

## HIAS CREATIVE HOME STUDY RESOURCE

# This Way, That Way...

## Creative Home Study Project Week 6

HIAS Teaching and Learning Team  
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Final version

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# HIAS Creative Home Study resource

## Using the Home Learning Materials

### The materials

- Each resource contains an overarching weekly theme and all the activities relate to this.
- There will be a new theme each week, but activities can be carried over from one week to the next.
- There is no time limit to the activities, and they may take more than one week.
- All the activities can be adapted for different age groups, even though age recommendations are given.

### How to use

- Read the instructions carefully before you start an activity.
- Parents or carers may have to help with resourcing the activities, but children can mostly work independently.
- Each activity has ideas and question prompts to consider.
- The activities are all planned with limited resources in mind.

### How can parents, carers and siblings help?

- Select the activities that most interest your child. They have been considered to have a high level of independence with the role of the parent/ carer being an encourager not a teacher
- Read the activities aloud with your child and discuss how they could be adapted.
- Help your child select the appropriate activities and talk through the safety aspects of each task.
- Adapt any of the resources and materials as you feel necessary to support your child's needs.



# This Way, That Way...



## Key theme:

This theme is based on finding our way. The activities will focus on the making of maps and creating treasure trails. For the older children, there is work around researching some famous explorers.

These activities can be adapted and used with all year groups or as a family, as appropriate.

### The big idea



**Design a treasure map**  
**Write a story about who uses or finds the map**  
**All Primary Year groups**



### How to do it

This activity can be completed in two parts. The first activity is based around designing and creating a treasure map. The second activity is about writing a story based on the person that uses or finds the map.

#### Think about:

- Creating an imaginary place that your treasure map could be set in. You might want to plan out your ideas before you start
- Considering the different terrain (physical features of land) that you might show on your map. For example, a rocky, coastal landscape
- Using the different symbols that you need to have on a map. These can be found on the ordinance survey website. You will need to draw them clearly on the map and create a key at the side to show the symbols
- Where the treasure will be hidden on your map. Clues will need to be written to help someone find the treasure!

#### Making your map look realistic:

- Gently rub a used tea bag or diluted coffee granules over the surface of the map once you have finished. This will make the map look older. Take care not to make the paper too wet or too dark so the words and drawings can still be seen
- Gently tear the edges of the paper so the map looks old and worn

#### Writing the story (Key Stage 2)

The story can be anything that is related to the map. Your story could be an adventure about a character who finds the map. Alternatively, you could write about the character that makes the map and what happens to them.

**Consider:**

- Planning your story first by jotting down your main ideas. Try to give your story a clear structure with a beginning, a middle and an end
- Using adjectives (describing words) to describe the characters and the setting
- Using similes ('as' and 'like') to compare and contrast
- Using a range of conjunctions to extend sentences such as: and, but, so, because, although

**Drawing a storyboard (Key Stage 1)**

The story about your treasure map can also be drawn onto a storyboard. Once you have thought of your main characters and how these can be linked to the map, you can draw the pictures to tell the story. You can also add in sentences or words alongside your pictures.

**What you will learn****Creating your map and writing or drawing a story will help you to:**

- Improve your art skills
- Improve your story writing skills

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

## The big idea



**Create a trail around your house or garden**



**All Primary year groups**

## How to do it

A trail is a path or track where objects are laid out for people to follow. This activity is about designing and making a trail around your house or garden or both if you can get outside.

### Getting started:

- You will need to decide where your trail is going to take place
- You will need to decide on the objects that will direct people around your trail. Take care to think about safety and whether the objects are waterproof if the trail is going to be outside

### Completing the activity:

- Once you have decided where the trail is going to be you will need to plan out the route. You could plan this first on a piece of paper
- Now create or collect the objects that will mark out your route. You could cut up material (with permission!), card or paper and make them into flags or arrows. Small stones or sticks could also form the route. Numbers could be added onto the objects so that people will follow your route in the correct order
- Now draw the map carefully, following your plan. You could use the compass directions or simple instructions such as 'right', 'left' and 'straight on'
- Now place the objects along the route and follow it yourself, using your map, to make sure that it is correct
- Remember to put some 'treasure' at the end of your trail for the person to find!
- Now give your map to someone so they can follow your trail

## What you will learn

### Designing and making your trail will help you to:

- Use your imagination
- Use the correct geographical and mathematical vocabulary for directions
- Improve your DT skills

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

## The big idea



**Make an information page or biography about a famous explorer**

**Years 3, 4, 5 and 6**



## How to do it

Throughout the ages there have been many people who have bravely explored the world around us. This activity is about researching and writing about one of these explorers.

Biographies are when you write about the life and time of someone and anyone can have a biography written about them.

### Getting started:

- First you need to decide on the explorer that you are going to research and write about. Many different people have explored over land and sea and you could write about an explorer that is living today or one who explored in the past
- Your activity can take the form of an information page with pictures and captions or a biography. You could even tell their story through pictures
- Research the main areas of their life and take notes, making sure you get the facts correct and in the right order. Note down any interesting facts about them as you make the notes

### The main features of a biography are:

- They describe and discuss the life of a real person
- The information is based on fact
- They are written in formal language
- They are written in the past tense and usually written in chronological (time) order
- They include dates and these must be accurate
- They have text that is split up into paragraphs with usually one paragraph explaining one aspect of their life

You could also use:

- Some compound sentences with conjunctions e.g. because, when, so that, although
- Some quotes from people who knew the person, or from the person themselves
- Some phrases such as: 'It is believed', 'it is thought that' to show that history is based on stories that have been passed down over some years

**Information page:**

If you want to do one page about someone then you could think about dividing your page up into sections to reflect the different parts of their life, or just take one aspect of their life to write about. You could include drawings on your page to make it more interesting and a 'did you know?' box with interesting facts about them.

**What you will learn****Researching and writing your biography will help you to:**

- Improve your researching skills
- Improve your writing and drawing skills

**Useful websites:** [www.ducksters.com](http://www.ducksters.com) [www.biography.com](http://www.biography.com) [www.dkfindout.com/uk/history/explorers](http://www.dkfindout.com/uk/history/explorers)

## The big idea



## Create (and make) a new island All Primary year groups



## How to do it

This activity is all about inventing and creating a new island.

You can complete this activity in many ways including:

- A drawing or painting of your island
- A non-chronological report or a piece of writing about your island
- A 3D model of the island

### Think about:

- Where in the world your island could be. Do you want it in the jungle, a hot country or a cold country? This will affect the vegetation (things that grow) and the animals and people that live there
- How big your island will be as this will affect whether there are towns, cities or just countryside
- What might grow on your island? You could make up lots of new plants and flowers
- What the climate might be like? This means the weather conditions that occur over an area over a long period of time. This will affect who lives there

### Completing the activity – think about:

- Whether you want to write about your island, draw it or make a model of it.
- Planning out your thoughts before you start

### Drawing or painting your island:

- You will need to draw an outline of your island before you start. It would be a good idea to have a large piece of paper or card to draw your island on. You could add a scale to show how big your island would really be
- Now think about representing different colours for the different things on the island. For example, green could represent land etc.
- You might want to paint or colour in the background before you put on the different objects
- You could draw the plants and animals separately around your island and label them



**Making a 3D model of your island:**

You will need to think about the materials that you have available before you start a 3D model.

Useful items might be:

- A cardboard base to build the island on – this could be a piece of card cut from a box or a cereal box that has been cut up
- Some paint to create the different types of landscape
- Some newspaper and PVA glue (ask an adult to help you with this). This may be useful to build mountains if you place a small yogurt pot underneath and build the newspaper covered in glue on top of it
- Silver foil to make rivers or the sea

You could also place some toy animals or figures on your island to make it look more realistic or make these out of play dough.

**Writing about your island:**

You could write about your island in many ways. These could be:

- A non-chronological report (a report which includes facts and is not written in time order)
- A story
- A poem
- A letter from someone on your island
- A diary from someone on the island

**What you will learn****Creating your imaginary island will help you to:**

- Use your imagination
- Improve your drawing and writing skills

**Useful websites:** [www.bbcgoodfood.com](http://www.bbcgoodfood.com) (play dough and papier mache recipes)

You can google '*creating an island project*' for some ideas of what your island might look like

### The big idea



## Draw a map of your local area and walk the route All Primary year groups



### How to do it

This activity can be done in many ways. You can draw a map of your local area with all the ordinance survey symbols on it or you can make up your own symbols to represent the different things that you might see.

#### Think about:

- Deciding how big the area is going to be that you will cover on your map
- Using Google maps or the ordinance survey website to see how maps are drawn
- Starting with your home as the centre point and then draw all the places around it
- Colouring your map with different colours to represent the types of and the height of land. This will make the map easier to read

You may want to include the following on your map:

- Places of worship
- Public houses (pubs) or restaurants
- Schools
- Different roads (these are often different colours on a map to represent how big they are)
- Bridges
- Railways lines
- Cycle trails
- Level crossings

KS2 – you might want to draw on the contour lines which are the lines that join points of equal height. These will show the height and steepness of a hill.

#### Walking the route:

- Once you have drawn your map you can use it to walk the route. This will be a good way to check that it is accurate
- Make sure that you take an adult with you and pay attention when you are around busy roads

### What you will learn

#### Writing your map and walking the route will:

- Improve your map drawing skills
- Help you learn the symbols on maps
- Improve your accuracy when drawing
- Keep you fit!

**Useful websites:** [www.Google.co.uk/maps](http://www.Google.co.uk/maps) [www.ordnancesurvey.co.uk](http://www.ordnancesurvey.co.uk)

### The big idea



## Make a game based on different countries Years 3, 4, 5 and 6



### How to do it

Think about the games that you like to play. These could be games that you play outdoors or games that you play inside, around a table. This activity is about devising a game that you could play with other people or on your own. The aim of the game is to learn about different countries and how people might find their way in them.

#### Think about:

- Researching different countries. You could use books or the internet to do this
- Deciding what types of game, you could play. This could be a board game, an outdoor game using equipment that you already have. Alternatively, you could make a game with objects in the house
- Planning out your ideas before you start

#### Base your game on the following:

- Board games like bingo, snakes and ladders or card games
- Outdoor games such as football, tennis, table tennis, chase or basketball
- Games inside like 'hide and seek' or 'what's the time Mr. Wolf?', an indoor obstacle course or 'follow my leader'

#### Your game could involve:

- Animals that you might find in different countries
- Flags
- The landscape seen in different places
- Different climates
- Famous cities

#### Making your game:

You could use:

- Card or cardboard to make the base of a board game
- Different items that are being recycled in your home such as: yoghurt pots, cereal boxes, empty jars, or pots

### What you will learn

#### Creating your game will help you to:

- Improve your researching skills
- Learn about different countries
- Use your imagination
- Improve your DT skills

**Useful websites:** [www.gamedesigning.org/learn/board-games/](http://www.gamedesigning.org/learn/board-games/)

## 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).