

## Year 1 & 2 : What does it take to be famous?

**WOW: A letter from a Famous Olympian**

**LC1: What does famous mean and how can you become famous?**

**PE/ Modern day events** - The children focused on the different Olympic Sports. They watched footage of the Olympics and discussed how the Olympic medallists would have achieved their medals. Children took part in a range of Olympic sports - javelin, shot put etc.

**Art:** The children received a mystery letter from a famous Olympian asking them to design what the Olympic medal could look like for the 2020 Olympics. They painted a portrait of their chosen Olympian, looking at proportion and colouring.

**Design and Technology:** Children designed their own famous person puppet, after practicing their stitching they each created and sewed their own felt puppet. Evaluating their final product.

**Literacy:** Detailed fact files and comprehensions were completed

**Science:** Children planned and completed a science investigation. Before conducting the science experiment, they made predictions on the relationship between arm span length and how far an object can be found. From the results children wrote a conclusion.

**LC2: What would you ask your favourite famous person?**

**Literacy:** After completing research of the Olympians, children completed a hot seating session where they could ask questions (which they had researched the answers too).  
Some of these questions were recorded in books.

**PSHE:** During circle time, it was discussed how it might feel to be an Olympian. What kind of person you would need to be? What you would need to act like.

**LC3: How have famous peoples' lifestyles changed over time?**

**History:** Children focused on the life of Florence Nightingale and Samuel Pepys. They looked at how the work of Nightingale, how she helped the soldiers and how she impacted on the way nurses and hospitals work today. Using Samuel Pepys diary - children learnt how it is that we know in detail events from the past.

**Art/ Design:** After understanding why Nightingale was called 'Lady with the Lamp', Children made and decorated lamps out of paper in a similar style. Year 2 children used their developed portrait skills to draw pencil portraits of both Florence and Samuel, noting differences in clothing and appearance of people in the past compared to present.

**Geography :** Children located Tamworth, London, England, Italy and Russia on a world map. Identifying the 7 continents.

**Literacy:** Children answered comprehension questions based on Florence Nightingale's life and her impact on the hospitals. Children had a doctor in for a question and answer session to help make comparisons between modern day and nurses in the past.

**LC4: Who rules our country?**

**History:** To gain an understanding of how the country is ran children began by looked at the Royal Family. Children researched the Royal family and completed a family tree discussing who will be next to become king or queen.

Children in year 2 compared Queen Elizabeth 1<sup>st</sup> and 2<sup>nd</sup> both in how they looked and their lives.

Next, children looked at the Government. Children gained an understanding of how the Prime Minsters becomes elected and the responsibilities they have. A timeline of prime ministers was completed

**Literacy:** Using the understanding of what duties and responsibilities the Prime Minister has, children created an advert for the new Prime Minister.

**LC5: Who is famous from Tamworth?**

**Local Geography** - Using google Map on the interactive whiteboard children looked at the area around the School and discussed key areas/ places they knew. They identified Robert Peel statue and hospital - making links with why this is in Tamworth.

**History-** Children were taught facts about the police in the past and modern day. They were then able to sort through statements which best fitted the police from the different time periods. To show through a pictorial representation children then sorted pictures of equipment the police would use into a Venn diagram.

**Art:** As an extension task, children really enjoyed designing their own Police badge.

**Literacy:** Children learnt facts about the Sir Robert Peel based on his upbringing and how he was the man who started up the metropolitan police. Using these facts children wrote their own newspaper reporting on the news of Peels death and completed a related reading comprehension.

**Reflection:** What would you like to be famous for and why?  
Class talent show.