

**Curriculum context:** Autumn A 2020 Half Term Theme: Who do you think you are? BELONGING

Focus upon PSHE and creating new class friendships. Getting to know each other or re-connect with each other after the lockdown.

Identify similarity and difference in self and other. Develop concepts of teamwork and roles within teams. Main focus upon IDENTITY

**Curriculum Intent:** We want children to be identify own emotions and sense of self. To have an understanding of where they are in the world at this time

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Book to read aloud & why ?	<u>Giraffes can't dance</u> (Giles Andreas) <u>You choose</u> (Pippa Goodheart)  You don't have to be the same as others – to be different is ok	<u>The huge bag of worries</u> (Virginia Ironside) <u>Zog</u> (Julia Donaldson)  Sharing worries and talking is a good and helps	<u>Amazing Grace</u> (Mary Hoffman) <u>Good little Wolf</u> (Nadia Shereen)  You don't have to be what other people say – you can just be you	Owl Babies (Martin Wardell)  Children are often told – you are just like you brother/mum/ etc... sometimes it is true but your feeling are yours and even in a small nest you can all feel differently about the same thing	The World's Worst Children (David Walliams)  These are 'caricatures' no-one is really all these things all of the times but sometimes we are a bit of these things .. what are the good bit and bad bits about these children? We are externalising positive and negative qualities in ourselves to identify them	Wonder (RJ Palacio)  Auggie has an obvious difference which is what you think the story is about at first, but he is the same in that he had friendships that are good and not so good and that he can trust some and not others –which is the same for us all. Meanwhile his sister is having peer /bullying issues that no-one notices and need to be addressed	Who let the Gods out? (Maz Evans)  366 pages of adventure. The characters are not as they are 'expected to be' we want children to consider who and what are they expecting of themselves and others? Is that fair? Possible? Just because other think something or believe something about you... is it true?
PHSE & why?	Find a friend Same-same or different. Find someone with the same colour hair, find someone with different hair – learn 2 new names games  Finding commonality and difference, want chn to be able to go home and talk about who they know and what they are like ( moving ego-centric to develop awareness of others )	Make own bag of worries Sort emotion icons into positive and negative, name them. Collect all the sad and bad ones – talk about when you feel these make a real bag of worries or worry monster  Acknowledge worries and feeling, name emotions, know that other feel the same or different about similar things	Make own bag of worries Sort emoji's into positive and negative, name them. Collect all the negative ones – identify when we might feel these emotions. make a real bag of worries or worry monster. How to help the bag get smaller or the Monster go away? Identify resolution strategies Feeling aren't fixed – you can effect change	<a href="https://www.weareteachers.com/team-building-games-and-activities">https://www.weareteachers.com/team-building-games-and-activities</a> Choose a teamwork task from link above to do outside using limited resources make e.g: a bridge across the 'swamp' making sure everyone gets across the swamp safely and etc.  Follow the rules Ensuring everyone is taking part  Helping children to identify own strengths and things to work on in a safe way. Thinking about qualities in themselves and others	<a href="https://www.weareteachers.com/team-building-games-and-activities">https://www.weareteachers.com/team-building-games-and-activities</a> Choose a teamwork task from link above using limited resources e.g: make a bridge across in small groups. Ask the most successful group to explain what they did and why. Teacher to elicit the roles ' So you were the leader? Xx was the collector, who was making sure no-one fell in the swamp? Etc...  Helping children to identify own strengths and things to work on in a safe way. Giving children vocabulary to describe qualities and actions Thinking about qualities in themselves and others	<a href="https://www.weareteachers.com/team-building-games-and-activities">https://www.weareteachers.com/team-building-games-and-activities</a> Choose a teamwork building task from link above to do outside using limited resources such as make a bridge across... Assign roles of team leader, 2 <sup>nd</sup> in command, resource collector, safety officer etc..  Reflect on roles and how they felt – scaling the emotions  Helping children to identify own strengths and things to work on in a safe way. Giving children vocabulary to describe qualities and actions. More formally reflecting Thinking about qualities in themselves and others	<a href="https://www.weareteachers.com/team-building-games-and-activities">https://www.weareteachers.com/team-building-games-and-activities</a> Raft building task outside using limited resources make a bridge across, assigned roles, video the session and watch back to see what it tells you about you and reflect on the person you saw on screen. (developing idea of meta-cognitive understanding of themselves)  Helping children to identify own strengths and things to work on in a safe way. Giving children vocabulary to describe qualities and actions. More formally reflecting Thinking about qualities in themselves and others
Vocabulary Aim is for children to use these key-words in correct	Yesterday, today, tomorrow, morning, afternoon, evening, same, different, friend	Time words, sad, happy, unhappy, angry, scared, worried, frightened	Calm, cautious, fear, anxiety, aggressive, cheerful, disappointed, envy	Impressed, positive, negative, leader, instructions, improve	Impressed, positive, negative, leader, instructions, improve,	Construct, demonstrate, contrast, assess, decide,	Compare, combine, modify, adapt

context							
History  & Why?	Baby to now book (3 stages) before I couldn't, now I can, in the future I will  Develop concept of time and personal history	The story of me (4 stages) at first I couldn't, then I learned to, now I can, then in the future I will...  Develop concept of time and personal history	Me and my family story (5 stages) My family started when, at first I couldn't, then I learned to, now I can, then in the future I will...  Develop concept of time and personal history, using correct vocab	Make a timeline of our class 2016-to now Research things that happened in the past few years, which classes they were in etc  Develop concept and vocab of time, personal history and connecting their history to others	Make a timeline of our class 2016-to now Research things that happened in the past few years, which classes they were in  Develop concept and vocab of time, personal history and connecting their history to others – Y2 children to focus on the similarity and difference of each other's personal histories	Make a time line of the last decade that links to personal events, global, local etc..  (Tour de Yorkshire, last Olympics, children join our school, when did clap for the NHS start and end? When was the last time we closed for snow? Etc.. ) When did the Kippax Artwork get added?  Blue Plaques – can you add any to our Kippax map? <a href="https://www.english-heritage.org.uk/visit/blue-plaques/about-blue-plaques/">https://www.english-heritage.org.uk/visit/blue-plaques/about-blue-plaques/</a>  To develop concept of a shared history that it specific to us	Make a time line of the last century that links to personal events, global, local etc..  Why wouldn't St Mary's church be on your timeline? When did the Kippax art work get added? What are 'The Lines?' when were they made and why?  When did the memorial garden start in Kippax?  Develop concept of our local history what is special about our history – idea that everywhere has a 'story' identifying the feature of our 'story' over time
Geog  & why?	My special places My house, Grandma's house, child minders develop role play areas up to reflect  Locating themselves within their own world	My house and neighbours, making map / representation of house/ neighbours, garden etc – who lives a long way – who lives near  Locating themselves and identify their own connections	Making maps and plans – create a plan Make a map of the classroom / home etc  Idea that maps and plans represent places and locations	Walk out to Kippax High Street to see where the old school was, taking photos of features of the high street / special parts of Kippax  Make own classroom version of our Kippax Map – focussed just upon the High Street  To understand an existing map and linking that to a real location then adding own detail on ( personal e;g the shop where X mum works etc)	To be able to find Kippax on a map of Leeds. Sort image of Leeds, Kippax, Castleford  Add features and named elements to own Kippax Haigh Street map (parks / Sign to St Aidens etc...)  To understand an existing map and linking that to a real location applying own knowledge and experience to add shared detail to map ( not personal but shared knowledge such in Kippax everyone calls this park...x)	Using maps to be able to identify Yorkshire, Leeds, Kippax To understand difference between a county, city and locality  make own year group version of the Kippax map (in the entrance) – add historical detail  Develop idea that their learning is informative to others, they may want to add the TdY route map onto their map linked to the Best Dressed Village Award 2019 etc	Using maps to be able to identify UK, England, Yorkshire Leeds, Kippax To understand difference between countries, counties, cities and towns and locality.  Make a connection map Globe / Europe / UK / England / Yorkshire / Leeds /Kippax /Ash tree  Developing that more macro knowledge of location and the different concept of belonging
Art  & why?	Making a self-portrait – my happy picture. Select own media, use mirror, eyes, nose, mouth, ears, hair – use mirrors  To use drawing to represent an emotion and add feature detail	Self-portraits / portrait of others Create an image of themselves and then another person To be able to talk about portrait/ self-portrait - mirror  Identify features on own and others using drawing	To create a self-portrait demonstrating one emotion, then create a portrait of another person showing a different or opposite emotion. To be able to talk about the different emotion demonstrated in the artwork  Using drawing to represent to alternatives	Look at the work of Archimboldo. Identify the emotion in the portrait, create a self-portrait use fruit / veg to create own self portrait  <a href="https://youtu.be/7TVsSiv9zEY">https://youtu.be/7TVsSiv9zEY</a>  sketch using pencil, practising shading an observational piece of fruit  <a href="https://youtu.be/FKohUsd0nhg">https://youtu.be/FKohUsd0nhg</a>  learn about great artists and how they represented images, develop sketching skills	Look at the work of Archimboldo. Identify the emotion in the portrait, create a self-portrait use fruit / veg to create own self portrait  <a href="https://youtu.be/7TVsSiv9zEY">https://youtu.be/7TVsSiv9zEY</a>  sketch using pencil, practising shading an observational piece of fruit  <a href="https://youtu.be/FKohUsd0nhg">https://youtu.be/FKohUsd0nhg</a>  learn about great artists and how they represented images, develop sketching skills	<a href="https://youtu.be/QX013_tz4rM">https://youtu.be/QX013_tz4rM</a>  Look at the work of Picasso, self-expression  <a href="https://youtu.be/wrXmE6XYbYw">https://youtu.be/wrXmE6XYbYw</a>  to create a self portrait – side portrait  to create a self portrait in the style of Picasso  learn about great artists and how they represented images, develop perspective understanding	<a href="https://www.bbc.co.uk/bitesize/clips/zq34wmn">https://www.bbc.co.uk/bitesize/clips/zq34wmn</a> learn about Pablo Picasso, put his life onto the Century time line  Identify Spain on globe compared to England <a href="https://youtu.be/QX013_tz4rM">https://youtu.be/QX013_tz4rM</a>  to create a self portrait – side portrait  to create a self portrait in the style of Picasso  <a href="https://youtu.be/wrXmE6XYbYw">https://youtu.be/wrXmE6XYbYw</a> , develop perspective understanding learn about great artists and how they represented images

<p>Music</p> <p>&amp; Why?</p>	<p>Finding happy / sad music instrumentals</p>	<p>Listen to extracts of Holst The Planets and match the music to emotion icons from PSHE</p>	<p>Listen to extracts of Holst The Planets and match the music to emojis used in PSHE lessons</p>	<p>Listen to extracts of Holst The Planets select and extract that most represents your PSHE task – slow /fast start/end – big drama? Peaceful and calm? Do any of the pieces represent any of the characters from the class story? Owl Babies</p>	<p>Listen to extracts of Holst The Planets select and extract that most represents your PSHE task – slow /fast start/end – big drama? Peaceful and calm? Do any of the pieces represent characters from The World's Worst Children?</p>	<p>Listen to Holst 'The Planets' – Identify emotions to go with each piece. If one piece was called Year 5 Ash Tree– which piece would most represent and why?</p>	<p>Listen to Holst 'The Planets' – Identify emotions to go with each piece. If one piece was called Y6 Ash Tree– which piece would most represent you and why?  Can you add Holst to timeline?</p>
<p>RE</p> <p>&amp; Why?</p>	<p>Link to history and PHSE, who has been christened? Who had a naming ceremony, who had something different? Christianity / non Christianity. We all have different beliefs</p>	<p>Link to history and PHSE, who has been christened? Who had a naming ceremony, who had something different? Look at images of different birth celebrations Christianity / Islam – we all have different beliefs</p>	<p>Link to history and PHSE, who has been christened? Who had a naming ceremony, who had something different? Look at images of different birth celebrations Christianity / Islam – we all have different beliefs</p>	<p>Circle Time <a href="https://www.storynory.com/creation-and-adam-and-eve">https://www.storynory.com/creation-and-adam-and-eve</a>  Listen to the story How do you think the world started?  Do you believe there is someone who made everything?  If you do – what do they look like? Who are they? Are they good or not?  All beliefs are valid – who is similar / different?</p>	<p>Circle Time <a href="https://www.storynory.com/creation-and-adam-and-eve">https://www.storynory.com/creation-and-adam-and-eve</a>  Listen to the story How do you think the world started?  Do you believe there is someone who made everything?  If you do – what do they look like? Who are they? Are they good or not? What is their name? Do you think the same as your family?  All beliefs are valid – who is similar / different?</p>	<p>P4C (Philosophy for Children) session – How did the World begin?  Key vocabulary: omnipresent, creation, belief, science, agnostic, atheist  What do your family believe? What do you believe? Does everyone have to believe the same? Developing sense of self (Intro to Ethics and morals)</p>	<p>P4C (Philosophy for Children) session – How did the World begin?  Key vocabulary: omnipresent, creation, belief, science, agnostic, atheist  What do your family believe? What do you believe? Does everyone have to believe the same? Developing sense of self (intro to Ethnic and morals)</p>

Link for BBC Ten Pieces – Holst <https://www.bbc.co.uk/programmes/articles/14ZjT5yjnKQRdKVsqrlzk1x/mars-from-the-planets-by-gustav-hols>