



## About this topic

Curriculum link: Year 1, Animals, including humans; Everyday materials

### SUMMARY:

In this topic, children will plan what they need to pack for a holiday, and explore the different animals they might encounter at the seaside and the human impact on the environment. You could begin by voting on where in the UK or the world children would like to visit on holiday and work with the most popular place, researching where it is, climate, food, etc. with children deciding what they would need to take.

### UNITS:

- |                              |                     |
|------------------------------|---------------------|
| 6.1: Get packed              | 6.2: By the seaside |
| 6.3: Protect the environment |                     |

### ACTIVITY RESOURCES: (pages X-X)

- 6.1: Cold water challenge
- 6.2: Sunglasses challenge
- 6.3: Marine biologist challenge
- 6.4: Seashore animals
- 6.5: Seashells

### ONLINE RESOURCES:

- Teaching slides (Powerpoint): Holiday
- Interactive activity: Holiday
- CPD video: Holiday
- Pupil video: Holiday
- Word mat: Holiday
- Editable Planning: Holiday
- Topic Test: Holiday

## Learning objectives

This topic covers the following learning objectives:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores or omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.

- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

## Working scientifically skills

This topic develops the following working scientifically skills:

- Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment.
- Perform simple tests. Identify and classify.
- Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.



## CROSS-CURRICULAR LINKS

This topic offers the following cross-curricular opportunities:

### English

- Read non-fiction books about the seaside and different holiday destinations.
- Writing and sending postcards. Seaside vocabulary.

- Compound words, e.g. seaside, sandcastle.
- Making lists for packing a case for holiday. A list of favourite things we did on holiday.
- Holiday adventure ... what happened next?
- Creating captions for holiday photographs.
- Create a travel brochure.
- Using travel brochures.

### Holiday stories

- *Tam and Tina Going Camping* – Jack Ireland.
- *Seaside Poems* – Jill Bennett and Nick Sharratt.

## Numeracy and mathematics

- Survey favourite holiday destinations – pictograms.
- Survey favourite holiday food, e.g. fish and chips, candy floss, toffee apples, ice cream, ice lollies – graph and handle data.
- Seaside shop – use different coins. Solve money problems.
- Packing – how much will go into a case? Comparing weight – lighter / heavier than.
- Foreign coins – comparisons.
- How many legs? Crabs, lobsters, starfish – calculations.

## Art

- Sand pictures and sculptures.
- Collages.
- Marbling – sea patterns.
- Create dioramas.
- Art from countries around the world.
- Wave pictures, mountain-scapes using torn magazine pages to create a landscape.
- Souvenirs from other countries – e.g. bead necklaces, masks, bookmarks, fridge magnets, papier mâché bowls.

## Drama

- Role play packing for a holiday.
- Pretend to invent a time machine that can travel any where and any time.

## History

- How do we know what holidays were like in the past?
- Where did parents / grandparents go on holiday?
- Compare holiday photographs from the past with the present, e.g. Victorian seaside holidays, souvenirs past and present, postcards.

## Music

- 'I Do Like to be Beside the Seaside'.
- Music from different countries, e.g. calypso.
- Instruments from different countries.

## Geography

- Use maps to locate holiday destinations. Use maps to locate local airport.
- Look at different coastal features, some natural and others made by humans, e.g. lighthouses.

- Make a glossary of words, e.g. *bay, beach, caravan, sand, shingle*.
- Holiday locations – would we like to go there?

## Computing / ICT

- Taking photographs for postcards.
- Taking a photograph for a passport.

## Design and technology

- Making a photo frame for holiday photographs.
- Making ice cream.



## STEAM (SCIENCE TECHNOLOGY ENGINEERING ART AND MATHS) OPPORTUNITIES

### Invite into class

- Marine biologist.
- Geologist to discuss the different rocks found on beaches.
- Photographer to talk about how to take interesting holiday photographs.
- Parent or someone from the local community who is a pilot, train driver, etc.
- Artist to create art using found materials from a beach, sand and pebble art.
- Writer to develop descriptive language, simple poems and stories.

### Visit

- A train station or railway museum: look at trains, how do they work, size of wheels, how they have changed.
- An airport: look at systems, e.g. conveyor belts, IT systems, e.g. check-in, safety around the airport, where do planes get their fuel, ear defenders for people taxiing planes.
- Marine centres.
- Beach with a marine biologist.
- Lighthouse.

## HEALTH AND SAFETY

**Making sunglasses:** Children should never look directly at the Sun.

**Handling a glass bottle:** Glass can be used in science in primary schools, but children should

discuss how to use it carefully and to leave the glass for an adult to clear up should it break.

Check with *ASE Be Safe!* for further advice.

## SCIENTIFIC VOCABULARY: HOLIDAY

It is assumed that most children know, from their EYFS experience, words such as *sea*, *beach* and *sand*, although they might not know how to write and spell them. You can download a Word mat of essential vocabulary for this topic from *My Rising Stars*.

**habitat:** a habitat is the place where a plant or animal lives

**marine biologist:** a marine biologist finds out about things that live in the sea

**pollution:** an example is when humans leave waste in the environment (countryside, seaside, etc.) which harms the habitats and living things in it

**sunburn:** is when the skin is damaged and goes red because of too much sunlight

**Key words:** animals / banded wedge shell/ beach / cockle / fish / habitat / limpet / mussel / periwinkle shell / pollution/ protect/ razor clam / recycle / rock pool / rubbish / sand / sea / shell / shell crab /Sun / sunglasses / sunscreen / turtles

## PREPARE THE CLASSROOM

### Area 1: Marine biologist role play

- White laboratory coats (white shirts) for children to wear.
- Children's goggles or protective glasses to wear to help them take on the role of a scientist.
- Shells for children to sort.
- Pictures of different ocean animals and seabirds.
- Different sand and pebbles to observe using the digital microscope.
- Easi-Scope digital microscope.
- Sea-life collection for classifying.
- Photographs of marine biologists at work.
- Books on the seashore, underwater, oceans, etc.
- Identification keys.
- Big Book to record their observations.

### Area 2: Beach indoors or outdoors

- Boats
- Camping equipment
- Empty sunscreen bottles
- Holiday clothes
- Holiday food
- Ice-cream parlour
- Puppet animals
- Rocky pool area
- Sand
- Sea-life collection
- Shells
- 'Slip, slop, slap' slogan
- Stuffed animals
- Sunhats
- Sunglasses
- Swimsuits
- Summer dressing-up clothes