

# Let's Fly with 'Cosford Airlines'



This resource pack is a collaborative effort between  
RAF Museum Cosford and New Invention Infant School  
Supported by MLA West Midlands (Cultural Entitlement)

**New Invention**

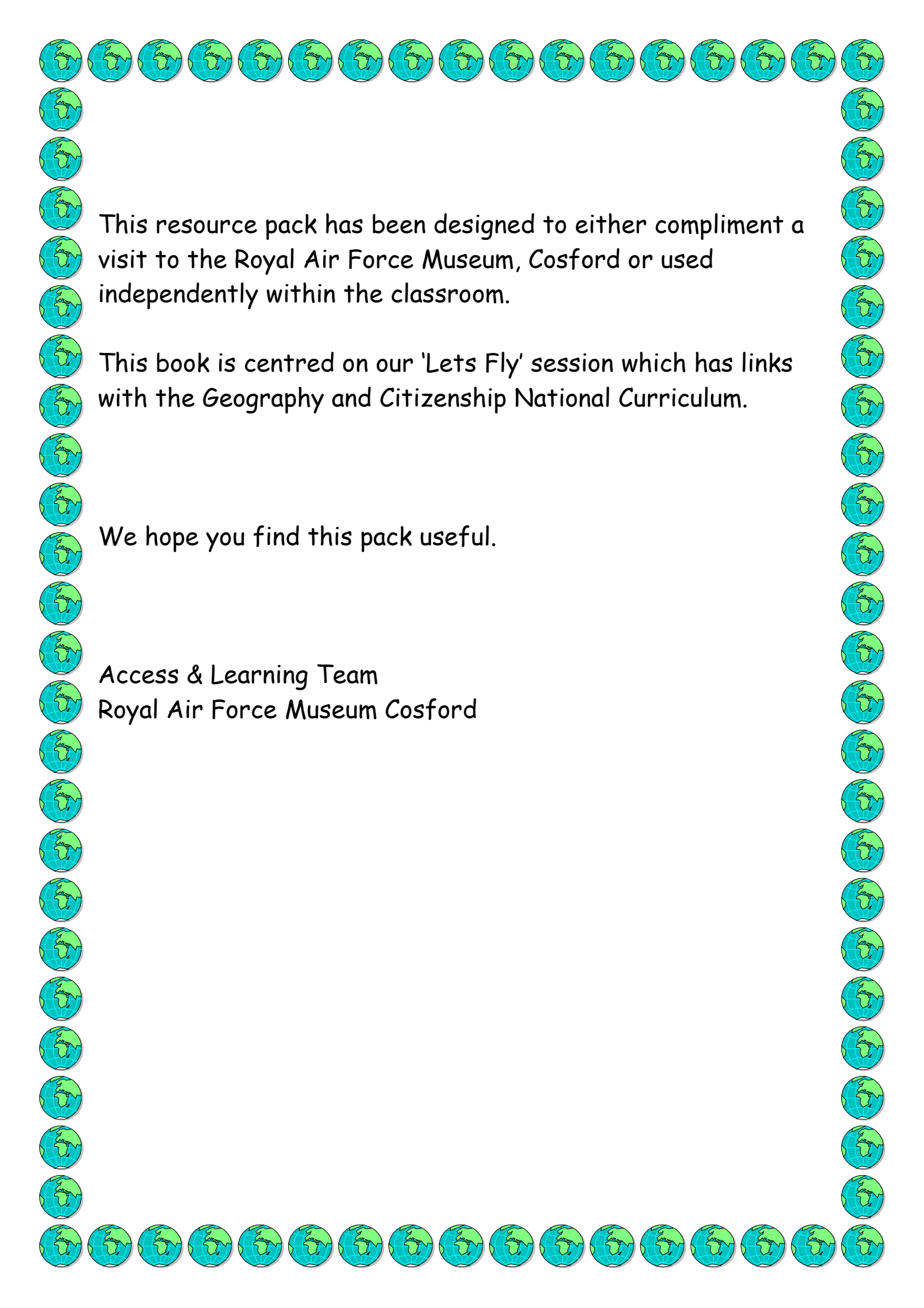


Laying the foundation of learning



west midlands  
the regional council  
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and archives

**ROYAL AIRFORCE** **museum**  
COSFORD



This resource pack has been designed to either compliment a visit to the Royal Air Force Museum, Cosford or used independently within the classroom.

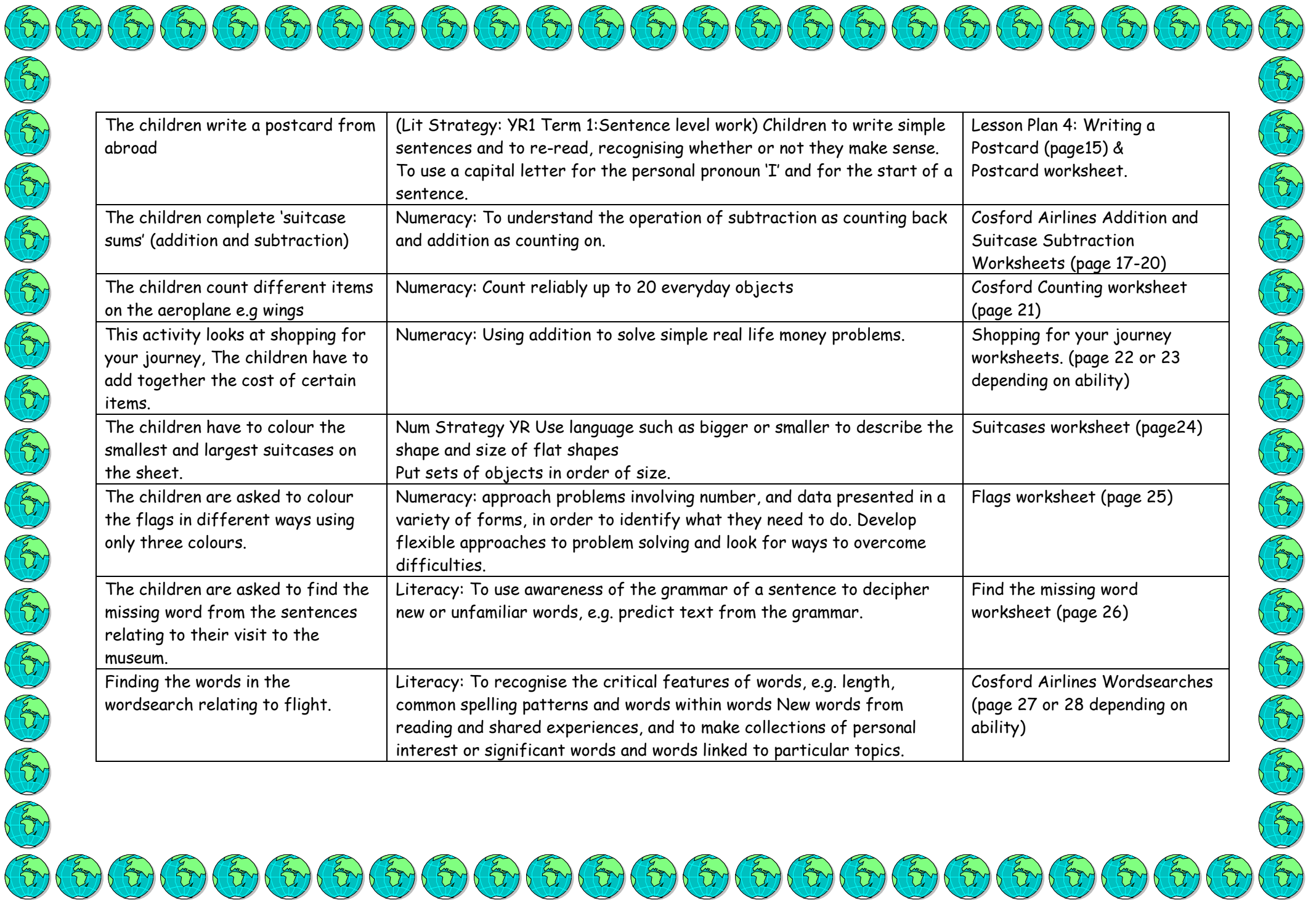
This book is centred on our 'Lets Fly' session which has links with the *Geography* and *Citizenship* National Curriculum.

We hope you find this pack useful.

Access & Learning Team  
Royal Air Force Museum Cosford

## Learning Objectives

Activity	Learning Objective	Resource & Page Reference
The children make a passport to take to RAF Museum Cosford	(Lit Strategy: YR1 Term 1: Writing Composition) Through shared and guided writing apply phonological, graphic knowledge and sight vocabulary to spell words accurately. Assemble information from own experience and to use simple sentences to describe. YR To use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g recounting their own experiences, lists, signs, labels, letters etc	Lesson Plan 1: Making a Passport (page 1) & Passport template (page 3)
The children colour the clothes they would take to a hot country	Geography: To investigate places, weather conditions around the world, understand how weather conditions affect what they will need to take on holiday	Colour your Clothes Worksheet (page 5)
The children choose what clothes they would take to a hot and a cold country and stick them into the suitable suitcase	Geography: To investigate places, weather conditions around the world, understand how weather conditions affect what they will need to take on holiday	Pack Your Suitcase worksheets (page 6 & 7)
The children join the dots of the aeroplane similar to the one they will sit on at the museum.		Join the Dots worksheet (page 8)
The children visit the museum for a 'Let's Fly' workshop. During the session they take part in activities similar to an airport whereby they weigh their luggage, have their passport stamped etc before boarding the aircraft.	Citizenship - preparing to play an active role as citizens. Developing good relationship and respecting the differences between people Geography - knowledge and understanding of places.(3a)	All children need a 'passport' and lunch box
The children draw a picture and write simple sentences about their visit to the museum.	(Lit Strategy: YR1 Term 1: Sentence level work) Children to write simple sentences and to re-read, recognising whether or not they make sense. To use the term sentence appropriately to identify sentences in text, ie, those demarcated by capital letters and full stops.	Lesson Plan 3: My visit to Cosford (page 11) & worksheet (Page 13 or 14 depending on ability)

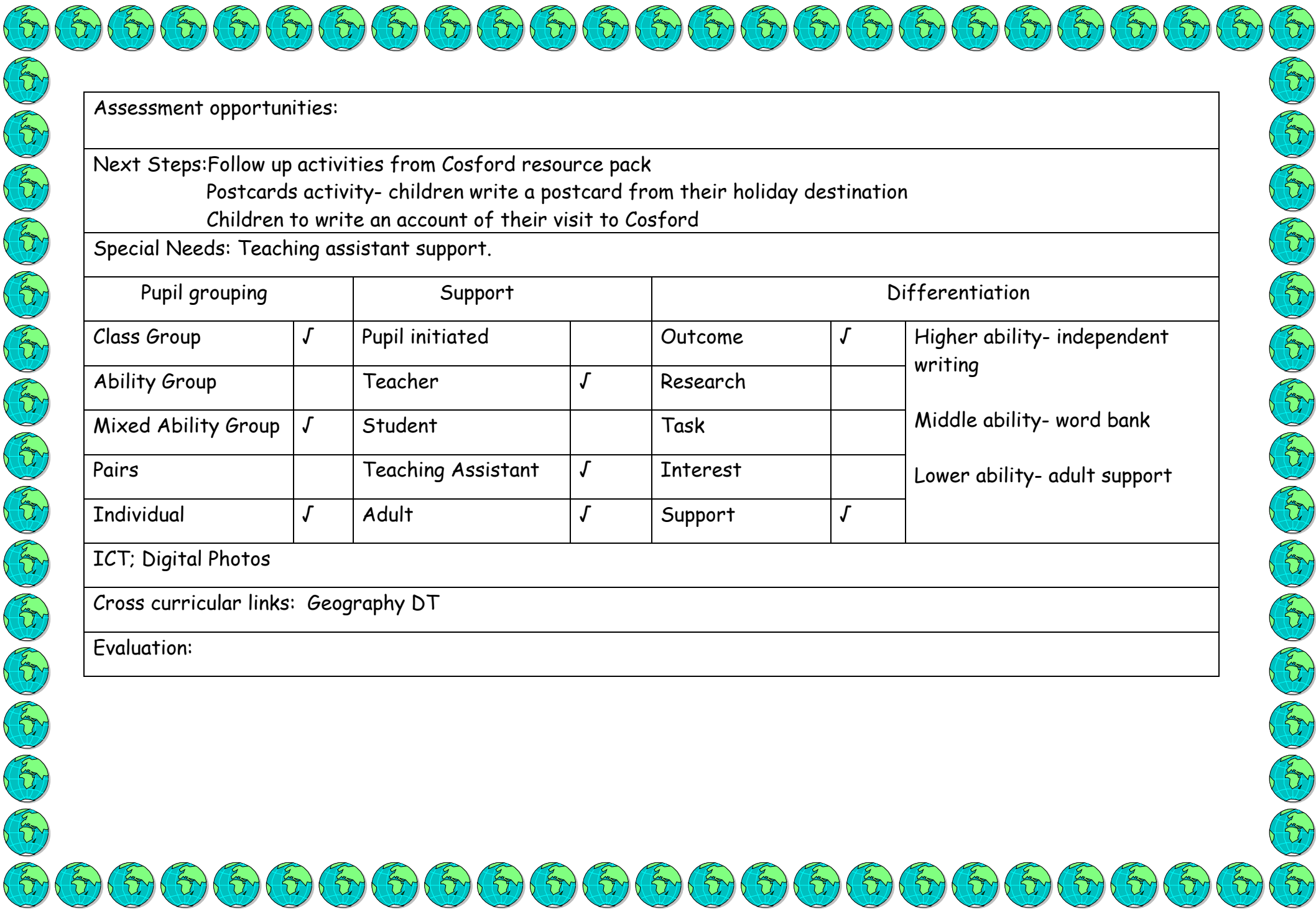


The children write a postcard from abroad	(Lit Strategy: YR1 Term 1: Sentence level work) Children to write simple sentences and to re-read, recognising whether or not they make sense. To use a capital letter for the personal pronoun 'I' and for the start of a sentence.	Lesson Plan 4: Writing a Postcard (page 15) & Postcard worksheet.
The children complete 'suitcase sums' (addition and subtraction)	Numeracy: To understand the operation of subtraction as counting back and addition as counting on.	Cosford Airlines Addition and Suitcase Subtraction Worksheets (page 17-20)
The children count different items on the aeroplane e.g wings	Numeracy: Count reliably up to 20 everyday objects	Cosford Counting worksheet (page 21)
This activity looks at shopping for your journey, The children have to add together the cost of certain items.	Numeracy: Using addition to solve simple real life money problems.	Shopping for your journey worksheets. (page 22 or 23 depending on ability)
The children have to colour the smallest and largest suitcases on the sheet.	Num Strategy YR Use language such as bigger or smaller to describe the shape and size of flat shapes Put sets of objects in order of size.	Suitcases worksheet (page 24)
The children are asked to colour the flags in different ways using only three colours.	Numeracy: approach problems involving number, and data presented in a variety of forms, in order to identify what they need to do. Develop flexible approaches to problem solving and look for ways to overcome difficulties.	Flags worksheet (page 25)
The children are asked to find the missing word from the sentences relating to their visit to the museum.	Literacy: To use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar.	Find the missing word worksheet (page 26)
Finding the words in the wordsearch relating to flight.	Literacy: To recognise the critical features of words, e.g. length, common spelling patterns and words within words New words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics.	Cosford Airlines Wordsearches (page 27 or 28 depending on ability)



# Lesson Plan 1: Making Passports

Teacher; Mrs Rutter/Mrs Eccleston		Year Group: YR1	Date: 10/11/05	Duration: 1 hr	Curriculum Area: Literacy
Class No: Jellyfish	Boys: 15	Girls:14	Teaching Assistants (Others): Mrs Deakin		
Lesson Context/Previous Experience		The lesson is to be taught prior to a visit to RAF Museum Cosford. The passports will be used in the role play as part of the Let's Fly activities. Digital photos taken prior to the lesson.			
Learning Objectives; (Lit Strategy: YR1 Term: Writing Composition) Through shared and guided writing apply phonological, graphic knowledge and sight vocabulary to spell words accurately. Assemble information from own experience and to use simple sentences to describe. YR To use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g recounting their own experiences, lists, signs, labels, letters etc			Resources: Air tickets, passport, card glue, box containing a variety of objects ( to be sorted for travel/not travel) Flight bag, suitcase, Globe, money, passport template, pens.		
Lesson Structure	Activities				
Introduction	Circle Activity: Discussion- Where did you go on holiday? How did you get there/ Discuss travelling by aeroplane. What would you take on the plane in your bag and why? Play sorting game: using a box containing, ticket, passports, sweets, book and foreign money and 5 objects you would not take on a plane. Discuss items as they are taken from the box. Introduce a 'passport'. What is a passport? Why do we need one? Introduce how we are going to make a 'play' passport for our visit to Cosford. Model a word bank of words which may be used on the passport, to answer questions e.g hair colour, eye colour.				
Development	Group table activity. Children will answer questions to complete their passports. What is your hair colour? What colour are your eyes? Where were you born? (E.g Walsall, Willenhall) Digital photographs are glued into their passports and they are 'signed'..				
Plenary	Talk about the visit to Cosford. What do the children expect to see? What activities do you think we will do? Will we need our passports?				



Assessment opportunities:

Next Steps: Follow up activities from Cosford resource pack  
Postcards activity- children write a postcard from their holiday destination  
Children to write an account of their visit to Cosford

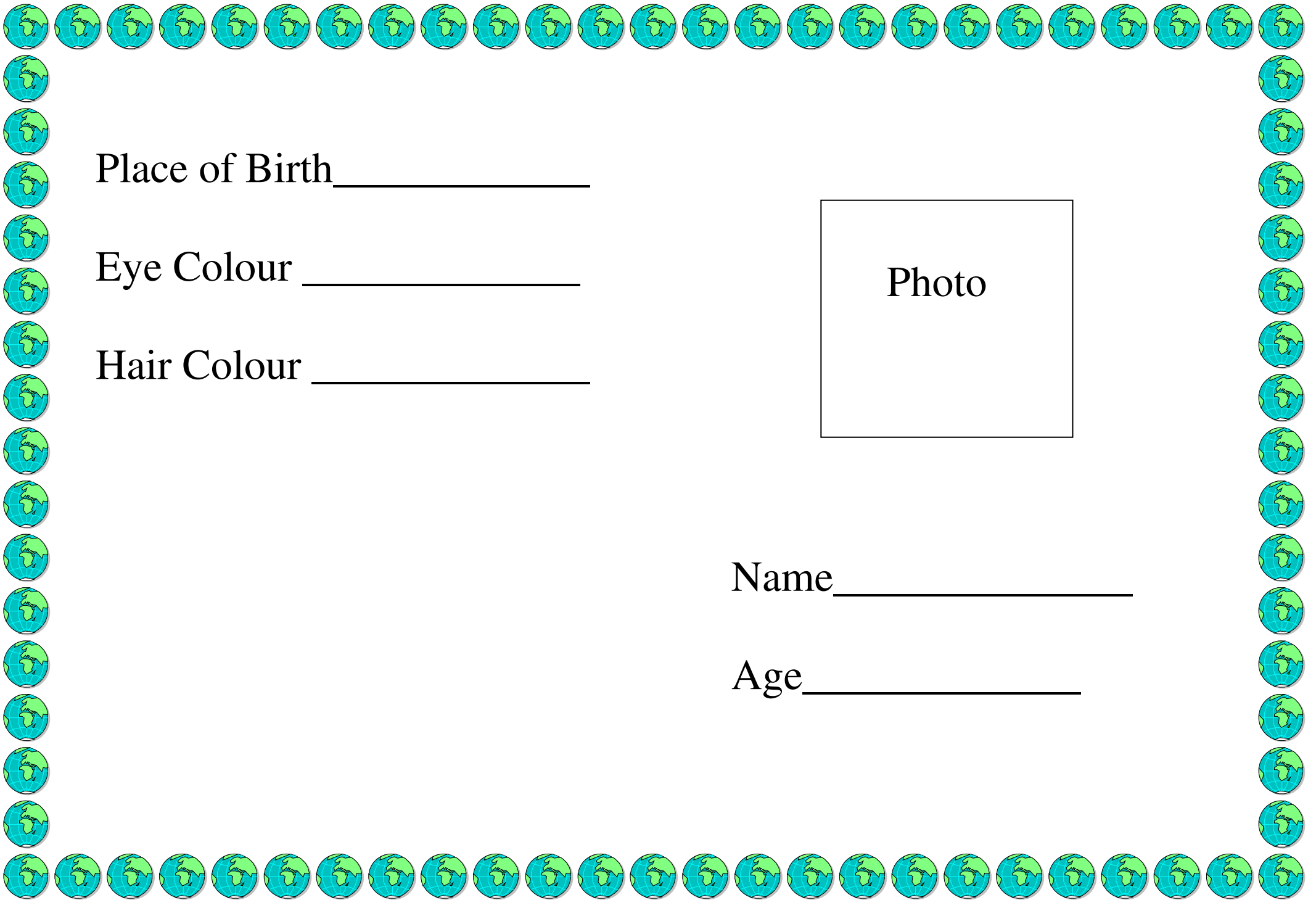
Special Needs: Teaching assistant support.

Pupil grouping		Support		Differentiation		
Class Group	✓	Pupil initiated		Outcome	✓	Higher ability- independent writing
Ability Group		Teacher	✓	Research		
Mixed Ability Group	✓	Student		Task		Middle ability- word bank
Pairs		Teaching Assistant	✓	Interest		Lower ability- adult support
Individual	✓	Adult	✓	Support	✓	

ICT; Digital Photos

Cross curricular links: Geography DT

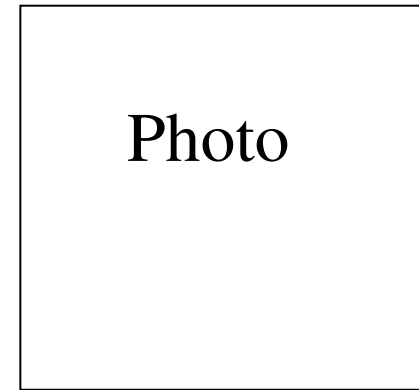
Evaluation:



Place of Birth \_\_\_\_\_

Eye Colour \_\_\_\_\_

Hair Colour \_\_\_\_\_



Name \_\_\_\_\_

Age \_\_\_\_\_

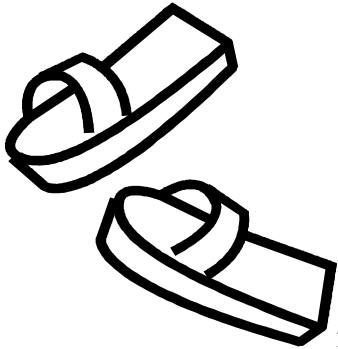


Passport

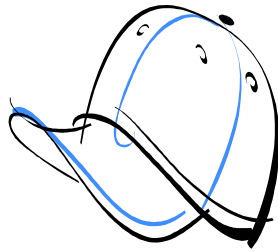


# Colour Your Clothes

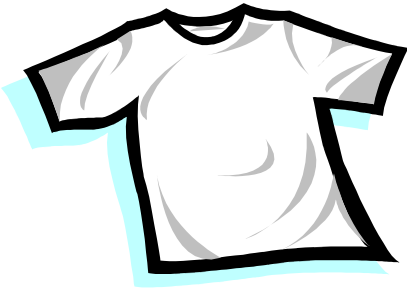
Colour the clothes you would take to a hot country.



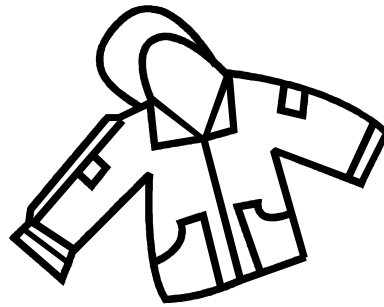
flip flops



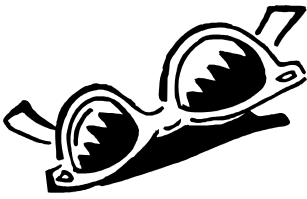
cap



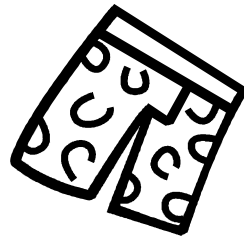
t-shirt



coat



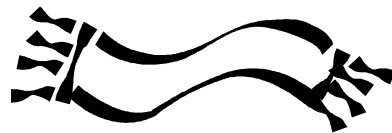
sunglasses



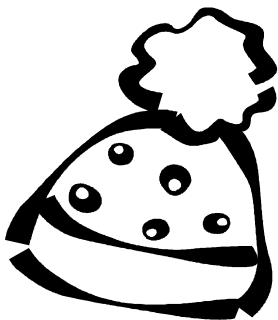
shorts



glove



scarf



woolly hat



boots

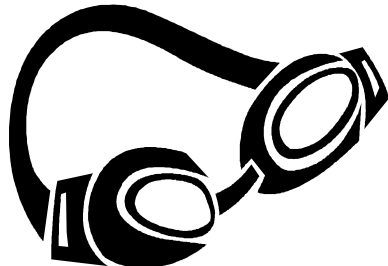
# Pack Your Suitcase

- \*Look at the holiday items below
- \*Cut out and sort them into things for a hot and cold holiday
- \*Stick them onto the suitcase (worksheet 2)

Bucket and spade



socks



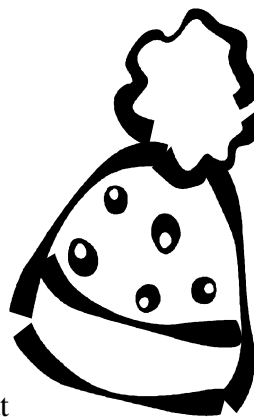
goggles



swimsuit



coat

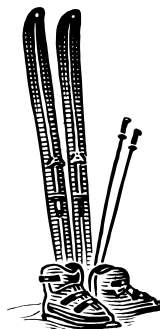


woolly hat

beach ball



Flip flops



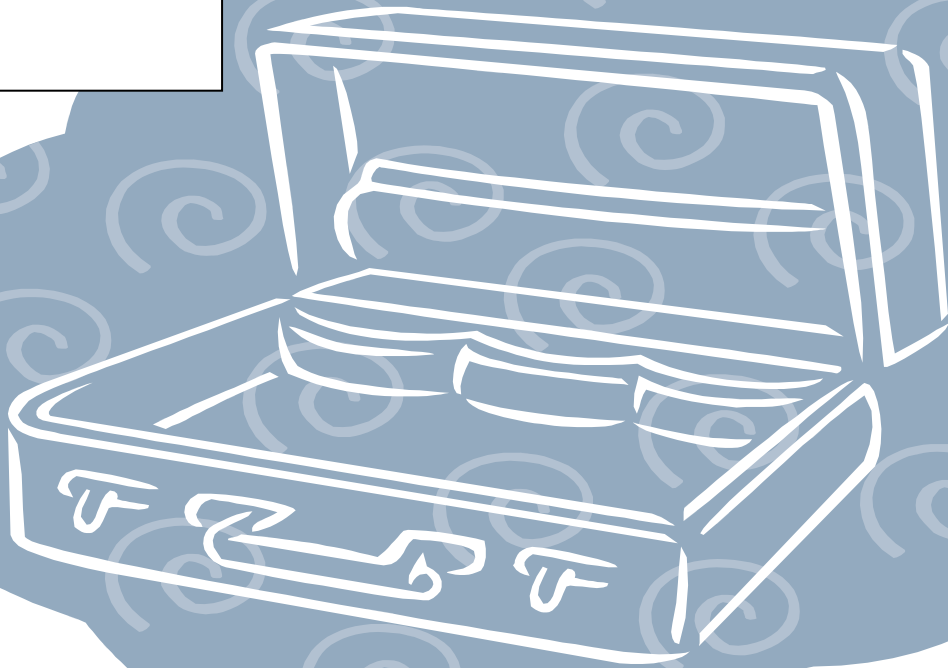
skis



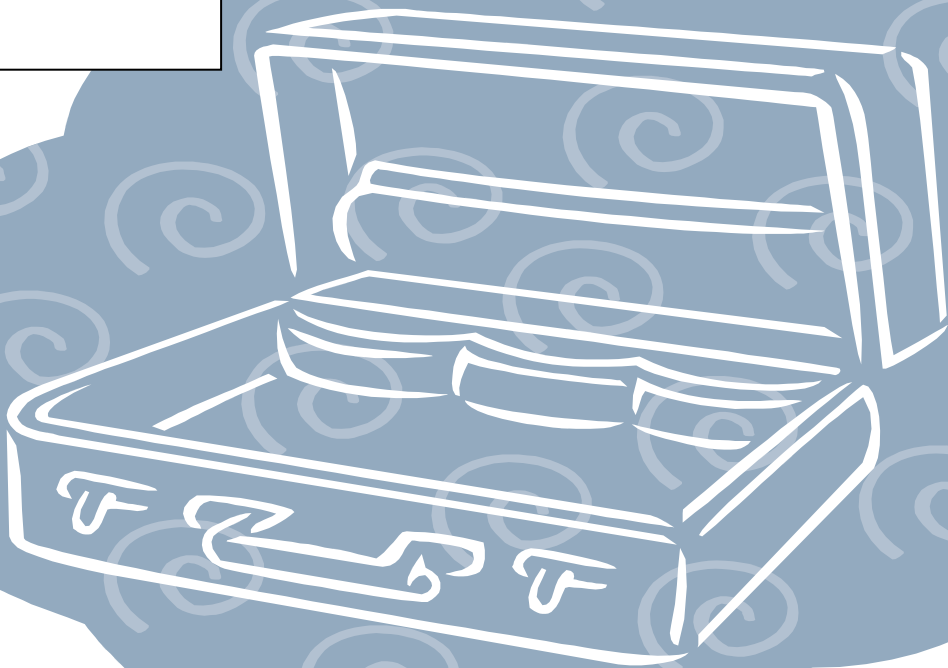
sun hat and sunglasses

## Pack Your Suitcase (2)

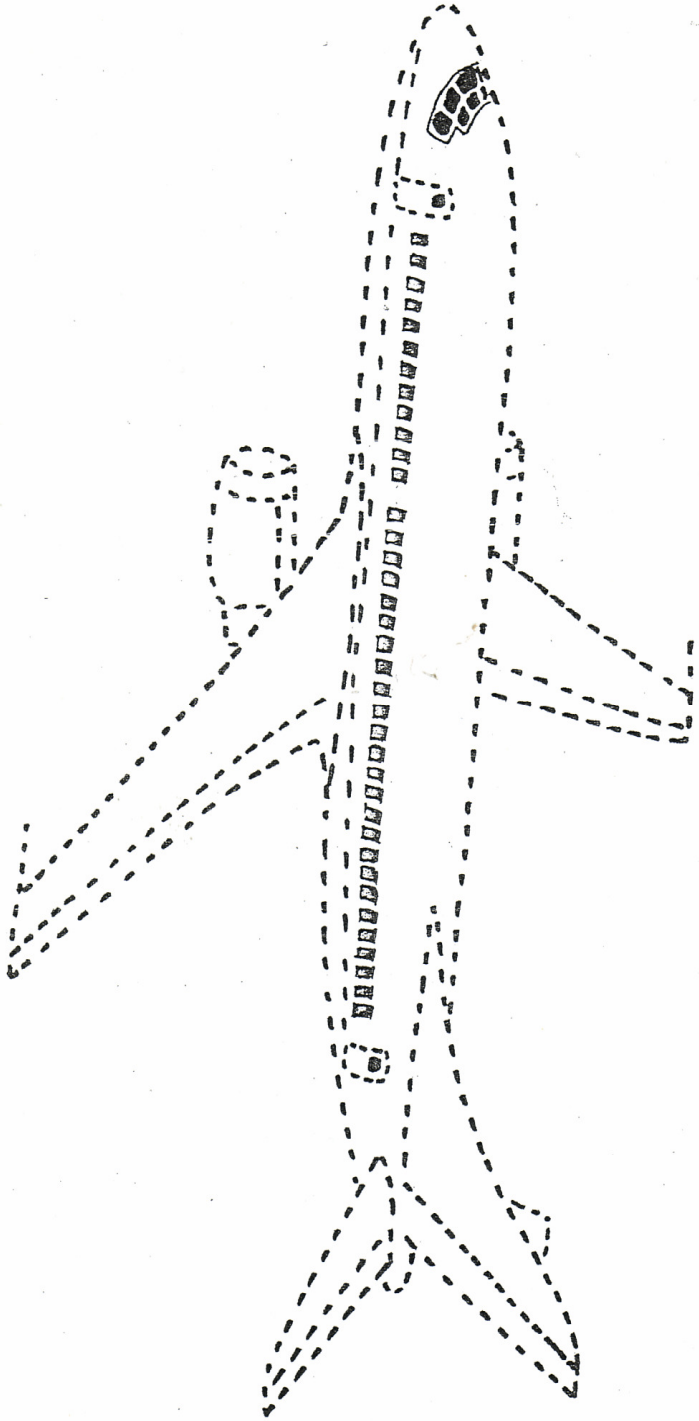
hot



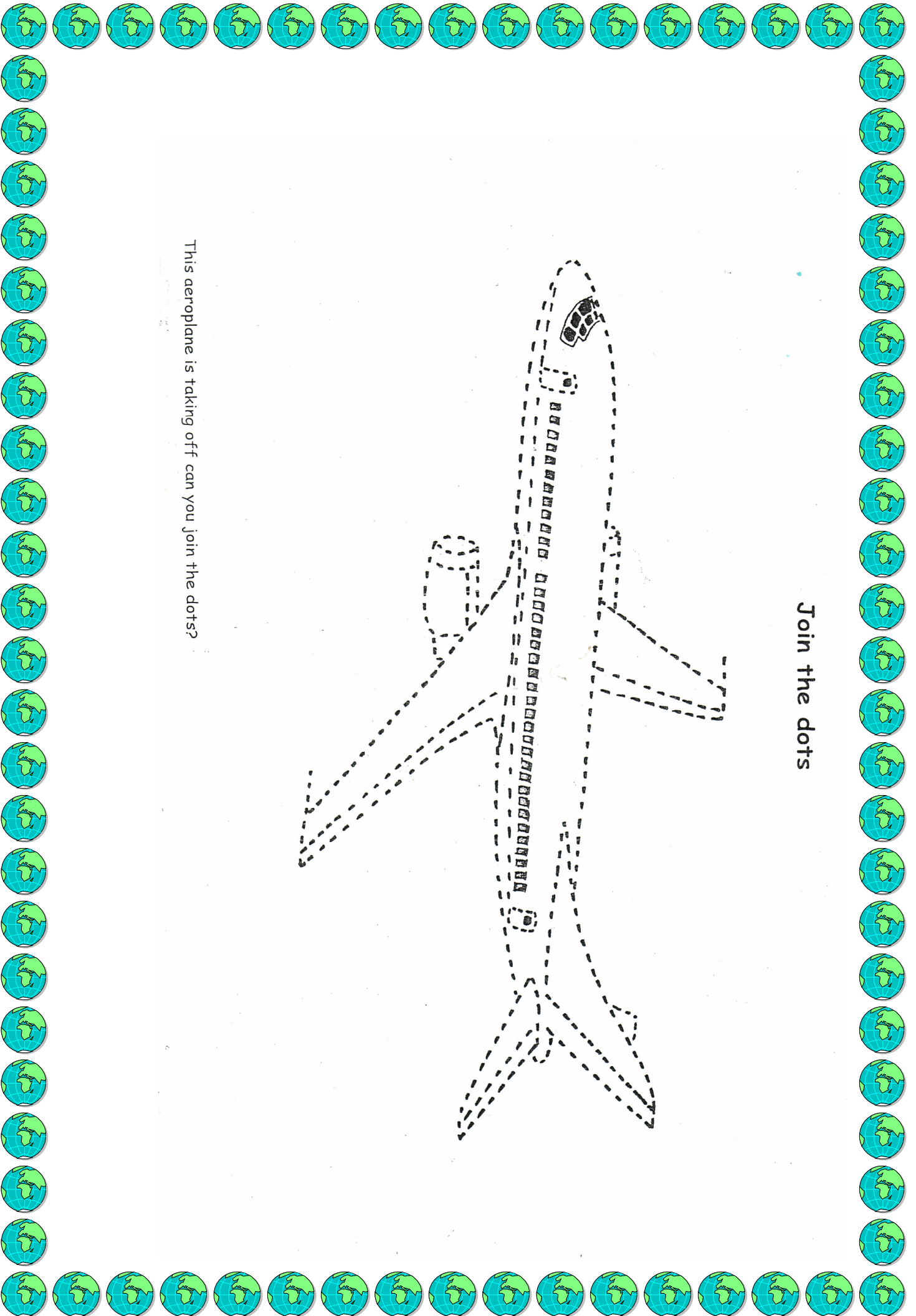
cold



Join the dots



This aeroplane is taking off can you join the dots?

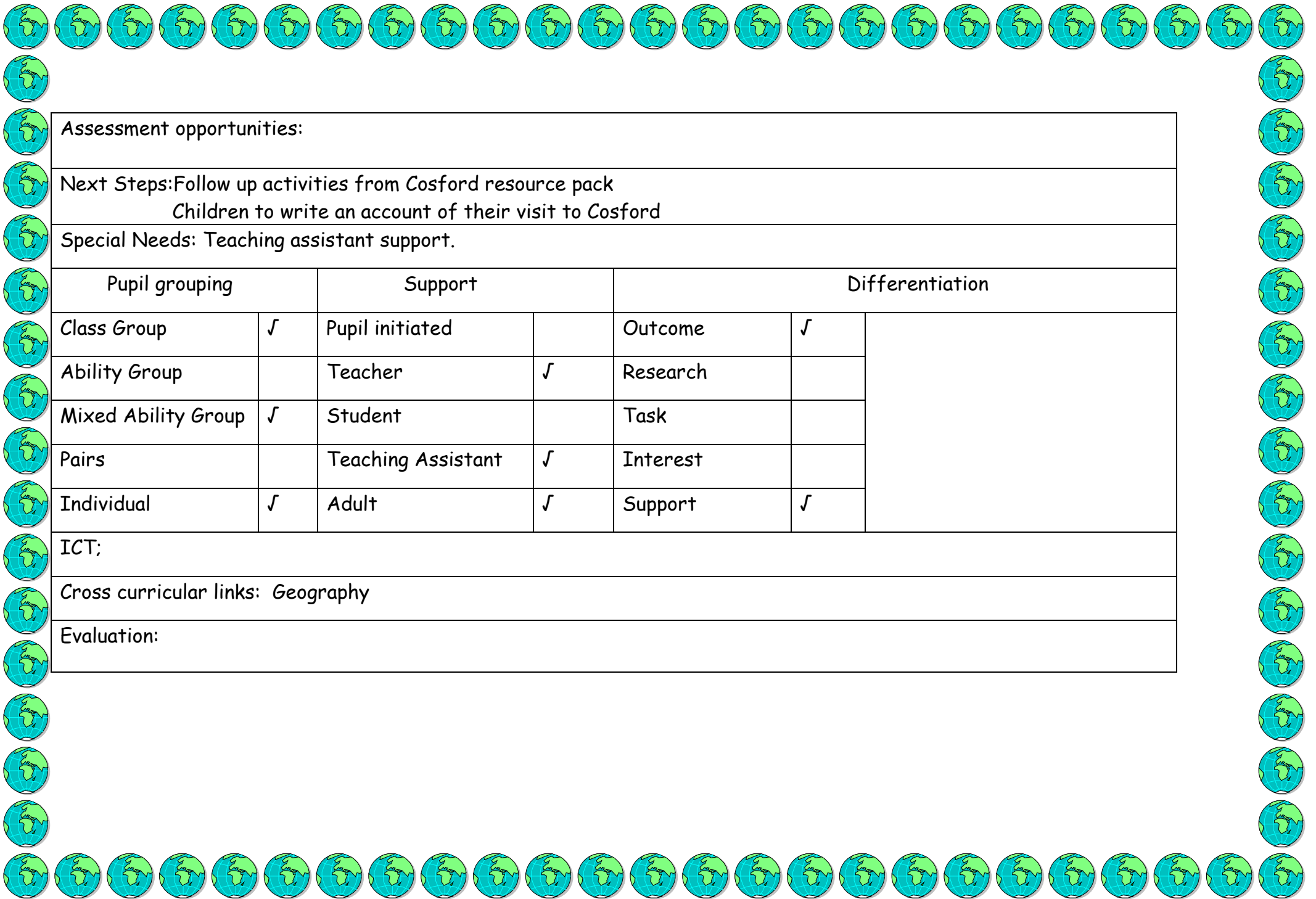




## Lesson Plan 2: Let's Fly

Teacher; Access & Learning team		Year Group: YR1	Date: 07/11/05	Duration: 1 hr	Curriculum Area: Literacy
Boys: 15	Girls:14	Teaching Assistants (Others):			
Lesson Context/Previous Experience		Whilst at RAF Museum Cosford			
Learning Objectives;				Resources:	
Lesson Structure	Activities				
Introduction	<p>Welcome the children and ask them to sit on the red carpet</p> <p>Introduce them to the airport and explain we are going on holiday.</p> <p>Ask children where we should go - hopefully some one will suggest somewhere warm and sunny</p> <p>Pack a suitcase asking the children to decide which items to put in the case from the selection on offer</p>				
Development	<p>Once the suitcase is packed then the children are told they have arrived at the airport and now there are things to do before they can go on holiday. Each activity has a prompt card for the children/adult to follow. We ask the one adult from the school party to work alongside the children on each of the four activities.</p> <p>'Check in' - children weigh their luggage - lunch box' - if it is of a suitable weight then a tag is fastened to it</p> <p>Tickets - children are issued with a date stamped ticket for their departure</p> <p>Passport Control - passports are stamped</p> <p>Security - children are asked if they have chewing gum in their pockets - it is not allowed on our plane - a coloured star is put on the passport when pockets have been checked.</p> <p>Departure Lounge - an area for the children to wait for departure. Various activities have been provided for the children</p> <p>On leaving the plane the children receive a sticker to mark their visit.</p>				
Plenery	Ask the children if they have any questions about the session.				





Assessment opportunities:

Next Steps: Follow up activities from *Cosford* resource pack  
Children to write an account of their visit to *Cosford*

Special Needs: Teaching assistant support.

Pupil grouping		Support		Differentiation	
Class Group	√	Pupil initiated		Outcome	√
Ability Group		Teacher	√	Research	
Mixed Ability Group	√	Student		Task	
Pairs		Teaching Assistant	√	Interest	
Individual	√	Adult	√	Support	√

ICT;

Cross curricular links: *Geography*

Evaluation:

## Lesson Plan 3: My Visit to Cosford

Teacher; Mrs Rutter/Mrs Eccleston		Year Group: YR1	Date: 10/11/05	Duration: 1 hr	Curriculum Area: Literacy
Class No: Jellyfish	Boys: 15	Girls:14	Teaching Assistants (Others): Mrs Deakin		
Lesson Context/Previous Experience		Following visit to RAF Museum Cosford. Part of the seaside/journeys topic			
Learning Objectives; Sentence level work: Children to write simple sentences and to re-read, recognising whether or not they make sense. To use the term sentence appropriately to identify sentences in text, ie, those demarcated by capital letters and full stops.				Resources: Paper /pens. Laptops. Photo's	
Lesson Structure	Activities				
Introduction	Small group discussion. Sitting in a circle, children take it in turns to discuss their visit to Cosford. What was there favourite thing/ What did they dislike/ Discuss the Let's Fly role play and relate it to the child's own experiences. What did they think of the aeroplane they sat in/ How did this differ from their experiences of flight (if any)/ Adult models a sentence about the visit e.g I saw an aeroplane.....				
Development	Children draw a picture of their visit to Cosford. According to ability, children write a sentence/sentences about their visit. Children use word books, adult modelled word bank or work independently according to ability. Adult to remind children of capital letters at the beginning of sentences, full stops and finger spaces.				
Plenery	Following the activity, children have the opportunity to share their work, talk about their pictures and read their sentences to the group. What else could they have written about their visit/picture?				

Assessment opportunities: Work could be assessed for individual profiles

Next Steps:

Special Needs: Teaching assistant support. Children talk about and look at photos of their visit. Children can draw a picture. Adult models simple sentence.

Pupil grouping		Support		Differentiation		
Class Group		Pupil initiated	✓	Outcome	✓	Varied level of support. Word bank
Ability Group	✓	Teacher	✓	Research		
Mixed Ability Group		Student		Task	✓	
Pairs		Teaching Assistant	✓	Interest	✓	
Individual	✓	Adult		Support	✓	

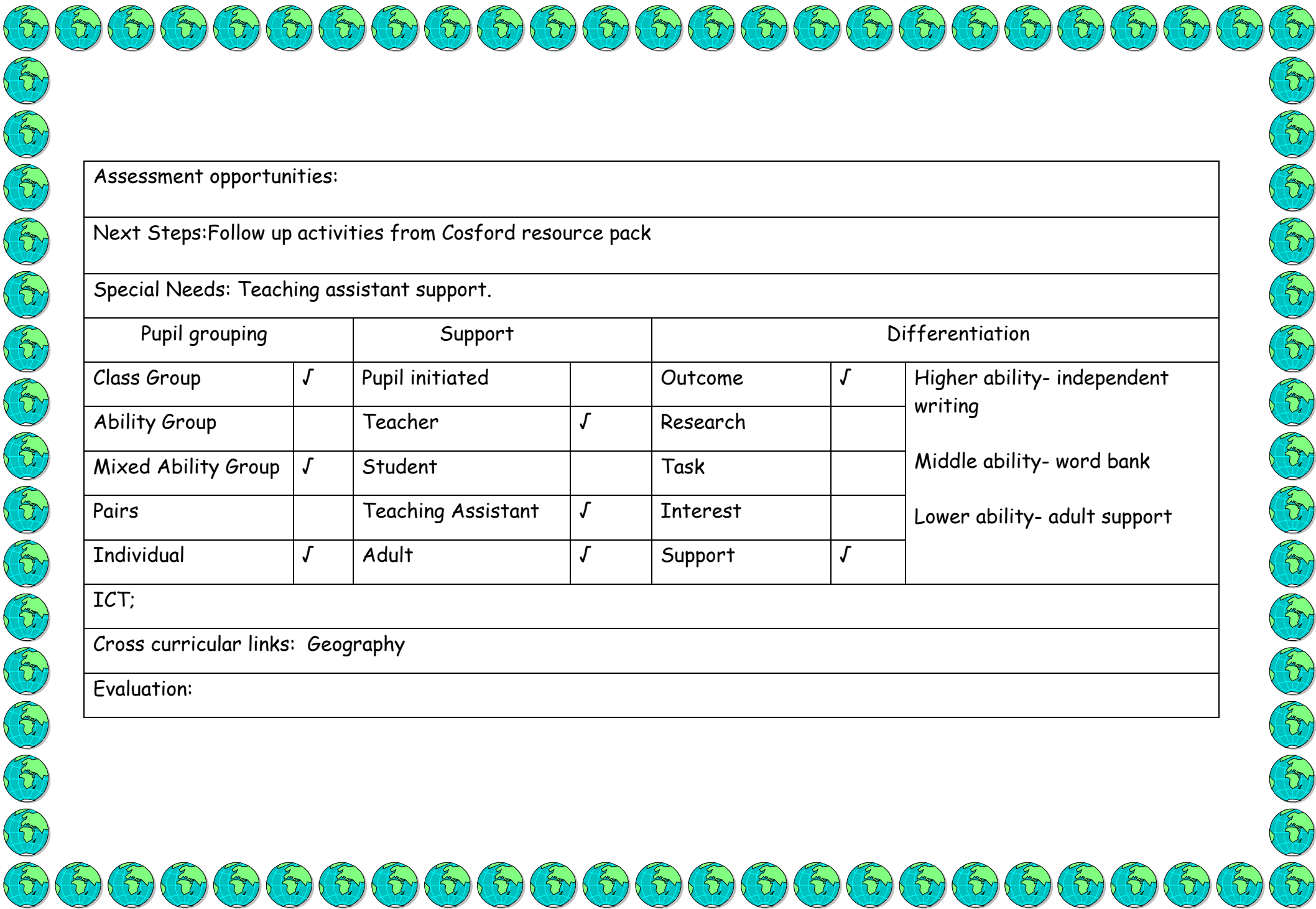
ICT; More able children may be able to use laptops to record their writing. Internet pictures of holiday destinations may be shown as part of the introduction.

Cross curricular links: Geography

Evaluation:

# Lesson Plan 4: Postcards

Teacher; Mrs Rutter/Mrs Eccleston		Year Group: YR1	Date: 11/11/05	Duration: 1 hr	Curriculum Area: Literacy
Class No: Jellyfish	Boys: 15	Girls:14	Teaching Assistants (Others): Mrs Deakin		
Lesson Context/Previous Experience		Following visit to RAF Museum Cosford. Part of the seaside/journeys topic			
Learning Objectives; Sentence level work: Children to write simple sentences and to re-read, recognising whether or not they make sense. To use the term sentence appropriately to identify sentences in text, ie, those demarcated by capital letters and full stops.				Resources: Paper /pens. Postcards, Postcard worksheets	
Lesson Structure	Activities				
Introduction	Circle time: Discuss the format of the writing. What is the same in every card? What is different? Look at examples of postcards. What sort of information is included? Using talking partners discuss what you might write on a postcard from your holidays. Report back to the group. Model an example postcard. Remind the children about using the I pronoun to start their sentence.				
Development	Children write their own postcards using a given format. If the children have time they can draw a picture that goes with their postcard onto the back of the sheet.				
Plenery	Following the activity, children have the opportunity to share their work, talk about their pictures and read their sentences to the group. What else could they have written about their visit/picture?				



Assessment opportunities:						
Next Steps: Follow up activities from Cosford resource pack						
Special Needs: Teaching assistant support.						
Pupil grouping		Support		Differentiation		
Class Group	✓	Pupil initiated		Outcome	✓	Higher ability- independent writing
Ability Group		Teacher	✓	Research		
Mixed Ability Group	✓	Student		Task		Middle ability- word bank
Pairs		Teaching Assistant	✓	Interest		Lower ability- adult support
Individual	✓	Adult	✓	Support	✓	
ICT;						
Cross curricular links: Geography						
Evaluation:						



A decorative border of small globe icons surrounds the entire page. The globes are arranged in a rectangular frame, with one row at the top, one at the bottom, and vertical columns on the left and right sides. Each globe shows a different view of Earth with green continents and blue oceans.

# Postcard Writing

Dear \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_


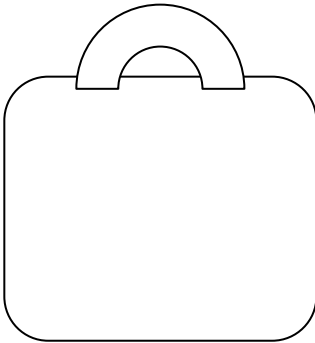
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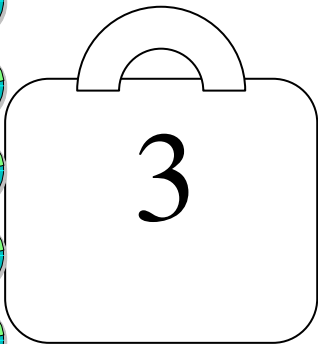
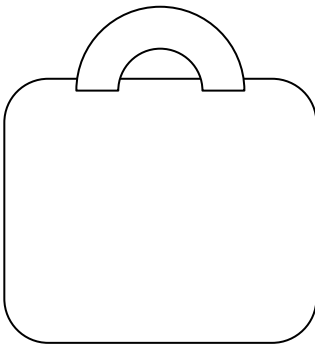


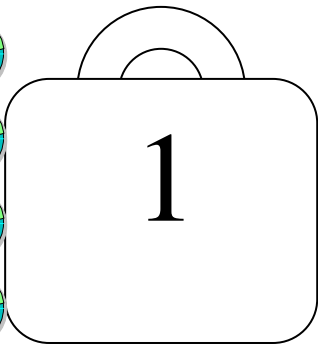
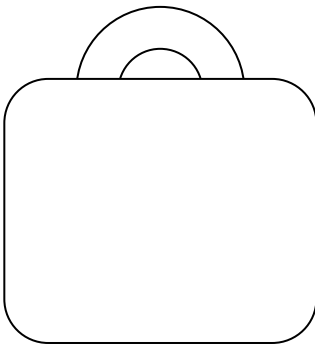
Draw a picture for the front of your postcard.

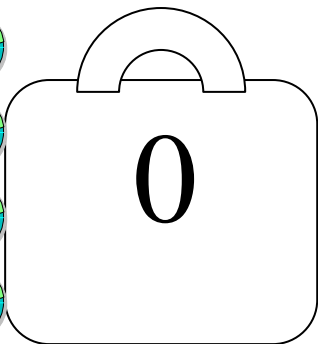
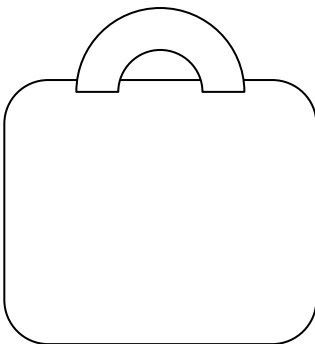


Cosford Airlines Addition.

 $4 + 2 =$  

 $3 + 3 =$  

 $1 + 4 =$  

 $0 + 3 =$  



**Cosford Airlines Addition.**

$$8 + 2 = \square$$

$$3 + 6 = \square$$

$$5 + 4 = \square$$

$$7 + 3 = \square$$

Suitcase Subtraction.

7 - 4 =

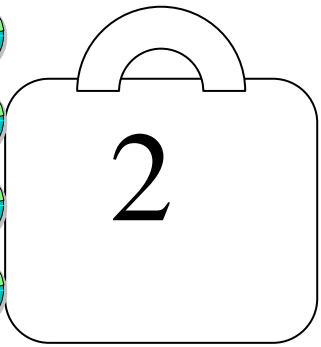
6 - 6 =

5 - 2 =

7 - 2 =

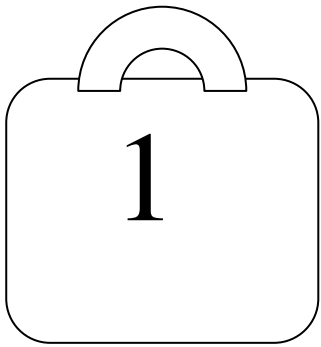


Suitcase Subtraction.



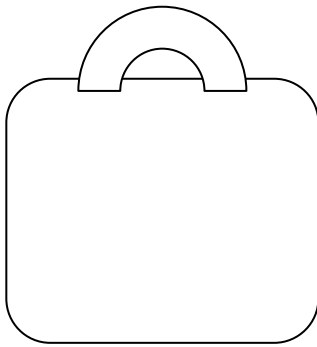
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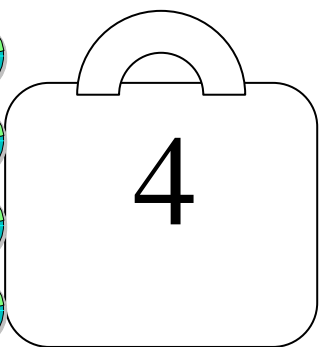
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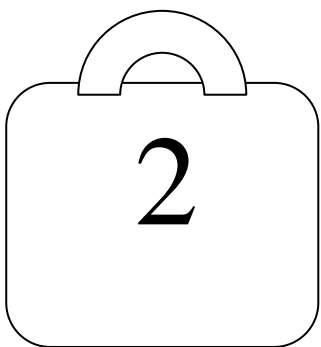
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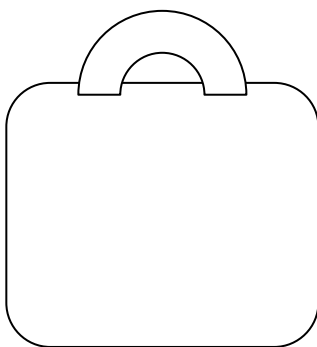
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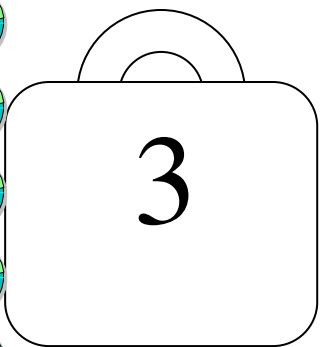
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2

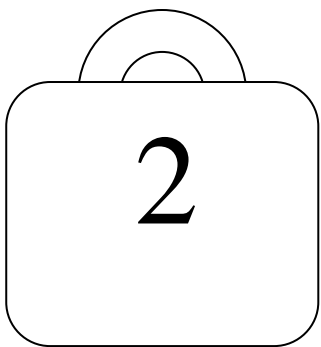
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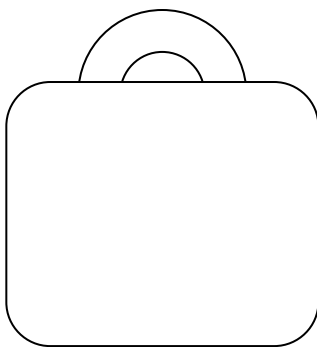
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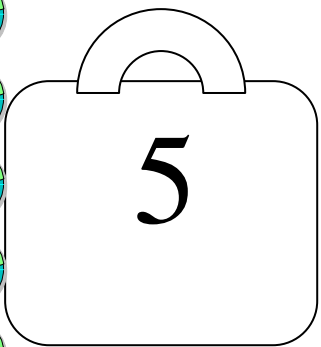
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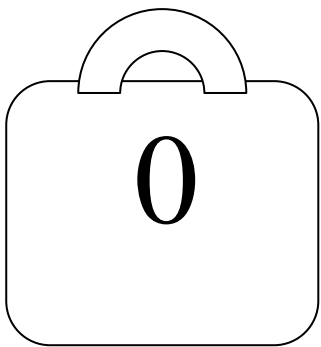
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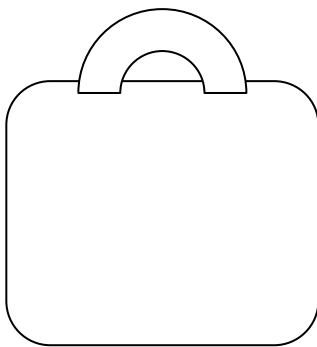
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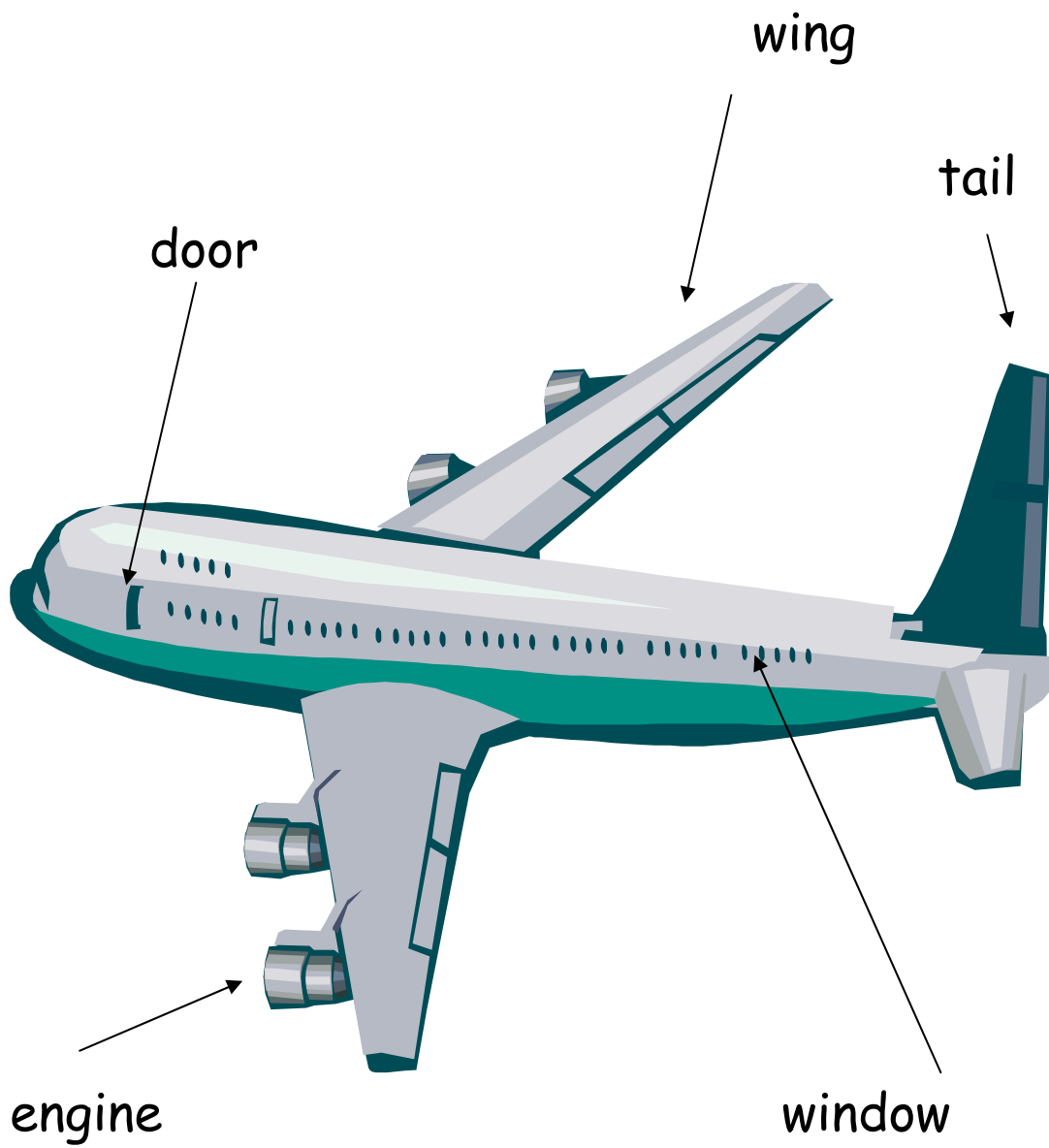


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# Cosford Counting



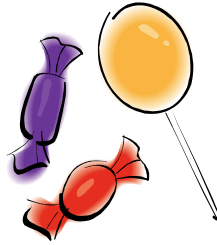
How many of the following can you count?

- engine  window
- door  tail
- wing

# Shopping for your journey (1)



toy 4p



sweets 1p



pen 2p



book 3p



crisps 5p

I buy a



and a



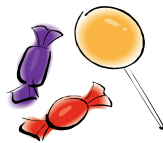
How much do I spend?

p

I buy a



and



How much do I spend?

p

I buy



and a



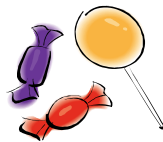
How much do I spend?

p

I buy



and



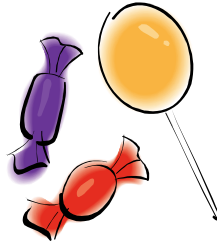
How much do I spend?

p

# Shopping for your journey (2)



toy 8p



sweets 6p



pen 2p



book 5p



crisps 3p

I buy a



and a



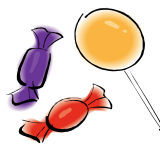
How much do I spend?

p

I buy a



and



How much do I spend?

p

I buy



and a



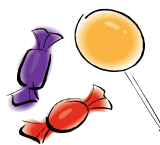
How much do I spend?

p

I buy



and



and

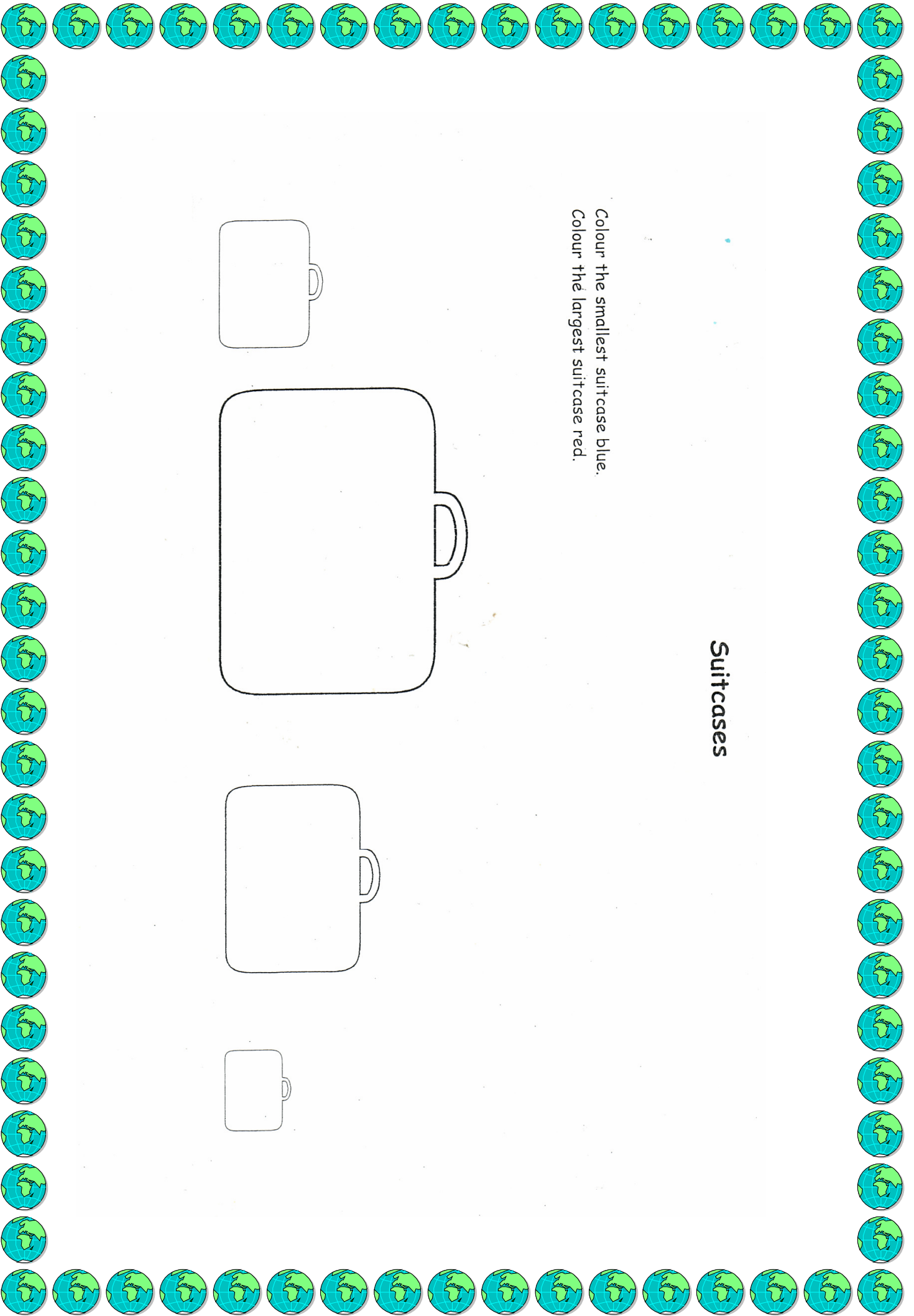
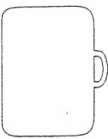
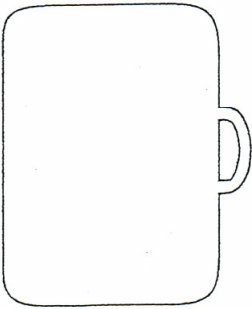
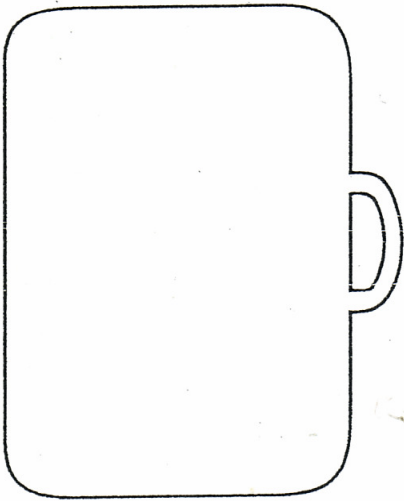
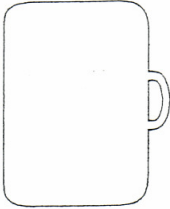


How much do I spend?

p

# Suitcases

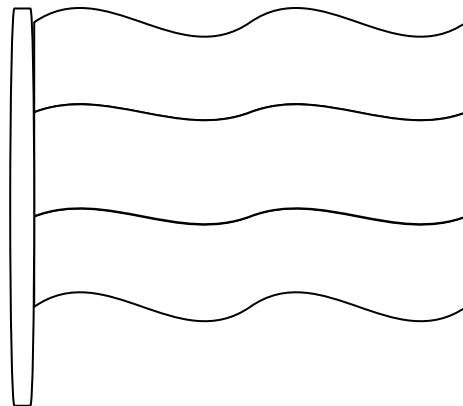
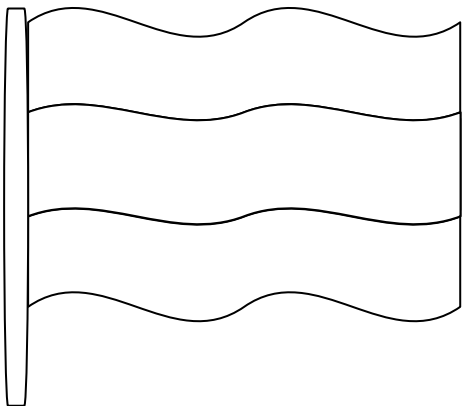
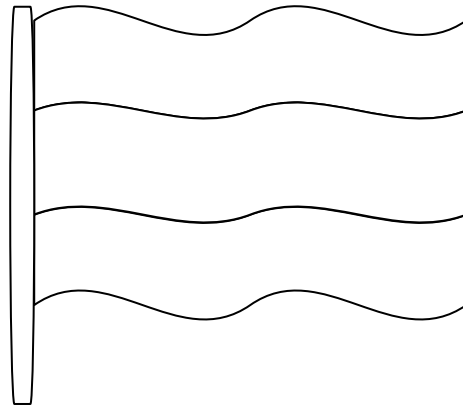
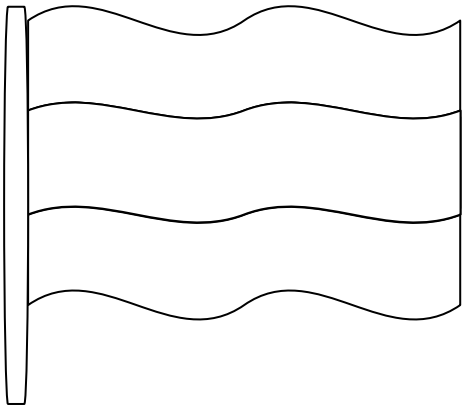
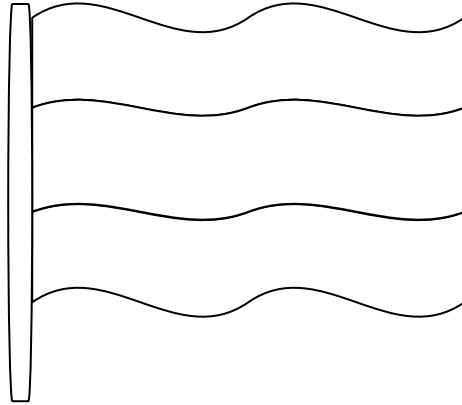
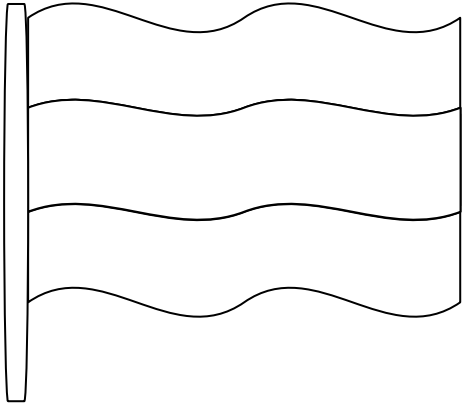
Colour the smallest suitcase blue.  
Colour the largest suitcase red.





# Flags

Use only 3 colours. Can you make each flag different?



## Find the Missing Word.

Remember your visit to RAF Museum Cosford. Can you find the missing words in each sentence?

1. At Cosford we saw where the \_\_\_\_\_ sits in the aeroplane.
2. We all \_\_\_\_\_ on an aeroplane.
3. We helped to pack a \_\_\_\_\_ to go on holiday.
4. There were lots of \_\_\_\_\_ for us to see.
5. We all needed to take a \_\_\_\_\_ to Cosford



aeroplanes



pilot



case



passport



sat



## Cosford Airlines Wordsearch

s	k	y	a	s	c	p	b
c	l	f	y	i	s	i	t
a	h	b	c	a	c	l	g
s	n	b	a	g	y	o	t
f	m	o	s	i	e	t	k
l	o	w	e	p	u	s	h
y	l	a	s	h	o	p	o
h	y	m	h	t	s	e	e

Can you find these words?

- \* sit
- \* sky
- \* bag
- \* shop

- \* fly
- \* see
- \* pilot
- \* case



## Cosford Airlines Wordsearch

a	c	o	i	f	h	a	p	i	l	o	t	e	u	h
c	e	a	e	i	c	s	l	e	r	r	c	w	s	i
r	t	p	b	s	w	e	p	a	s	c	o	p	l	k
s	g	a	t	i	h	c	w	i	e	s	i	l	j	b
a	p	e	d	t	n	u	o	p	k	a	k	b	t	n
e	j	o	b	p	o	f	a	r	t	f	l	y	a	p
r	b	e	k	l	s	g	p	m	i	w	n	s	o	g
o	d	t	s	i	m	a	e	n	t	e	e	a	t	l
p	s	a	t	s	c	o	s	f	o	r	d	r	b	r
l	s	t	w	h	k	l	y	t	a	i	a	t	n	s
a	i	r	p	o	r	t	r	c	b	p	l	i	o	m
n	o	b	l	p	s	e	s	p	a	m	j	c	t	i
e	r	w	d	x	t	k	o	f	t	b	l	k	s	k
m	t	d	a	i	r	l	i	n	e	s	d	e	o	l
l	s	b	n	a	p	a	s	s	p	o	r	t	s	t

Can you find these words?

- \* cosford
- \* cabin
- \* aeroplane
- \* passport
- \* fly
- \* café
- \* airlines
- \* pilot
- \* ticket
- \* airport
- \* sky
- \* shop



## Follow-up Activities

Here are some further ideas for follow up work relating to the visit to RAF Museum Cosford.

- Design a poster to promote RAF Museum Cosford.
- Design a logo for an aeroplane tail.
- Ask children how they travelled on holiday e.g car, coach, train or aeroplane and produce a tally chart and block graph of the results.
- Make a paper plane that will fly. Use different types of paper and see what happens.
- Plan a well balanced meal to enjoy on the aeroplane.