Ideas for Connecting Learning (ICLs)

Key Stage 1 Years 3 & 4

Safe and Sound

**Focus**
Safety is a key issue in children’s lives. In ‘Safe and Sound’, children are provided with strategies, skills and knowledge to become more responsible for their own safety and that of others.

**The Arts**
- colour in the environment
- artists at work
- clay models
- sounds in the environment

**Personal Development and Mutual Understanding**
- travel safely
- indoor and outdoor safety
- personal reactions to feeling unsafe
- people in our community who help us to keep safe
- choices and decisions

**The World Around Us**
- change over time
- place
- interdependence
- movement and energy

**Physical Education**
- simple movements and sequences
- safety
- changing for PE
- warm ups and cool downs
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**The Arts**
- colour in the environment
- artists at work
- clay models
- sounds in the environment

**Personal Development and Mutual Understanding**

**The World Around Us**

**Physical Education**
How do Animals Stay Safe?

Suggested Learning Intentions

• Be able to respond to direct sensory experience.
• Recognise how artists use colour to communicate ideas.
• Know about a variety of ways to manipulate malleable materials.
• Be able to realise ideas using malleable materials.

Suggested Activities

Look at a painting, such as, ‘Tropical Storm with a Tiger’ by Henri Rousseau to introduce the concept of camouflage. Consider how smaller creatures stay safe despite their size and discuss the importance of blending into the background to avoid predators. Discuss a variety of reference materials that show how small creatures use camouflage to survive.

Use clay to reproduce one of the animals and its use of camouflage. Roll out a slab of clay and trim to required shape, this will form the background for the slab relief work. Experiment with the clay (squeezing, pinching, pulling, pressing and rolling etc) and model a simple creature, for example, a lizard or beetle, from a new piece of clay. Engrave the background onto the clay slab using modelling tools. Join the clay animal to the background slab by scoring and blending, using fingers and/or tools. Add pattern and texture to the creatures by impressing or engraving into the clay. Mix and match a variety of water colours to paint the model. Air dry and finish with poster paint and varnish with PVA glue.

Talk about the work and how it was made, explaining how particular effects were achieved.

Through shared writing, create a written procedure detailing the making of the clay animal.

Visit the zoo or access an online zoo, such as San Diego or Bristol, to see real life examples of animals who use camouflage as protection.
Safe and Sound

Suggested Learning Intentions

• Identify, describe and classify sounds.
• Select sounds in response to a stimulus.
• Combine and use the elements of music to express ideas and feelings.
• Be able to represent sounds and effects pictorially.

Suggested Activities

Talk about and record a number of different sounds that can be heard in the local environment or school. Describe these sounds, for example, bell ringing, feet stamping, horns hooting, chairs rattling, sirens wailing, etc. Discuss these sounds and sort them according to those which are warning sounds and those which are not. Use voice and instruments to imitate these sounds, for example, reversing beeps on buses, screeching tyres, bells ringing, pedestrian crossing beeps.

Talk about and list sounds that can be heard in different parts of the local environment and decide which areas are safer than others, for example, in the park, on the main road or in the school car park.

Examine how sound is made and changed using musical instruments. Visit a museum to see at close hand a collection of instruments from other cultures.

Discuss, compose, sequence and perform a ‘safe and sound’ story and record this using a pictorial score or digital camera.
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Personal Development and Mutual Understanding

- travelling safely
- indoor and outdoor safety
- personal reactions to feeling unsafe
- people in our community who help us to keep safe
- choices and decisions

The Arts

The World Around Us

Physical Education
Outdoor Safety

Suggested Learning Intentions

- Identify some of the skills for keeping safe.
- Recognise ways of being more responsible for personal safety.

Suggested Activities

Talk about places that are safe and unsafe to play in. Distinguish between safe and unsafe things to do when playing outdoors and list the risks that may be involved. Identify safer places to use when crossing the road, and discuss the rules associated with the particular place, for example, zebra crossings, traffic lights or pedestrian crossings.

Identify places in the locality that are safer, for example, on the route to school. Use a digital camera to take photographs of the location and place on a drawn map of the local area. Make a shared list of why the place identified is safer.
Travelling Safely

Suggested Learning Intentions

- Identify strategies and skills for keeping safe.
- Understand the rules for keeping safe.

Suggested Activities

Discuss the main features and vocabulary from the weekly road safety calendar picture.

**Pedestrian Skills**
Practise ‘stop, look and listen’ skills through role-play situations. Identify the people who can help us cross the road. Develop and practise a simple strategy for finding help in an emergency.

**Passenger Skills**
Talk about how to be a responsible passenger in a vehicle, for example, sit in the back, wear your seatbelt, sit on the booster seat, do not distract the driver and wait for a bus or train to stop before boarding or disembarking.

**Risk Identification and Hazard Control**
Find out which colours are easier to see. Differentiate between ‘fast’ and ‘slow’, ‘near’ and ‘far’, on accompanied traffic observation walks. Recognise some of the dangers associated with busy and quiet roads.

Reinforce road safety by using Roamer activities.
Who Can I Turn To?

Suggested Learning Intentions

- Know who to go to for help.
- Identify strategies to protect yourself from potentially dangerous situations.
- Understand the contribution you can make to the school community.

Suggested Activities

Discuss the different people we can talk to about things that worry us or make us feel unsafe. As a class, group the suggestions into ‘family’, ‘friends’, ‘other adults’ and ‘organisations’. Discuss the common factor between these people (trust).

Research and gather materials or brochures about a number of organisations that are there to help us, for example, NSPCC, Women’s Aid or Childline. Create a contact list or directory of people and organisations who can help us. Display this in a prominent position in the classroom. Raise awareness in the school about the adults and organisations that are there to help us.
Safety in School

Suggested Learning Intentions

• Know about potential dangers and risks.
• Identify strategies and skills for keeping safe.
• Understand the contribution you can make to the school community.

Suggested Activities

Create a shared list of ‘risky’ times at school, for example, during PE, travelling to and from school or on the stairwells. Carry out a survey over a week (alternating survey monitors) and list the places and times when children put their safety at risk in school, for example, pushing in line, leaving schoolbags lying on the floor or running down stairs.

Talk about the data collected and identify any patterns, suggesting possible solutions. Use ICT software such as ‘Starting Graph’, to record and present the data and show the survey results at assembly.
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The World Around Us

- change over time
- place
- interdependence
- movement and energy

The Arts

Personal Development and Mutual Understanding

Physical Education
We Need Light To See

Suggested Learning Intentions

- Know that darkness is the absence of light.
- Be able to identify different sources of light.
- Understand the importance of using electricity safely.
- Know stories about people in the past.
- Recognise the reflective properties of materials.
- Be aware of the need for a fair test.
- Be able to select appropriate materials when designing and making simple objects.

Suggested Activities

Brainstorm our attitudes to darkness. Read a poem or story about light and dark, for example, ‘The Owl who was Afraid of the Dark’ by Jill Tomlinson.

Try to find objects in a darkened area. Discuss how these objects were found (what other senses did we use instead of sight).

Identify sources of light around school, compare these with light sources at home. Make a collection of light sources, using pictures from magazines. Discuss light sources used at particular times of the year, for example, fairy lights, candles or fireworks. Discuss the safe use of electricity.

Explore how a reflector needs a light source if it is to shine in the dark. Investigate which material would make the best reflector. (Test materials for reflectivity by putting them in the dark, then shining a light on the material, making observations for comparisons.) Represent the results of the test graphically.

Design and make a reflective item. Explain how the reflector works and record this information through shared writing or using a writing framework independently. Investigate and discuss which item is easiest to see in the dark.
Emergency Services

Suggested Learning Intentions

- Know about the essential services locally.
- Be able to identify the jobs and work roles of familiar people.
- Recognise sounds in the environment.
- Be able to select appropriate materials when designing and making models.
- Recognise the need for a fair test.

Suggested Activities

Talk about the emergency services (the ambulance service, fire brigade, coastguard rescue and police service). Why are they called the ‘emergency’ services? Choose one of these and find out about their job, uniform, why and how they keep safe at work and the transport they use.

Visit the station of one of the emergency services (a fire station or police station) to find out about the different jobs people do there. Interview someone in the emergency services (paramedic, coastguard, etc.) to find out about their role.

Consider why emergency service vehicles look and sound as they do. Design and make a model emergency service vehicle. Test the models in bright and limited light.

Role-play what happens after a road accident to establish the links between the emergency services. Create a diary for a member of the emergency services. Present this as a diary extract or as a television documentary.

Explain which, if any, of these service providers you would like to work for and why.
Animals in My Environment

Suggested Learning Intentions

- Recognise how animals use colour to adapt to the natural environment.
- Be aware of the importance of safety.
- Be able to identify the causes and consequences of change.
- Be able to assemble, rearrange and join materials when designing and making.

Suggested Activities

Play the ‘Camouflage and Lollipop Sticks’ game. Sort a pile of coloured lollipop sticks according to their colour. Count and record the number of each colour. Mix the sticks together and disperse outside in the grass. Try to find as many lollipop sticks in five minutes. Sort each colour and count them. Discuss which colour was easiest to find and which was the most difficult.

Discuss what camouflage is and why it may be both important for animals and dangerous for children, for example, in relation to road safety. Visit a local forest to investigate insects which use patterns and colours to disguise themselves. Discuss the importance of washing hands after handling plants and animals.

Design and make an animal camouflage mobile. On one side of a piece of paper, draw an animal against a white background and on the other side draw the same animal in its camouflaged environment. Attach the pictures of these animals to the mobile.

Draw an animal who uses camouflage and cut it out. Place the picture somewhere in the classroom. See who can find it first.

Collect magazines and books to search for pictures of animals which have camouflage. Choose one of these animals, cut it out and paste onto paper. Select the appropriate colours to draw the environment around the animal. Present your picture to the class and describe your drawing.

Visit a museum to see how the animals use colour and pattern in camouflage and disguise. What else uses camouflage to keep safe?
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**Physical Education**
- simple movements and sequences
- safety
- changing for PE
- warm ups and cool downs

**The Arts**

**Personal Development and Mutual Understanding**

**The World Around Us**
Ideas for Connecting Learning *Safe and Sound*

**Ready for Take Off... And Landing**

**Suggested Learning Intentions**
- Perform simple sequences by linking movements together.
- Lift, carry, place and store a wide range of apparatus safely.
- Explore with guidance and use a wide range of apparatus safely.
- Recognise and follow rules and safety procedures within the PE lesson.
- Understand the reasons for changing for PE.

**Suggested Activities**

Explore a variety of methods of jumping, using feet, hands and feet, on the floor and with apparatus. Practise the five basic jumps:
- two feet to two feet
- two feet to one foot
- one foot to two feet
- one foot to same foot
- one foot to other foot

Explore, practise and perform all the jumps on the ground until you are totally familiar with them, before applying, developing and adapting them on apparatus or with a partner.

**Teachers’ Notes**

Using the theme of ‘Jumping and Landing’, the children will experience a series of educational gymnastics lessons following the basic structure of warm-up, floor-work, development/apparatus work and cool-down. The theme of jumping and landing can be divided into two parts: the take-off and the landing.

The skill of building sequences should also be developed gradually, starting with simple movements performed on the floor before progressing on to apparatus. Sequences help children to select the skills they have learned and apply them to various situations.

Good organisation of apparatus is essential for safety. Children should be responsible for taking out and putting away their own apparatus in every lesson. The handling of apparatus is an important learning process in its own right. It is an opportunity to teach correct and safe lifting and lowering techniques as well as helping children to work with others. Give them as much time as necessary to learn the safe and efficient handling of each individual piece. Children must listen carefully to all instructions and rules. Position apparatus safely – not too close to other apparatus or walls. Children must be taught to jump off the apparatus and land safely only where mats have been placed.

Prepare an appropriate apparatus layout prior to the lesson/s and share it with the children before and during the lesson. Try to match the complexity of the layout with the age and competence of the class.

Prior to the lessons, remind children about why they change for PE (safety and hygiene).

Begin each lesson with a lively, enjoyable warming up of the body. Remind children that in warming up, they are preparing their body by stretching and warming the muscles and by loosening up the joints. At the end of each lesson, the children should take part in a cool-down to return the body to a more restful state, in preparation for a classroom activity.
**Contribution to the Development of Skills**

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities.

**Communication**
- Use a developing vocabulary to talk about and express their thoughts, feelings and experiences.
- Sort and collate information in different forms.
- Organise ideas simply and appropriately.
- Respond to what they have read, beginning to give opinions.
- Comment on what they have done and give reasons for their choices.
- Contribute to shared writing activities to produce a collaborative piece.
- Begin to use appropriate form, showing a sense of structure and organisation.

**Using Mathematics**
- Select and use, with help, appropriate forms of mathematical representation to present findings.
- Gather information relevant to a topic and record results in a variety of ways, including the use of ICT.
- Explore movement and direction and demonstrate an understanding of angle as a measurement of turn, in a range of ways including the use of ICT.
- Suggest ways of recording information.
- Select and use with help appropriate forms of mathematical representation to present findings.
- Discuss possible approaches to solving a problem building on one another’s ideas.
- Explore mathematical concepts in other contexts.
- Explore different ways of sorting, comparing and recording.

**Using ICT**
- Compose and edit text on-screen to communicate and develop ideas.
- Select and use appropriate images or sounds, adding text and/or own voiceover.
- Access, select and use information from a given digital source.
- Collect and enter data, present it in graphical form and make observations.
- Carry out and edit a series of instructions using devices or environments.
Thinking Skills and Personal Capabilities

**Managing Information:** Asking deeper and wider questions to clarify the task, to plan and to set goals. Having a sense of audience and purpose. Developing methods for collating and recording information and monitoring progress on a task.

**Thinking, Problem-Solving and Decision-Making:** Identifying patterns and relationships. Explaining and justifying methods, opinions and conclusions. Making and testing predictions, linking possible causes and effects. Discriminating between fact and opinion. Understanding more than one point of view. Examining options and weighing up pros and cons. Trying alternative solutions and approaches.

**Being Creative:** Experimenting in playful ways. Seeking out problems and challenging the routine method. Seeing opportunities in mistakes and failures. Building on own and others’ ideas and experiences, using all the senses. Experimenting with different designs, actions and outcomes. Valuing other people’s ideas.

**Working with Others:** Becoming independent. Understanding and responding to feedback. Taking responsibility for tasks and roles in groups. Working to reach agreements and beginning to manage disagreements.

**Self Management:** Becoming self-directed by working on their own. Working towards personal targets. Evaluating what they are learning and comparing their approaches with others. Identifying how their learning might be change or stay the same in different contexts.
# Suggested Resources

## Digital Resources

<table>
<thead>
<tr>
<th>ICT Software</th>
<th>Suggested Websites</th>
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<tr>
<td>Starting Graph – Research Machines</td>
<td><strong>Children’s Safety Association of Canada</strong>&lt;br&gt;www.safekid.org</td>
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<td><strong>Department for Transport – Primary Resources</strong>&lt;br&gt;www.dft.gov.uk/think/teachers/lessonplans/primary/</td>
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<td><strong>Kidscape</strong>&lt;br&gt;www.kidscape.org.uk</td>
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<td></td>
<td><strong>National Children’s Safety Books</strong>&lt;br&gt;www.ncsb.co.uk</td>
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<td><strong>National Safety Council</strong>&lt;br&gt;www.nsc.org</td>
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<td><strong>National Society for the Prevention of Cruelty to Children</strong>&lt;br&gt;www.nspcc.org.uk</td>
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<td><strong>Oxfam</strong>&lt;br&gt;www.oxfam.org</td>
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<td><strong>Play Music</strong>&lt;br&gt;<a href="http://playmusic.org/">http://playmusic.org/</a></td>
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<td></td>
<td><strong>Royal Society for the Prevention of Accidents</strong>&lt;br&gt;www.rospa.co.uk</td>
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<td><strong>The Scottish Good Egg Guide to Child Safety</strong>&lt;br&gt;www.protectchild.co.uk</td>
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<td><strong>Sun Protection and Skin Cancer Prevention Information</strong>&lt;br&gt;www.careinthesun.org</td>
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<td><strong>Travel Wise</strong>&lt;br&gt;www.travelwise.org.uk</td>
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### Traditional Resources

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<tr>
<th>Books/Teaching Materials</th>
<th>Audio/Visual (Media Texts)</th>
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<tbody>
<tr>
<td><strong>Crackers Snacks Resource Pack</strong> Ulster Cancer Foundation</td>
<td><strong>All About Us: Look After Yourself</strong> Channel 4 Learning video</td>
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<tr>
<td><strong>The Emergency Service</strong> BT Education Service</td>
<td><strong>All About Us: Crunch Time – Dental Health</strong> Channel 4 Learning video</td>
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<tr>
<td><strong>Finding Out About Food</strong> National Dairy Council</td>
<td><strong>The Amazing Adventures of Catherine Wheel</strong> Video DVD Resource ROSPA</td>
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<tr>
<td><strong>Fire Safety at Home</strong> Western Education and Library Board</td>
<td><strong>Carnival Overture</strong> Dvorak</td>
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<tr>
<td><strong>Get Splashed – Safety in the Sea</strong> Royal National Lifeboat Institution (RNLI)</td>
<td><strong>Dance of the Comedians</strong> (from the Bartered Bride) Smetana</td>
</tr>
<tr>
<td><strong>Gymnastics at Key Stage 1</strong> Southern Education and Library Board</td>
<td>**Natural Inventions: Programme 5 ‘Seen or Hidden’ 4Learning video, order code: 169219</td>
</tr>
<tr>
<td><strong>A Highway Code For Young Road Users</strong> (Department of Environment, Transport and the Regions:1997) ASIN: B001AC3DAQ</td>
<td><strong>Orinoco Flow</strong> Enya</td>
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<tr>
<td><strong>Let’s Begin</strong> Royal Society for the Prevention of Accidents [ROSPA]</td>
<td><strong>Stop, Look, Listen: The Lunch Bunch</strong> Channel 4 Learning video</td>
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<tr>
<td><strong>Living. Learning. Together.</strong> (CCEA:2007)</td>
<td><strong>Tropical Storm with a Tiger</strong> Henri Rosseau</td>
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<tr>
<td><strong>Nuffield Primary Science: Key Stage 1</strong> (Collins Educational:1995) ISBN: 0 0 0 310245 9</td>
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<tr>
<td><strong>The Owl Who was Afraid of the Dark</strong> Jill Tomlinson (Egmont books:2002) ISBN: 1405201 770</td>
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<td><strong>Play/Stay/Keep Safe</strong> National Children’s Safety Books</td>
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<tr>
<td><strong>Safe Start</strong> ROSPA</td>
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<td><strong>Small Beginnings</strong> ROSPA</td>
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<tr>
<td><strong>Roadwise - workbook for children</strong> ROSPA</td>
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<tr>
<td><strong>Take Care series</strong> Carole Wale (Wayland:1996)</td>
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<tr>
<td><strong>Your Emotions series</strong> Brian Moses (Wayland:1994)</td>
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### Organisations

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<th>Useful Contacts</th>
<th>Places to Visit</th>
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| Road Safety resources available from the Department of the Environment.  
Contact: Road Safety Education Officer.  
Tel: 028 3752 0773 | NI Women’s Aid  
129 University Street  
Belfast  
BT7 1HP  
Tel: 028 9024 9041 |
| Free leaflets on a variety of forestry topics are available from local forests or by writing to:  
Forest Education Centre  
Belvoir Park Forest  
Belfast  
BT8 4QT | Ulster Cancer Foundation  
40-42 Eglantine Avenue  
Belfast  
BT9 6DX  
Tel: 028 9066 3281 |
| Ulster Museum  
Botanic Gardens  
Belfast  
BT9 6TS  
Tel: 028 9038 3030 | |

*Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites were live.*
Ideas for Connecting Learning (ICLs)

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Focus

- Simple movements and sequences
- Safety
- Changing for PE
- Warm ups and cool downs

Personal Development and Mutual Understanding

- Travel safely
- Indoor and outdoor safety
- Personal reactions to feeling unsafe
- People in our community who help us to keep safe
- Choices and decisions

The World Around Us

- Change over time
- Place
- Interdependence
- Movement and energy

The Arts

- Colour in the environment
- Artists at work
- Clay models
- Sounds in the environment

Physical Education