

The Holiday Park

National Curriculum Objectives:

Reading: English Year 2: Understand both the books that they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far. [More resources with this objective.](#)

SPAG: English Year 2: Learn how to use the present and past tenses correctly and consistently, including the progressive form. [More resources with this objective.](#)

Level of this Pack:

Age: 6-7

England: Year 2

Scotland: Primary 3

Wales: Year 2

Australia: Year 1/Grade 1

Did you like this resource? Don't forget to review it on our website.

The Holiday Park



The Holiday Park – Follow-Up Work

1. What can you see in the picture? (P4)

2. Are all the caravans the same? (P4)

3. Where might this photo have been taken? (P2/1e)

4. When do you think would be the best time to go here? (P3/1d)

5. Who might come and stay here? (P2/1e)

6. Do you think it looks noisy or peaceful there? (P3/1d)

7. Do you think the holiday park is looked after? (P3/1d)

8. What sort of activities do you think you might do here?
(P2/1e)

9. Do you think you'd like to go here for a holiday? (R2)

10. What questions could you ask the people staying here to find out more about the holiday park? (R2)

The Holiday Park – Vocab 1

Match the words to their definitions.

- | | |
|---------------|--|
| 1. caravan | a. wooden area attached to a house or caravan |
| 2. holiday | b. fun and games |
| 3. travel | c. a holiday home that can be moved |
| 4. decking | d. go somewhere for a short time to see something or someone |
| 5. activities | e. time off to have fun and relax |
| 6. visit | f. go from one place to another |

The Holiday Park – Vocab 2

Write 5 sentences using your newly learned words.

1.

2.

3.

4.

5.

The Holiday Park – SPAG 1

Use apostrophes for contractions in the words below.

I am		cannot	
do not		they are	
is not		she is	

Rewrite these sentences adding apostrophes for possession in the correct places.

I stayed in my uncles caravan with my cousin.

My friends dog loved playing in the sea.

The holiday parks restaurant was really nice.

We went to Wales in my mums car.

I ran to the park with my friends sister and her brothers.

The Holiday Park – SPAG 2

Tick the boxes to show if the sentence is in the past or present tense.

Sentence	Past	Present
I am staying at the holiday park.		
I played football with my friend.		
We looked for the swimming pool.		
She is coming over for a barbecue.		
We ate ice cream and drank lots of water.		

Using the verbs below, write sentences in the past and present tenses.

walk

past	
present	

swim

past	
present	

The Holiday Park – Teacher Questions

1. What can you see in the picture? (P4) **Caravans, plants, grass.**
2. Are all the caravans the same? (P4) **No, the windows are different; some are different colours; they don't all have an outdoor decking area etc.**
3. Where might this photo have been taken? (P2/1e) **A holiday/caravan park in the UK.**
4. When do you think would be the best time to go here? (P3/1d) **In the spring or summer when the weather is nice and sunny.**
5. Who might come and stay here? (P2/1e) **People going on holiday, e.g. families, groups of friends, older people etc.**
6. Do you think it looks noisy or peaceful there? (P3/1d) **Peaceful because nobody is outside.**
7. Do you think the holiday park is looked after? (P3/1d) **Yes because everywhere looks neat and tidy and there are some nice potted plants. The grass appears to have been cut recently.**
8. What sort of activities do you think you might do here? (P2/1e) **Personal response, e.g. play football on the grass, play board games on the decking etc.**
9. Do you think you'd like to go here for a holiday? (R2) **Personal response, e.g. Yes it looks like a nice place to stay.**
10. What questions could you ask the people staying here to find out more about the holiday park? (R2) **Personal response, e.g. what do you like to do in the evening? Is there a swimming pool nearby?**

The Holiday Park – Vocab 1

Match the words to their definitions.

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|---------------|--|
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1c

2e

3f

4a

5b

6d

The Holiday Park – SPAG 1

Use apostrophes for contractions in the words below.

I am	I'm	cannot	can't
do not	don't	they are	they're
is not	isn't	she is	she's

Rewrite these sentences adding apostrophes for possession in the correct places.

I stayed in my uncles caravan with my cousin.

I stayed in my uncle's caravan with my cousin.

My friends dog loved playing in the sea.

My friend's dog loved playing in the sea.

The holiday parks restaurant was really nice.

The holiday park's restaurant was really nice.

We went to Wales in my mums car.

We went to Wales in my mum's car.

I ran to the park with my friends sister and her brothers.

I ran to the park with my friend's sister and her brothers.

The Holiday Park – SPAG 2

Tick the boxes to show if the sentence is in the past or present tense.

Sentence	Past	Present
I am staying at the holiday park.		✓
I played football with my friend.	✓	
We looked for the swimming pool.	✓	
She is coming over for a barbecue.		✓
We ate ice cream and drank lots of water.	✓	

Using the verbs below, write sentences in the past and present tenses.

walk

past	sentence using 'walked' or 'was walking'
present	sentence using 'walk' or 'am walking'

swim

past	sentence using 'swam' or 'was swimming'
present	sentence using 'swim' or 'am swimming'

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices