

WRAP SPLAT HAT DELIVERY NOTES



Garnier Ambre Solaire are delighted to share with you the 2021 **Wrap, Splat, Hat** sun safety programme. This year's theme for our range of exciting educational resources is 'Summer Explorers'. This summer we want to encourage children to get outside and explore their favourite outdoor spaces, whilst also helping to protect them from harmful UV rays.

1. PROGRAMME SUMMARY

The programme consists of a **whole-school assembly** and **curriculum-linked lesson resources**, all of which will teach children everything they need to know for sun safe adventures, as well as a **photo competition** and a **family pack** filled with ideas and activities for families to make the most of spending time outside together during the Great British summer!

2. INCLUDED IN THIS RESOURCE

- **Wrap Splat Hat Delivery Notes**
- **Wrap Splat Hat PowerPoint Presentation**
- **Wrap Splat Hat Activity Sheet 1 (Sensory Sound Map)**
- **Wrap Splat Hat Activity Sheet 2 (Texture Journey Map)**
- **Wrap Splat Hat Activity Sheet 3 (Stick Journey Map)**
- **Wrap Splat Hat Activity Sheet 4 (Where am I?)**
- **Wrap Splat Hat Whole-School Assembly**
- **Wrap Splat Hat Photo Competition Leaflet**
- **Wrap Splat Hat Family Pack**



3. LESSON DELIVERY

Learning Objective

Building upon information from the **Wrap Splat Hat Whole-School Assembly**, the KS2 lesson resources aim to inform children of how they can explore the places they love in the sun, with all the benefits this brings, but in a way that will protect them from the risks of heatstroke and skin cancer. The lesson and activity sheets guide children as they explore their favourite areas using their senses, (please be sensitive to any COVID restrictions when discussing which areas they can explore), as well as teaching them how being active and outside can benefit their wellbeing, and encouraging them to immerse themselves in interactive, exciting and engaging tasks. Children will develop their self-reflection, communication and writing skills in a variety of tasks throughout the lesson. The lesson also signposts children to further activities that they can do in their spare time to learn more about sun safety and how to enjoy summertime – including being part of the **Wrap Splat Hat Photo Competition**.

Learning Outcomes

- **Identify** the benefits of spending time outside and the potential dangers of the sun.
- **Explore** their surroundings using their senses.
- **Describe** the great outdoors, using sensory descriptions.

Skills Development

Speaking, listening, problem-solving, creative and reflection skills.

What You'll Need

- Equipment to view the **Wrap Splat Hat PowerPoint** and **Whole-School Assembly** video.
- Access to a shaded outdoor area.
- Enough copies of the four **Wrap Splat Hat Activity Sheets** for every member of the class.


Timings (and Setting)

60 minute lesson to be carried out both inside and outside. This could be extended into a longer lesson, or an all-day immersive experience, by exploring some of the additional 'taking it further' activities listed at the end of the lesson plan.

Lesson Plan

Further tasks are provided at the end of the lesson to extend learning beyond the classroom, either in school or at home.

LESSON SECTION, TIMINGS AND OUTCOMES	RESOURCES AND EQUIPMENT	ACTIVITIES OVERVIEW
Before the lesson	<ul style="list-style-type: none"> • WSH Delivery Notes • WSH PowerPoint Presentation • WSH Activity Sheet 1 • WSH Activity Sheet 2 • WSH Activity Sheet 3 • WSH Activity Sheet 4 • WSH Whole-School Assembly • WSH Photo Competition Leaflet • WSH Family Pack 	<p>To prepare for the lesson:</p> <ol style="list-style-type: none"> 1. Read through and familiarise yourself with all the resources. 2. Print Activity Sheets for the class on recycled paper where possible. 3. Gather the Summer Explorers' Sensory Challenge activity materials: a cut out card disc (roughly 18cm in diameter) for every child, drawing pens and colouring pens, gathered sticks (you could ask children to bring one in), crayons (thick ones that you can use on their side work best), paper strips (A3 paper cut in half lengthways), glue, wool or string. 4. Check sound and visuals on classroom equipment. 5. Ask children in advance to bring in summer items such as T-shirts, sun cream (ideally SPF50), sun hats, water bottles and sunglasses in preparation for outdoor learning. 6. Identify a shaded outdoor area for learning to take place. <p>Before the lesson or at the start of the lesson children may wish to:</p> <ol style="list-style-type: none"> 1. Re-watch the WSH Whole-School Assembly. 2. Recap school policies and/or classroom rules around social distancing and learning environment, such as respecting the opinions and space of others, allowing everyone the choice to speak or not speak during an activity, showing empathy and understanding towards others to see things from their perspectives, being honest and kind, etc. <p>NOTE: Throughout the lesson, children will be asked to discuss their thoughts and opinions on their favourite area – all of which should be valued and encouraged. Ensure that you make it clear to children not to share personal details about themselves, such as addresses, within the lesson.</p> <p>Remote learning contingency In the event of remote learning, the context of this lesson (school grounds) can be changed to children's gardens (if appropriate) or local spaces utilised by parents and children for exercise (park, woods etc).</p>

LESSON SECTION, TIMINGS AND OUTCOMES	RESOURCES AND EQUIPMENT	ACTIVITIES OVERVIEW
<p>Indoor session</p> <p>Starter: 10 mins</p> <p>Introduction to content. Engaging learners.</p> <p>Learning Outcome:</p> <ul style="list-style-type: none"> • Identify the benefits and dangers of spending time outside and in the sun. 	<ul style="list-style-type: none"> • WSH Delivery Notes • WSH PowerPoint Presentation 	<ol style="list-style-type: none"> 1. Before you start, ask children to make sure they have a sun hat, sunglasses, appropriate body covering and a water bottle and that they've applied sun cream (ideally SPF50). 2. Slides 2 & 3: Using the WSH PowerPoint Presentation, introduce the learning outcomes and aim of the lesson today, explaining that you are going to become intrepid Summer Explorers and enjoy the great outdoors while staying sun safe. 3. Slide 4: Challenge children to 'Think-Pair-Share' how Summer Explorers avoid the dangers of the sun. 4. Slides 5 – 7: Refer to the WSH Whole-School Assembly or use the PowerPoint to remind children that whether they are staying in their garden, visiting the local playground, having a picnic with their family or going on holiday, Wrap, Splat, Hat prepares them for their summer adventures. 5. Enthuse about how much fun it is being outdoors and exploring your local area. Share where you like to go and how being outdoors makes you feel. Then ask how being outdoors makes the children feel. 6. Slide 8: Did children know that there are scientific benefits to being outdoors? Can they guess what these are? Explain that being outdoors is good for wellbeing and reflection because it boosts energy, it makes it easier to exercise, it boosts your immune system, it helps make you more creative and able to concentrate, it boosts your vitamin D and natural scents (flowers and freshly cut grass) have a calming and relaxing effect on us. 7. Slide 9: Tell children you are going to go out exploring in the school grounds. Explain that you are going to act out one of your favourite things to do outdoors in the summer and see if they can guess what it is. Then ask children what they like to do when playing or exploring outdoors in the summer? Pick three or four children to act their ideas out for the class to guess. 8. Slides 10 & 11: Explain that while most people capture their summer adventures and activities on camera, today, the children have a Summer Explorers' Sensory Challenge. They are going to explore the section of the school grounds you are in and capture their experiences through various sensory adventures and creating coded sensory maps. Highlight the three sensory activities at this stage, explaining in greater detail once you are outdoors. 9. Get ready to head off outside for your summer exploration, asking children to remember what they need to do – while having fun and enjoying the outdoors – so that their skin is not damaged by the sun's rays. We must remember to Wrap, Splat, Hat to prevent heat stroke, sun burn and to reduce the risk of skin cancer.

LESSON SECTION, TIMINGS AND OUTCOMES	RESOURCES AND EQUIPMENT	ACTIVITIES OVERVIEW
<p>Outdoor sessions</p> <p>Activity 1: 20 mins</p> <p>Learning Outcome:</p> <ul style="list-style-type: none"> • Explore their surroundings using their senses. 	<ul style="list-style-type: none"> • WSH Delivery Notes • WSH Activity Sheet 1 • WSH Activity Sheet 2 • WSH Activity Sheet 3 	<ol style="list-style-type: none"> 1. Once outside ask children to stand still, close their eyes and take notice of their bodies. How do they feel now that they are outside? Can they describe their feelings, sensations, mood etc? Remind them how being outdoors enhances their wellbeing and reflection. (Refer back to Slide 8 to see if the pupils can identify these feelings now that they are outdoors.) 2. Share and discuss the Summer Explorers' Sensory Challenge Cards (Activity Sheet 1: Sensory Sound Map, Activity Sheet 2: Texture Journey Map, Activity Sheet 3: Stick Journey Map) and challenge children to complete all three if time permits. You may prefer to complete just one or two if you have a strict 60 minutes for the session: <ul style="list-style-type: none"> • Sensory Sound Maps Children close their eyes and listen to the sounds around them. They draw what they hear in your outdoor area on a sound map disc. • Texture Journey Maps Children use crayons and paper strips to collect different textural rubbings on a self-led trail around your outdoor area. • Stick Journey Maps Children collect objects that they find and tie/stick them to a stick to represent a self-led journey or a walk around your outdoor area. Encourage the children to start in different places and take different paths.



LESSON SECTION, TIMINGS AND OUTCOMES	RESOURCES AND EQUIPMENT	ACTIVITIES OVERVIEW
<p>Activity 2: 25 mins</p> <p>Learning Outcome:</p> <ul style="list-style-type: none"> • Describe the great outdoors using sensory descriptions. 	<ul style="list-style-type: none"> • WSH Delivery Notes • WSH PowerPoint Presentation • WSH Activity Sheet 4 	<ol style="list-style-type: none"> 1. Once children have finished their Summer Explorers' Sensory Challenge, explain that they are going to use their imaginations to explore somewhere else, but still using their senses. <i>You can either return to class, or better still, continue to work outdoors. (If you work outdoors please ensure you have a copy of WSH Activity Sheet 4 with the sample 'Where am I?' text to share with children. The slides for this section (Slides 12 – 14) are optional.)</i> 2. Ask children to close their eyes and visualise their favourite summer place – it might be a local place or somewhere further afield that they have visited in the past and enjoyed exploring. 3. Say: 'Picture it in your minds' eye and think about what you can see, hear, smell, and touch'. Children describe their place to a partner and explain some of the fun things they like to do there. 4. Read the sample 'Where am I?' descriptions and poems in WSH Activity Sheet 4, and challenge children to guess where each person is (references to Wrap, Splat, Hat are emboldened in each.) 5. Once the children have guessed where the author is from their description, ask them to comment on whether they are following the Wrap, Splat, Hat rules, and ask how they can tell. Notice the use of expanded noun phrases, fronted adverbials, prepositional phrases and similes, as appropriate. 6. Challenge children to create their own 'Where am I?' description or poem, using WSH Activity Sheet 4. Children use WSH Activity Sheet 4 to capture adjectives, nouns, verbs and adverbs that they can use to write their description or poem. Children can either write their poem on WSH Activity Sheet 4 or use one of the writing frames. 7. Children share their poems and descriptions, challenging others to guess where they are. Ask children to describe the T-shirt, hat and sunglasses they would choose to wear to their chosen location. 8. SUPPORT: children can use the sentence starters and word bank to help develop their ideas. They might like to complete a small group piece of writing with adult support. CHALLENGE/EXTENSION: encourage children to use fronted adverbials, prepositional phrases and similes in their writing. They can complete a poem and a description of different places.
<p>Plenary: 5 mins</p>	<ul style="list-style-type: none"> • WSH Delivery Notes • WSH PowerPoint Presentation 	<ol style="list-style-type: none"> 1. Slide 15: Recap the learning outcomes from the lesson. 2. Slides 16 & 17: Undertake a class hotseat challenge where volunteers come to the front and sit in a chair, choose a summer sun safety phrase from a bowl (or Slide 16) and use words, drawings or mime to describe it to the class. The class tries to guess the phrase. Children make up their own phrase ideas – the trickier the better! 3. Slides 18 & 19: Finally, signpost to the WSH Summer Explorers' Photo Competition and the ideas in the WSH Family Pack. What ideas do children have for the photo competition?

LESSON SECTION, TIMINGS AND OUTCOMES	RESOURCES AND EQUIPMENT	ACTIVITIES OVERVIEW
Taking It Further	<ul style="list-style-type: none"> • WSH Competition Leaflet • WSH Family Pack 	<p>To extend the learning beyond this lesson children could:</p> <ul style="list-style-type: none"> • Inform parents of what they have learnt and pick an activity to try from the WSH Family Pack. • Complete the WSH Competition Leaflet for a chance to win a prize in the WSH Summer Explorers' Photo Competition. • Use colouring pencils/pens/paints to create a piece of art showing their favourite place. • Design their own summertime explorer backpack. • Create a play or assembly encouraging children to Wrap, Splat, Hat. • Create a class slogan or meme about how to stay safe in the sun. • Channel their inner Andy Goldsworthy to create a piece of land art unique to their special place. • Sustainably gather plants to enjoy the Japanese process of Hapa Zome. (This task requires use of a mallet or rolling pin to bash the flower leaves so requires adult supervision and safety discussion beforehand.) • Design and make a perfect picnic to take outdoors.

4. COMPETITION

The **Wrap, Splat, Hat** lesson culminates in a chance for children to enter the **Wrap Splat Hat Summer Explorers' Photo Competition** which will celebrate amazing outdoor places in the UK. All children need to do to have a chance at winning some great prizes is to think of a fun, artistic and creative way for their backpack (the one they take on mini adventures!) to be the star of a photo in their favourite outdoor summer location (respecting local COVID guidelines). They need to include their **Wrap, Splat, Hat** items, either poking out from their backpack, or positioned artistically around it. We want to see the most inventive places for their backpacks to pose for a photo – up a tree, on a beach, playing on the swings in your local park – the more fun the better!

To take part, email the photo entry to **wrapsplathat@nationalschoolspartnership.com** along with the completed sentence starter, entering the child's name and age, as well as the name and postcode of your school.

Sentence starter: **This is my favourite place to Wrap, Splat, Hat because...**

Terms & Conditions

GB residents 18+. Entries open 09:00 (UK time) 19/04/21 until 17:00 (UK time) 18/06/21. To enter: (1) you must be: (a) a teacher or a head teacher of a registered primary school in GB; or (b) a parent/legal guardian of a child at a registered primary school in GB. In both cases, the school must be registered with the National Schools Partnership and must also register with the 2021 Wrap Splat Hat programme on the National Schools Partnership at <https://nationalschoolspartnership.com/initiatives/wrap-splat-hat/> before the competition end date; (2) you must submit an email to wrapsplathat@nationalschoolspartnership.com including on behalf of each of the pupils entering: (a) for the KS1 competition: a "Summer Explorers' Backpack Design" by pupils in KS1 (aged 5–7) at a registered school; (b) for the KS2 competition: a completed sentence starter and a "Wrap, Splat, Hat Rucksack Photo" of a backpack in a summer adventure location (including Wrap, Splat, Hat items in or near the rucksack) taken by pupils in KS2 (aged 7–11) at a registered school. One entry per pupil. Prizes are: KS1 Competition: 1 x scooter worth £100 (for the winning child); 30 x binoculars worth £8.59 each (for the class of the winning child); 1 x £1,000 by cash transfer to buy outdoor equipment (for the school of the winning child); KS2 Competition: 1 x outdoor bike worth £400 (for the winning child); 30 x binoculars worth £8.59 each (for the class of the winning child); 1 x £1,000 by cash transfer to buy outdoor equipment (for the school of the winning child). Full T&Cs: <https://nationalschoolspartnership.com/initiatives/wrap-splat-hat-tcs> Promoters: Garnier Ambre Solaire, We Are Futures (also known as National Schools Partnership).

5. CURRICULUM LINKS

ENGLAND

PSHE Association Programme of Study¹

Health and wellbeing: H12. About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.

English²

Composition:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Assessing the effectiveness of their own and others' writing.
- Proof-read for spelling and punctuation.

Writing:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Grammar:

- Use conjunctions, adverbs and prepositions to express time and cause.
- Use fronted adverbials.
- Use expanded noun phrases.

Speaking:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.

¹<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935> Last Accessed March 2021

²https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf Last Accessed March 2021

WALES

Personal and Social Education³

Health and emotional well-being:

- Learners should be given opportunities to take increasing responsibility for keeping the mind and body safe and healthy.

English⁴

Oracy:

- Orally rehearse for writing.
- Increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other languages.
- Speak and listen individually, in pairs, in groups and as members of a class.
- Listen and view attentively, responding to a wide range of communication, e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions.
- Speak clearly, using intonation and emphasis appropriately, e.g. recitation, oral storytelling.

Reading:

- Read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses.
- Read individually and collaboratively, e.g. paired reading, guided group reading, shared reading.

Writing:

- Write for a variety of purposes, including to: – recount – instruct – inform – explain – argue/persuade – discuss/analyse – evaluate – narrate – describe – empathise.
- Write for a range of authentic audiences, real or imagined, e.g. peers, younger learners, teachers, family members, historical and fictional characters.
- Produce poetic writing, using imagery and poetic devices, e.g. rhyme and form.
- Use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. authors, peers.
- Use adjectival and adverbial phrases to add interest and precision.

³<https://hwb.gov.wales/api/storage/35fae761-054b-4e9b-928c-03e86b3e207f/personal-and-social-education-framework.pdf> Last Accessed March 2021

⁴<https://hwb.gov.wales/api/storage/71847d3a-5d5b-4103-9e1a-f6cc97b40f24/english-programme-of-study.pdf> Last Accessed March 2021

Health and Wellbeing⁵

Safe and hygienic practices:

- **HWB 1-33a** I am becoming aware of how cleanliness, hygiene and **safety** can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.
- **HWB 2-33a** Having learned about cleanliness, hygiene and **safety**, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.

English

Listening and talking:

- **LIT 1-02a** When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.
- **LIT 2-02a** When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.
- **LIT 1-06a** I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.
- **LIT 2-06a** I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.
- **LIT 1-07a** I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.
- **LIT 2-07a** I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

Reading:

- **ENG 1-12a** I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.

- **ENG 1-12a** Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.
- **ENG 1-19a** I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features.
- **ENG 2-19a** I can discuss structure, characterisation and/or setting, recognise the relevance of the writer's theme and how this relates to my own and others' experiences and discuss the writer's style and other features appropriate to genre.

Writing:

- **LIT 1-20a/LIT 2-20a** I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.
- **LIT 1-22a** I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.
- **LIT 2-22a** In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.
- **LIT 1-23a** Throughout the writing process, I can check that my writing makes sense.
- **LIT 2-23a** Throughout the writing process, I can check that my writing makes sense and meets its purpose.
- **ENG 1-30a** I can describe and share my experiences and how they made me feel.
- **ENG 2-30a** As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.

⁵<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/experiences-and-outcomes/#hwb> Last Accessed March 2021



Personal Development and Mutual Understanding^{6,7}

Pupils should be enabled to explore in Key Stage 2:

- How to sustain their health, growth and well being and coping **safely** and efficiently with their environment.

English^{8,9}

Listening and talking:

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes.
- Identify and ask appropriate questions to seek information, views and feelings.
- Use appropriate quality of speech and voice, speaking audibly and varying register, according to the purpose and audience.
- Read aloud, inflecting appropriately, to express thoughts and feelings and emphasise the meaning of what they have read.

Reading:

- Participate in modelled, shared, paired and guided reading experiences.
- Consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention.
- Read aloud to the class or teacher from prepared texts, including those composed by themselves, using inflection to assist meaning; use a range of cross-checking strategies to read unfamiliar words in texts.

Writing:

- Experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect.
- Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.
- Use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally.
- Express thoughts, feelings and opinions in imaginative and factual writing.
- Use a variety of stylistic features to create mood and effect.
- Use a variety of skills to spell words correctly.
- Develop increasing competence in the use of grammar and punctuation to create clarity of meaning.

⁶<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Key%20Stage%201%20Statutory%20Requirements%20for%20Personal%20Development%20and%20Mutual%20Understanding.pdf> Last Accessed March 2021

⁷<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Key%20Stage%202%20Statutory%20Requirements%20for%20Personal%20Development%20and%20Mutual%20Understanding.pdf> Last Accessed March 2021

⁸<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Key%20Stage%201%20Statutory%20Requirements%20for%20Language%20and%20Literacy.pdf> Last Accessed March 2021

⁹<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Key%20Stage%202%20Statutory%20Requirements%20for%20Language%20and%20Literacy.pdf> Last Accessed March 2021



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