

 <p>We are all Unique</p> 	<b>Year</b>	<b>1</b>	<b>Topic</b>	All About Me
			<b>Focus</b>	My own identity & different family make-ups
			<b>Big Question</b>	What does it mean to be me?
	<p>In this unit, children will explore the theme of identity and diversity in the context of similarities and differences between themselves. They will examine the factors which make up our identity, such as looks, what they like/dislike, what their families look like, and generally what makes them unique to others. Children will make links between their learning in science when focusing on the senses that they like and dislike. They will learn about how our differences make us special and how we all have a collective responsibility to ensure that people are included and made to feel welcome. By the end of the unit, most children will be able to talk about how we are unique and that this should be celebrated.</p>			

Prior Learning (EYFS)	Future Learning
<p><b>Communication &amp; Language</b> -Articulate their ideas and thoughts in well-formed sentences.</p> <p><b>Personal, Social, Emotional Development</b> -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others.</p> <p><b>Understanding the World</b> -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Understand that some places are special to members of their community. -Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>-Children will gain an understanding and appreciation of diversity through the context of culture, religion and languages in our school and wider locality.</p> <p>-Children will gain an understanding and appreciation of diversity through the context of physical and hidden disabilities.</p> <p>-Children will gain an understanding and appreciation of diversity through the context of gender and sexuality.</p> <p>-Children will gain knowledge of the negative impact of prejudice and stereotyping in the contexts of gender, sexuality and race.</p>

Curriculum Links	Global Citizenship Themes	
<p><b>Citizenship Curriculum: Diversity and Communities:</b></p> <p>-Be able to describe some aspects of their identity, and recognise some similarities and differences between themselves and others.</p> <p>-Know about some similarities and differences in people's lifestyles, including different groups people belong to.</p>	Identity & Diversity	
	Knowledge & Understanding	Skills
	Similarities & differences between self & others	Show awareness of & concern for people's feelings

Key Vocabulary
marvellous, like, dislike, family, healthy, kindness, unique, same, different, likes, dislikes, feelings, name, address, fair, unfair, safe

Recommended Texts & Web Links
<p>My Friends &amp; Me by Stephanie Stansbie, What Makes Me Me? By Ben Faulks &amp; David Tazzyman, Fins, Fluff and Other Stuff by Bruno and Dreda Blow, We are Family by Patricia Hegarty, My Daddy's Going Away by Christopher MacGregor, My Hair by Hannah Lee, Anyone Can Be My Friend by Marnie Willow, A Handful of Buttons by Carmen Parets Luque, All Are Welcome by Alexandra Penfold, In Every House on Every Street by Jess Hitchman</p>

What pupils need to know or do to be secure	
Key Learning	Activities / Application of knowledge / Possible Evidence / Enhancements to CP Areas
<p><b>SD Goals:</b> Good health &amp; well-being, quality education, gender equality, reduced inequalities</p> <p><b>What does it mean to be me?</b></p> <ul style="list-style-type: none"> <li>- Children will know that four factors which make them unique are their looks; where they live; their family; their likes and dislikes.</li> </ul>	<p><b>Small world Area:</b> Various dolls and houses. Home setting. Diverse.</p> <p><b>Construction Area:</b> Pictures of different houses and homes. Tubes/Boxes to make bigger home models.</p>

### **Why should I be proud of being me?**

- Children will know what makes them feel proud about themselves & will have been introduced to the word 'unique'.

### **What do I look like?**

- Children will explore what makes them unique physically: hair, eyes, face shape, skin, height etc.

### **Am I the same as my friends?**

- Children will learn how they are different to their friends - looks, personality, families, religion etc.

### **Where do I live?**

- Children to learn about their local area. ([Geography link](#))

### **Who is my family?**

- Children will be aware that there are different types of families: e.g. split parents, living with extended family members. Children will read 'We Are Family' by Patricia Hegarty.
- Children to share photographs of their family at home.
- Children to create a basic family tree.

### **What are my likes and dislikes? (*Taught within Science lesson*)**

- Children to explore their senses and develop an understanding of things that they like and dislike - do they have any in common with peers?
- Tasting different foods and feeling materials in 'feel boxes'.

### **How do we use technology in my house? (*Taught within Computing lesson*)**

- Children will engage in an interactive game on their iPads on Purple Mash.

### **Do we all speak the same language?**

- Children will know that some people speak languages that are different to English.
- Children to explore basic greetings in other languages. ([MFL and BSL link](#))

### **What does it mean to be me?**

### **Tuff Tray:**

#### **What are my likes and dislikes?**

Thumbs up/down sheet or stickers - sensory: different smells and feels. (*Links to science Senses and Everyday Materials*).

### **Creation Station:**

#### **What does it mean to be me?**

Egg cress heads. Decorate an empty egg shell and place in cardboard tube. Use paper and card to dress the tube 'body' - focus on the things that make them unique and special.

#### **Am I the same as my friends?**

Children to create a collage of a friend in the class. Photos to be provided in the provision area.

#### **What do I look like? (Art links)**

Mirror for children to draw self portraits. Pictures of different face shape, skin colour, eyes, mouth etc. Options to use different mediums (chalk/charcoal/pencils that are in the provision).

#### **Who is in my family?**

Children bring in photos for input session previous week. Photocopy and place into a basket so the children can draw their own family portrait.

### **Investigation Station:**

#### **How do we use technology in my house?**

Sorting activity - what uses electricity and what doesn't? Physical objects.

#### **Do we all speak the same language?**

- Children will confidently showcase their learning in a verbal or digital format. They will relate this learning to their 'big question'.

Bilingual books in the provision for children to explore different languages.

**iPads/Computing:**

**How do we use technology in my house?**

Internet Safety: Purple Mash activity.