

## Science

1	Identify and locate different parts of the body, and explore how each part is different but connected.
2	Explore the five senses and which parts of our body we use for each sense.
3	Investigate the different stages of human development and how we change as we grow.
4	Explore the reasons why we need to eat a healthy diet and making decisions about healthy eating.
5	Explore the effects exercise has on our bodies and how it benefits us.

- Year 1 - observing closely, using simple equipment
- Year 1 - identifying and classifying
- Year 1 - using their observations and ideas to suggest answers to questions
- Year 1 - gathering and recording data to help in answering questions
- Year 1 - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Year 2 - notice that animals, including humans, have offspring which grow into adults
- Year 2 - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

## Music

1	Change lyrics to familiar songs to involve our body parts and their movements.
---	--

- KS1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes

## All About Me

A KS1 cross-curricular topic for Year 1/2

## DT

1	Design, make and evaluate photograph frames for a special photo.
2	Design, make and evaluate personalised embroidered notebooks.

- KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria
- KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing
- KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- KS1 - evaluate their ideas and products against design criteria

## Art

1	Explore what portraits and self-portraits are and use clay to create a hanging self-portrait.
2	Explore facial expressions and create masks to portray these expressions.
3	Discover ways to make art using our names.

- KS1 - to use drawing to develop and share their ideas, experiences and imagination
- KS1 - to use sculpture to develop and share their ideas, experiences and imagination
- KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

## Geography

1	Identify the UK and its four countries on a world map and investigate the Union Flag and what it represents.
2	Use a map to find our towns and streets in the local area.
3	Describe where we live, including country, town and street, and explore the differences between urban and rural areas.

- KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- KS1 - 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

## History

1	Identify history as events which have happened in the past and order events in our lives.
2	Identify what a family tree is and what it shows before constructing a family tree to show close family.
3	Compare similarities and differences between our childhoods and that of our grandparents.

- KS1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

# All About Me

## Teacher's Topic Planner

English

Science  
5 Lessons



Maths

History  
3 Lessons



Geography  
3 Lessons



RE

Computing

Art  
3 Lessons



DT  
2 Lessons



Languages

Music  
1 Lesson



# All About Me : Cross-Curricular Topic : Year 1/2

Teacher's notes:

**Geography**

Blank space for Geography notes.

**Science**

Blank space for Science notes.

**Art**

Blank space for Art notes.

**DT**

Blank space for DT notes.

**Music**



**History**



# All About Me : Cross-Curricular Topic : Year 1/2

SCIENCE				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to identify different parts of the body.	Children will explore the different parts of their bodies and how they are connected. They will become familiar with the names for different parts of their bodies and how they can be grouped into limbs. They are challenged to label different parts of the body.	<ul style="list-style-type: none"> <li>• Can children name body parts?</li> <li>• Can children identify where different body parts are?</li> <li>• Can children describe how body parts are linked together?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Body Part Labels (FSD? activity only)</li> <li>• Large sheets of paper (FSD? activity only)</li> <li>• Body Match Game Cards</li> </ul>
<b>Lesson 2</b>	To be able to identify the five senses and what each sense is used for.	Children are introduced to the five senses and the body parts they use for each sense. They must think about what they use each sense for and why it is important to have that sense.	<ul style="list-style-type: none"> <li>• Can children name the five senses?</li> <li>• Do children know which part of the body is used for each sense?</li> <li>• Can children explore the world around them using their senses?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C</li> <li>• Sentence Cards</li> <li>• Senses Cards (FSD? activity only)</li> <li>• Objects to explore for each sense (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore how humans grow as they get older.	Children are challenged to describe the changes that happen to humans as they grow. They discuss each stage of human development from babies to adults and how they are different to one another.	<ul style="list-style-type: none"> <li>• Do children know that humans grow as they get older?</li> <li>• Do children know that body parts will grow in proportion?</li> <li>• Can children describe the stages of human development?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C/3D</li> <li>• Tape measures/metre rulers (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out how to eat a healthy, balanced diet.	Children will become more familiar with the different types of foods and where they are on a balanced plate. They will discuss the different ways that food can help us stay healthy by making sure we eat the right kinds of foods to give our bodies the nutrients they need.	<ul style="list-style-type: none"> <li>• Do children know why we eat and why it is important to eat a balanced diet?</li> <li>• Do children know which foods we should eat most and least of?</li> <li>• Can children suggest meals that would be good for them?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C/4D</li> <li>• Picture Cards</li> <li>• Balanced Plate sheet</li> <li>• Variety of fruits and vegetables (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out why exercise is important to keep our bodies healthy.	Children will investigate the effects that exercise has on their bodies. They will think about the different kinds of exercise they can do and why it is important to exercise regularly to keep us healthy.	<ul style="list-style-type: none"> <li>• Do children know that exercise is an important part of keeping our bodies healthy?</li> <li>• Can children identify some of the changes that take place in our body when we exercise?</li> <li>• Can children name various ways they can exercise different parts of their bodies?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B</li> <li>• Picture Cards</li> <li>• PE equipment, e.g. bean bags, hoops, etc. (FSD? activity only)</li> </ul>

# All About Me : Cross-Curricular Topic : Year 1/2

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to order events chronologically.	Children begin by looking at key events which have happened in their lives and ordering them in chronological order. They think about the age they were at each point and use that to help them. They then look at time conjunctions and how they can be used to put events in order.	<ul style="list-style-type: none"> <li>Do children know that history is the study of past events?</li> <li>Can children use vocabulary relating to the passing of time?</li> <li>Can children order events in their own and others' lives chronologically?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Timeline Cards</li> <li>Worksheet 1A/1B/1C</li> <li>Event Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore and create a family tree.	Children will familiarise themselves with a family tree and what it shows. They will practise finding out information from various family trees and determining how different people are related. They then practise drawing their own family tree before constructing one independently.	<ul style="list-style-type: none"> <li>Do children know what a family tree is?</li> <li>Do children know that a family tree shows a family's history?</li> <li>Can children describe and create their own family tree?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B</li> <li>Family Tree Cards (FSD? activity only)</li> <li>Family Tree sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about differences between childhood today and life in my grandparents' childhood.	Children are introduced to Ralph and Betty who were born in the 1950s. The children learn about Ralph and Betty's childhoods, including entertainment, food and clothing. The children are then challenged to compare their lives to that of their grandparents' childhoods.	<ul style="list-style-type: none"> <li>Can children identify differences between their own childhood and the childhood of their grandparents?</li> <li>Can children identify similarities between their own childhood and the childhood of their grandparents?</li> <li>Can children express their knowledge of changes in recent history in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Sentence Cards (FSD? activity only)</li> </ul>

MUSIC				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to fit words and actions to familiar songs.	The children are reminded of the song <i>The Wheels on the Bus</i> and begin to change the lyrics to be about body parts and their actions. They practise as a class and are then challenged to come up with their own lyrics and actions for their new song.	<ul style="list-style-type: none"> <li>Can children sing in unison?</li> <li>Can children create new lyrics to fit in with familiar songs?</li> <li>Can children fit appropriate actions with their songs?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B</li> <li>Verse Cards</li> <li>Planning Cards</li> <li>Wheels on the Bus backing track</li> <li>Head, Shoulders backing track (FSD? activity only)</li> <li>Body Part Cards (FSD? activity only)</li> </ul>

# All About Me : Cross-Curricular Topic : Year 1/2

ART				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to make a clay portrait.	Children are asked to think about what they look like and how they can show this using clay. They are shown different ways to use clay in order to make a self-portrait. The children are challenged to use different tools to create different marks in their clay to achieve a desired look or texture.	<ul style="list-style-type: none"> <li>• Can children work with clay to create basic shapes?</li> <li>• Can children add features to a clay portrait?</li> <li>• Can children make decisions about colour, shape and pattern to use in their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• People Templates</li> <li>• Worksheet 1A/1B (FSD? activity only)</li> <li>• Clay</li> <li>• Clay tools</li> <li>• People cookie cutters</li> <li>• Paints</li> <li>• Paperclips</li> <li>• Varnish</li> </ul>
<b>Lesson 2</b>	To be able to create artwork to show different emotions.	Children explore the different emotions they can feel and how a person's face changes to show these emotions. They then move on to discuss how colours can sometimes depict emotions. They are then challenged to make a two-sided mask to show two chosen emotions.	<ul style="list-style-type: none"> <li>• Can children describe how facial features change with different emotions?</li> <li>• Do children know that colours can symbolise emotions?</li> <li>• Can children use their knowledge of emotions to create artwork reflecting their ideas?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C</li> <li>• Emotions Sheet</li> <li>• Paper plates, sticks and tape</li> <li>• Materials for decoration and collage (depending on designs)</li> <li>• Emotion Words (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to use names as the basis for works of art.	Children are asked to reflect on their names and how they are part of their personalities. They are challenged to decorate the letters of their name to show different parts of their personality. Some children can be extended to think of decorations starting with the same letter as their name.	<ul style="list-style-type: none"> <li>• Can children gather ideas to use in their artwork?</li> <li>• Can children use colour, patterns and pictures to convey their ideas?</li> <li>• Can children discuss their finished work and say what they like about it?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B</li> <li>• Letter Templates</li> <li>• Letter Guide sheets</li> <li>• Paper and card</li> <li>• Art straws (FSD? activity only)</li> </ul>

DT				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to design, make and evaluate a photograph frame.	Children are asked to reflect on why photos can be special to people. They think about why we use photo frames and are challenged to design and make a simple frame from card. They can decorate their frame to reflect their personality in some way and evaluate their frame once they are finished.	<ul style="list-style-type: none"> <li>• Can children design a photo frame that reflects their personalities?</li> <li>• Can children fold, cut, assemble a photo frame and decorate it according to their designs?</li> <li>• Can children evaluate their finished products?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C/1D</li> <li>• Photo Frame Template</li> <li>• Frame Support Template</li> <li>• Help Sheet</li> <li>• Card</li> <li>• Acetate</li> <li>• Variety of materials (FSD? activity only)</li> <li>• Art materials for decoration</li> </ul>
<b>Lesson 2</b>	To design, make and evaluate an embroidered notebook.	Children are challenged to use felt and card to create an embroidered notebook which is special to them. They can choose to appliqué a design onto the front of their notebook or use stitching to create a design.	<ul style="list-style-type: none"> <li>• Can children design a front cover for a personalised notebook?</li> <li>• Can children use basic sewing stitches to create a pattern on fabric or card?</li> <li>• Can children evaluate their finished products?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C/2D</li> <li>• Help Sheet x 2</li> <li>• Needles</li> <li>• Embroidery thread</li> <li>• Items for decoration, e.g. sequins, buttons, ribbon, etc.</li> <li>• Paper and card</li> </ul>

GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out where the United Kingdom is and what it is like.	Children begin by identifying the UK on a world map and a map of Europe. They discuss different facts about the UK, including its population, capital cities and the four countries within the UK. They then move on to investigate the Union Flag and what it represents.	<ul style="list-style-type: none"> <li>• Can children locate the United Kingdom on a world map?</li> <li>• Can children identify the four countries of the United Kingdom?</li> <li>• Can children name the four capital cities of the United Kingdom?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Union Jack Template (FSD? activity only)</li> <li>• Straws (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to identify where in the United Kingdom I live.	Children investigate the location of where they live in the UK and begin to pinpoint their location down to the town and streets which they live on. They use maps or map software to explore their local area in more detail and create a booklet to describe their location.	<ul style="list-style-type: none"> <li>• Can children identify the countries of the United Kingdom on a map?</li> <li>• Can children locate whereabouts in the United Kingdom they live?</li> <li>• Can children use a map to find out about their local area?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C</li> <li>• Access to Google maps or similar</li> <li>• Question Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore our local area and find out what it is like.	Children begin by defining the words 'rural' and 'urban'. They then use these words to help them describe their local area and its local services and facilities. They describe the landscape as well as the different kinds of buildings they can see.	<ul style="list-style-type: none"> <li>• Can children locate their local area on a map?</li> <li>• Do children know the difference between rural and urban areas?</li> <li>• Can children describe what their local area is like?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C</li> <li>• Word Cards</li> <li>• Clipboards (FSD? activity only)</li> </ul>

