

HIAS REMOTE LEARNING CURRICULUM PACK

Celebration!

Remote learning curriculum pack Key stage 1 (Years 1 and 2) Pack 4

HIAS Teaching and Learning Team
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Final version

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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.

Celebration!



Key theme:

This is a general theme around the ways in which we celebrate different times. The activities will involve making items for celebrations which are linked to the design technology curriculum. There will also be some links to the English and art curriculum.

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key Stage 1	
The big idea	
	Design and make a banner for a party
	
Key learning	
<p>Art: Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>DT:</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on a design criteria • to select from and use a range of tools and equipment to perform practical tasks 	
How to do it	
<p>Celebrations often involve the decoration of a house or venue and this activity involves children making a party banner for such a celebration. The banner can use any theme, but it may be something that a person might like or a generic theme such as a birthday for a special person. The children can either just design the banner by drawing and painting it, or design and make it.</p> <p>Think about:</p> <ul style="list-style-type: none"> • the theme of the banner first. The ‘flags’ could be of a particular shape or could spell out a phrase or word. • the materials that are available to make the banner. Paper, coloured card, materials, felt, pens, paint, bits of coloured paper, cereal boxes, string, ribbon, or sweet wrappers could all be used to decorate it. Anything that is colourful and bright and will catch the eye! • drawing the design first, making sure that it will work as a banner. • making a template for the banner. This will make sure that no mistakes are made when the banner is put together. • attaching the flags to the string. This might need some adult supervision. 	
Key questions:	
<ul style="list-style-type: none"> • What theme can be used for the banner? • What materials will make the banner stand out? 	
<p>Useful websites and resources: www.redtedart.com http://kidscraftroom.com</p>	

Key Stage 1

The big idea



Design and make a cake for a celebration



Key learning

DT:

- design purposeful, functional, appealing products for themselves and other users based on a design criteria
- to select from and use a range of tools and equipment to perform practical tasks, selecting from a wide range of materials, including ingredients

How to do it

Celebrations often involve food! This activity can either involve designing the 'top' of a celebration cake or can include making it and decorating it. Children may need more supervision if they are going to make it and help may need to be given to buy the ingredients and bake it.

Getting started:

- Consider what celebration the cake is going to be for, thinking about the interests of the person that it is going to be made for.
- Decide whether it will just be a design or whether the cake will be made. This may involve buying ingredients which children will need help with.

Designing the top of the cake:

- Once the theme has been decided think about how this design could transfer to the top of a cake.
- Draw the design, keeping it simple because most designs are made out of icing sugar.
- Colour in the design carefully, using simple colours.

Making the cake:

- Research different types of cakes to decide on the type and flavour. There are many ideas on the internet or in cookery books.
- Decide if the cake will have a filling e.g. jam or cream.
- Make the cake by following the recipe and give adult support and supervision where needed.

- Once the cake has been cooked and it has cooled then the top can be decorated using icing or sweets and chocolate to represent the different objects.
- Decorate the cake, following the original design.

Key questions:

- What theme can be used for the cake?
- How can the different ingredients be used to create an exciting design?
- What might I change next time?

Useful websites and resources:

www.bbcgoodfood.com

www.kids-cooking-activities.com

Key Stage 1

The big idea

Write or draw a story about a celebration



Key learning

English:

Year 1

- Say out loud what they are going to write about
- Sit correctly at a table, holding a pencil correctly and comfortably
- Form lower case letters in the correct direction

Year 2

- Plan what they are going to write about
- Use expanded noun phrases

Art:

Pupils should be taught:

- to use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

How to do it

This activity is all about writing or drawing about a celebration that has happened to someone or a celebration that may happen in the future. The activity will help children think about the personal experiences that they have had and how to express them. The celebration can be anything from a birthday, Christmas, special family occasion or a religious ceremony. The story can be in words or pictures (or both!) and can feature imaginary characters or real people.

Getting started:

- Consider the celebration that will be written about and the characters that will appear in the story or the picture.
- Think about where the celebration will take place and what happens to the characters. Get the child to talk through their ideas to help them to plan the story or picture.
- Give help with the key words to ensure that spelling is accurate.

Writing the story:

Once the child has the ideas for the story, they can begin writing. This can be with one idea on each page and a picture or one whole piece of writing with a picture at the end.

Think about:**Year 1**

- Sitting correctly at the table and holding the pencil correctly and comfortably
- Checking spellings as they write
- Forming letters correctly

Year 2

- Using expanded noun phrases (an adjective or two adjectives followed by a noun for example, “a gigantic, sparkly present”) to give interest and description
- Planning writing before the start

Drawing the story:

The adventure story can also be in the form of drawings. Plan out the ideas by talking and then draw out each part of the story.

Think about:

- Using a story template to help fit the pictures into boxes. There are plenty of examples of these on the internet.
- Drawing the outline in pencil first.
- Colouring in carefully, using the correct colours for the objects in the story.
- Writing some key words to go with the story.

Key questions:

- What personal experiences could the child use to help them?
- What happens to the characters in the story?
- What key words will be needed to help with the story writing?

Key Stage 1

The big idea



Make a party hat for a celebration



Key learning

DT:

- design purposeful, functional, appealing products for themselves and other users based on a design criteria
- to select from and use a range of tools and equipment to perform practical tasks, selecting from a wide range of materials, including ingredients

How to do it

People often have a party when they are celebrating something special and this activity is all about making a special party hat for such an occasion.

Getting started:

- Consider the celebration that the hat will be worn for. This could be a birthday, an anniversary, or a larger event such as Christmas.
- Consider the materials that are available for the hat (see below).

Materials to make the hat:

- Paper plates (see picture)
- Coloured or white card
- Tape, glue, or staplers
- Scissors
- Coloured stickers or 'pom' 'poms' to decorate
- Coloured tissue paper to decorate
- Paint or felt tip pens to decorate
- Tape measure (to measure around the head)



Picture 1

Completing the activity:

There are many ways to make a hat but start by measuring the circumference (around the outside) of the head of the person who will be wearing the hat. Although the hat will need to be this measurement, consider making it slightly bigger so that it is not too tight for the person who is wearing it.

The hat could be made by:

- Cutting out a strip of card the correct size and making a decorative edge before decorating it and then attaching it using either staples or sticky tape (take care with staples as they can be sharp).
- Piercing the middle of a paper plate and then cutting triangles from the middle that can be bent back. This can then be decorated using 'pom' 'poms' or tissue paper (see picture 1).

Key questions:

- What celebration will the hat be made for?
- How could different materials make the hat more interesting?

Useful websites and resources:

www.redtedart.com <http://kidscraftroom.com>

Key Stage 1

The big idea

Write a special 'thank you' for a celebration



Key learning

English:

Year 1

- Say out loud what they are going to write about
- Sit correctly at a table, holding a pencil correctly and comfortably
- Form lower case letters in the correct direction

Year 2

- Plan what they are going to write about
- Use expanded noun phrases (adjectives and a noun)

Art:

Pupils should be taught:

- to use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space

How to do it

There are many times when we want to say 'thank you' in celebration of something special. This activity is all about writing a small piece to say 'thank you' to someone or something.

Saying 'thank you' for:

- A special person
- A pet
- Their home
- Nature and the world around us
- A special event, such as a party

Completing the activity:

- Consider the 'thank you' that the child can write about (see list).
- Use different materials to make the 'thank you'. This could be card or paper and could be in the form of a letter or picture.
- Consider drawing a picture in the centre or around of the card or paper to make the 'thank you' more engaging.

Encourage the use of descriptive words in an expanded noun phrase (adjectives followed by noun) to make the writing more interesting.

Key questions:

- What would be an interesting 'thank you' to write about?
- What descriptive phrases could be used to make the writing more interesting?
- What materials could be used to make the illustrations engaging?

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

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.