

How will we flourish?

This topic is about appreciating ourselves and how we all belong. We are all unique and children will get the opportunity to talk about themselves and things that make them amazing. They will be making a class time capsule to leave in the school for other people to discover in years to come.

What makes me amazing?

Science Knowledge: Animals including humans- All about me

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Find out by watching, listening, tasting, smelling and touching, give reasons for their answers, discuss similarities and differences, explain what they have found out using scientific vocabulary, suggest ways of finding out through listening, hearing, smelling, touching and tasting.

Science vocabulary:

head, body, eyes, ears, mouth, teeth, leg, limb, bones, organ, finger, feet, neck, arms, joints, heart, brain, senses, touch, smell, see, taste, hear.

Protected characteristics

Age: Children compare childhood experiences in the past and present, recognising how people's lives, opportunities and experiences can differ across generations.

Religion or Belief: Children explore different celebrations and traditions throughout the year, developing understanding and respect for people's varied beliefs and practices.

Careers opportunities

Children develop skills used by historians, museum curators, archivists and journalists by investigating the past, asking questions, comparing evidence and recording memories.

History Knowledge: How am I making history?

Understand the difference between things that happened in the past and the present, describe the things that happened to themselves and other people in the past, order a set of events or objects based on when they happened, understand and use the words of the past and present when telling others about an event, describe the things that happened to themselves and other people in the past, order a set of events or objects based on when they happened and begin to use dates, GDS: Use a timeline to order objects or events chronologically using dates, look at books, videos, photographs, pictures and artefacts to build a picture about the past, recall different ways in which the past is represented, recall some facts about people/events within living memory, tell stories and experiences about the past. Identify similarities and differences between ways of life in different periods, including their own lives.

History vocabulary:

past, present, now, yesterday, last week, when I was younger, along time ago, a very long time ago, before I was born, when my parents/carers were young, old, new, then, same, different, after, future, museum, historian, chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eye-witness, significant, compare, historical, ancient, modern, primary source, secondary source

Art Knowledge: Drawing – Exploring lines and shapes

Begin to control lines to create, simple drawings from observations - Draw lines of different shapes and thicknesses, using different grades of pencil, work on different types and colours of paper and surfaces, colour within the line, work from imagination, use a range of drawing media in different ways – hatching, scribble, blending, begin to add detail to line drawings, understand where they might use different grades of pencil in their drawing and why, use charcoal and pastels to create different drawing styles, create different tones using light and dark

Art vocabulary:

Art, artist, line, dark, light, pattern, repetition, texture, 3d, sketch, hatching, scribble, blending, contrast, tone, grade scale, shade, crosshatching, smudging, stippling, complimentary, contrasting, warm tone, cool tone, effect, smooth, rough.

British Values

Mutual Respect and Tolerance: Children will explore different childhood experiences, memories and celebrations, developing respect for others and recognising that people's lives can be similar yet different.

Individual Liberty: Children will explore their own memories, experiences and choices, recognising that everyone has unique identities, celebrations and experiences that should be valued and respected.

Window

Children will look beyond their own experiences to explore childhood in the past, recognising how people lived, celebrated and remembered special events in different times and places. Through photographs, memories and stories, pupils develop curiosity about the wider world and appreciate how childhood experiences can be both similar and different.



Mirror

Children will reflect on their own childhood, memories, celebrations and experiences, considering what makes them special and meaningful. By creating personal timelines and contributing to a time capsule, pupils develop an understanding of their own identity, recognising how their experiences shape who they are and encouraging gratitude for their memories.



Door

Children will connect their learning with the community by listening to and questioning visitors about childhood in the past. They compare experiences across generations, developing respect for older members of the community and recognising how families, traditions and local experiences contribute to the history and stories of their community.

