

## HIAS REMOTE LEARNING CURRICULUM PACK

# What's around us?

## Remote learning curriculum pack Key Stage 1 (Years 1 and 2) Pack 2

HIAS Teaching and Learning Team  
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# HIAS Remote Learning Curriculum Pack

## Using the Remote Learning Materials

Dear Parents and carers,

Your school is sending you this pack of remote learning activities to help you to support your child at home during the first few days of this isolation period. Your school may also have given you initial English and mathematics resources for the next few days, and this pack of activities can supplement and work alongside these. The school is finalising its plans to deliver your child's current curriculum remotely to your child, with your support, during the remainder of the isolation period. These plans will be with you shortly and will maintain progress during this short interruption of education at school.

In the meantime, these activities are designed to help your child continue with learning across the wider curriculum, which is linked to the National Curriculum and will build on their existing skills and allow for suitable independence.

How to use the pack and support your child:

- Learning at home is distinctive and different to school but try to establish a routine with your child. These activities are practical and creative and can be used to work alongside the other remote learning activities.
- Encourage your child to choose the activities that most interest them. Some will build on knowledge that they already have, and some will be newer learning; but all are designed to be practical and fun.
- Activities may need reading with your child and explaining, and you may need to help them find resources. All the activities can be adapted where needed to make them work for you.
- The activities have been designed to enable a good amount of independence. Let your child work at their own pace, encourage them and celebrate their achievements frequently.
- These activities could take approximately 2 to 3 hours to complete (approximately half a day) but can be spread across a few days if necessary. There is no time limit to the activities, they may take more or less than the suggested time.

# What's around us?



## Key theme:

The theme of 'What's around us?' is based on learning all about natural and man-made things around us and will explore the weather, towns and cities and local areas. This project is related, in part, to the geography curriculum through the following:

### Pupils should be taught to:

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to: key physical features and key human features
- Use world maps, atlases, and globes to identify the United Kingdom and its countries, continents, and oceans
- Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

There are also links to English, Art and Design and the DT curriculum.

## Key Stage 1

### The big idea

## Make a rain gauge and measure rainfall

### Key learning

#### Geography:

- Identify seasonal and daily weather patterns in the United Kingdom



### How to do it

When the rain falls it is hard to see how much is really falling and rainfall amounts. This activity is all about making a rain gauge to measure rainfall, watch the results and record the findings.

#### Materials needed:

- A plastic (soft drinks) bottle
- Some stones and pebbles
- Tape (a ruler)
- Marker (a felt tip pen)

#### Completing the activity:

1. Cut the top off the bottle (with adult help).
2. Put some stones in the bottom of the bottle.
3. Turn the top upside down and tape it to the bottle.
4. Use a ruler and marker pen to make a scale on the bottle (to measure it).
5. Pour water into the bottom until it reaches the bottom of the scale.
6. The rain gauge is now ready to use outside so place it outside on a flat surface where animals cannot disturb it in a place where it will get the maximum amount of rain.

Remember to keep watching the gauge and measuring the rainfall. Rain will fall into the gauge where it can be measured. It might be useful to set up a graph to keep accurate measurements.

#### Key questions:

- What rainfall would we expect to see at different times of the year?
- What general uses could the rain gauge be used for?

**Useful websites and resources:** [www.bbc.co.uk](http://www.bbc.co.uk) (bitesize) [www.metlink.org](http://www.metlink.org)

[www.sciencekids.co.nz](http://www.sciencekids.co.nz) [www.natgeokids.com](http://www.natgeokids.com)

## Key Stage 1

### The big idea

## Make a town in a shoe box and describe it



### Key learning

#### Geography:

- Use basic geographical vocabulary to refer to key physical features and key human features

### How to do it

This is a useful activity to improve DT skills and also improve the use of geographical vocabulary. Everyday objects can be used to make this town and it can be based on a known town or a town or city that the child is interested in.

#### Getting started:

- Research towns and what they have in them. Use pictures and key words to share the characteristics of a town.
- Gather the materials needed to make the town (see below).

#### Create the town using:

- Paper or thin cardboard
- A cardboard box, shoe box or cereal packet
- Paints or pens to decorate
- Sticky tape or glue

#### Completing the activity:

- Decide on the buildings that will be in the town, using books and the internet to help with the research.
- Draw and cut small models of the buildings in the town and colour them in, using the photos and pictures as a guide.
- Cut one side out of the shoe box (adult support).
- Paint the inside of the shoe box e.g. green for grass, colour in the roads etc.
- Place the buildings inside the box.
- Label the different areas using sounds to create the words.

Once the town is complete, small figures and toy cars could be used to play with the town. The child can also verbally describe what is in the town using geographical vocabulary.

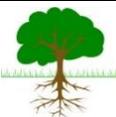
#### Key questions:

- What different features do towns have in them?
- Who might live in a town and what jobs could they do?

**Useful websites and resources:** [www.natgeokids.com/uk](http://www.natgeokids.com/uk) <https://www.bbc.co.uk/bitesize/topics/zx882hv>  
<https://www.bbc.co.uk/bitesize/topics/zx882hv>

## Key Stage 1

### The big idea



**Create a route around the local area**  
**Make a map and draw the compass points**



### Key learning

#### Geography:

- Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right)
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

### How to do it

This activity is about designing a route around the local area and then devising a simple map with a key of the main observations. Once this has been completed, children can try to identify the compass points: North, South, East and West.

#### Getting started:

- Decide where the route is going to take place.
- Get some paper and pencils to mark out what will be seen on the route. Use current maps to help with this.

#### Completing the activity:

- First plan out the route on a piece of plain paper.
- Go for the walk (or imagine going for the walk if you cannot get outside) and make notes of things that are seen e.g. different buildings, trees etc.
- Now draw a draft map as the walk is taking place. This can be redrawn back at home. Discuss compass directions or simple instructions such as 'right', 'left' and 'straight on'. Try to establish what compass direction the route is taking place in.
- Draw the map again at home and make a key of the main things that were observed.
- Finally draw on the compass points (North, South, East and West) and discuss the route that was taken in relation to this route.

#### Key questions:

- What would be the most interesting route around the home where most could be seen?
- What direction do various buildings face?

**Useful websites and resources:** [www.scouts.org.uk](http://www.scouts.org.uk) [www.ordinancesurvey.co.uk](http://www.ordinancesurvey.co.uk)

## Key Stage 1

### The big idea



**Design and write a postcard about the weather in another country**

**Design a special stamp**



### Key learning

#### Geography:

- Identify seasonal and daily weather patterns in the United Kingdom

#### English:

##### Year 1

write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

##### Year 2

develop positive attitudes towards and stamina for writing by:

- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- using expanded noun phrases to describe e.g. the bright, blue sky

### How to do it

This activity is all about designing and writing a postcard to someone, telling them about all the weather in another country. This will involve researching the climate in the country and then imagining being there. An extra activity involves designing a stamp from the country.

#### Activity 1- design and write a postcard, describing the weather

##### Think about:

- who the postcard will be sent to as this will influence what is written.
- choosing the country and finding out about the weather patterns.
- what the postcard will be written on. There are some postcard templates on the internet that could help with this and white card could be used to make the postcard template.
- the picture that will be drawn on the front of the postcard (this will need to reflect the weather).
- using some expanded noun phrases (adjective + noun) to make the writing more interesting for the reader (Year 2).

**Activity 2 – design a stamp from the country****Think about:**

- looking at different ranges of stamps and how they are designed. Remember that they often have a border, have first or second class on them, and have an image of the Queen if they are a Commonwealth country.

**Key questions:**

- What is particular about the weather in the chosen country?
- Who will the postcard be to and why?
- How will the weather be described?

**Useful websites and resources:**

[www.natgeokids.com/uk](http://www.natgeokids.com/uk)

## The big idea

### Take a local photograph and describe it



## Key learning

### Geography:

- Use basic geographical vocabulary to refer to: key physical features and key human features

## How to do it

There are many different geographical objects that children can describe in their local area. This activity is all about taking a photograph of an area and then using geographical language to describe it.

### Completing the activity:

- Decide what area can be photographed. It can be an area around the home such as a park, or nearer to home such as the garden.
- Using a phone (with guidance) or a camera, take a photograph of the area. Try to include some key geographical features in the photo.
- Download and print the photo (with adult help).
- Stick the photo in the middle of a large piece of paper.
- Discuss the objects seen using key geographical language.
- Annotate the objects by writing key words by the objects. This could also involve helping children through discussion.

### Key questions:

- What area would make the most interesting photograph?
- What geographical vocabulary can be used?

**Useful websites and resources:** [www.nategeokids.com](http://www.nategeokids.com)

## HIAS Teaching and Learning Team

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a 'plan, do, review' approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: [sarah.sedgwick@hants.gov.uk](mailto:sarah.sedgwick@hants.gov.uk)

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk).