

Theme	Who am I?
Primary focus	History
Values	Honesty/ Responsibility

Term	Autumn
Duration	9 weeks
Nursery & Reception	All about me
Year 1	Marvellous Me
Year 2	Heroes and Villains
Year 3	Egyptians
Year 4	Dudley Castle and Medieval times
Year 5	The Ancient Greeks
Year 6	The Black Country/ Victorians

Please fill in the table on the next sheet for your planning on topic 1. The theme is centred on history and is called Who am I?

This unit should focus on the history skills that are in the curriculum.

Although we can base it on our topic 1 plans from last time I would reflect on what worked and what did not. Also with staff movement it is a chance to bring in fresh ideas. For example, in year 2 we will be keeping the core idea but narrowing the focus to being primarily about Florence Nightingale and the NHS.

You will also need to ensure that there is a **big question** and a **knowledge organiser** to run alongside this.

The main outcome is expected to be a history one where the pupils learn how to find information, remember key dates and facts etc. However there is a further expectation that the pupils are taught through another medium, for example, in year 6 they should know a lot about the geography of the Black Country.

Remember we will have limitations regarding things like trips etc at this stage

Any history related questions should be asked towards myself or Fiona

To ensure curriculum coverage certain subjects will be specifically timetabled. For example we will be putting in a specific ICT session, Science for KS2 and an extra PE. These will all need to be taught. So please make sure you are familiar with what you should be teaching in these.

In addition to this, there will be a MFL day every unit (4 across the academic year). This will happen every 4th week of the unit on the Friday. This will be a whole day devoted to the initial learning of a language. The language we have chosen is Spanish. Where possible you can link this to your topic. This will be an off timetable day with Spanish activities recorded both in books and verbally through the ipad.

WHO AM I

YEAR 1 – MARVELLOUS ME

The Big Question

What makes me unique?

What are the pupils learning?

Pupils to understand about they have grown and changed over time.

Pupils to understand who is in their family and how family experiences in the past may different from their own.

What is the overall learning outcome? What is it that the children will have as an end to the unit of learning?

To create a self-portrait of myself and display to my family in the hall or classroom.

What skills are you teaching? (across 10 weeks of learning)

Wk1 31.8.20	<p><u>Computing</u> - Use a range of simple tools in a paint package / image manipulation software to create / modify a picture.</p> <p><u>PSHE</u> - Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy)</p> <p><u>Citizenship</u> - Begin to show understanding of simple citizenship concepts, for example right and wrong, fairness and rules.</p>	Wk6 5.10.20	<p><u>History</u> - Recognise the difference between past and present in their own and others lives</p>
Wk2 7.9.20	<p><u>Science</u> - Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense. Comparative test - -- test if smell is better when we can't see</p> <p><u>Music</u> - Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p><u>Computing</u> - Chose suitable sounds from a bank to express their ideas.</p>	Wk7 12.10.20	<p><u>Science</u> - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and classify – organise the zoo animals</p>
Wk3 14.9.20	<p><u>History</u> - Sequence events in their life</p> <p><u>Music</u> - Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p><u>Music</u> - Play instruments showing an awareness of others.</p> <p><u>Science</u> - Identify, name, draw and label the basic parts of the human body.</p> <p>Observation over time – measure our height.</p> <p><u>PSHE</u> - they can name the main parts of the body.</p>	Wk8 19.10.20	<p><u>Science</u> - Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Research – do all animals have the same senses as humans.</p> <p><u>Art</u> - Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them).</p>
Wk4 21.9.20	<p><u>Art</u> - Recognise that ideas can be expressed in artwork.</p> <p><u>History</u> - Match objects to people of different ages</p> <p><u>History</u> - Communicate their knowledge through: drawing pictures, drama and role play.</p> <p><u>RE</u> - Talk about what is important to me and to other people.</p> <p><u>PSHE</u> - They can explain that people grow from young to old.</p>	Wk9 2.11.20	<p><u>Science</u> - Describe and compare the basic structure of common animals.</p> <p>Identify and classify – name the skeleton as name for all parts of our body.</p> <p><u>Art</u> - Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them).</p>
Wk5 28.9.20	<p><u>Geog</u> - follow directions (left/ right/ near/ far) and can draw a simple picture map.</p> <p><u>History</u> - Recognise the difference between past and present in their own and others lives.</p> <p><u>DT</u> - Draw on their own experience to help generate ideas</p>	Wk10 9.11.20	<p><u>Art</u> - Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them).</p> <p>Science – Big question – What are animals like?</p>

What tasks enable you to achieve this? (across 10 weeks of learning) X = SEN

<p>Wk1 31.8.20</p>	<p style="text-align: center;">Transition, routines</p> <ul style="list-style-type: none"> • Self organisation. • Accessing the environment • Independence and confidence • Routines—toileting, handwashing, cover germs and virus. • Class signs and signals • Rules, behavior, rewards, sanctions. • send out slip requesting photos of self, family. Introduce new topic, complete KWL grid. <p>➤ Speak clearly and avoid speaking too quickly, using shorter sentences</p> <p>➤ Use discussion and visual cues (symbols, pictures, photographs) to support written communication.</p> <p>➤ Give one instruction at a time and don't overwhelm the pupil.</p> <p># provision</p> <p>Tab – pictures of myself</p> <p>Cutting patterns/scissor skills</p> <p>Rainbow numbers to 10</p> <p>Playdough (if allowed Covid-19)</p> <p>Spagheetti and hoops fine motor.</p>	<p>Wk6 5.10.0</p>	<p style="text-align: center;">History</p> <ul style="list-style-type: none"> • Items from old school days, compare to what we use now – (Birmingham Museum – School days in the past) • Visitors—grandparent and parent in to talk about what school was like for them. Children ask questions— (look listen and note) • Pictures of each visitor—purple pen reflections of questions asked. (scribed if needed) • Sort past/present school items. • Write a simple comparison about school now and in the past. (Sentences starters if needed) • Send invite for gallery. <p>Exit ticket – tick/identify past/present objects for school.</p> <p>➤ Pre-teach vocabulary/ adapt vocabulary used</p> <p>➤ Give one instruction at a time and don't overwhelm the pupil</p> <p>➤ Speak clearly and avoid speaking too quickly, using shorter sentences</p> <p>➤ Allow pupils to present their work in a range of ways</p> <p># Provision</p> <p>Explore artefacts</p> <p>Draw artefacts</p> <p>Playdough and number mats</p> <p>Numicon</p> <p>Books from library – old schools. Houses.</p>
<p>Wk2 7.9.20</p>	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • Create Big question together. • Explore senses—tasting, smelling, feeling, hearing, sight—look listen and note/Photos • Sing heads, shoulders knees and toes, Knicky Knacky Knocky Noo. • Match or sort pictures of senses to body parts. (look, listen note.) (differentiation—objects to pictures, pictures to images of body parts, words to images of body parts.) • Sci WS test – is our sense of smell better when we cannot see. • Write simple sentences about our senses – I see with my ... I hear with my ... differentiated sheet for LA to circle words or write single words. <p>Exit ticket – correctly match body part/sense.</p> <p>➤ Speak clearly and avoid speaking too quickly, using shorter sentences</p> <p>➤ Use discussion and visual cues (symbols, pictures, photographs) to support written communication.</p> <p>➤ Give one instruction at a time and don't overwhelm the pupil.</p>	<p>Wk7 12.10.20</p>	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • Share and discuss the animals we know, make shared lists, talk about which are pets and animals we might keep at home. • Provide chn/groups with a range of animals/pictures, chn to sort them in different ways, they decide, discuss why they have sorted in a particular way, e.g all the water animals, all animals were fur. • Sc- WS – test – How can we organize all the zoo animals? • Video/PowerPoints about animal types. • Group animals into two categories—pets and farm animals – practically then sheet • Identify and name some common animals—what is a fish, a mammal etc • Reflection – purple pen – what makes me unique? (because I am human, I have...) <p>Exit tickets – a dog is a mammal because – finish the sentence, circle/tick the word.</p> <p>• Speak clearly and avoid speaking too quickly, using shorter sentences</p> <p>• Use discussion and visual cues (symbols, pictures, photographs) to support written</p>

	<ul style="list-style-type: none"> ➤ Pre-teach vocabulary/ adapt vocabulary used ➤ Allow pupils to present their work in a range of ways <p># provision –</p> <p>Tags – sounds to add to our songs</p> <p>Pegs and boards/Threading</p> <p>Shape pictures</p>		<p>communication.</p> <ul style="list-style-type: none"> • Give one instruction at a time and don't overwhelm the pupil. <ul style="list-style-type: none"> • Pre-teach vocabulary/ adapt vocabulary used • Allow pupils to present their work in a range of ways <p># provision</p> <p>Ordering animals by size—height, length.</p> <p>Animal footprints/playdough.</p> <p>Pets colouring</p> <p>Animal dot to dot</p>
<p>Wk3</p> <p>14.9.20</p>	<p style="text-align: center;">History / Science</p> <ul style="list-style-type: none"> • Sequence events in their life - pictures of themselves at three different ages—baby, toddler, child, chn add labels for each/adult scribe if needed. Extend where possible to add writing – When I was a baby, now I am, adult scribe in purple pen if needed. • Sci WS - Measure ourselves – keep a record • Sing heads, shoulders knees and toes, Knicky Knacky Knocky Noo again, add instruments. • Who am I writing—I am ... (name). I am 5. • Build a body—label parts as extension. Draw around each other, add printed labels, label own if possible. • Reflection – purple pen – what makes me unique? (I can ...) <p>Exit ticket – match child to objects.</p> <p>Exit ticket – body and label</p> <ul style="list-style-type: none"> ➤ Speak clearly and avoid speaking too quickly, using shorter sentences ➤ Use discussion and visual cues (symbols, pictures, photographs) to support written communication. ➤ Give one instruction at a time and don't overwhelm the pupil. ➤ Pre-teach vocabulary/ adapt vocabulary used ➤ Allow pupils to present their work in a range of ways <p># provision -</p> <p>Size ordering people</p> <p>Growing up sequence</p> <p>Cut and stick body part</p> <p>Science books and whiteboards</p> <p>Drawing family/label.</p>	<p>Wk8</p> <p>19.10.20</p>	<p style="text-align: center;">Science/Art</p> <ul style="list-style-type: none"> • Herbivore, carnivore and omnivore—poo lesson—examining the signs animals leave as to what they eat. • Match the animal to the type of food they eat—how do we know—discussion, look listen and note, purple pens. • Design their own animal— write about what it is—classification—mammal, herbivore. (Draw on their own experience to help generate ideas) • Use a range of media to create art for own animal. <p>Exit ticket - join animal to the correct classification, join the classification to the meaning</p> <ul style="list-style-type: none"> ➤ Speak clearly and avoid speaking too quickly, using shorter sentences ➤ Use discussion and visual cues (symbols, pictures, photographs) to support written communication. ➤ Give one instruction at a time and don't overwhelm the pupil. ➤ Pre-teach vocabulary/ adapt vocabulary used <p>Allow pupils to present their work in a range of ways</p> <p>#provision</p> <p>Begin to look and explore our faces ready for a self-portrait. Explore different art media and decide which they may want to use to create their self-portrait, mirrors.</p> <p>Match animals to food</p> <p>Build an animal – cut and stick scissor skills</p> <p>Pets colouring</p> <p>Farm colour by numbers</p> <p>Animal mindfulness</p> <p>Research – animals and their sense – use books and tabs.</p>
<p>Wk4</p> <p>21.9.20</p>	<p style="text-align: center;">History/Art/RE</p> <ul style="list-style-type: none"> • Who is in my house? Share and discuss photos brought in by children. • Model mind map of who is important to us, complete mind map as class group/two groups. • Everyone talk about what is important to them and to other people. • Artwork— express ideas through a range of mediums to create an image or model of their house and the people who live in it or are important to them. • Match objects to people of different ages - role 	<p>Wk9</p> <p>2.11.20</p>	<p style="text-align: center;">Science/ART</p> <ul style="list-style-type: none"> • Describe and compare the basic structure of common animals—recall our bodies and what our body parts are called. Look at different animals—what parts do they have? Large pictures in groups to discuss and scribe. • Chose an animal, then either stick it in or draw it. Add labels—write, copy, or stick. • Sci WS – what are the names for all parts of our bodies.

	<p>play families in different home areas around the classroom or outside (look listen and note)</p> <ul style="list-style-type: none"> • Picture match exercise—match different images to different family members. (differentiation— groups sort, reading and matching words.) • Reflection – purple pen – what makes me unique? My family ... <p>Exit ticket – object to correct person.</p> <p>Pre-teach vocabulary/adapt vocab used</p> <ul style="list-style-type: none"> ➤ Support written tasks with mind maps, writing frames, prompt cards, word lists, visual prompts, symbols. <p># provision</p> <p>Cut and stick houses, objects for rooms</p> <p>Cut and stick shape house</p> <p>Building blocks to build houses.</p> <p>Tabs – paint – draw my house.</p>	<ul style="list-style-type: none"> • Play animal body parts game • Create self-portraits and add captions below – I am unique because... • Send reminder for gallery. <p>Exit tickets – Link the animal to its features e.g. mammal = fur, warm blood, live young.</p> <ul style="list-style-type: none"> ➤ Speak clearly and avoid speaking too quickly, using shorter sentences ➤ Use discussion and visual cues (symbols, pictures, photographs) to support written communication. ➤ Give one instruction at a time and don't overwhelm the pupil. ➤ Pre-teach vocabulary/ adapt vocabulary used ➤ Allow pupils to present their work in a range of ways <p># provision</p> <p>Match pictures of animals to their babies</p> <p>Cutting patterns, spirals</p> <p>Rainbow numbers</p> <p>Shape pictures</p> <p>Pegs and boards – repeating patterns.</p>
<p>Wk5</p> <p>28.9.20</p>	<p>History/Geography</p> <p><u>* possible walk around local street/Town centre</u></p> <ul style="list-style-type: none"> • Where is my house. - look on google maps and find well known streets – school, Dudley town centre, Buffery park. • Simple picture map—place and arrange simple pictures of a shop, house, school, post box, doctors on a street map template and follow and give directions to a partner or adult to find things. Large scale on sugar paper. • Locate building on a picture map/ • Recognise the difference between past and present in their own and others lives – compare Dudley town center to now, houses to now, other local building to now, Kates Hill school past and present. <p>Exit ticket – sort building then and now</p> <ul style="list-style-type: none"> ➤ Speak clearly and avoid speaking too quickly, using shorter sentences ➤ Use discussion and visual cues (symbols, pictures, photographs) to support written communication. ➤ Give one instruction at a time and don't overwhelm the pupil. ➤ Pre-teach vocabulary/ adapt vocabulary used ➤ Allow pupils to present their work in a range of ways <p># provision</p> <p>Lego – build cars to put onto roads, building to line the streets.</p> <p>Maps/atlas/globes to explore</p>	<p>Wk10</p> <p>9.11.20</p> <p>Art/Science</p> <ul style="list-style-type: none"> • Complete self-portraits. • Complete any writing for art show in hall. • Any other prep for hall • ALF end of topic assessment sheet. • Sci - Complete activities linked to 'What are animals like?' • Year 2 gallery preview – provide feedback for anything we could adapt. • Parents in to view gallery. • Display portraits in the corridor. <p># provision</p> <p>Any pieces from previous weeks.</p>

	Draw own maps Draw building – old and new/modern		
--	---	--	--