
Describe Position 1

Describe Position 1

<p>1a. Colour the shape to the left of the circle.</p>  <p>★</p>	<p>1b. Colour the shape to the right of the star.</p>  <p>★</p>
<p>2a. Circle the shape that is up from the star.</p>  <p>★</p>	<p>2b. Circle the shape that is down from the circle.</p>  <p>★</p>
<p>3a. True or false? The doll is to the right of the blocks.</p>  <p>★</p>	<p>3b. True or false? The book is to the left of the teddy.</p>  <p>★</p>
<p>4a. Which colour car is down from the red car?</p> <p>blue </p> <p>red </p> <p>yellow </p> <p>★</p>	<p>4b. Which colour car is up from the green car?</p> <p>pink </p> <p>green </p> <p>black </p> <p>★</p>

Describe Position 1

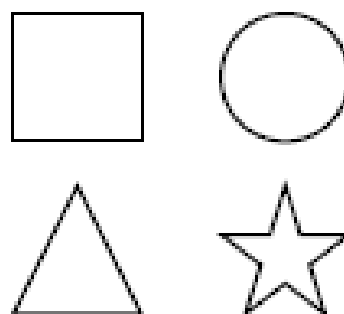
5a. Colour the shape one place right and one place up from the square.



VF

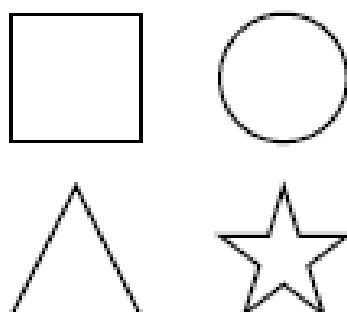
Describe Position 1

5b. Colour the shape one place left and one place down from the circle.



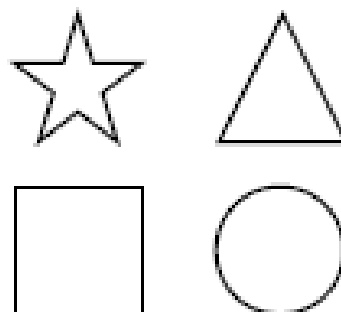
VF

6a. Circle the shape that is one place down and one place right from the square.



VF

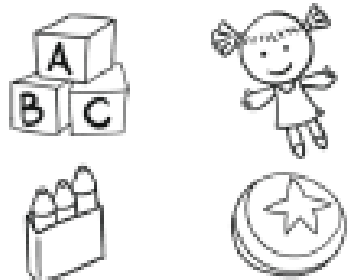
6b. Circle the shape that is one place up and one place left from the circle.



VF

7a. True or false?

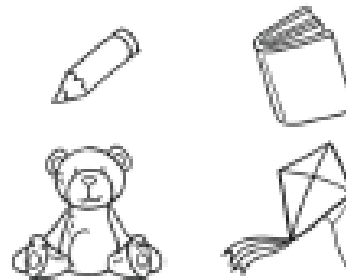
The blocks are to the left of the doll and down from the crayons.



VF

7b. True or false?

The kite is to the right of the teddy and down from the book.



VF

8a. Which colour car is up from the purple car and left of the red car?



VF

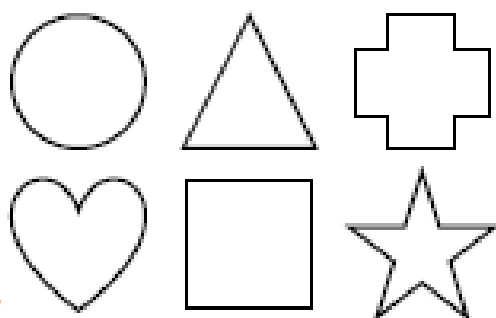
8b. Which colour car is up from the pink car and right of the white car?



VF

Describe Position 1

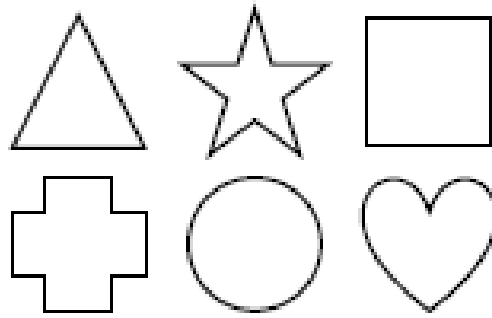
9a. Colour the shape two places left and one place up from the heart.



VF

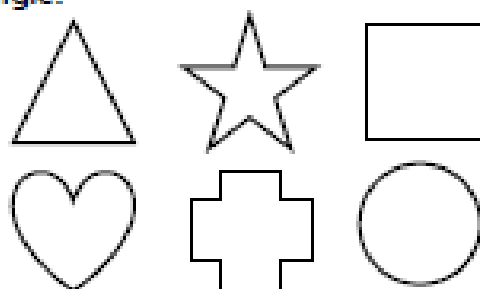
Describe Position 1

9b. Colour the shape two places right and one place down from the triangle.



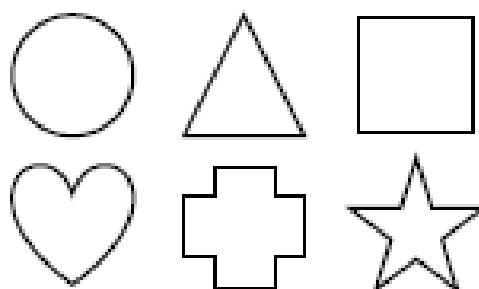
VF

10a. Circle the shape that is one place down and two places right from the triangle.



VF

10b. Circle the shape that is one place up and two places left from the star.



VF

11a. True or false?

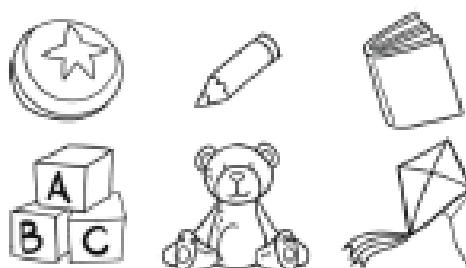
The doll is two places right of the blocks and one down from the ball.



VF

11b. True or false?

The kite is two places left of the teddy and one down from the book.



VF

12a. Which colour car is one up from the green car and two left of the black?



VF

12b. Which colour car is one down from the pink car and two right of the white?



VF

Varied Fluency
Describe Position 1

Developing

- 1a. Rectangle
- 2a. Square
- 3a. True
- 4a. Yellow

Expected

- 5a. Triangle
- 6a. Star
- 7a. False, the blocks are to the left of the doll and up from the crayons.
- 8a. Blue

Greater Depth

- 9a. Circle
- 10a. Circle
- 11a. False, the doll is two places right of the blocks and one up from the ball.
- 12a. Blue

Varied Fluency
Describe Position 1

Developing

- 1b. Circle
- 2b. Square
- 3b. True
- 4b. Pink

Expected

- 5b. Triangle
- 6b. Star
- 7b. True
- 8b. Green

Greater Depth

- 9b. Heart
- 10b. Circle
- 11b. False, the kite is one place right of the teddy and one down from the book.
- 12b. Blue

Art: Lesson 1 Sandcastles

Ask the children if they have ever made a sandcastle or sand sculpture.

Invite them to talk about where, when and how they made it, and who helped them.

Tell the children that they are going to design the 'ultimate' sandcastle or sand sculpture.

Before designing, make a list of things they could consider. Encourage them to be adventurous in their design. Suggest that they make lists of any accessories or ornaments they want, e.g. shells, pebbles, driftwood, flags, bridges, fortes.. etc

Ask the children to design their sandcastle/sculpture on their design sheet.

Special features:

1.

2.

3.

4.

5.

Topic: Lesson 1

Role play.

Discuss with the children the roles of the travel agent and customers. Ask the children: what does the travel agent do? What does the customer want?

Assign the children a scenario to role-play e.g. a family of four looking for a fun beach resort, a group of teenagers going skiing, a couple who want to go sight-seeing, and so on.

Write the details of the scenario on separate cards and assign these to the individual person.

Encourage thoughtful and realistic conversation between the travel agent and the customer, for example, the travel agent listens and advises – they don't tell the customer where to go on holiday! Give the children the language and vocabulary they will need for the role-play.

Write useful words and phrases on the board, for example: Late deals Value for money Departure flights Bed and breakfast All-inclusive City break

Topic: Lesson 2

Know about the main physical and human features of particular localities

Ask the children to think of their favourite holiday place. Pictures may help prompt memory. Ask them to make a note of the following information about their place:

The name of the place and the country

The type of building that you stayed in

What the weather was like when you were there

Something you saw that you wouldn't see in your own country, e.g. a mountain, a desert, the sea, an animal, etc. How you travelled to this place

An activity that you did there

Children who might not have been on holiday abroad before could choose a holiday destination they have heard about and then use the internet to research these facts.

Alternatively you could visit the following website and watch one of Barnaby Bear's adventures, using this as a starting point for the whole class: bbc.co.uk/schools/barnabybear – the BBC Schools website features games, quizzes and stories linked to Barnaby Bear's many adventures.

Task:

Ask the children, to tell you other about this favourite holiday. Why was it your favourite? What did you particularly like about it?

Allow the children to draw a picture of their destination, taking into account all the features they have discussed.

Topic: Lesson 3

Know about a range of events that have happened in the past

Research activity

Draw a timeline on the board displaying today's date at the far end. Working back along the timeline mark the date for each year in the children's lives.

What do they remember from when they were younger?
Can they name any places they have been on holiday or any day trips to places they have visited?

Recording activity

Ask the children to work individually to make a timeline showing their favourite holiday or day trip for each year from when they were a baby until now. Get them to number the years on their timeline and label each holiday or day trip. Children could write down the reasons why they liked each holiday or day trip.