

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: UTW/PSED

YEAR: A

TERM: Autumn 1

YEAR GROUPS: YR

KEY QUESTION: What Makes Me, Me?

PREVIOUS KNOWLEDGE *We would expect most children to already be able to:*

- Talk about myself and what I like.
- Know that I am part of a family.

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- Notice differences between people (PSED). **KQ1**
- Start to identify and name how they are feeling (PSED). **KQ2**
- Arrive at school and select resources, with increasing independence (PSED). **KQ3**
- Begin to make sense of their own life-story and family's history (UTW). **KQ4**
- Say who is in my family (UTW). **KQ4**
- I understand that I used to be a baby and have grown and developed (UTW). **KQ5**
- I can point to different parts of the body e.g. When singing 'Heads, Shoulders. Knees & Toes' (UTW). **KQ6**
- To use their senses to explore their surroundings (UTW). **KQ6**

*Most children will show that they have reached the **expected** level because they can:*

- Talk about the differences and similarities between themselves and their peers (PSED). **KQ1**
- Express their feelings and consider the feelings of others (PSED). **KQ2**
- Develop their sense of community, being part of Pembridge Primary School (PSED). **KQ3**
- Talk about members of their immediate family (UTW). **KQ4**
- Name and describe people who are familiar to them (UTW). **KQ4**
- To recognise how I have changed since I was a baby (UTW). **KQ5**
- I can name some parts of the body that can be seen (UTW). **KQ6**
- To name the 5 senses (UTW). **KQ6**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- See themselves as a valuable individual (PSED). **KQ1**
- Understand their own emotions and think about the perspectives of others, demonstrating empathy (PSED). **KQ2**
- Develop their sense of responsibility and community as part of Pembridge Primary School, taking responsibility within the class (PSED). **KQ3**
- Discussing similarities and differences between their family life and that of others in a respectful manner (UTW/PSED) **KQ4**
- I can understand how babies change and develop, ordering pictures in chronological order – according to age (UTW). **KQ5**
- I can name some parts of the body that cannot be seen (UTW). **KQ6**
- To name and link the senses to different parts of the body (UTW). **KQ6**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Verbal responses during discussion in lessons and further questioning to extend their understanding.
- Order pictures in chronological order according to age.
- Draw or create a family tree.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- To offer resources to create a self-portrait using different mediums e.g., drawing, painting, collage, small parts.
- To sing songs and play games to help remember the names of different body parts.
- To create a 'what do I want to be when I am older' photo story – using art, drama, technology.

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- EAD (Art) – draw a self-portrait.
- EAD (DT) – make a model of a colour monster.
- Literacy – reading and writing their name.
- PD – moving their body in different ways e.g., balancing, travelling, negotiating space.
- KUW (Science) – naming parts of the body.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Talk about themselves and their family in a small, familiar group.
Works hard	Be involved in all the activities.
Concentrates	Create a self-portrait – concentrating on their unique features.
Self-motivates	Select their own resources, with increasing independence.
Imagines	Imagine what they may be like as an adult e.g. What job they may aspire to do.
Improves	Further their knowledge of the human body: naming parts of the body.
Understands others	Understand that we are all unique and may have different likes/dislikes.
Doesn't give up	Investigate activities using all their senses.