



Oh the Places You'll Go!

Synopsis:

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Children become holiday makers 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 and write simple instructions for a recipe. In Science, children explore the different animals found in different countries. In Geography, children compare UK to a non-European holiday destination eg Kalahari Desert. In D&T, children will begin to find out about where food comes from and what they might eat on holiday.

Geography

Learning Sequence:

- Recap use and purpose of globe / atlas
- Locate 7 world continents and 5 oceans and label world map
- Use range of maps/atlasses to locate correct continent (eg. Mexico in South America)
- Use sunshine and snowflake symbols to recap hot / cold areas. Use suitcases to discuss appropriate travel necessities for these different areas (eg. I will take sun cream to Mexico because it is hot.)
- Compare similarities and differences between going on holiday in UK and non-European area and record in basic chart
- Use map of UK, string and flags to locate country and their capital cities
- Children taste foods from each part of the British Isles.

Locational Knowledge

Know names of 7 continents and 5 oceans

Name four countries of the UK and their capital cities

Human & Physical Geography

Begin to use basic geographical vocabulary eg town, city, beach, forest, sea, mountain

Find hot and cold areas in world using atlases

Skills & Fieldwork

Start to use world maps, atlases and globes

Place Knowledge

Talk about similarities and differences between area of UK and nonEuropean area

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

Make

Use a range of materials and components eg construction, textiles and ingredients

Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish

Food Technology

Begin to understand where food comes from

Prepare simple dishes using knowledge of healthy food

Science

Learning Sequence:

- Name the animals found in the illustrations of the book. Name images of other animals that do not appear in book
- Sort and classify pictures of animals into amphibians, fish, reptiles, bird and mammals, discussing at all times the rationale for classification
- Select an animal from each category and label the structure (eg. wings, gills, hooves, tail etc.)
- Provide images of a number of animals and children to match the food to these animal – introduce vocabulary such as carnivore, herbivore and omnivore
- Sort food for each animal based on this information eg meat for a tiger, grass for a cow etc and explain rationale

Make Observations

Start to observe closely

Ask Questions

Start to ask and suggest answers to simple scientific questions

Use first-hand practical experiences to find answers

Gather Data

Begin to gather and record data simply using pictures and words

Writing

Learning Sequence:

Children look at the destinations in Meerkat Mail and discuss.

- Discuss the kinds of activities Sunny might have done on holiday.
- Share a modelled example of a simple recount eg First, he arrived at the big hotel. Then, he went to the swimming pool and he swam.
- Using pictures as scaffold, children sequence Sunny's 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 Sunny's holiday considering the order of events

Language & Vocabulary

Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)

Plan, Draft, Edit & Evaluate

Say out loud what they are going to write about

Compose sentences orally before writing

Re-read what they have written to check it makes sense

Discuss what they have written with teacher/pupils

Grammar & Punctuation

Leave spaces between words

Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark

Use "and" to join words and clauses

Use capital letter for names of people, places, days of the week and pronoun I

Text Structure & Features

Recognise and join in predictable phrases and use these in their writing

Transcription

Spell words containing the 40+ phonemes, common exception words and days of the week

Use -ing, -ed, -er and -est where root word remains unchanged

Write from memory simple sentences dictated by the teacher

Sit correctly at table holding pencil correctly

Begin to form correctly - oriented lower - case letters, capital letters and digits 0 - 9
