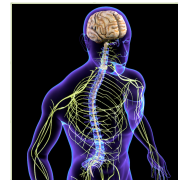




## History

### "Childhood Then and Now"

1	Identifying and describing toys from the past.
2	Exploring toy crazes now and in the past.
3	Exploring and discussing how homes have changed over time.
4	Identifying and describing how schools have changed over time.
5	Observing and discussing how clothes and fashion have changed over time.
6	Exploring leisure activities in the past and comparing them to leisure activities today.
Objectives:	<ul style="list-style-type: none"> <li>• KS1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• KS1 - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• KS1 - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>• KS1 - significant historical events, people and places in their own locality</li> </ul>



## Science

### "My Body"

1	Naming and identifying the different parts of the body.
2	Exploring and considering which parts of the body are used for different activities.
3	Learning about the sense of sight and identifying how it helps us stay safe.
4	Learning how we experience touch, and exploring and comparing how materials feel.
5	Exploring the sense of smell and what we use it for.
6	Exploring the sense of taste and describing different flavours.
7	Considering why hearing is an important sense and carrying out experiments to test sounds.
Objectives:	<ul style="list-style-type: none"> <li>• Year 1 - asking simple questions and recognising that they can be answered in different ways</li> <li>• Year 1 - observing closely, using simple equipment</li> <li>• Year 1 - performing simple tests</li> <li>• Year 1 - identifying and classifying</li> <li>• Year 1 - using their observations and ideas to suggest answers to questions</li> <li>• 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</li> </ul>



## Art

### "Self Portrait"

1	Exploring famous portrait artists and their work, describing the differences between them.
2	Exploring how objects convey meanings in portraits and using special objects to create portraits of themselves.
3	Learning different techniques for mark making when sketching portraits.
4	Using mirrors and careful observation to create a self portrait.
5	Exploring the use of colour in portraits that express certain moods and feelings.
6	Exploring and creating sculpted self portraits.
Objectives:	<ul style="list-style-type: none"> <li>• KS1 - to use a range of materials creatively to design and make products</li> <li>• KS1 - to use drawing to develop and share their ideas, experiences and imagination</li> <li>• KS1 - to use painting to develop and share their ideas, experiences and imagination</li> <li>• KS1 - to use sculpture to develop and share their ideas, experiences and imagination</li> <li>• KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• KS1 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>



## Geography

### "Where do I live?"

1	Identifying where on the planet they live and learning how the planet is split into continents and oceans.
2	Identifying the four countries of the UK and their capital cities.
3	Exploring the human and physical features of each of the four countries of the UK.
4	Identifying features of their local area and use appropriate vocabulary to describe the area they live in
5	Describing where in the world their house is and learning to write their addresses.
Objectives:	<ul style="list-style-type: none"> <li>• KS1 - name and locate the world's seven continents and five oceans.</li> <li>• KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• 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</li> <li>• 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</li> </ul>

# This is Me

## Teacher's Topic Planner

Maths

Computing

Art

"Self Portrait"

PlanBee 


DT

English


Science  
"My Body"

PlanBee 

History

PlanBee   
"Childhood Then and Now"

Geography

PlanBee   
"Where do I live?"

RE

Languages

Music

Teacher's notes:



## History

"Childhood Then and Now"



## Science

"My Body"



## Art

"Self Portrait"



## Geography

"Where do I live?"

# Childhood Then and Now : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out which toys were played with in the past.	Your class will be introduced to characters from different eras and the toys they liked to play with. They will explore different toys, examining and discussing how they have changed over time.	<ul style="list-style-type: none"> <li>Do children know that toys in the past were different to toys today?</li> <li>Can children describe toys of the past?</li> <li>Can children discuss toys and ask questions about them?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B</li> <li>Picture Cards</li> <li>Question Bubbles (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To discuss different children's crazes over time.	Your class will explore different crazes that have hooked children's interest. They will find out about recent crazes as well as historical ones. They will be encouraged to discuss their experiences of different crazes.	<ul style="list-style-type: none"> <li>Can children share their memories and experiences of toys?</li> <li>Can children compare toys from the past with toys they have?</li> <li>Can children order photographs chronologically?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2a/2A/2B/2C</li> <li>Picture Cards A/B/C</li> </ul>
<b>Lesson 3</b>	To investigate and identify how homes have changed over time.	Your class will look at different types of homes and discuss their similarities and differences. They will then go on to explore and discuss how their interiors have changed over time.	<ul style="list-style-type: none"> <li>Can children describe external features common to all homes?</li> <li>Can children describe internal features common to all homes?</li> <li>Do children know that most homes in Victorian times did not have electricity?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Picture Cards A/B/C</li> <li>Kitchen Picture Cards A/B/C (FSD? activity only)</li> <li>Living Room Picture Cards A/B/C (FSD? activity only)</li> <li>Object Picture Cards A/B/C (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To compare how schools have changed over time.	Your class will learn what schools were like in different eras. They will compare how they have changed and think about how they are the same while looking at historical photographs.	<ul style="list-style-type: none"> <li>Do children understand that education has changed over time?</li> <li>Can children describe and compare schools from different times?</li> <li>Can children use photos as sources of evidence?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Statement Cards A/B</li> <li>Photo Cards</li> <li>Question Cards</li> <li>School Cards A/B/C/D (FSD? activity only)</li> <li>Worksheet 4C (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To compare what children wore at different times.	You will explore the changing fashions for children's clothes from Victorian times to the modern day. Your class will be encouraged to think about how practical the clothes worn would be for different activities. They will use their detective skills to identify similarities and differences between the clothes as they ask and answer questions.	<ul style="list-style-type: none"> <li>Can children identify how clothes have changed?</li> <li>Do children understand how clothes affect the wearer?</li> <li>Can children ask questions to learn more about children's clothing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards A/B/C/D</li> <li>Question Cards</li> <li>Think About Cards</li> <li>Speech Bubbles (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out about children's entertainment and how it has changed over time.	In the final lesson of this series you will explore how leisure activities have changed over time. Your class will think about what they like to do for fun, while they find out which activities were popular in the past.	<ul style="list-style-type: none"> <li>Can children list activities they do for entertainment?</li> <li>Can children compare how hobbies have changed over time?</li> <li>Can children organise things into categories?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Audio Track 6A</li> <li>Worksheet 6a/6A/6B/6C</li> <li>Description Cards</li> <li>Picture Cards (FSD? activity only)</li> <li>Label Cards (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# My Body : Science : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to identify, name and label body parts.	Children will identify and name several body parts and identify their location on their own bodies. They will then label and/or draw diagrams.	<ul style="list-style-type: none"> <li>Can children identify various body parts?</li> <li>Can children name various body parts?</li> <li>Can children label various body parts?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Body Parts Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore what parts of our bodies we use for different activities.	Children will consider which parts of their body are used during a variety of different activities. They will then describe how body parts are used, or how they move.	<ul style="list-style-type: none"> <li>Can children name various body parts?</li> <li>Can children identify where various body parts are?</li> <li>Can children describe which body parts are used for different activities?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B</li> <li>Activity Cards</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about the five senses, in particular the sense of sight.	Children will consider why sight is an important sense, and conduct tasks where they will have to use their own sense of sight.	<ul style="list-style-type: none"> <li>Do children know what the five senses are?</li> <li>Do children know that eyes are used for seeing things?</li> <li>Can children use their eyes to look carefully at pictures and objects?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3A SOLUTION/3B/3C</li> <li>Picture Card A/B</li> <li>Colour Sheets (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To explore the sense of touch.	Children will consider that their whole bodies can sense touch, but that we mostly use our hands to feel things. They will then feel and describe a variety of objects.	<ul style="list-style-type: none"> <li>Can children name the five senses?</li> <li>Do children know that our whole bodies can use the sense of touch?</li> <li>Can children describe how a variety of objects feel using appropriate vocabulary?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Word Mat</li> <li>Variety of objects to feel</li> </ul>
<b>Lesson 5</b>	To explore the sense of smell.	Children will consider what our sense of smell is used for and, optionally, conduct a smell investigation.	<ul style="list-style-type: none"> <li>Do children know what the five senses are?</li> <li>Do children know that the nose is used for the sense of smell?</li> <li>Can children identify use their noses to identify smells?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C/5D</li> <li>Question Sheet</li> <li>Fact Cards</li> <li>Plastic pots (FSD? activity only)</li> <li>Variety of objects to smell (FSD? activity only)</li> <li>Tin foil and elastic bands (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To explore the sense of taste.	Children will think about the different tastes of foods and use a range of vocabulary to describe taste. They may either sort and describe given images of foods, or conduct a taste investigation.	<ul style="list-style-type: none"> <li>Do children know that we use our mouths to taste things?</li> <li>Can children use appropriate vocabulary to describe different flavours?</li> <li>Can children express preferences about foods they like and dislike?</li> </ul>	<ul style="list-style-type: none"> <li>Slide</li> <li>Worksheet 6A/6B/6C</li> <li>Picture Cards</li> <li>Fruit Cards (FSD? activity only)</li> <li>Variety of fruits to taste (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To explore the sense of sound.	Children will explore ways in which we use our sense of sound. They may then either produce information text to show what they have learned during this, and previous lessons, or conduct a sound investigation.	<ul style="list-style-type: none"> <li>Can children name the five senses?</li> <li>Can children identify which part of the body each sense uses?</li> <li>Can children listen carefully to sounds to identify them?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C/7D</li> <li>Flap Templates</li> <li>Digital recorder (FSD? activity only)</li> </ul>

# Self Portrait : Art : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To investigate portraits by a variety of artists.	Children to discuss and explain the difference between a portrait and a self-portrait. They will look at famous artists' portraits and self-portraits, discussing their views and opinions of them.	<ul style="list-style-type: none"> <li>Do children know the difference between a portrait and a self portrait?</li> <li>Can children talk about the work of a variety of artists and say what they think and feel about it?</li> <li>Can children compare and describe a variety of self portraits?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Picture Sheets</li> </ul>
<b>Lesson 2</b>	To explore the use of objects to convey meaning in a portrait.	Children to look at portraits that have used objects to reveal more about the person's character. They will bring in something important to them from home to use in their own portraits.	<ul style="list-style-type: none"> <li>Can children identify aspects of self-portraits and say what they think and feel about them?</li> <li>Can children choose use objects and poses which convey aspects of their personality?</li> <li>Can children use digital cameras to create photo portraits?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B</li> <li>Digital cameras</li> <li>Picture Frame sheets (FSD? activity only)</li> <li>Dressing up clothes, props, etc. (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To investigate a range of drawing media and the marks they can make.	Children to explore and discuss different portrait techniques to help influence their own self-portrait pictures. They will be experiment with making marks and reproducing effects that they will have seen.	<ul style="list-style-type: none"> <li>Can children discuss how artists have created different effects?</li> <li>Can children investigate how to make different marks using sketching pencils?</li> <li>Can children use a variety of media to create different effects?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Practice Sheet A/B/C</li> <li>Sketching pencils</li> <li>Sketchbooks/cartridge paper</li> <li>Challenge Cards (FSD? activity only)</li> <li>Art materials as stated on Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To be able to record self portraits from observation.	Children will be making careful observations and learning how to create their own self-portrait. They will use mirrors and the techniques they have acquired to create their self-portraits.	<ul style="list-style-type: none"> <li>Can children use observation to create a self portrait?</li> <li>Can children apply a variety of techniques when drawing?</li> <li>Can children evaluate their work and the work of others and identify strengths and weaknesses?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/Sketchbooks</li> <li>Sketching pencils</li> <li>Mirrors</li> <li>Digital camera (FSD? activity only)</li> <li>Dressing up clothes, props, etc. (FSD? activity only)</li> <li>Cartridge paper (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore how colour can be used to convey moods and emotions.	Children to discuss different colours and the moods you may associate with them. Show the children famous artists' self-portrait paintings and ask them to interpret the use of the colours that have been chosen. They will then use colour in their own self-portraits to convey a mood.	<ul style="list-style-type: none"> <li>Do children know that artists use colour to portray emotions and moods?</li> <li>Can children identify colours associated with different emotions and moods?</li> <li>Can children apply colour to portraits to portray ideas?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>A3 paper</li> <li>Paints/paintbrushes</li> <li>Portrait Picture sheets (FSD? activity only)</li> <li>Pastels, chalks, crayons, etc. (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to create a portrait sculpture.	Children to explore and discuss different mediums used to create portraits. They will be creating their own self-portrait sculpture using clay.	<ul style="list-style-type: none"> <li>Do children know that portraits can come in many different forms?</li> <li>Can children work with clay to create a portrait?</li> <li>Can children apply a variety of skills and techniques in their work?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Clay</li> <li>Clay tools</li> <li>Paint</li> </ul>

# Where do I live? : Geography : Year1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to name the seven continents of the world and locate the UK on a world map.	Children will learn about the seven continents and five oceans of the world and identify each one on a world map. They will locate the UK on a world map and identify it as being a country within Europe.	<ul style="list-style-type: none"> <li>• Do children know what a continent is?</li> <li>• Can children name and locate the seven continents?</li> <li>• Can children identify the UK on a world map?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• World Jigsaw</li> <li>• World Map sheet</li> <li>• Wheel Templates (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to identify the countries and capital cities of the UK.	Children will find out how the UK is split into four countries and that each country has its own capital city. They will use photos of each capital city to describe what they can see. They will also identify the national flag of each UK country and start to consider the idea of national identity.	<ul style="list-style-type: none"> <li>• Do children know that the United Kingdom is made up of different countries?</li> <li>• Can children name the countries and capital cities of the UK?</li> <li>• Can children identify the national flags of each of the countries of the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C/2D</li> <li>• Information Sheet</li> <li>• Game Cards</li> <li>• Flag Templates (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to identify features and characteristics of the countries of the UK.	Children will recap the names and locations of each of the four countries of the UK and their capital cities. They will learn about some of the human and physical features of each country and identify the national flowers and flags.	<ul style="list-style-type: none"> <li>• Can children name the four countries of the UK?</li> <li>• Can children name the capital cities of the UK?</li> <li>• Can children identify some features and characteristics of the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C/3D</li> <li>• Fact Cards</li> <li>• Picture Cards (FSD? activity only)</li> <li>• Word Mat (FSD? activity)</li> </ul>
<b>Lesson 4</b>	To explore the town we live in.	Children will identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean. They will then locate their local area on a map and think about what kind of settlement they live in. They will then use different sources to explore their local area, using appropriate vocabulary to describe what it is like.	<ul style="list-style-type: none"> <li>• Do children know the difference between a village, town and city?</li> <li>• Can children locate their local area on a map of the UK?</li> <li>• Can children use a variety of sources, including maps, to help them explore the local area?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C</li> <li>• Photos of local area</li> <li>• Access to internet</li> </ul>
<b>Lesson 5</b>	To be able to describe where you live.	Children will consolidate their understanding of where they live and extend this to thinking about the road and house their live in. They will learn what an address is and why it is useful, before working out what their own address is. They can then answer the question, 'Where do I live?' in detail using everything they have learnt.	<ul style="list-style-type: none"> <li>• Do children know what addresses are used for?</li> <li>• Can children write their own address?</li> <li>• Can children describe where they live?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B/5C</li> <li>• Envelopes and stamps (FSD? activity only)</li> <li>• Address Guide (FSD? activity only)</li> </ul>