

English

Reading:
 As a whole term focus Anthony Browne's books could be used – such as, 'Silly Billy,' 'Mum,' 'Dad,' 'Brother,' 'Changes', 'Willy the Champ', 'Willy the Wimp', 'Willy and Hugh', 'Willy the Dreamer'. All provide opportunity for links to **THANKFULNESS**, **PERSISTENCE**, **RESPONSIBILITY**, **TRUST**, excellent for promoting discussion/thinking around **VALUES**.
Other Picture books, which could be used: *The Rainbow Fish* by Marcus Pfister (Author) excellent focus on sharing which leads to, **FRIENDSHIP** happiness.
Giraffes Can't Dance by Giles Andreae (Author) - ppt presentation of story.
<http://www.slideshare.net/picasso2/giraffes-cant-dance-6626212> Text provides a nice message in amongst the rhyming narrative - that we're all different and even if we find we cannot do something, if we try again and look for new ways then anything is possible! Links to: **COURAGE**, to try again **PERSISTENCE**, to keep going, embarrassment, suffered by Giraffe when he was laughed at., **THANKFULNESS** - when he overcame his inability to dance.
Can't you Sleep Little Bear by M. Waddell, B Firth: Excellent texts for promoting discussion of how **TRUST** enabled Little Bear to sleep, and overcome his fear of the dark? Look at resources, especially ppt version told in Illustrations – here
<http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6120142> promote discussion with children about how they think, Little Bear/Big Bear feels in the picture, what **VALUE** does it represent. For example Big Bear shows Little Bear, **COMPASSION** by being patient, thoughtful to Little Bears fears. In order to overcome Little Bears fears, Big Bear has to be **CREATIVE**.

Writing
Anthony Browne's books; *Silly Billy* – Instruction writing – linked with making Worry Dolls.
My Mum / My Dad - opportunities for simple sentence writing about their mum/dad.
 'Willy' books provide excellent opportunity for writing character profiles. Arrange under headings such as; appearance, behaviour, feelings, friends, enemies. **VALUES** links to **FRIENDSHIP**, **COURAGE**, **COMPASSION**.
The Rainbow Fish On an outline drawing of the Rainbow Fish, ask the children to write things they think or feel about him, what they know about him, and questions they might like to ask him. Encourage then to ask questions about **FRIENDSHIP**- and how important it is to him. At some point an adult Teacher/TA could put something sparkly on and answer these questions, so developing understanding of the **COURAGE**, **COMPASSION**, **TRUST** that is involved in sharing process which resulted in **FRIENDSHIPS** being formed and how this made you, as The Rainbow Fish, feel.
 New information/questions and vocabulary can be added in throughout the subsequent lessons. Children could write a letter persuading the Rainbow Fish to share, in the letter they need to explain why it would be good to share and the positive results this would have on his life.
NC PoS: - En1- 2a,c,d,e, 3a,b,c,d,e En2-3a,6a,b En 3 -3a,b,c

History

Encourage children to reflect on changes, which have occurred to them in their young lives. Photographs, stories about babies and young children, baby clothes and other equipment for babies and toddlers all provide opportunities for children to acquire some sense of the passage of time and how time has effected their own beings. They could place events on time line. Sharing stories, pictures and artefacts about their own lives enhances children's awareness of similarities in experiences, which they share with others; they also permit opportunities for children to explore differences as well. Encourage them to identify/share when they've had to show **COURAGE**, be **RESPONSIBLE**, and show that they can be **TRUSTED**. Ask them to compare their childhood with older members of their family- spot differences.
NC Knowledge, skills and understanding
Chronological understanding
 1 Pupils should be taught to: a. place events and objects in chronological order b. use common words and phrases relating to the passing of time (eg, before, after, a long time ago, past).
Knowledge and understanding of events, people and changes in the past
 2a.b **Historical enquiry**
 4 Pupils should be taught: a. how to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts).

Mathematics

Consider differences in height/shoe size between our friends and 'Ourselves'.
 Children measure own shoes and each other's height - using blocks/rulers depending on year group/ability.
 Investigate different hair colour/ eye colour between 'OURSELVES,' and others: record on blocks / graphs / tally charts.
 Remind children to show **RESPECT**, **COMPASSION**, to others i.e. the results may show that there is only one child with a particular skin/hair colour, or who is much shorter/taller than everyone else.
PoS-Ma3 Shape, space and measures 1 b. 4. a

PE/Dance

Encourage children to think about their body positioning and movement for different feelings. (e.g. tired...slow, happy....quickly, worried, cross, surprised) How would they move their arms and legs?
 Hold up emotion/ cards for different feeling and ask children to move around accordingly.
 Develop to holding up cards with some of the **VALUES** on, prompt thinking as to how they could show **COMPASSION**, **FRIENDSHIP**, **TRUST** in response to emotion. How can their bodies demonstrate how they are feeling/responding? Split children into groups and distribute cards. Each group to perform to rest of the class what is on card. Others to guess.-
 Also opportunity to link movement to music and songs- i.e.Hands, Shoulders, knees and toes.
N.C PoS, KS1: 1,a,b 2.a,b 3.a,b, 4.b 6.a,b,d

Ourselves – All About Me
A Cross Curricular plan for
KS 1
Showing Values links
November 2012

VALUES
(links colour coded as below)
 As a result of reading **VALUES** can be linked
COURAGE - explore the courage to cope with new family situations, changes that growing up bring –to make choices and carry out decisions
RESPONSIBILITY– parents to children. Children to friends, peer groups. Children to younger Siblings.
COMPASSION – shown other children in the classroom, playground and to family members
TRUST– how can children build up trusting relationships
PERSISTENCE - how people committed / persevered with their new situation, to learn new skills.
CREATIVITY -
SERVICE - consider how children/adults serve one another.
HOPE- relate to children being able to make a fresh start in every situation.
FRIENDSHIP- Consider how friendships are important to us and our friends
THANKFULNESS- think about the many things we, as individuals can be thankful for
RESPECT- Consider how we show respect to each other
WISDOM- consider how we can learn from other peoples wise decisions/wisdom

RE

Consider a Christian perspective on all **VALUES**. For example, Read the story of Jonathan and David – (1 Samuel 18) – Best Friends taken from Lion Bible for Children retold by Murray watts pg133, Consider how someone you **TRUST** as a friend can help you – even when things aren't going well. Discuss how God can support us to be **COURAGOUS** to support others and ourselves; How we can learn from his **WISDOM**.

Music

If your school belongs to Sing Up – they have a section called 'Ourselves' for KS1 – excellent range of songs, singing activities- link -
<http://www.singup.org/songbank/teaching-tools/teaching-resource-detail/view/37-topic-plan-ourselves-ks1/>
 Songs that could be explored: - 'Head, shoulders, Knees and toes': 'If you're happy and you know it' - Discuss what makes children feel happy/sad. How they could offer **FRIENDSHIP**, **COMPASSION** to others when necessary. Class or in pairs or individually children could change the words to 'If you're happy and you know it.' **NC PoS 1a,3a,5a,b,c**

PSHE

Consider our own feelings (perhaps use picture books as prompts) and how we can sometimes tell if other people are feeling sad or scared and how we might make people feel better, by showing **COMPASSION**, **FRIENDSHIP**, **TRUST**. When we fall out with our friends there is always the opportunity to start again **HOPE**- for the future.
 Link with Antony Brown's books –i.e. Silly Billy & Changes have a circle time, children share their worries-encourage other children to comment, show **COMPASSION**, **RESPECT** of the worries of others.
 Discuss how we can tell you how were the same as/ different from my friends. Changes Share how this can make us feel good about the ways we are similar in the group and the ways we/I am different. I feel good about my strengths.
NC PoS 1a,c 2e 3d, 4a,b,c,d,e

Science

Light and dark- linked to "Can't you Sleep Little Bear" Where do the Sources of Light Come from in the cave? Enable children to experiment – build a cave in the Classroom - Provide sources of light for the cave. Children identify how they feel about being in the cave in the dark, with a small light source, bright light source. Do they need **COURAGE** to go out when it's dark? Do they support each other, building **TRUST**, by showing **COMPASSION**
NC PoS- Sc2 Life processes and living things
Variation and classification 2f. Changes 2g. Sc 4 Physical processes- Light and dark a,b.

Art / D&T*

Collage of themselves/their families (link with Anthony Brown's books)
 Printing with parts of the body
 Make clay figures – artist Keith Haring
 Self-portraits - pastel half faces to complete the photograph (inspired by Picasso)
 Make Worry Dolls (link with Anthony Brown's – Silly Billy
NC PoS 1a.b 2c 5a

ICT

Consider different ways of communicating - written / electronic ways.
NC PoS – 3a,b,5a