

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

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

Text Structure & Features

- Write for different purposes (holiday brochure)

Plan, Draft, Edit & Evaluate

- Say aloud what they are going to write

English Learning Sequence

- 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 phrases eg sunny sky, yellow sand
- Role play travel agents, using the language gleaned from real brochures
- 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.

English

Write a postcard about their holiday and what they have been doing there.

English Objectives

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
- 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

English Learning Sequence

- Share/read some postcards with the children and remind them of the features – *The Jolly Postman* and *At the Beach* 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

and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

Science

Explore the different plants found in different countries.

Science Objectives

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

Science Learning Sequence

- 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.

Art

Use glue to join materials when creating a holiday brochure.

Art Objectives

- 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

Art Learning Sequence

- 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

- Begin to understand where food comes from
- Prepare simple dishes using knowledge of healthy food

D&T Learning Sequence

- 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

- Use technology to create, store and retrieve digital content

Computing Learning Sequence

- 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