Y1 Happy Holidays! Learning Sequence

Synopsis: Children become travel agents and find out all about the different destinations that people visit on holiday. They write about a destination for a holiday brochure applying a range of skills eg noun phrases. They read and talk about postcards and new words they have been introduced to.

In Science, children explore the different plants found in different countries.

In Geography, children compare UK to a non-European holiday destination eg Florida.

In Art, children use glue to join materials when creating a holiday brochure.

In **D&T**, children will begin to find out about where food comes from and what they might eat on holiday.

In **Computing**, children use digital literacy skills to design a cover for their own brochure.

Curriculum areas: English, Science, Geography, Art, D&T and Computing **Length of theme:** 6 weeks

English		
Write an entry for a holiday brochure about their chosen destination.		
English Objectives	English Learning Sequence	
 Word Reading Blend sounds in unfamiliar words containing GPCs already taught Read other words of more than one syllable Grammar & Punctuation Use 'and' to join words and clauses Leave spaces between words Use capital letter for proper nouns such as names of people, places, days of week and pronoun I 	 Look at examples of brochures eg photos of destinations, titles, language, layout Select words within children's phonic knowledge and decode them together. Check understanding of those words Read some examples aloud to children and magpie favourite words and phrases eg glimmering water Choose an image from a brochure and describe it to friend, trying to persuade them to visit that destination Encourage children to use interesting adjectives and noun 	
 Text Structure & Features Write for different purposes (holiday brochure) 	 phrases eg sunny sky, yellow sand Role play travel agents, using the language gleaned from real brochures 	
 Plan, Draft, Edit & Evaluate Say aloud what they are going to write 	 Children orally rehearse what they are going to write Write sentences about their destination applying interesting vocabulary, adjectives and verbs eg The tiny, white sailing boats 	

 Compose sentences orally before writing Re-read what they have written to check it makes sense Discuss what they have written with teacher/pupils In addition to the above, teachers should apply general spelling rules and guidance, as listed in English Appendix 1 and ensure concepts and skills outlined in English Appendix 2 are also addressed. 	are gliding across the clear, blue water. The sand is warm and golden.
Eng	(lish
Write a postcard about their holiday a	and what they have been doing there.
English Objectives	English Learning Sequence
 Comprehension Take turns in high-quality discussions about what they have heard/read Grammar & Punctuation Use 'and' to join words and clauses Leave spaces between words Use capital letter for proper nouns such as names of people, places, days of week and pronoun I Language & Vocabulary Understand how language can be used in narrative Text Structure & Features Write for different purposes Sequence sentences to form short narratives Plan, Draft, Edit & Evaluate Say aloud what they are going to write Connection of the section of the	 Share/read some postcards with the children and remind them of the features - <i>The Jolly Postman</i> and <i>At the Beach</i> contain examples Discuss what the authors have written about - can they link it with their own experiences? Children select a destination from one of the holiday brochures Discuss the kinds of activities you would do there eg swimming, snorkelling, cycling Share a modelled example of a simple recount eg First, we arrived at the big hotel. Then, we went to the swimming pool and we swam. Using pictures as scaffold, children sequence their typical day on holiday Give children the adverbs First, Then, Next, After to use in their sentences (orally then in writing) Write a simple recount of a day on holiday considering the order of events
 Compose sentences orally before writing Re-read what they have written to check it makes sense Discuss what they have written with teacher/pupils In addition to the above, teachers should apply general spelling rules	

and guidance, as listed in <u>English Appendix 1</u> and ensure concepts and skills outlined in <u>English Appendix 2</u> are also addressed.		
Scie	ence	
Explore the different plants	found in different countries.	
Science Objectives	Science Learning Sequence	
 Working Scientifically Start to ask and suggest answers to simple scientific questions Use first-hand practical experiences to find answers Start to observe closely Begin to gather and record data simply using pictures and words Perform simple tests with support Begin to use simple equipment eg magnifying glasses Start to discuss what they have found out Scientific Knowledge Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees 	 Recap similarities and differences between UK and a non-European holiday destination Explore landscape of local area and compare to somewhere non-European Ask questions about the kinds of plants that grow in different places eg cactus, palm tree Gather information of common, wild and garden plants in local area Record this information using pictures and matching words/labels Discuss and describe basic structure of a flowering plant and tree Record this using simple diagram 	
Geography		
Compare UK to a non-European holiday destination eg Florida.		
 Geography Objectives Know names of world's 7 continents and 5 oceans Name the four countries of the UK and their capital cities Start to use world maps, atlases and globes Talk about similarities and difference between an area of the UK and a non-European area Begin to use basic geographical vocabulary eg coast, seaside, inland 	 Geography Learning Sequence Recap use and purpose of globe/atlas Locate world's 7 continents and 5 oceans and label world map Use range of brochures to locate correct continent (eg Mexico in South America) Use sunshine and snowflake symbols to recap hot/cold areas and discuss appropriate travel necessities for these different areas (eg I will take sun cream to Mexico because it is hot.) 	

 Find hot and cold areas in the world using atlases Talk about daily weather and seasonal weather patterns in the UK 	 Compare similarities and differences between going on holiday in UK and a non-European area and record in basic chart Use map of UK, string and flags to locate country and their capital cities Children choose different capitals and, using pictures and photographs, do a short presentation to rest of class on these areas eg Edinburgh is the capital of Scotland. It is a big city and the building are old. There is a castle up on a hill. 	
A	Nrt	
Use glue to join materials when creating a holiday brochure.		
Art Objectives	Art Learning Sequence	
 In textiles, join materials using glue In pencil, draw lines of different length and thickness Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials Discuss their own and others' work 	 Collect images from different brochures of hot/cold destinations Create a basic book (gluing material together) as background for brochure Discuss background/basic colour scheme to complement their brochure (eg if hot destination, use bright, bold colours) Practise tearing, cutting and gluing these images before making their final brochure Compare this to the work of famous artist 	
D&T		
Begin to find out about where food comes from and what they might eat on holiday.		
D&T Objectives	D&T Learning Sequence	
 Begin to understand where food comes from Prepare simple dishes using knowledge of healthy food 	 Discuss, draw and record each child's favourite meal Discuss whether or not this would be the same around the world & what could change this Draw on children's first-hand experiences of travel and differences in cultures Explore and taste a range of different foods around the world Share produce that could create a healthy salad and discuss how best to prepare and use these ingredients (eg peel/chop/grate) 	

	 Design their own healthy salad using pictures Make their healthy salad and discuss what they liked/disliked 	
Computing		
Use digital literacy skills to design a cover for their own brochure.		
Computing Objectives	Computing Learning Sequence	
Use technology to create, store and retrieve digital content	 Learn to log on to computer network Explore how to find different programmes (eg Word, Publisher) Use a range of simple tools in image manipulation software to create and change a picture As a class, create a simple pictogram/painting software 	