

Key Stage 1 Years 3 & 4

School's Cool



focus

Children develop a sense of identity and recognise the relevance school has on their lives. They become aware of the different aspects of school, now and in the past.

The Arts

- mono-printing
- observational drawings of buildings
- playground songs and games
- sound stories
- sounds at school
- playground songs
- drama

Personal Development and Mutual Understanding

- roles and responsibilities
- friendships
- bullying
- rules and codes of behaviour
- resolving conflicts

The World Around Us

- change over time
- place
- interdependence

Physical Education

- good health and physical activity
- playground games
- turn-taking, sharing and co-operating



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This ICL booklet 'School's Cool' contains the following:

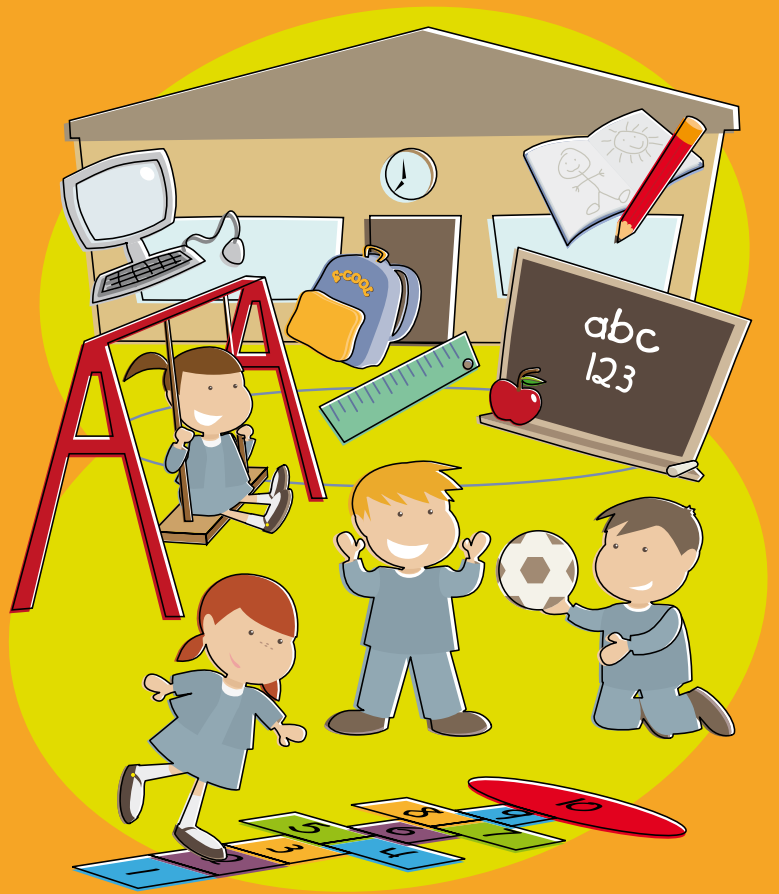
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Personal Development and Mutual Understanding

The World Around Us

Physical Education

What Do Different Schools Look Like?

Suggested Learning Intentions

- Be able to respond to reference materials and resources.
- Realise ideas and intentions through drawing.
- Begin to understand and use some visual elements to communicate ideas.
- Be able to use mono-printing techniques.

Suggested Activities

Collect and examine photographs of old and modern school buildings. Discuss and compare their architectural features, for example, the symmetry and mathematical shapes of windows, doorways, decorative stonework, plasterwork and tiling. Discuss ways of sorting the photographs.

Choose an interesting feature of the school building and make pencil sketches of it. Take digital photographs to aid the drawing. Record the pattern, texture and surface detail where appropriate. Experiment with the effects of varying the pressure used on the pencil lead to produce a variety of light and heavy marks. Present the finished artwork to the rest of the class. Discuss the variety of effects produced by varying the pencil pressure and reflect on the areas of work that are particularly successful.

Use the observational drawings as a reference to create a range of printed images of the school, using simple tabletop and transfer draw mono-printing.



What Sounds Can Be Heard In Our School?

Suggested Learning Intentions

- Be able to listen to and respond to sounds.
- Use a variety of ways to record sounds.
- Be able to respond to their own and others' music-making.
- Sing and perform simple songs.

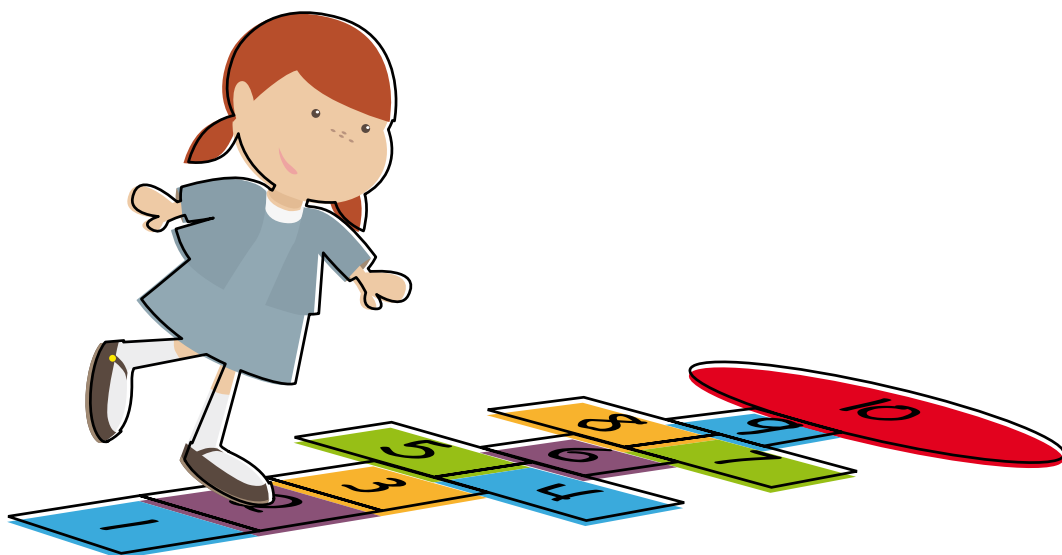
Suggested Activities

With eyes closed, listen to and identify sounds that can be heard in the classroom. Imitate the sounds using voices or untuned percussion.

Investigate and record sounds in various areas around the school. In groups, choose an area of the school and isolate the various sounds that can be heard there. Create compositions in the form of a sound picture where each sound is represented by a symbol and recorded as a score. Perform the compositions and record the sounds using ICT software, such as 'Compose World Junior'. Discuss each group's composition and suggest where improvements, if any, can be made. Create compositions for other areas or times of the day, for example, 'A journey to school', or, 'My day at school'.

Brainstorm playground games and songs, for example, clapping and skipping songs. In groups select a game and sing the accompanying song, ensuring each person is familiar with the tune and words. Perform the game and song for the class.

At home, find out about and record traditional playground songs and games. In school, perform these songs and games and teach them to the rest of the class.



How Do We Communicate In School?

Suggested Learning Intentions

- Be able to give and receive clear instructions.
- Explore different types of greetings.
- Recognise how stories are structured.
- Use imagination to express thoughts, feelings and opinions.

Suggested Activities

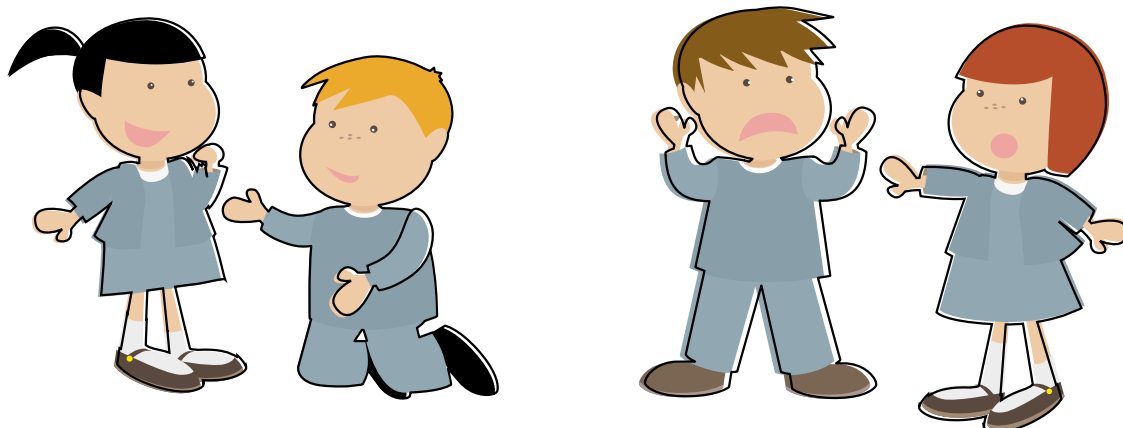
Use circle time to explore different sounds, rhythms and gestures using the names of classmates, for example, repeat vocally and visually, 'Susan Smiling' or 'Arthur Angry'. Experiment with passing around a clap rhythm or hand sound. Experiment with gesture and expression, for example, angry - fist, surprised - hand over face.

Discuss the importance of giving and receiving clear instructions in school. Play drama games which rely on giving, listening and responding to clear instructions, for example, 'O'Grady Says', 'Ship to Shore', 'Grandmother', 'Footsteps' or 'Fruit Bowl'. In pairs, mime a variety of greeting scenarios, for example, teachers and parents meeting with a handshake or two friends meeting with a hug. Consider the ways in which people in other cultures greet each other. Develop greetings using language, suggest what might be said and try out which works best.

Invite imaginary personalities into the classroom and prepare suitable questions. These 'Hot Seat' characters might include a pop/film/TV/sports star or cartoon character. Film the improvised interview sequences.

Discuss what makes a good story, for example, characters, structure and plot. Explore a range of popular stories and in groups agree on one story to structure as a **Freeze Frame***, reflecting the key moments. Add basic costumes and props where possible to the Freeze Frames and add effects, such as, speech bubbles, sound or titles.

* see *Active Learning and Teaching Methods for Key Stages 1 & 2*





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Personal Development and Mutual Understanding

- roles and responsibilities
- friendships
- bullying
- rules and codes of behaviour
- resolving conflicts

The Arts

The World Around Us

Physical Education

You-nique

Suggested Learning Intentions

- Identify personal strengths, abilities and characteristics.
- Appreciate similarities and differences between people.
- Recognise the effect of a range of feelings and emotions.

Suggested Activities

Use circle time to identify what classmates have in common, for example, change seats if you have blue eyes, if your favourite colour is blue, if you belong to P3, etc. Discuss and identify something that is unique and special about you, for example, 'I am special because I was born in South Africa', 'I have a dog called Ginger' or 'I play the violin and guitar'.

Carry out a class survey considering the following statements:

- 'I am good at...';
- 'I like to...';
- 'I don't like...';
- 'I have really improved at...'; and
- 'I would like to learn to...'

Use ICT software, such as 'Pick a Picture' or 'Starting Graph', to record and present information in an appropriate format. Identify similarities and differences between class members.

From Primary Values read the story 'Something Else' by Kathryn Cave and Chris Riddell. Discuss the feelings and emotions of the characters in the story. Discuss how Something Else tried to be like the others. Why did he want to be like them? Begin to explore similarities and differences and the value of both.

One Big Jigsaw

Suggested Learning Intentions

- Identify members of the school community.
- Appreciate the interdependence of members of the school community.
- Recognise why and how rules are made.
- Identify ways in which conflict could be lessened, avoided or resolved.
- Recognise some of the positive influences on the feelings of others.

Suggested Activities

Design and make a large school jigsaw and represent each section of the school community in each piece of the jigsaw. Consider the jobs that are required to create a harmonious school and what each member of the school community contributes to this.

Consider and list how we expect to be treated as a member of the school community and how we expect to treat others. Discuss ways in which we can work better together to improve one thing about school, for example, playground behaviour. Suggest ways to improve the situation, for example, playing playground games with the older pupils or introducing equipment on a rota basis and drawing up plans of action.

Brainstorm the school rules and sort them into categories, for example, health and safety, fairness, protection. Why do we keep our school rules? Reflect on how rules are made and why a school needs rules.

Consider the question, 'How do we celebrate belonging to our school?' List symbols of our school identity, for example, school crest, school song and uniform. Design tokens using ICT software, such as 'Pawprints', to give to someone to say thank you for making a positive contribution to school life (no matter how large or small).

Friends Through Thick or Thin

Suggested Learning Intentions

- Know what qualities make a good friend.
- Recognise some of the negative influences on the feelings of others.
- Identify ways in which conflict could be lessened, avoided or resolved.

Suggested Activities

Review 'Something Else' by Kathryn Cave and Chris Riddell. Discuss the friendship of Something Else and Something. As a class, brainstorm the qualities of a good friend and record these on individual cards. In small groups, negotiate, decide and order what you think are the most important attributes of a friend. Report back and negotiate the final order as a class.

Identify the types of unfriendly behaviour that children in the class find most upsetting. Consider these as 'put-downs', things people do or say that make us feel sad. Discuss how words and actions can both encourage and put down others. Identify the put-downs in a suitable story or from an excerpt of a TV programme or film. Make comparisons with the class list.

Discuss and devise a classroom code, for example:

- If someone annoys me I ask them to stop. I tell them why and that I don't like it.
- If I annoy someone, I listen if they ask me to stop.

Using role-play explore different scenarios in school to discover whether the code works in practice. Discuss ways in which the class could make the code work more of the time.



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The World Around Us

- change over time
- place
- interdependence

The Arts

Personal Development and Mutual Understanding

Physical Education

What Does My School Look Like?

Suggested Learning Intentions

- Be aware of the main aspects of school and its surroundings.
- Identify similarities and differences between schools in the local area and in other lands.
- Develop a sense of place.
- Identify sounds in the school.
- Recognise causes and consequences of changes in the local environment.

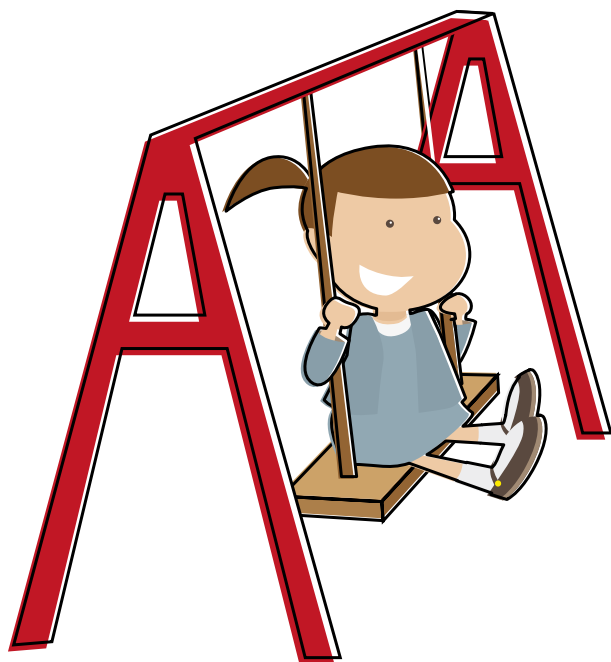
Suggested Activities

Identify the main features of the school, for example, the number of rooms and the function of each. Brainstorm the uses of electricity in school. Find out the school address and some of the street names which surround it. Observe, describe and draw details of the school, labelling key features, such as, doors, windows, roof and rooms. Use ICT software, such as, 'Map Detectives' or 'Designer' to create a bird's eye view of the classroom. Plan and create a short route through school for a programmable device, such as, Roamer. Identify the sounds in school as you travel around.

Observe and investigate what can be seen outside the classroom window. Discuss, research and identify how the school grounds might be improved, for example, rubbish bins or more play facilities.

Design and make a model of a piece of playground equipment, for example, a climbing frame.

Design and make a giant collage from tessellated shapes, using each shape to illustrate the many ways in which 'school is cool'.



Who Works in My School?

Suggested Learning Intentions

- Identify the jobs and work roles of people who help us in school.
- Know about some of the goods and services the school uses.

Suggested Activities

Find out who helps us in school. What is their job? Use plans to identify what part of school they work in.

Find out by interviewing and recording what these people need to do their job and what they like or dislike about their work.

Use a digital camera to take photographs and add labels, captions or speech bubbles about what these people say about their job.

Use ICT software, such as, 'My World 3' or 'Slideshow' to create a visual display of information.

Research a product used in school and trace its journey from origin to destination.

Identify and list the different visitors to school, for example, police, fire, nurse or ambulance service.

Invite some visitors in to talk about their roles and responsibilities.

During circle time discuss things you are good at in school and things you could do better. Identify how you might improve.

Consider which job you think would be the most fun and explain why.

Me and My School

Suggested Learning Intentions

- Place events on a timeline.
- Identify obvious differences between the past and present.
- Recognise why some materials are chosen.

Suggested Activities

Create a personal timeline of the different stages you go through at school. Record your memories and achievements so far. Compose questions for older relatives or a past pupil to discover differences between school, now and in the past, for example, the school day, subjects, equipment, uniform, rules or playground games.

Visit an old schoolhouse, for example, Ballydown at Cultra or the Causeway School. Collect, explore and examine artefacts from the old school. If appropriate, find out when your school was opened. What did it look like? How has it changed? Find out if any parents or teachers went to your school.

Identify and place in chronological order the seasonal events celebrated at your school.

Discuss the school uniform and the class's likes and dislikes. Design a new school uniform. Discuss what materials you would use.

Use e-mail to make contact with a school in another country. Compare the similarities and differences between the two schools.

How Do I Get to School?

Suggested Learning Intentions

- Identify obvious similarities and differences between the past and the present.
- Know some of the ways to cross the road safely.

Suggested Activities

Discuss how members of the class travel to school and compare with how older relatives travelled to school in the past.

Discuss landmarks passed on the way to school. Use ICT software, such as, 'Counting Pictures' or 'Starting Graph' to record, analyse and present this information.

Identify any traffic hazards on the way to school and discuss how these could be resolved. Talk about the dangers of crossing the road on dark days. Consider the use of reflective materials in relation to safety.



What Materials Do We Use In School?

Suggested Learning Intentions

- Know the range of materials used in school and why they have been chosen.
- Be able to identify obvious differences between the past and the present.
- Be aware of the influence of media on our personal views, choices and decisions.

Suggested Activities

Discuss the different materials used in school, classify these and record as a class. Focus on one feature of school and explore the range of materials used, for example, in schoolbags. Discuss and investigate why these materials have been chosen, for example, schoolbags are made of tough canvas or leather so they can carry lots of books, they sometimes have reflective materials to make it easy to see children on dark mornings.

Find out how schoolbags have changed over the years (or any other item associated with school life). Look at the variety of schoolbags in the classroom and record this. Compare the weights of schoolbags in class. Consider how the media influences our choice of schoolbag (brand name, style, colour). Design an ideal schoolbag and use traditional or digital resources to create an advertising poster.





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Physical Education

- good health and physical activity
- playground games
- turn-taking, sharing and co-operating

The Arts

Personal Development and Mutual Understanding

The World Around Us

Playground Fun

Suggested Learning Intentions

- Recognise and value the importance of being physically active.
- Understand how to be physically active.
- Know how to move in a variety of ways safely.
- Know how to use a variety of equipment and resources.
- Be able to develop routines of turn-taking, co-operating and sharing.

Suggested Activities

Find out from parents and grandparents what games they played in their school playground. Share these with the class and teach some of them to each other. Identify the games still played today and think about why they are so popular, for example, hopscotch, skipping games.

Learn and practise a range of playground games, for example, hopscotch, skipping/clapping games and rhymes, 'traffic lights', 'What's the Time, Mr Wolf?', 'dog and bone', 'Queenie', small ball games, ring games. Make use of any existing playground markings.

Encourage children to play these games at break and lunch times. Take some photographs using a digital camera and create a class display. Include children's writing/pictures related to the games their parents and grandparents played, the games they play in their own playground, instructions on how to play particular games and the rules associated with them.

Discuss the importance of physical activity, good health and being active everyday. How does playing some of these games at break and lunch contribute to this? By providing the stimulus and equipment to enable children to be physically active, children will develop the necessary skills to be active at home in their own time.

For safety reasons, a certain area of the playground may need to be zoned off for the use of some equipment and/or games, for example, running/chasing games. Year 7 pupils could be used as playground monitors to set out and collect the equipment before and after break and lunch. Introduce a rota system so that all pupils can use the equipment at some stage during the week.



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

- Talk about the information that needs to be gathered.
- Suggest ways of recording information.
- Gather information relevant to a topic and record results in a variety of ways, including the use of ICT.
- Select and use with help appropriate forms of mathematical representation to present findings.
- Explore different ways of sorting.
- Use personal methods to record findings/present information.
- 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.

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 source.
- Collect and enter data, present it in graphical form and make observations.
- Carry out and edit a series of instructions using digital 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 the same/different in different contexts.

Suggested Resources

Digital Resources	
ICT Software	Suggested Websites
Compose World Junior – ESP	British Heart Foundation www.bhf.org.uk
Counting Pictures – Blackcat	
Designer – Blackcat	Irish Council of Churches www.irishchurches.org
The Map Detectives – Sherston	
My World 3 – Dial Solutions	National Museums and Galleries of Northern Ireland www.magni.org.uk
Pawprints – Blackcat	One World Centre – Citizenship www.bigpic.biz
Pick a Picture – Blackcat	
PowerPoint – Microsoft	Ulster Folk and Transport Museum www.uftm.org.uk
Roamerworld – Valiant	UNESCO www.unesco.org
Slideshow – Blackcat	
Starting Graph – Research Machines	Youth Sport Trust www.youthsporttrust.org
SwitchClicker 4 – Crick	
Talking First Word – Research Machines	
Traditional Resources	
Books/Teaching Materials	Audio/Visual (Media Texts)
Active School Resource Pack (British Heart Foundation:2001)	
Warming Up and Cooling down J Harris and J Elbourn (Human Kinetics Group Europe: 2002) ISBN: 0736038787	

Organisations	
Useful Contacts	Places to Visit
	<p>Ballydown School Ulster Folk and Transport Museum Holywood Co Down BT18 OEU Tel: (028) 9042 8428</p> <p>The Ulster American Folk Park Castletown Omagh Co. Tyrone Education/Group Bookings Tel: (028) 8225 6320</p>

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.

