



Ivy, Holly, Oak  
Hooray... Let's go on Holiday!

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p style="text-align: center;"><b><u>HOLIDAY PARTY      PM ONLY</u></b></p> <p style="text-align: center;"><b><u>Pose the question:</u></b></p> <p style="text-align: center;"><b>What do people do when they go on holiday?</b></p> <p>Chn to be able to get changed into clothes they would wear on holiday (outfits their parents don't mind getting wet)</p> <p>Out on the field, children to have access to a sand pit with buckets and spades,</p> <p>A paddling pool for them to walk in and feel the water on their feet.</p> <p>Games – croquet, bubbles to play with, beach balls, skittles, giant board games)</p> <p>Chn to have access to the games and toys from 1:30 – 2:00pm. Then have their snack 2:00 – 2:20 ish and then carry on playing games and accessing what people do when on holiday till 2:45pm.</p> <p>(during playtime – adults to have water gun and shoot the children with water)</p> <p>2:45pm – tidy up time and return to their classrooms to get changed back into school clothes.</p> <p><b>Reflected discussions:</b>  Why do people go on holiday?  What do they do when they are on holiday?  How do they get to their destination?</p>	Sand Paddling pool Water Buckets Spades Beach balls Skittles Croquet sets Bubbles Giant board games Water pistols Toys in the paddling pool

			Pictures as evidence for scrap books.	
Knowledge Harvest			<p>Before getting changed into their own clothes, children to discuss what they think their IPC title means ‘Hooray... let’s go on Holiday! Discuss places they have been on holiday and how they got there. Where are these locations in the world?</p> <p>Chn then then work on tables with a big piece of A3 paper and write down all the things they already know about going on holiday: Destinations How they get there including airports What they do there etc</p>	<b>A3 paper</b> <b>Pens</b>
Big Picture	Holidays are special days when we take a rest from school and work. Our holidays in the past were very different from holidays today. Now that we can travel to all parts of the world and even space, who knows where we will go for our holidays in the future?			
GT1	1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context	name and locate the world’s seven continents and five oceans	<p>Chn to discuss different places around the world – discuss places that children have family in and places they have visited on holiday – <b>where are these places in the world?</b></p> <p>Watch the following clip on the continents <a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></p> <p>and go through the PowerPoint to give additional information (year 2 mainly)</p> <p>Have a world map up on the board – go through where the different continents are and then compare that to the UK. (use google earth is needed <a href="https://www.google.co.uk/intl/en_uk/earth/">https://www.google.co.uk/intl/en_uk/earth/</a>)</p> <p>Complete activity 1</p> <p>Then bring back to the carpet and show them the following clip</p>	<b>IWB</b> <b>YouTube</b> <b>PowerPoints</b> <b>World map</b> <b>Word mats</b> <b>Images of car and plane</b> <b>Extension questions</b> <hr/> Destination Continent Oceans Europe Asia Africa North and South America Antarctica Australia Pacific Arctic Atlantic Southern Indian

<https://www.youtube.com/watch?v=X6BE4VcYngQ>

transport

and go through the PowerPoint to add more detail on the oceans.

Go back to the world map on the board and then add where the oceans are.

Complete activity 2

Bring back to the carpet and discuss that at the beginning of the lesson we talked about different holiday destinations and how they got there. Looking at the world map together, **how would I get to Spain?**  
**Which continent is Spain in?**

Complete activity 3

**Activity 1**

Chn to have world map for them to stick into their books. Using word mats to support, children to label the different continents of the world and colours them.

**Activity 2**

Chn to go back to their world maps and label the 5 different oceans onto their world maps and add blue to colours the oceans.

**Year 1 activity 3**

**LA**  
Chn to have extension questions:  
Name a country in Europe.  
How would you travel there?

**Year 2 activity 3**

**LA**  
Chn to have extension questions:  
Name a country in Europe.  
How would you travel there?

			<p>Chn to answer these questions into their books.</p> <p><b>MA and HA</b> Chn to pick two forms of travel e.g. plane and car. Have an image of a plane and car for them to stick in their books and around each image, write places they could travel to using their form of transport. EXT – what continent they are in.</p>	<p>Chn to answer these questions into their books.</p> <p><b>MA and HA</b> Chn to identify 2 or 3 places from their map that would require different ways to travel there e.g. plane, boat and car. Chn to then write little top trump cards for each place using the following subtitles: Name of country: Continent it is found on: How you'd travel there: Why would you travel there?</p>	
HT1	1.02 Know about a range of events that have happened in the past.	Compare aspects of life in different periods in relation to holidays	<p><b>Starter</b> – recap on the different continents that they have learned about and the oceans. How might we travel to different destinations around the world?</p> <p>Explain that the children are going to back in time. They are going to go back in time 200 years. (Have a table set up with a dark fabric over the top for them to 'go back in time' through a tunnel. After all the children have gone through the tunnel and emerged on the other side, tell them that planes haven't been invented yet – only birds can fly. Discuss that the cost of going to another country was incredibly expensive so only very wealthy people could go on a boat and travel to another country – also mention the time it would take to get there.</p> <p>Have the following image up on the board</p>		<p><b>IWB</b> <b>Images of holiday now and 200 years ago</b> <b>Scissors</b> <b>Glue</b> <b>Rulers</b> <b>Tables</b> <b>Dark fabric</b></p>



Discuss that holidays now are usually people getting into a car or plane and going somewhere sunny and different.

200 years ago, holidays were too expensive so people would travel to local beaches and coastal towns in their own country and have their holiday there.

Have different images of holidays now and then up on the board for the children to discuss which is which and how they know.

<u>Year 1 children</u>	<u>Year 2 children</u>
<p>LA Chn to have their page already divided in half with titles 'now' and '200 years ago' Chn to have images for them to cut out and stick under the correct title.</p>	<p>LA Chn to have their page already divided in half with titles 'now' and '200 years ago' Chn to have images for them to cut out and stick under the correct title.</p>
<p>MA and HA Children to divide their page in half and put the titles 'now' and '200 years ago'. Chn to then write 3-4 differences between the two in terms of how holidays</p>	<p>MA and HA Children to divide their page in half and put the titles 'now' and '200 years ago'. Chn to then write 3-4 differences between the two in terms of how holidays</p>

			has changed over the years.					
HT2	1.05 be able to order events and objects into a sequence.	Order events chronologically within living memory	<p>(previously ask children to bring in pictures of past holidays as their home learning)</p> <p>Read the story 'The Day the Crayon's Came Home' to the class  <a href="https://www.youtube.com/watch?v=-bEyOrsGVf0">https://www.youtube.com/watch?v=-bEyOrsGVf0</a></p> <p>Focus on the neon red crayon and his journey from when he was left at the swimming pool to getting home – he stopped at lots of different places along the way. Have different images up from the book of the places he visited and ask the children to put them in order.  Discuss new vocabulary of – chronological – what does it mean?</p> <p>Now ask the class about their previous holidays – <b>where have you been? How old were you? Who did you go with? How did you get there?</b></p> <p>Have circle time where children who have brought in pictures can share their pictures with the class and explain their holiday.</p> <p>Take an example of someone who brought in their holiday pictures and model a timeline on the board from birth to now.</p> <hr/> <p>CT to ordering their holidays from the beginning to the present. If chn haven't been on holiday then they will order the holiday of the neon crayon.</p> <table border="1" data-bbox="1025 1369 1697 1444"> <tr> <td><u>Year 1 children</u></td> <td><u>Year 2 children</u></td> </tr> <tr> <td>LA</td> <td>LA</td> </tr> </table>	<u>Year 1 children</u>	<u>Year 2 children</u>	LA	LA	<p><b>The book 'The Day the Crayons Came Home'</b>  <b>IWB</b>  <b>Youtube</b>  <b>Images of holidays</b>  <b>Images from the focus text</b>  <b>A3 sheets with timelines</b>  <b>Glue</b>  <b>Scissors</b>  <b>Pencils</b>  <b>Books</b></p>
<u>Year 1 children</u>	<u>Year 2 children</u>							
LA	LA							

			<p>Chn to have an A3 sheet of paper with the time line in the middle. Chn to draw images from their holidays in chronological order and with support from CT, write where the trip was and how old they were.</p> <p><b>MA and HA</b> To use a double page spread in their books and have photocopied images of their holidays for them to stick in the right order. For each image, chn to write where the trip was, how old they were, who they went with and how they got there.</p>	<p>Chn to have an A3 sheet of paper with the time line in the middle. Chn to draw images from their holidays in chronological order and with support from CT, write where the trip was and how old they were.</p> <p><b>MA and HA</b> To use a double page spread in their books and have photocopied images of their holidays for them to stick in the right order. For each image, chn to write where the trip was, how old they were, who they went with and how they got there.</p>	
HT3	1.07 To be able to find out about aspects of the past from a range of sources of information.	Use a range of sources to research significant places from around the world.	<p>Recap on the different places they have been as a class. Have a world map up on the board and toothpick and paper as flags for you to point out all the places as a class, we have been around the world.</p> <p>Watch the following clip <a href="https://www.youtube.com/watch?v=PeIQI7jdM2k">https://www.youtube.com/watch?v=PeIQI7jdM2k</a></p> <p>and go through the PowerPoint on the seven wonders of the World – test comprehension and facts as you go. Discuss what they think a place requires to be called ‘A wonder’ of the world.</p> <p>Discuss that the children are going to create their own fact files on one of the seven wonders of the world.</p>		<p><b>World map</b> <b>Tooth picks</b> <b>Red/blue paper for flag</b> <b>IWB</b> <b>Youtube</b> <b>PowerPoint</b> <b>Fact files</b> <b>IPads</b> <b>Planning sheets</b></p>

Allow the children to get into mixed ability pairs to research their one of the seven wonders.

<u>LA</u>	<u>MA and HA</u>
<p>Chn to work together and have different fact files out for them to pick a wonder. CT to support with reading and they need to plan out their information under subtitles Where is the _____? The history of the wonder.</p>	<p>Chn to work in mixed ability groups with fact file sheets and access to iPads for them to find out information based on the following subtitles Where is the _____? A description of the wonder. The history of the wonder.</p>

HT4

1.08 To be able to communicate their historical knowledge and understanding in a variety of ways

Develop stamina for writing an information text.

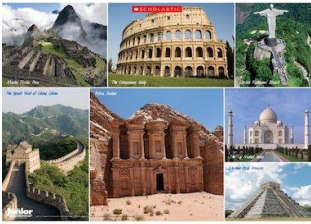
Recap on their previous learning about the seven wonder of the world –  
Have a quiz of ‘What am I’ based on the different wonders with clues e.g. *I am a white structure. All four of my sides are symmetrical, I am found in India. I was built for a wife who died.*

Have an example of a fact file up on the board for them to look at with the same subtitles they were using to complete their research.  
Go through the fact file with the class and ensure they are able to see the features.

<u>LA</u>	<u>MA and HA</u>
<p>Chn to have templates for fact files with the subtitles already written on. Using whiteboards and scaffolded sentences, chn to transfer their</p>	<p>MA Chn to write a fact file directly into their books using the subtitles and sticking images in as they go.</p> <p>HA</p>

**IWB**  
**Fact file template**  
**Colouring pencils**  
**Pencils**  
**Books**  
**Rulers**  
**Quiz**



			information into the fact file.	To complete a double page spread, including diagrams and images of their wonder including the subtitles.	
AT1	1.02 To be able to use a variety of materials and processes.	to use sculpture to develop and share their ideas, experiences and imagination	<p>Have the 7 Wonders of the World up on the board and take a chance to share some of their information texts from the previous week. If they need time. Give them a little bit longer to finish them.</p> <p>Chn to then look at different forms of art – paint, sketching, oil and water colours, stone and sand sculptures. What do we like about them and what do we not? Art is a form of expression and it is ok to have different opinions about it.</p> <p>CT to introduce two different materials clay and sand. Using either of these materials, the children are going to work in pairs to recreate one of the seven wonders from the board’s images.</p>		<p><b>Art sand of different colours</b>  <b>Clay</b>  <b>Aprons</b>  <b>Clay cutting tools</b>  <b>Water</b>  <b>Boards</b>  <b>IPad</b>  <b>IWB</b></p>
					
			<p><b>Activity</b></p> <p>Chn to work in mixed ability pairs and using one of the materials available to them, they need to recreate one of the seven wonders of the world.  Pictures as evidence in class scrap books.</p>		
IT1	1.05 To be able to work with each other where appropriate	to use a range of materials creatively to	<p><b>PARENTAL ENGAGEMENT 2:00pm – 3:00pm</b></p> <p>Chn to invite their parents into school (the hall).</p>		<p><b>The Hall</b>  <b>Tables</b>  <b>Table covers</b></p>

		<p>design and make products Use persuasive language</p>	<p>As a group discuss what we have been learning about and show some images of the learning that we have been doing. Discuss that so far we have been focused on holidays and places in the past, today we are going to focus on how holidays could change in the future. Pose the questions: <b>Did you think that people in the past thought holidayers would be able to fly all over the world in less than a day?</b> <b>How do you think that holidays might change in the future?</b> <b>Where might holidays take place in the future?</b></p> <p>Chn to discuss that there are plans for people to be able to go on holiday in space in the future!</p> <p>Go through the PowerPoint that discuss the history of space travel and that Richard Branson is saying that tourists could get to visit space in the next couple of years! Discuss that it would be a very expensive holiday but the cost would slowly go down.</p> <p>Possible clips to show: Time Peake Space walk <a href="https://www.youtube.com/watch?v=1c8kWkRn7yM">https://www.youtube.com/watch?v=1c8kWkRn7yM</a> Moon Landing <a href="https://www.youtube.com/watch?v=INQlaTnN2cg">https://www.youtube.com/watch?v=INQlaTnN2cg</a> Time Peake's footage of the UK at night <a href="https://www.youtube.com/watch?v=anebTNHG3ts">https://www.youtube.com/watch?v=anebTNHG3ts</a></p> <p>Today – they might have heard of travel agents, but today they are going to become space agents! It is their job today to create a 3D model of the planet they are going to try and convince people to visit. Whilst that is drying, they need to come up with a fantastic advert to advertise their planet and why I should pick your planet instead of another one.</p>	<p><b>Pre-made papermache spheres</b> <b>Paint</b> <b>Tissue paper</b> <b>Crepe paper</b> <b>Glue</b> <b>Scissors</b> <b>Paint brushes</b> <b>Aprons</b> <b>Paint palettes</b> <b>Water cups</b> <b>A4 templates for adverts</b> <b>IWB</b> <b>Music</b> <b>Pencils</b> <b>Colouring pencils</b></p>
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			<p>Have an example of an advert up on the board – read it to the group and discuss the features of it</p> <p>Persuasive language Deals Pictures etc</p> <p><b>Activity</b> Children and parents to work in groups. They will have a pre-made paper Mache sphere for them to pick a planet and paint it/ use coloured tissue paper and crepe paper using the correct colours (images of planets to be up on the board during this time)</p> <p>After completing their painting, painted planets to be put on a table to dry and parents and children to have A4 advert templates for them to write their advert. Children to write it and parents to help.</p>	
Reflection			<p>Chn to go back to their A3 pieces of paper and using a different coloured pen, add the things they have learned over the past term.</p> <p>CT to then take a picture and stick in their books at the end of the unit.</p>	<p><b>A3 pieces of paper</b> <b>Different coloured pens</b> <b>Photocopier</b> <b>Glue</b></p>