



Guidance

Curriculum and
Standards

Primary

National Strategy

Excellence and Enjoyment: social and emotional aspects of learning

Changes Years 1 and 2

Headteachers, teachers
and practitioners in
primary schools,
middle schools, special
schools and Foundation
Stage settings

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Blue set

Introduction

This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: motivation, social skills and managing feelings.



The intended learning outcomes for Years 1 and 2 are described below. Teachers will be aware of the different stages that children in the class may be at in their learning, and may want to draw also on intended learning outcomes from other year groups – for example, from the Red or Yellow sets.

Intended learning outcomes

Description	Intended learning outcomes
<p>The focus is on making changes in our lives. Children will distinguish between natural developmental change, changes we choose and changes we make happen. They will revisit and develop strategies for making changes happen, such as making a plan and identifying obstacles, building on the skills and concepts introduced in Theme 4 <i>Going for goals</i>. Issues of responsibility are raised. Children will have the opportunity to make change happen in the classroom, as a group working cooperatively.</p>	<p>Knowing myself</p> <p>I can tell you some things about me that have changed and some things that will not change.</p> <p>I can tell you how I might change in the future.</p> <p>I know that some changes are natural and happen 'by themselves'.</p> <p>I know different ways that help me to learn to do things.</p> <p>I can tell you what a habit is and know that it is hard to change one.</p> <p>I know what it means when something is or isn't your fault.</p> <p>Planning to reach a goal</p> <p>I can tell you about a plan I have made with my class to change something in our school.</p> <p>I can plan to overcome obstacles that might get in the way.</p> <p>Making choices</p> <p>I can tell you about changes that I can make happen.</p> <p>I can make some changes quickly and easily.</p> <p>I know that to make some changes is hard and takes a long time.</p> <p>I know that I make my own choices about my behaviour.</p>

PSHE/Citizenship links

Years 1 and 2

Children will be taught:

- 1c) to recognise, name and deal with their feelings in a positive way;
- 1d) to think about themselves, learn from their experiences and recognise what they are good at;
- 1e) how to set a simple goal;
- 2a) to take part in discussions with one other person and the whole class;
- 2c) to recognise choices they can make, and recognise the difference between right and wrong;
- 4a) to recognise how their behaviour affects other people;
- 4c) to identify and respect the differences and similarities between people.

Speaking and listening links: group discussion and interaction

Objectives from <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003 G)	Children's version
Year 1: T3 11. To explain their views to others in a small group, and decide how to report the group's views to the class	Tell the group what YOU think and why you think that. Decide together how you are going to tell the rest of the class.
Year 2: T3 23. To work effectively in groups by ensuring each group member takes a turn, challenging, supporting and moving on	Make sure that everyone has a turn. Make sure that anyone can ask a question if they don't understand. If you agree with something someone else says, tell them.

Planning



To help with planning, *the type of learning and teaching* involved in each learning opportunity in these materials *is indicated* by icons in the left-hand margin.



- Whole-class
- Individual



- Pairs
- Small group



Ideas from schools who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which teachers planned for diversity in their class or group, for example, to support the learning of children for whom English is an additional language and of children with special educational needs.



Key vocabulary (to be introduced within the theme and across the curriculum)

changes frustrated obstacles determined
habit fault – my fault and not my fault responsibility

Resources

	Resource	Where to find it
Year 1	–	–
Year 2	<i>Problem solving poster</i>	Whole-school resource file
	<i>Working together self-review checklist</i>	Whole-school resource file

Key points from assembly story 1

It is Ben's first day in Reception. He is excited about playing with the new toys but worried about staying to dinner and his mum leaving.

He hugs his bear tight and this helps him to feel better.

Ben enjoys school, and after a few days he leaves his bear with his mum at home.

Key points from assembly story 2

Rashid enjoys the peace of having his own room.

His mum tells him that his cousin Daljeet from India is coming, and will have to share his room. Rashid worries about how this will be.

Daljeet arrives and both he and Rashid find the first couple of weeks difficult.

Rashid tries to cheer Daljeet up and they become good mates, playing on the computer and teaching each other their first language.

Key points from assembly story 3

Lucy returns to school after her holiday, excited at the thought of seeing her friends Esmee and Mini, but they ignore her in the playground.

Gemma understands how she feels and asks her to join her.

Gemma becomes Lucy's best friend, although Lucy does make friends again with Esmee and Mini.

Suggested whole-school/setting focus for noticing and celebrating achievement

Use the school/setting's usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations, etc.) to notice and celebrate children (or adults) who have been observed:

Week 1: Coping with an unexpected change

Week 2: Getting better at their learning

Week 3: Changing their behaviour for the better

Week 4: Making the best of an unwelcome change

Points to note

Some children will find change much harder to deal with than others. Such children may need to be prepared for those activities that allow children to experience feelings that can be generated by changes.

Blue set: Year 1

Circle games

All change

Children hop, jump, walk or tip toe round the circle. When the leader says 'Change' they reverse direction.

The balloon game

All children hold hands in a circle and one child is chosen to stand in the middle and blow the balloon up. The circle of children represents the expansion of the balloon so that they begin close to the central child, as the balloon has no air. As the child blows, the circle gets bigger until the balloon blower claps their hands and all the children fall on the floor. The balloon has popped!

Rounds

If I want to I could change ...

Even if I wanted to I couldn't change ...

Learning opportunities: how we change over time

Intended learning outcomes

I can tell you some things about me that have changed and some things that will not change.

I can tell you how I might change in the future.

I know that some changes are natural and happen 'by themselves'.



Ask the children to bring in photographs of themselves as babies, toddlers, aged three or four, and now. This could form part of science work on Ourselves (QCA Science Unit 1A). Make a display of the photographs in chronological order for each child. Ask children to look at the display and note down all the things they notice about how they and their friends have changed over the years.

Note: In undertaking this activity, be sensitive to the needs of any child who may not have photographs to bring. This group may include asylum seekers and refugees, children whose cultures regard photographs negatively, and children who are looked after by the local authority.

Contrast these with things about ourselves that do not change very much. Talk to children about the idea of a passport or identity card: ask children to complete a small passport or identity card for themselves, discussing what sort of things they could write on such a form. These will be things that don't change or don't change very much over a number of years:

eye colour;
hair colour;
skin colour;
birthmarks/freckles;
name;
date of birth;
country of birth.

We have children with a variety of heritages and cultures. We asked everyone the story of their names – who named them and why, what they meant, where they came from, what they reflected.



Extend this activity by getting children to buddy up with a Year 5 pupil, and compare their measurements, for example, height, handprint and shoe size.

This activity can help children predict what natural changes will happen to them, as their experience is tangible. Their buddies can also be interviewed to find out what they used to be able to do and what they can do now, and further work can be carried out on thinking about the different sorts of changes we encounter in life.

Learning opportunities: making change happen

Intended learning outcomes

- I know different ways that help me to learn to do things.
- I can tell you about changes that I can make happen.
- I can make some changes quickly and easily.
- I know that to make some changes is hard and takes a long time.

Some changes are easy to make happen. Have an outdoor session with three sets of materials. Children can bring in bikes, skateboards, roller skates or roller blades for the first set, and PE equipment such as balls and hula-hoops can be added to this. Provide model cars and different ramps and surfaces for the second set, and as many different materials that change shape as you can for the third (e.g. soft modelling dough or clay, elastic, tights, springs, bubble wrap).



Challenge the children in pairs to make as many changes happen as they can using each set of materials, noting down the changes and how they made them happen. For example, for the first set changes might include stopping, starting, turning and slowing down.

Talk about the reasons for the changes but make sure you draw attention to the fact that we can make some physical changes happen. Most of these changes are quick and easy.



Are all changes quick and easy?

Remind children of the work they did in Theme 4 *Going for goals*, when they looked at getting better at what we do. This is a type of change we can make happen.

Ask children to give examples of how they have learned to do something: for example, to read, to spell, to calculate mentally, to skateboard, to toboggan or to dance. Was it quick and easy to get better at doing these things? Often getting better at something or changing ourselves isn't quick or easy.

What helps us get better? How do we learn? (Draw on learning from the *Going for goals!* theme and encourage children to think of as many ways as possible that we can learn to do things. Ask questions such as 'How does a baby learn to speak?', 'How does a baby learn to walk?') The list might include:

watch other people;
try things out different ways;
get things wrong then change the way we do things;
ask others to tell us or show us;
practise;
keep going (persevere) when it becomes boring or frustrating;
keep the goal in mind (the big picture);
happy or hopeful thinking (saying encouraging things to ourselves);
imagine yourself being able to do it.



Ask the children to work in threes. One of the three has to interview one other person to find out how they have changed in what they like and dislike, what friends they used to have and have now, what clothes they used to wear and like to wear now, what they used to be able to do and what they can do now. The job of the third person is to write down all the changes talked about. Give the children a set time (about 3 minutes), and then get them to swap roles.



Finally feed back the recorded changes to the whole group for the teacher to scribe on a flipchart, interactive whiteboard or OHT.

Introduce the questions:

- Which changes on the list are ones you can't do anything about?
- Which are changes that you can choose?
- Which are changes that you can make happen?

You could then involve the children in categorising the changes they have listed, either by moving them around on the interactive whiteboard, or by choosing a change from the list and walking to stand in one of three circles or hoops you have placed around the room, or by returning to their groups of three to discuss their group's list and highlighting their changes in different colours.



Getting better at our learning is an example of a change that we must make happen. It doesn't happen by itself. Explain to the children that everyone, even the very cleverest people, can get better at what they do (recap on the importance of practice, perseverance, etc.) and that you would like each of them to think of one specific thing they have learned at school that they would like to get better at. They then make a plan with a buddy, drawing on their experiences in the *Going for goals* theme. The buddy should help them think about the things that might get in the way of the plan (obstacles) and how to avoid them. The plans are periodically reviewed, with the buddy and the teacher or another adult when possible. As each child achieves the desired change, some form of recognition should be offered: a certificate, award display, etc.

Ongoing activities

Remind children of their plan when, for example, they become distracted or poorly focused.

For a child in our class with severe learning difficulties we offered a range of pictures of clothes, TV programmes, games, etc. and two large cards, one with an outline of him now, and one of a much smaller silhouette of when he was smaller. He placed each on the correct pile to indicate what he liked then, and what he likes now.



We used a grid on the interactive whiteboard to organise this then-and-now information to help EAL learners and others to be clear about what information they were listening for. The grid had Changes at the top then 3 boxes under that – Changes I can't do anything about, Changes I can choose, Changes I can make happen.



Discuss regularly with children the things that help them and prevent them from getting on or learning well.

Children could produce posters illustrating 'things that help' and 'things that don't help'.

Notice and celebrate any changes that children make in their work patterns or behaviour. Stage before-and-after displays showing children's work from the beginning and then the end of the year to demonstrate how much it has changed and developed.

Questions for reflection and enquiry

- Why is it important to try hard all the time?
- Can someone make you try hard?
- Can you always get better or try harder?

Review

- What have you learned about how you change? Do you think you have met the objectives we set at the beginning of the theme?
- What can you tell me about how we get better at learning things?
- How will you try to learn better in the future?

In our school we have many EAL learners. I used their experiences of learning a new language as an example of learning. I started off by asking one of our bilingual teachers to give a talk to my class in Urdu. Then some of our children with EAL taught the others some words and phrases. This helped the class think about the changes that other children experience in their lives.



Blue set: Year 2

Circle games

Leaders

One person goes out of the room and the others agree who will be the leader. The idea is that the leader starts one movement and all the others have to follow, then the leader changes to another movement, at which point everyone else must change too. The idea is for the person who goes outside to spot the leader and for the leader to avoid being spotted.

Rounds

'I bet you didn't know ...'

Children each say something that they have done that they are proud of but that maybe not many people in school know about.

Learning opportunities: changing our behaviour

Intended learning outcomes

I can tell you what a habit is and know that it is hard to change one.

I know what it means when something is or isn't your fault.

I can tell you about a plan I have made with my class to change something in our school.

I can plan to overcome obstacles that might get in the way.

I know that I make my own choices about my behaviour.



Ask the children how hard they think it is to change our behaviour. Then suggest they do the following exercise.

Fold their arms the most comfortable way (i.e. the way they would automatically do it). Then ask them to fold them the opposite way (if the right arm is usually on top, put the left arm on top).

Interlink the fingers of both hands. Which thumb is on top? Now interlink the fingers so that the opposite thumb is on top.

Ask the children how it feels and scribe their comments. Link to the fact that you are asking them to change the way they do something. This feels odd and can be difficult, because we get used to doing something in a certain way. It does not mean that it is the right way. Often there are many good ways, and each is equally good.

Ensure that the children understand the word 'habit'. Ask the children if they or other people in their family have had any habits that they have stopped, or would like to stop. Use an example of your own and help them with ideas if necessary (e.g. thumb-sucking, smoking). Discuss how difficult it can be to change things we are really used to doing.

Ask for five or six volunteers and have a competition to see who can eat a whole doughnut without licking their lips – a messy activity but fun if you can do it. It is very, very difficult and if each child tries one at a time with the audience watching carefully, it forms a good example of how we are sometimes so used to doing something that we are not aware of doing it.

Read the story *Naughty Nigel* from the resource sheets. The story is about a seven-year-old child who wanted to change his behaviour. When you have checked the children's understanding of the story, discuss the following questions with them:

- Are people born naughty?
- Can we choose how we behave?
- Was it Nigel's fault or not his fault that he did what he did?
- Can Nigel change the way he behaves?
- What could he do?
- What obstacles might he come across and how might he overcome them?



Ask the children to identify something they would like to change in the way the class work or play together. This might be, for example, that they would like the class to be less noisy at certain times, or would like fewer quarrels at playtime. Have them work in groups to think of different ways they could try to make this happen. Encourage children to use the problem-solving process, using the *Problem solving* poster from the whole-school resource file. One person in each group will feed back the ideas to the class.

Emphasise the importance of working well together as a group, particularly how well they listen to each other's views and preferences. At the end of the activity, you may like to ask groups to use the *Working together self-review checklist*, from the whole-school resource file, to review how this went.



Ask each group to present their ideas to the class, and have a vote on the best idea.

Demonstrate the writing of the chosen plan, talking aloud and asking questions like:

Now let's see, first have we put what we want to achieve – our goal?

Have we thought about different ways to achieve it? Yes, we voted, so we did that.

Now we need to write down small steps and think about what order we must do them in. Can you help me do that?

Have we thought about the obstacles that might get in the way and how to get over them?

We need to think about who and what might help us – is there anyone who could help us check how we are getting on? Is there any other help we need?

And finally, have we thought about how we will celebrate when we achieve our goal? What could we do?

Ongoing activities

Put into action the plan the class decided on. Use regular reviews of the plan to focus on the idea of responsibility. When things go wrong (e.g. when noise levels rise or there are quarrels), children may use language like: 'Jason kept wanting to talk to me, so we were noisy' or 'It was her fault – she made me.'

Remind them about what they have learned about their own power to make changes happen, and make their own choices. You could try out different words:

'Jason kept wanting to talk to me, so we were noisy' becomes 'I chose to let Jason distract me';

'It was her fault – she made me' becomes 'I chose to do what she said, even though I knew it was wrong.'

Take other opportunities in the course of each day to think about responsibility. For example, if a child complains that another child is stopping them from working, freeze-frame the situation and ask the rest of the class to suggest the choices each person has.

Talk about morning routines in your class, and one morning do something a different way. Discuss why this was hard for the children – because we are used to doing things a certain way we don't have to think about it. Make sure you prepare any children who find change stressful.

Work with the children to identify a routine that they think works or that they like in the classroom and one that they think doesn't work or that they don't like, for example, lining up for dinner or starting the day with quiet reading. Choose one of the unpopular routines and work together to put together a better routine. Review how the change helped and whether it was easy to remember and keep the changed routine.

Notice and reward 'change' and 'making your own choices' about how to behave. Celebrate the steps on the way as well as eventual success.

We have a child with autism in our class, and added a 'surprise' card to the visual timetable he uses.



Questions for reflection and enquiry

- What makes it hard to change even when we know it is right?
- If something works why would you want to change it?
- Is change always good?
- How do we know when change is good and when it is bad?

Review

- What have you learned about trying to change the way you behave?
- Has it changed the way you think or the way you understand your behaviour?
- How would you try to change your behaviour or to help someone who wants to change their behaviour?

Blue set resource sheet: Year 2

Naughty Nigel

Note: You may want to use a different name, like Nita or Nicola, for your particular class.

Everyone thought that Nigel was naughty. He didn't decide to be naughty; he just became naughty. Perhaps it was because Uncle Vernon had laughed when he had pretended to be the man who lived downstairs with the funny walk. When he laughed it made Nigel feel good. So he tried it again and Uncle Vernon laughed some more. He found out that if he copied other people at school that made his friends laugh and that felt good too.

Sometimes he would answer for other people when Mr Parsons was doing the register and he would use their voice so the teacher didn't realise. One day he had forgotten to bring his reading book so he told a long story about how his dog stole it from his bag and dropped it in the goldfish bowl. As he told the story he acted out what happened and even made dog noises. Everyone laughed except Mr Parsons.

Nigel copied Miss Lane's funny walk and the way her head swayed to one side when she talked. He even copied Harry's funny walk and funny voice. Harry started to cry but when Nigel heard the others laughing he thought it must be OK so he did it some more. He stopped when he looked up and saw Mr Parsons. Mr Parsons didn't shout; he just stood there with Harry. He looked straight into Nigel's eyes and said quietly, 'Nigel, how could you?'

Nigel was good for the rest of the day but the next day he fell off his chair three times in maths and when Mr Parsons was cross he said that he had ants in his pants and everyone laughed. Nigel made a raspberry noise in assembly and when the headteacher asked who had made the noise he said he was sorry but he had had beans for breakfast. Everyone laughed but the teachers looked cross.

Nigel didn't do a lot of work in class because he was so busy thinking of all the funny things that he might do. He wasn't always very good at his work, either, and some children said he was thick. Sometimes he wanted to stop being funny but he didn't seem able to stop – everyone expected it. It didn't really seem to Nigel that it was his fault – the class looked to him to entertain them. He couldn't let them down.

Blue set

Curriculum and other links/follow-up work

Subject area	Follow-up activities/ideas
Literacy	<p>Use Unit 8 'The Magic Box' from <i>Developing early writing</i> (DfES 0055/2001), in which children write poetry based on special memories from the past.</p> <p>Help children prepare for the changes they will experience as they move up from Y2 to Y3 with a unit of non-fiction work that enables them to research their new class or school (see exemplar lesson plan).</p> <p>Use traditional tales about transformations, such as <i>Cinderella</i>, <i>Beauty and the Beast</i> and <i>The ugly duckling</i>, or stories like <i>Little Rabbit Foo-foo</i> by Michael Rosen and Arthur Robbins (Aladdin Library) ISBN 0671796046, about a rabbit who is badly behaved and gets changed into a 'horrible goonie', to explore the idea of change.</p> <p>Discussion about the need for a person to change can be supported by <i>The lie detector</i> by Susan Gates (Oxford University Press) ISBN 0199187886, <i>The rainbow fish</i> by Marcus Pfister (North South Books) ISBN 1558580093, or <i>Being bullied</i> by Charlotte Firmin (Barrons Juveniles) ISBN 0812046617.</p> <p><i>Willy the wimp</i> by Anthony Browne (Candlewick Press) ISBN 0763618438, <i>Jess was the brave one</i> by Jean Little (Puffin) ISBN 0140543090 and <i>The owl who was afraid of the dark</i> by Jill Tomlinson (Egmont Books) ISBN 1405201770, all promote discussion about getting better at something.</p> <p>Children could compare some of these texts to see how the authors handle the similar themes, and use them as the basis for writing their own stories, using their own reflections about themselves.</p>
Speaking and listening	<p>Have the children present parts of the traditional stories, or their own stories from their literacy work above, to the class.</p> <p>Use freeze-frames, thought tracking or hot-seating to explore the thoughts and feelings associated with change. For more information on these drama techniques, see the Drama leaflet in <i>Speaking, listening, learning: working with children in Key Stages 1 and 2</i>, leaflets and poster pack (DfES 0624-2003 G). Let the children use a digital camera to record the freeze-frames and create a story book using presentation or multimedia authoring software.</p>
Science and mathematics	<p>See exemplar lesson plan, based on QCA scheme of work Unit 2A Health and growth.</p> <p>Many of the other QCA units of work for this age group are highly relevant to change:</p> <p>Unit 1A Ourselves, section 6 Growing older: How have the children grown and developed?</p> <p>Unit 1B Growing plants, section 5 Watering plants: Growing plants from seed, measuring and logging changes such as height, how many leaves, size of leaves, through drawings or by taking digital photographs, comparing changes when plants are grown under different conditions. Collect data about height and number of leaves over an appropriate period of time, and display this data in a variety of ways. Use a digital microscope with time delay setting to capture the growth of a plant or the opening of a flower.</p>

	<p>Unit 1F Sound and hearing, section 5 Body sounds and section 8 Loud sounds: Finding out what kind of sounds children can make using their bodies (e.g. voices, clapping, stamping) and how they can change these sounds; creating sound makers like shakers and finding out how they can change the sounds to be high or low, loud or quiet; finding out how we can stop sounds entering our ears, what materials we would use to make earmuffs, and how these change the sounds we hear. Record this data in a table or list.</p> <p>Unit 2D Grouping and changing materials, section 4 Changing shape and section 7 Experimenting with melting ice: Allow children to explore different objects made of a range of materials they can change by applying forces (e.g. squeezing, pulling). Make an ice hand using rubber gloves. Ask the children to predict how they think the hand will change as it melts: for example, which part of the hand they think will change first or most over the next five minutes. Use cooking to show change in materials: cook not only cakes and biscuits but also pancakes, soup and bread. Include cold cooking such as fruit salads (watch bananas and apples go brown – ask how we can stop this change) and milk shakes. Take digital photographs before and after to compare changes. Always make sure that children think about why the change has taken place. What did they do to make something change?</p>
History	<p>QCA History Unit 1 How are our toys different from those in the past?</p> <p>QCA History Unit 2 What were homes like a long time ago?</p>
RE	<p>QCA RE Unit 1A What does it mean to belong?</p> <p>Children can think about the importance for some people of belonging to a religion and recognise the difference this makes to their lives. They can explore important aspects of change in religion, such as bar and bat mitzvah in Judaism, and the khalsa ceremony in Sikhism.</p>
Geography	<p>QCA Geography Unit 2 How can we make our local area safer? Links can be made with literacy and citizenship. Children may begin to develop a sense of responsibility for the environment. In writing a letter to the local council transport department, they see that they can be involved in influencing change.</p>
PE and mathematics	<p>In PE lessons, get children to be aware of changes in their bodies when they exercise, for example, faster heart beat, increased breathing rate, sweating. Use simple measures to record these changes.</p>
Art and design and Music	<p>QCA Art and design Unit 1A Self portrait. If the children have produced a self portrait at the start of Year 1 they could now revisit that idea and see how they have changed. Their likeness will be different and so will their perception of themselves so this is an opportunity for both observed and imaginative work.</p> <p>QCA Music Unit 2 Sounds interesting – Exploring sounds: Learning about how to change sounds.</p>
ICT	<p>Use a floor turtle to trace out the route from your classroom to the Key Stage 2 classroom, or, if this is not practicable, use your interactive whiteboard and turtle graphics software to make a map of the school and guide the turtle from one part of the school to another.</p>

Blue set

Exemplar lesson plan: literacy

Theme	Changes Year 2 Term 3
SEAL objective	To begin to understand the emotional effects of change.
Linked literacy unit of work	Y2 T3 Non-fiction 1.
Literacy objectives	T1, 2, 9, 13, 14, 20 S1, 4, 6
Outcome	A class book in question-and-answer format.
Linked speaking and listening focuses	Y2 T3 GD: To work effectively in groups by ensuring that each member takes a turn, challenging, supporting and moving on.
Links to other curriculum areas	Geography (map of school).
Starting point	This unit could begin with a planned visit to a KS2 assembly or a talk from the headteacher about moving up from Y2.
Themes	The children will be exploring the changes involved in moving from KS1 to KS2, both physical, in the sense of moving classrooms and possibly floors or even buildings, and emotional, in terms of coping with new routines and expectations.
Possible focuses for response to this activity	<ul style="list-style-type: none"> • The teacher could introduce the subject of moving to KS2, then split the children into groups and ask them to think of questions they would like answered about the move. It might be useful at this point to introduce the question starters: what, why, where, who, when and how. You could use an interactive whiteboard with mind-mapping software (e.g. Kidspiration) to record questions and ideas – children could be involved in grouping these on the board. • One child in the group can be appointed as scribe to record two or three questions. It should be emphasised that no question is too trivial, and that children's anxieties will need to be acknowledged, as well as their excitement and anticipation. • All the questions are collated by the teacher and the key questions (ten or twelve) are enlarged and displayed. • In another session the teacher could lead a discussion on how to find the answers: this is likely to revolve around who to ask, though some of the information, such as school journey details or when swimming takes place, may be in printed form, for example, on the school website or in a newsletter to parents. • Each group selects or is allocated a question to research and has to decide who they will ask, what arrangements they might need to make in order to ask it, and how the answer will be recorded. The teacher may want to introduce a time line or flow diagram as a way of structuring this, or may wish to create a writing frame with the children in shared writing. • Having liaised with the necessary KS2 staff, both teaching and non-teaching, the teacher organises the groups for information gathering to take place at specified times.

	<ul style="list-style-type: none"> • Back in the classroom, the teacher uses a shared writing session to record as clearly as possible the answers the children have gathered. These could then be presented in a question-and-answer format, perhaps as question flaps with the answers underneath, in a class big book or using an interactive whiteboard and presentation software. An index and contents page could be added, together with digital photographs if appropriate.
Suggested related activities	If their teachers are amenable, Y3 children might share their 'Ten Top Year 3 Moments' with the Y2 children, in either a written or oral presentation.

Blue set

Exemplar lesson plan: science

Theme	Changes Year 2
SEAL objective	To understand natural developmental changes
Science objectives	To know that animals, including ourselves, change as they grow To make simple comparisons between young animals and older animals, including humans
Linked unit of work	QCA Science Unit 2A Health and growth
Linked speaking and listening focuses	Y2 T3 1: To use language and gesture to support the use of models/diagrams/displays when explaining
Suggested activities	<p>Lesson 1</p> <p>Part 1. Provide children with a range of pictures of different kinds of animals, at both young and adult stages of their life cycle. Include in this range animals such as sheep, frogs, elephants, snakes and butterflies. Ask children to look at them and match adult to baby and then, for each set of pictures, think about the similarities and differences between them. Challenge children to suggest which animal has changed the most from young to adult and explain their decision.</p> <p>Part 2. Using picture books, CD-ROM material or a website, present children with information about the life histories of different animals. Choose a range of animals, some that go through different stages and changes such as butterflies and frogs, and others whose changes are limited such as spiders, snakes and alligators. Allow each child to choose an animal and ask them to create one of the following:</p> <ul style="list-style-type: none"> • a band for their hat or head, showing around the band how the animal changes as it gets older; • a shadow puppet play telling the animal's life story and describing how it changes as it gets older; • a strip cartoon of the animal's life story, possibly using presentation or multimedia software, either in groups or as a class on the interactive whiteboard. <p>Children could work in pairs and decide which changes to show and talk about.</p> <p>Part 3. Provide children with an opportunity to show other children what they have created and to talk through the different changes that happen in the animal's life story. You could use the life cycle activities offered by some software packages (e.g. My World) and encourage children to put them in the correct order on the interactive whiteboard.</p> <p>Lesson 2</p> <p>Part 1. Ask children to bring in photographs of themselves from being a baby to the present day. Make sure that they write their names on the back of the photographs so that if any get mixed up they can be returned to their owner. Give children time to look at each other's photographs and talk about how they have changed from being a baby to the present.</p>

Part 2. Give each child a photograph album; this might be made from A4 paper or card and have a space for each photograph and another space where they can write one or more sentences about how they have changed since the photograph on the previous page. Encourage children to write about the different changes and compare not only how they look, but also what they could and could not do at the different ages, their likes and dislikes, friends, games, clothes, and reflections on what they were like.

Part 3. If the class runs a buddy system, then the buddies could swap albums and each look at what the buddy has produced. Otherwise allocate children a 'friend' from their own or another class and allow children the opportunity to share their photograph albums with someone else.

Lesson 3

Part 1. Talk to children about photograph albums and suggest that the class could create a Big Book Photograph Album about one animal. Have a class vote on which animal to choose and ask children to go home and find out as much as they can about the animal and bring the information, including pictures, back to school.

Part 2. Over a period of time, organise children to put what they have found out about their adopted animal into the class Big Book Photograph Album. Ensure that part of the album focuses on the changes that take place from birth to adulthood; include pictures and sentences about how the animal changes, what it can do for itself, and how the parent looks after it or doesn't. Discuss comparisons with their own life cycle and changes as they grew up with those of their adopted animal.

Part 3. When the album is complete organise different groups of children to show the album to children in other classes in the school, or other groups of children in younger year groups.

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