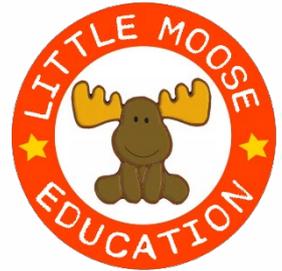


# Our School

Social Studies Topic

EARLY LEVEL



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### PART ONE

Classroom

### PART TWO

The Hall

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Outside Space

## BLURB

Explore your school. Think about the furniture and equipment in the classroom. Find out about the school hall and its various uses. Identify the many people who help make the school work. Discover when we use outside space and why it is so important to the school.

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## OUTCOMES

TOPIC OR THEME	LEVEL	CURRICULUM AREA	TEACHERS
OUR SCHOOL	Early	Social Studies	

## CURRICULUM FOR EXCELLENCE OUTCOMES

### ART AND DESIGN

I have the freedom to discover and choose ways to create images and objects using a variety of materials.

**EXA 0-02a**

I can create a range of visual information through observing and recording from my experiences across the curriculum.

**EXA 0-04a**

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama.

**EXA 0-12a**

I use drama to explore real and imaginary situations, helping me to understand my world.

**EXA 0-14a**

I enjoy singing and playing along to music of different styles and cultures.

**EXA 0-16a**

I can respond to music by describing my thoughts and feelings about my own and others' work.

**EXA 0-19a**



# HEALTH AND WELLBEING

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

## **HWB 0-11a**

I value the opportunities I am given to make friends and be part of a group in a range of situations.

## **HWB 0-14a**

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

## **HWB 0-16a**

I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.

## **HWB 0-17a**

In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.

## **HWB 0-19a**

I can describe some of the kinds of work that people do and I am finding out about the wider world of work.

## **HWB 0-20a**

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.

## **HWB 0-21a**

I know that being active is a healthy way to be.

## **HWB 0-23a**

I can show ways of getting help in unsafe situations and emergencies.

## **HWB 0-42a**



# LITERACY

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

## **LIT 0-01c**

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.

## **LIT 0-02a**

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

## **LIT 0-09a**

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.

## **LIT 0-10a**

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.

## **LIT 0-16a**

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

## **LIT 0-19a**

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

## **LIT 0-26a**



## MATHS AND NUMERACY

I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.

### **MNU 0-20a**

I can match objects, and sort using my own and others' criteria, sharing my ideas with others.

### **MNU 0-20b**

## SOCIAL STUDIES

I explore and discover the interesting features of my local environment to develop an awareness of the world around me.

### **SOC 0-07a**

I am aware that different types of evidence can help me to find out about the world around me.

### **SOC 0-15a**

By exploring my local community, I have discovered the different roles people play and how they can help.

### **SOC 0-16a**

I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.

### **SOC 0-17a**

Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.

### **SOC 0-18a**



# TECHNOLOGIES

I enjoy playing with and exploring technologies to discover what they can do and how they can help us.

## **TCH 0-01a**

I explore software and use what I learn to solve problems and present my ideas, thoughts, or information.

## **TCH 0-03a**

I enjoy exploring and using technologies to communicate with others within and beyond my place of learning.

## **TCH 0-04a**

I enjoy taking photographs or recording sound and images to represent my experiences and the world around me.

## **TCH 0-04b**



PURPOSE	ACTIVITIES	CRITERIA	EVIDENCE
<ul style="list-style-type: none"> <li>• I am finding out about different parts of my school.</li> <li>• I am learning about the furniture and equipment in the classroom.</li> <li>• I am discovering the many purposes of the school hall.</li> <li>• I am listening to music associated with school.</li> <li>• I am using drama to mimic activities.</li> <li>• I am learning about the people who work in the school and how they help.</li> <li>• I am learning about appropriate behaviour at school.</li> <li>• I am using different media to create art.</li> <li>• I am participating in group work with my classmates.</li> <li>• I am using technology to enhance my learning experience.</li> <li>• I am listening to stories about school experiences.</li> <li>• I am learning about the school's outside space and its purposes.</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete a handwriting worksheet for each section of the pack.</li> <li>2. Complete a sorting activity for each section of the pack.</li> <li>3. Complete a matching activity for each section of the pack.</li> <li>4. Create a school frieze.</li> <li>5. Talk about appropriate behaviour in different parts of the school.</li> <li>6. Listen to music associated with school.</li> <li>7. Complete artwork using a variety of media.</li> <li>8. Use roleplay to act out activities.</li> <li>9. Discuss safety at school.</li> <li>10. Take photographs of the topic activities.</li> <li>11. Identify and explain school equipment.</li> <li>12. Discuss events and activities that happen in school.</li> <li>13. Write about people and events at school.</li> <li>14. Use the internet to find pictures of other schools.</li> <li>15. Poll the class.</li> </ol>	<ul style="list-style-type: none"> <li>• I can talk about and identify different parts of my school.</li> <li>• I can talk about different furniture and equipment in my classroom.</li> <li>• I can give examples of different uses for the school hall.</li> <li>• I talk about my experiences at school.</li> <li>• I can participate in a class discussion.</li> <li>• I can listen to and appreciate different music styles.</li> <li>• I can talk about the people in school who help us.</li> <li>• I can use technology like the internet and digital cameras to enhance my learning.</li> <li>• I can complete handwriting, sorting and matching activities.</li> <li>• I can write new words associated with school.</li> <li>• I can explain activities that take place in the school's outside space.</li> <li>• I can create artwork using a variety of media.</li> </ul>	<p><b>MAKE</b>            Draw yourself at your desk.            Draw lunchtime in the hall.            Draw your class at work.            Draw yourself at playtime.            Create various artwork inspired by the school.</p> <p><b>SAY</b>            Participate in discussions about all aspects of this pack.            Talk about activities in different parts of the school.            Talk about appropriate behaviour in school.</p> <p><b>DO</b>            Carry out matching activities.            Listen to and discuss music.            Take photographs of topic activities.            Use the internet to enhance learning.</p> <p><b>WRITE</b>            Complete handwriting worksheets.            Write about people and events at school.</p>



# Our School – Introductory Lesson

The purpose of this lesson is to get an idea of what the children already know about the subject. It is a co-operative lesson for the whole class to get involved. Spelling and handwriting are not important.

At the end of the topic it will be useful to re-visit the results of this lesson and hold a class Q&A to discuss what they have found out and any unanswered questions they still have. The Q&A could be part of an ICT lesson where the children research their unanswered questions.

## **SPLIT THE GROUPS**

In order to get randomly selected groups ask the children to sort themselves into age order without talking to each other. Then split the children into groups of 4 i.e. the first 4 children are one group etc.

Once in their groups the following jobs should be randomly allocated:

1. Group Leader (who has blue eyes?)
2. Writer (who has the tidiest desk?)
3. Reporter (who loves bananas?)
4. Timer (who has the biggest hands?)

Sheets of A2 paper are laid out on the desks each sheet should be labelled with one of these titles:

1. Classroom
2. The Hall
3. People
4. Outside Space

Then split the sheet into two columns:

1. What do I know?
2. What do I want to find out?

The groups then rotate around each sheet. A time limit should be given.



PART ONE

Classroom



## Classroom TEACHER'S NOTES

The classroom is the place where pupils and teachers spend most of their time. Pupils change classroom each year as they move through the school. In this section we are going to look at some of the features of a classroom.

### CLASSROOM FURNITURE

desk	bookcase	trolley
chair	whiteboard	bin

### CLASSROOM TECHNOLOGY

iPad	computer	TV
camera	smart board	laptop

### PEOPLE

The people who spend most time in the classroom are the teacher and pupils. There might be a visit from a classroom assistant, janitor, head teacher or others.

### LESSONS

Lessons can be taught to the whole class, to groups or to individuals. Lesson are the main reason we attend school, so we can learn skills to become successful and confident people.

### TRAY

Trays are used for storage. Your tray is kept under your desk or in a trolley. Trays are used for storing jotters, pencils, rubbers, rulers and maybe a playtime snack. Occasionally your teacher might ask you to tidy out your tray.

### CLASSROOM SUPPLIES

pencils	scissors	rubbers
rulers	coloured pencils	
jotters	paper	felt tips

### RULES

We must follow rules in the class. Some classes write their own rules to follow.

### PARENTS

Parents visit your classroom on parent's night. They can look at your work and in your tray!

### TIDYING UP

Tidying up is an important part of the day. Equipment should be put away neatly where it belongs so it can be found easily next time. At the end of the day cleaners come in to Hoover and dust the classroom ready to for the next day.



# Classroom ACTIVITY SUGGESTIONS

These activities are split into curricular areas for ease of navigation. It is at the teacher's discretion which activities are carried out or if any additional activities are included.

## LISTENING AND TALKING

- Identify the furniture and equipment in the classroom.
- Discuss taking care of classroom furniture and equipment.
- Talk about classroom routines.

## MUSIC

Listen to and sing along with these classroom inspired songs: This is the Way We Go To School, ABC – The Jackson 5.

## HEALTH AND WELL-BEING

- Talk about the benefits of keeping the classroom tidy and organised.
- Discuss the importance of taking care of items that do not belong to you.
- Identify and talk about classroom rules, why is it important to follow rules in the classroom?

## TECHNOLOGIES

- Use Google Images to find pictures classrooms in other schools.
- Take pictures of your classroom.
- Tweet us [@LittleMooseEd](https://twitter.com/LittleMooseEd)

## MATHS

Use a metre stick to measure:

- Height of your chair.
- Length of your desk.
- Width of the class doorway. Write down the measurements.

## ART AND DESIGN

- Design a nameplate for your desk.
- Start a classroom frieze with some pictures of your classroom.

## DRAMA

Use actions to show these activities: cleaning paint pots, sharpening the pencils, cleaning the board.

## WRITING

Write a list of the items you have on your desk or in your tray.

## SOCIAL STUDIES

Use the internet to find pictures of classrooms in the past. Compare and contrast with classrooms today.

READING - Read one book from the class library.



I tuck my chair in when I stand up.

I sharpen my pencil over the bin.

We have coloured pencils on our desk.

My teacher's desk is always tidy.

The teacher helps us to learn new things.

desk

chair

iPad



1. Cut out the pencils.
2. Sort the pictures from big to small.
3. Sort the pictures by colour.



Cut out and match the picture, fact and word.

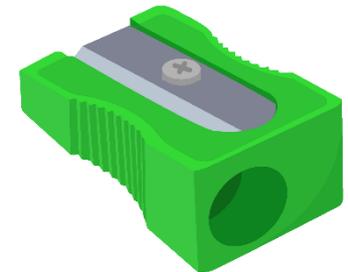
DESK

The teacher uses a pen to write on me. The class look at me when they are doing a lesson.



SHARPENER

I am a table that is used for work. My teacher has a table like this too. I sit here with my group.



WHITEBOARD

I am a tool used for making blunt pencils sharp. I need to put shavings in the bin.



Draw a picture  
of you sitting at  
your desk.



# CLASSROOM ASSESSMENT

NAME \_\_\_\_\_

## Fill in the missing letters.

penci\_

d\_sk

jot\_er

te\_cher

scissor\_

pu\_il

s\_art board

rule\_

c\_air

boo\_case

Explain your favourite classroom.

---

---

---

Name three items that are on your desk.

--	--	--

Write down the names of the people that sit at your desk.

---



# ASSESSMENT ANSWERS

NAME \_\_\_\_\_

## Fill in the missing letters.

pencil

desk

jotter

teacher

scissors

pupil

smart board

rules

chair

bookcase

Explain your favourite classroom.

---

---

---

Name three items that are on your desk.

--	--	--

Write down the names of the people that sit at your desk.

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