OE/PE

Encourage children to think about their body position 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.

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

PERSEVERANCE - 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 people's wise decisions/wisdom.

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

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 Anthony 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.

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.

ICT

Consider different ways of communicating - written / electronic ways.

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, PERSEVERANCE, RESPONSIBILTY, 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, PERSEVERANCE, to keep going, embarrassment, suffered by Giraffe when he was laughed at. THANKFULNESS when he overcame his inability to dance.


For example Big Bear shows Little Bear, COMPASSION by being patient, thoughtful to Little Bear 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 them 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.

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 PoS: 3a,b,c,d,e, 3a,b,d,e

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).

2.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).

Joyce Evans October 2012