



The Valley Primary School Summer 2 Medium Term Planning History - Holidays

Year Group(s): Nursery, Reception, Year 1 and Year 2.

Prior Learning & Knowledge *(what knowledge of this topic do the children already have/ include pupil interests)*

It will be helpful if the children have an understanding of seaside holidays in the present.

Learning outcomes and skills: *(make it clear which objectives relate to which year group if mixed age)*

Nursery:

C&L – S (6.1)

Use longer sentences of four to six words.

EAD – CWM (6.1)

Begin to draw with detail, such as representing a face with a circle and including some details.

EAD – CWM (6.5)

Explore different materials freely, in order to develop ideas about how to use them and what to make.

UTW-TNW (6.3)

Talk about what they see, using a wide vocabulary.

EYFS:

C&L – S (9.1)

Participate in small group, class and one-on-one discussions.

EAD: CWM (9.1)

Safely use and explore a variety of materials, tools and techniques

EAD – CWM (9.2)

Share their creations, explaining the process they have used

KS1:

To know what seaside holidays were like in the past.

To use photographs to provide information about seaside holidays in the past.

To use sources to provide information about seaside holidays from the past

To use stories to provide information about seaside holidays in the past.

To understand the diversity of holiday experiences from the past.

To use our knowledge of the seaside in the past to create our own images.

Key concepts:**NC Objectives –**

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. significant historical events, people and places in their own locality.

Key vocabulary:

Nursery: holiday, past, seaside, real, not real.

Reception: holiday, past, seaside, value, real, not real, pier, research, tourism.

KS1: holiday, recent past, seaside, leisure, souvenir, entertainment, pier, value, valuable, fact, fiction, research, tourism

Continuous Provision: See weekly planning sheet for EYFS

Resources: Youtube videos, Venn Diagram, souvenir, story

Teaching sequence suggestion

	Learning Objectives (for each year group) <i>EYFS- include area of learning and TMPF score E.G. EAD(BI)7</i>	Teaching Activities <i>(To include adaptations in task, questioning and skills for each year group and mixed age year group)</i>
<p>Week 1</p> <p><i>Questioning Support</i> <i>Adapatation/Assessment 3pportunities.</i></p> <p><i>Holidays in the Past</i></p>	<p><u>Nursery: C&L –S (6.1)</u> Use longer sentences of four to six words.</p> <p><u>Reception: C&L – S (9.1)</u> Participate in small group, class and one-on-one discussions.</p> <p><u>KS1 –</u> To know what seaside holidays were like in the past</p>	<p>Look at current holiday destinations and <i>ask the children where they have been on holiday themselves.</i> Explain were are going to be looking at holidays from the past.</p> <p><i>Why do people go on holiday? Why do we think most people go on holiday in the summertime?</i></p> <p>Watch YouTube video on seaside holidays in the past.</p> <p><i>KS1: To make compare seaside holidays in the past and now.</i> <i>Rec; To write a sentence to compare the holidays in the past and now.</i> <i>Nursery: Verbally discuss the differences with an adult.</i></p>
<p>Week 2</p> <p><i>Questioning Support</i> <i>Adapatation/Assessment 3pportunities.</i></p> <p>Seaside Holiday Pictures</p>	<p><u>Nursery: C&L –S (6.1)</u> Use longer sentences of four to six words.</p> <p><u>UTW-TNW (6.3)</u> Talk about what they see, using a wide vocabulary.</p> <p><u>Reception: C&L – S (9.1)</u> Participate in small group, class and one-on-one discussions.</p> <p><u>KS1:</u> To use photographs to provide information about seaside holidays in the past.</p>	<p>Recap previous learning about the video we watched, and explain today we are going to look at photographs of seaside holidays from the past.</p> <p>Look at the photograph with the children, and discuss what they can see. <i>Model some sentences with the class. 'I can see.....'</i></p> <p>Show children the picture from the past next to a current picture of the seaside. <i>What is the same? What is different?</i></p> <p><i>Children can use a venn diagram to record ideas, model how to do this on the board. Support for Rec/Adult to scribe for Nursery.</i></p>
<p>Week 3</p> <p><i>Questioning Support</i> <i>Adapatation/Assessment 3pportunities.</i></p> <p><i>Souvenirs</i></p>	<p><u>Nursery: C&L –S (6.1)</u> Use longer sentences of four to six words.</p> <p><u>Reception: C&L – S (9.1)</u> Participate in small group, class and one-on-one discussions.</p> <p><u>KS1:</u></p>	<p>Look at a souvenir people may collect on a holiday. Describe what it is. <i>Why might people choose to collect a souvenir when they go on holiday? Have any of them ever collected a souvenir?</i></p> <p>Introduce the word 'valuable' <i>What does that mean?</i> It holds a lot of value, it is important to someone.</p>

	To use sources to provide information about seaside holidays from the past.	KS1: Each child is given a picture of a souvenir. They will write sentences about what information the souvenir can tell them about the place it is from. Rec: Same task as KS1, with support. Nursery: Verbally discuss the souvenir with a teacher.
Week 4 Questioning Support Adapatation/Assessment Opportunities. Stories	Nursery: C&L –S (6.1) Use longer sentences of four to six words. Reception: C&L – S (9.1) Participate in small group, class and one-on-one discussions. KS1: To use stories to provide information about seaside holidays in the past.	Read the story 'When Grandma Went On Holiday.' Ask the children if this story is fact or fiction. If it is fiction, how are we going to use it to help us find facts? Is there any new information in this book we didn't know before? Do we feel like this information could be true? Task: To write, as if they are a child in the past at the seaside. Support for Reception. Nursery to talk to a teacher.
Week 5 Questioning Support Adapatation/Assessment Opportunities. Questionnaire	Nursery: C&L –S (6.1) Use longer sentences of four to six words. UTW-TNW (6.3) Talk about what they see, using a wide vocabulary. Reception: C&L – S (9.1) Participate in small group, class and one-on-one discussions. KS1: To understand the diversity of holiday experiences from the past.	Recap that we have focused on looking at seaside holidays this term, but do you think everyone goes to the seaside, or is there different types of holidays? How can we find out about different types of holidays? We can ask older people, like our grown ups, what kind of holidays they went on as a child. Explain to the children that we are going to think of some questions we can ask our grown ups about their holidays. As a class, make a questionnaire for the children to take home to complete.
Week 6 Questioning Support Adapatation/Assessment Opportunities. Drawing the Past	Nursery: EAD – CWM (6.1) Begin to draw with detail, such as representing a face with a circle and including some details. EAD – CWM (6.5) Explore different materials freely, in order to develop ideas about how to use them and what to make. Reception: EAD: CWM (9.1) Safely use and explore a variety of materials, tools and techniques EAD – CWM (9.2) Share their creations, explaining the process they have used	Recap learning over the term, and all the ways we have learned about seaside holidays in the past. Explain to the children we are going to use all the information we have gathered to draw our own picture of a seaside holiday in the past. What kind of things should we include in our picture? As a class, make a list of all the things we could include in our pictures. Task: To draw a picture of the seaside in the past, support where needed.

	<p>KS1: To use our knowledge of the seaside in the past to create our own images.</p>	
--	--	--

Assessment <i>(linked to learning outcomes for each year group)</i>		
Emerging	Secure	Exceeding
<p><u>Nursery:</u> <u>C&L -S (5.1)</u> Says 3+ words together in simple sentences <u>EAD – CWM (5.4)</u></p>	<p><u>Nursery:</u> <u>C&L -S (6.1)</u> Use longer sentences of four to six words. <u>EAD – CWM (6.1)</u> Begin to draw with detail, such as representing a face with a circle and including some details. <u>EAD – CWM (6.5)</u></p>	<p><u>Nursery:</u> <u>C&L – S (7.1)</u> Uses sentences of 5-8 words or longer <u>EAD – CWM (7.4)</u> Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p>

<p>Express ideas and feelings through making marks.</p> <p><u>UTW -TNW (5.3)</u></p> <p>Notices detailed features of their environment.</p> <p><u>Reception:</u></p> <p><u>C&L – S (8.1)</u></p> <p>Links ideas and sentences, sticking to a main topic</p> <p><u>EAD – CWM (8.1)</u></p> <p>To become confident when using a range of tools and techniques.</p> <p><u>KS1:</u></p> <p>With support, to know what seaside holidays were like in the past.</p> <p>With support, to use photographs to provide information about seaside holidays in the past.</p> <p>With support, to use sources to provide information about seaside holidays from the past</p> <p>With support, to use stories to provide information about seaside holidays in the past.</p> <p>With support, to understand the diversity of holiday experiences from the past.</p> <p>With support, to use our knowledge of the seaside in the past to create our own images.</p>	<p>Explore different materials freely, in order to develop ideas about how to use them and what to make.</p> <p><u>UTW-TNW (6.3)</u></p> <p>Talk about what they see, using a wide vocabulary.</p> <p><u>EYFS:</u></p> <p><u>C&L – S (9.1)</u></p> <p>Participate in small group, class and one-on-one discussions.</p> <p><u>EAD: CWM (9.1)</u></p> <p>Safely use and explore a variety of materials, tools and techniques</p> <p><u>EAD – CWM (9.2)</u></p> <p>Share their creations, explaining the process they have used</p> <p><u>KS1:</u></p> <p>To know what seaside holidays were like in the past.</p> <p>To use photographs to provide information about seaside holidays in the past.</p> <p>To use sources to provide information about seaside holidays from the past</p> <p>To use stories to provide information about seaside holidays in the past.</p> <p>To understand the diversity of holiday experiences from the past.</p> <p>To use our knowledge of the seaside in the past to create our own images.</p>	<p><u>UTW-TNW(7.2)</u></p> <p>Talk about what they see, in more depth, using a wide vocabulary.</p> <p><u>KS1:</u></p> <p>To know what seaside holidays were like in the past.</p> <p>To use photographs to provide information about seaside holidays in the past.</p> <p>To use sources to provide information about seaside holidays from the past</p> <p>To use stories to provide information about seaside holidays in the past.</p> <p>To understand the diversity of holiday experiences from the past.</p> <p>To use our knowledge of the seaside in the past to create our own images.</p>
--	--	--