

Memory Box - Year 1



Session	<u>National Curriculum objective</u> Children are to learn about:	Activity.
1	<p>Hi 1c Learn about changes within living memory.</p> <p>Compare own life and interests now with their babyhood recalling a significant memory from the past.</p> <p>EN SL 1,7, 10; Sc WS 4</p>	<p>Have a selection of items/pictures a baby would need/use (bottle, toy, clothes etc.). Discuss why the items were needed, what was their purpose.</p> <p>Compare items to what they have now.</p> <p>Activity: Chn. to draw and label 1 or 2 items they had as a baby. When I was a baby I had a/I used a now I have a/I use a..... - Activity sheet</p>
2	<p>Sc A 4 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>En SL 7; PSHE 3d, 3e</p>	<p>Re-cap previous session. Discuss items. Ask chn. to describe what they think of the items. Discuss how babies use their senses to explore the world around them.</p> <p>Explore their own senses by touching, smelling, tasting, listening to things they a baby uses (toiletries, clothes, baby foods, toys and feeding utensils.)</p> <p>Activity: In groups, chn. to draw around 1 person and label parts of the body relating to the senses.</p> <p>Large piece of paper, felt pens</p>
3	<p>Sc A 4 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>En SL 7; PSHE 3d, 3e</p>	<p>Baby visits - BABY AND TODDLER to be arranged. Question/answer session. CHILDREN TO DRAW UP QUESTIONS, ADD TO A FLIPCHART PRIOR TO VISIT. (Chn. to discover how babies/toddlers senses develop overtime.)</p> <p>Activity: Chn. ask questions (prepared previous week in Literacy) Take photographs.</p>

4	<p>PSHE 4d Know that family and friends should care for each other.</p> <p>En SL 7; En W C 1a</p>	<p>Following on from baby visit, read 'The Owl Babies' by Martin Waddell and 'Bunny My Honey' by Anita Jeram to the chn.</p> <p>T to scribe a list of all the things that a parent must provide for their children to keep them happy and healthy.</p> <p>Activity: Chn. to work with a talk partner to think of as many things a parent must provide for their babies to keep them happy and healthy.</p> <p>Chn. to make a list.</p>
5	<p>Sc WS 5 use their observations and ideas to suggest answers to questions.</p> <p>En SL 4,5,7; Sc A4</p>	<p>Talk about the physical and developmental differences between babies, toddlers, chn. and adults. Use sticky notes to make a chart with 4 sections; 'Babies can.....', 'Toddlers can....', 'Children can....', and 'Adults can....' Encourage chn. to think about how they eat, sleep, move, play.</p> <p>Activity: Talk partners what can babies, toddlers, children and adults do? Feedback. Chn. to complete the worksheets 'What Can I do' for babies, toddlers and adults. T/TA support for LA chn. Support with reading. Work through sheets together with Yellow and Blue Group.</p>
6	<p>Sc WS 5 use their observations and ideas to suggest answers to questions.</p> <p>En SL 4,5,7; Sc A4</p>	<p>Re-cap on previous sessions. Discuss how we change as we grow (features, size, abilities etc.) Discuss the 'Guess the baby competition'.</p> <p>Activity: Chn. to take part in a 'Guess the baby competition'. Mark answers at the end.</p>
7	<p>ART To know about a range of artists.</p>	<p>Look at artist Kandinsky. Twinkl ppt. Discuss abstract art from the pack. Discuss term primary colours. Introduce term secondary colours.</p> <p>Activity: Chn experiment mixing primary colours into secondary colours. Using circles, chn create circles with primary colours and with secondary colours. These will be used to create a frame</p>

		for a portrait of a family celebration or event.
8	<p>AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Hi 4; En SL 1, 5, 11</p> <p>PSHE 2f Recognise that they belong to various groups and communities such as family or school. En SL 2, 6, 9; Co 4</p>	<p><i>Discuss memories of family celebrations. (Birthdays, weddings etc.) Show chn. the video of weddings. Discuss why weddings are special and talk about what getting married means. Ask chn. to share their memories of weddings and other family celebrations.</i></p> <p><i>Working with the children, list all the different celebrations they have shown in their artwork. Ask them if any type of celebrations is missing from the list and add those suggested. Ask the children to recall what is celebrated at these occasions.</i></p> <p>Activity: Draw or paint a picture of a national or family celebration showing special details that they remember. Work in groups to discuss and explain what they did at this celebration.</p> <p>Potential Adaptations to Task Extension: Use a range of dressing up and role play props to hold a class 'wedding', taking on different roles. Think about and remember the roles of different people at a wedding celebration. <i>Children could take digital photographs of their class wedding and look back at them days later, remembering what they did and what happened.</i></p>
9	<p>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. DT M 1; En SL 5; En W C 1a, 1b</p> <p>ART - cut, glue and trim material to create images from a variety of media</p>	<p>Re-cap on previous session. Discuss with chn. that they are going to use various art and craft materials to make a celebration card for a special occasion such as a wedding. Look at a selection of different celebration cards with the chn.</p> <p>Produce an example for the chn.</p> <p>Activity: Use various art and craft materials to make a celebration card for a special occasion. Cut and stick to create a collage effect, choosing coloured card, papers and fabrics from a brightly coloured selection.</p>
10	<p>DT M 2 Select from and use a wide range of materials</p>	<p>Explain to chn that there is a special celebration event and they have been asked to</p>

	<p>and components, including construction materials, textiles and ingredients, according to their characteristics. DT M 1; En SL 5; En W C 1a, 1b</p>	<p>develop a healthy plate of food for the gathering. In small groups, chn determine what would be healthy and unhealthy foods from a variety of pictures (create 2 piles). From the healthy foods pile, determine where it comes from, e.g. milk from cows, parsnip from under the ground, strawberries above ground. Create a pictogram of chn's favourite healthy foods. Chn draw a healthy plate of food on a paper plate or paper worksheet.</p>
11	<p>PSHE 4b Listen to other people, and play and work co-operatively. En SL 1, 3, 5, 7</p> <p>Take part in group play or conversations, recognising what they like/dislike</p> <p>Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. En SL 3</p>	<p><i>Play a memory game from phonics play (Matching pairs)</i> <i>Explain to the chn. how we play 'Kim's Game' explain it is a classic game for developing memory skills. Provide a range of everyday items on a tray, ask children to close their eyes and remove one item at a time. After each item is removed ask the children to look carefully to spot what has been taken away. Can they remember what was there and what has been removed? Repeat until there are only two things left on the tray.</i></p> <p><i>Discuss how we can use songs and rhymes to help us remember things. (Days of the Week, Months of the year, colours of the rainbow, alphabet songs etc.) Sing some songs with the chn. Can chn. think of any songs/rhymes?</i></p> <p>Activity: Play memory games such as 'Kim's Game'. Talk about how they try to remember all the things on the tray.</p> <p>Play matching pairs with playing cards and phonic sounds. (Set up a rotation of 'memory activities'.</p>
12	<p>Ge SF 4 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Ge SF 2; Ma G PD 1; Co 4</p>	<p>With the children, take a walk outdoors, noticing and recording interesting things that they pass. Use digital cameras to photograph landmarks and features and display these in school.</p> <p>Use the images to recall their walk, reflecting on what they saw first, second, third and so on. Think about how they got from one place to another - along a path, over some grass or</p>

		<p>through a gate, perhaps?</p> <p>Activity: Chn. to make simple maps to show the route they took on their walk and the features that they passed on route. Children could also follow directions as a warm-up activity... 'Take two steps forward and three steps left etc.'; 'Now remember and repeat what you did without the directions!'. Children could take turns in giving the directions. Draw a large compass on the playground or wall for children to follow.</p>
13	<p>History Begin to describe similarities and differences between historical artefacts and pictures</p>	<p>Look at pictures or artefacts of everyday or familiar items from the past and consider what they might be. Describe how they might have been used. <i>Have a selection of toys, children to discuss its name and how it is used. Encourage children to discuss the similarities and differences to 'Then' and 'Now' toys.</i></p> <p>Activity: Have a selection of pictures, children work as a small group to name the item and it's use, encourage the children to use appropriate language to compare and contrast the item then and now. Images could show cooking utensils, cleaning items, or entertainment items such as cameras, televisions or radios. Children sort the pictures into 'Then' and 'Now'</p>
14	<p>D&T Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Have a selection of toys, some with moving parts others without. Ask children to share the items into two piles, those that move and those that don't. How did children arrange them, what made them choose certain toys for their piles? Tell the children that you would like to play a game, but you can't find your spinner. Give chn a Numicon spinner to look at, how is it used? What do they notice, how does it work? Explain we need the spinners for Maths, so would need to make our own. Discuss what we would need to draw on our spinner. Using a design worksheet, design a spinner and label the items they will be using. Children create a spinner using paper plate and split pin, decorate with necessary infor for the game.</p>
15	<p>History Begin to order artefacts</p>	<p>Look at pictures and models of forms of transport, placing them in chronological order.</p>

	and pictures from significantly different time periods.	<p>Talk about how transport has changed through the ages. Explain what visual clues they can spot and what they reveal.</p> <p>Activity: Using a selection of pictures of artefacts (3 stages of age for each artefact), children work as a small group to discuss the order of the artefacts, which is the oldest to newest. Images could show cooking utensils, cleaning items, or entertainment items such as cameras, televisions or radios.</p>
16	<p>Mathematics Recognise and use language relating to dates, including days of the week, weeks, months and years with increasing fluency.</p>	<p>Look at calendars and talk about dates, days, weeks, months and years. Put each others' birthdays and ages in date order. Find the date of their birthday on a calendar. Help the children to understand the passage of time by talking about all the things that happen in a single year using the calendar and a time line (discuss what a time-line is).</p> <p>Activity: Give mixed ability small groups a timeline for one year. Children can write or draw a picture and place it correctly on the time line. Children must share their reason why they are placing their work in a particular place, i.e. Christmas is celebrated in December.</p>
17	<p>PE Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.</p>	<p>Discuss a range of playground games children play at school or at home, make a list of rules of how to play and co-operate with others. Adults share a game they were familiar with when they were young. Adult write the rules, discuss any similarities, differences.</p> <p>Activity: In small groups, children have a game they are familiar with, i.e. tag. Children discuss the rules of their game, play a short game. Did they apply the rules? Play the game adults used to play when they were young. Did they apply the rules?</p> <p>Potential Adaptations to Task PE 1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.En SL 1; Hi 1; PSHE 4b</p>