

It's Good to be Me
Year 1 Term 1

The final showdown!

Grandparents visit

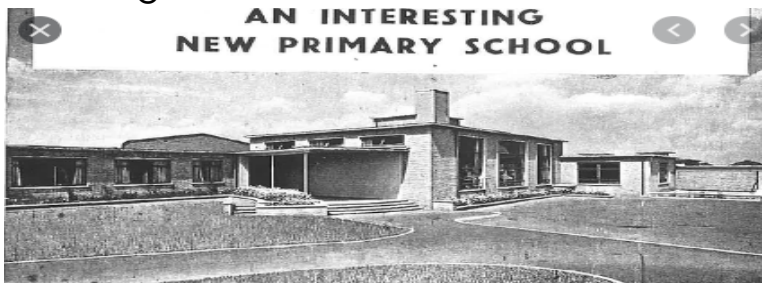
My fruit salad

The BIG Questions...
What is so special about me? How can we keep our bodies healthy? What were schools like in the past?



Lead story and others...
A bag full of worries

Opportunities for visits, visitors and outdoor learning...



1640 x 400 Drive County Primary School, This new school in Bedford, Kent, was built in 1916 over a year. The architect - Mr. S. H. Lumsden F.R.S.A. F.R.I.B.A. F.R.I.C.A. F.R.I.C.A. F.R.I.C.A.

History talk and tour of the school by Mr. Langridge

Playground games past and present

Key Skills and Knowledge

Possible activities

History

As historians we will...

- Recognise the difference between past and present (then and now) in our own and other people's lives within living memory nationally and locally
- Sequence events in their own life and living history include for next year
 - Sequence 3 or 4 artefacts from distinctly different periods of time
 - Match objects to people of different times
- We will compare adults talking about the past - how reliable are their memories?
- We will communicate our knowledge through:
 - Discussion
 - Drawing
 - Role play and drama
 - Writing
 - Models
 - ICT

History of our school (talk with Mr Langridge).

What schools were like in the past.

Compare games of the past.

Look at the school now, where we go (library, ICT suite etc). What did it look like in the past?

Invite grandparents in to talk about their childhood and school life. Chn to prepare questions.

Compare old school artefacts,

Geography

As geographers we will...

Mr Langridge talk

	<ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	
<p>Science</p> <p>Animals inc. Humans</p>	<p>As scientists we will...</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. identify and name a variety of common animals that are carnivore, herbivores and omnivores. describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets. identify, name, draw and label the basic parts of the human body and say which part is associated with each sense. <p>Vocabulary Birds, fish, amphibians, reptiles, mammals, invertebrates Feathers, scales, gills, fins, hair, land, water, backbone, skeleton Carnivores, herbivores, omnivores Meat, plants</p>	<p>Label parts of the human body. Go to the hall and draw round each other.</p> <p>Gather and record data as a pictogram.</p> <p>To know which part of the body is linked to which sense.</p> <p>To understand what different groups of animals eat (carnivores, omnivores, herbivores)</p> <p>To describe and compare the structure of animals</p> <p>To understand what reptiles and amphibians are</p>
PSHE	<p>I know that I belong to a community.</p> <p>I can help to make the class a safe and fair place. I know what I have to do to make a classroom and school a safe and fair place.</p> <p>I know that it is not OK for people to make the classroom unsafe or unfair.</p> <p>I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p> <p>I know some ways to calm myself down when I feel scared or upset.</p> <p>I can tell you how I am the same as and different from my friends.</p> <p>I can help to make my class a good place to learn</p>	
R.E.	<p>Understanding what it means to belong to a faith (Christianity)</p>	
Art	<p>As artists we will....</p> <ul style="list-style-type: none"> Mix different colours. Sort, select and discuss different colours. Draw on different surfaces with a variety of media – e.g., pastels, pencils, charcoal and chalk Begin to control the types of marks they make with the range of media Draw as a way of representing their own world, experiences and ideas. With textiles - Use appropriate language to describe colours, media, equipment and textures. With Painting • Experiment with a variety of media when painting – e.g. different brush sizes and tools. 	<p>Artists Arcimboldo (Portrait Artist) Roy Lichenstein (Portraits)</p> <p>Self-portraits Skin tone Hair colour Facial features</p> <p>Mixed media collage of me using paper plates and other materials.</p> <p>Arcimboldo fruit and veg faces Still life chalk drawing of fruit</p> <p>Chalk drawings of the school building to look like chalk on slate</p>

	<ul style="list-style-type: none"> ● Begin to control the types of marks made with the range of media. ● With printing -Experiment in a variety of malleable media such as clay, papier mache, salt dough and modroc. ● Shape and model materials for a purpose. ● Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. ● Impress and apply simple decoration techniques. ● Use tools and equipment safely and in the correct way. <p>Exploring and Evaluating -</p> <ul style="list-style-type: none"> ● Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices.Arcimboldo and Lichenstein comparison ● Talk about your own work and that of other artists and the techniques they have used. 	
<p>Computing</p>	<p>As computing technicians we will...</p> <p>Digital Liberty</p> <ul style="list-style-type: none"> ● Create something on the computer <p>Basic Computer skills</p> <ul style="list-style-type: none"> ● Logging on with your username and password ● Mouse control ● Opening programs <p>Information Technology -</p> <ul style="list-style-type: none"> ● Personal / private information - Internet rules - Protecting identity 	<p>I know how to stay safe online. I can log on to the school computers using my username and password.</p> <p>Use 2simple to create images of fruit and veg. Use ICT suite as well as a smartboard in the classroom.</p> <p>Use 2simple to create line drawings of school building. Use ICT suite as well as a smartboard in the classroom.</p>
<p>British Values</p>	<p>As Wentworth Citizens we will...</p> <p>Tolerance of others including religion</p> <ul style="list-style-type: none"> ● Teach about different faiths and religions.. See RE curriculum. <p>Mutual Respect</p> <ul style="list-style-type: none"> ● PSHE – What is respect? How to be kind to others. ● PE – Find a space and respect others right to a space <p>Rule of Law</p> <ul style="list-style-type: none"> ● Discuss class and school rules ● .PE – Safety rules <p>Individual Liberty</p> <ul style="list-style-type: none"> ● Good to be Me topic – we are all different and the same. Individual attributes and we are part of a country. ● PSHE – Learn about how we are individual but also what it means to be part of a group. Should I do something because they told me to do it? <p>Democracy</p> <ul style="list-style-type: none"> ● Vote for school council representative. ● Vote for house captains. 	

<p>D.T.</p>	<p>As design and technology technicians we will...</p> <p>Developing, planning and communicating ideas.</p> <ul style="list-style-type: none"> ● Begin to draw on their own experience to help generate ideas and research conducted on criteria. ● Start to suggest ideas and explain what they are going to do. ● Begin to develop their ideas through talk and drawings. <p>Working with tools, equipment, materials and components to make quality products. (Including food)</p> <ul style="list-style-type: none"> ● Make their design using appropriate techniques ● Select and use appropriate fruit and vegetables, processes and tools ● Use basic food handling, hygienic practices and personal hygiene <p>Evaluating processes and products.</p> <ul style="list-style-type: none"> ● Evaluate their product by discussing how well it works in relation to the purpose ● Evaluate their products as they are developed, identifying strengths and possible changes they might make ● Evaluate their product by asking questions about what they have made and how they have gone about it 	<p>I can say what fruit and veg I like and don't like. I can recognise various fruit and veg.</p> <p>To learn basic fruit handling and hygiene practices. To use a variety of tools to prepare some fruit and veg. Fruit tasting. Fruit and veg preparation. Planning and making a fruit salad.</p> <p>Comparing healthy and unhealthy foods (sorting foods and planning a healthy packed lunch).</p>
<p>Music</p>	<p>As musicians we will..</p> <p>Performing - Singing Songs</p> <ul style="list-style-type: none"> ● Join in with the whole class and assembly singing. ● Join in with speaking chants and rhymes. ● Attempt to project their voice and sing in tune with others. ● Remember some words to songs, chants and rhymes. Able to follow the teacher when unsure. <p>Playing Instruments</p> <ul style="list-style-type: none"> ● Listening and Appraising <p>Say what they liked and didn't like about a performance or recording.</p>	<p>Sing '1,2,3, Good To Be Me!'</p> <p>Songs associated with fruit and veg: 'The Banana Song'. 'The Vegetable Mix' song and dance</p> <p>Singing playground songs and clapping games. 'A sailor went to sea, sea, sea'</p>