

How have I changed?



A long time ago, I was a baby but lots has changed since then. Now I can walk, talk and feed myself. I'm also a lot taller, I have more hair and my face looks a bit different too. But why have I grown and what else has changed?

Through this history-based project we have the opportunity to explore the concept of time in a relevant and relatable way, using the children's photographs and personal experiences to reflect upon changes that have occurred over the years.

To begin with, we'll learn that we all started as babies and will remark on the similarities and differences between each of us when we were younger. We'll then consider what our current appearance is like and will use descriptive language to look closely at the features that make us all unique. We'll draw self-portraits before comparing photographs of ourselves 'now' to photographs of us as babies. In doing so, we'll not only consider how we've changed as a person, but also how our clothes are different, what we're doing in the photos and what the environment around us looks like. What else has changed without us noticing? Do we still enjoy the same toys and activities as when we were babies?





As the project unfolds, the children will learn the significance of having a birthday and will understand the concept of age and what it means to be '7-years-old'. They'll practise sequencing photos of themselves as babies, toddlers, young children and as their current selves, and literacy tasks will be based on how the children have grown and changed. The children will learn and use words relating to the passing of time and will begin to explore tenses as well as practising accurate use of the pronouns 'he' and 'she' through the project.



The children will use photographs and artefacts to help them learn about the past. To begin with, a small area of the classroom will become a nursery in which the children can practise caring for babies whilst developing their fine motor skills in fastening small buttons and poppers when dressing and undressing them. Through their play experiences, the children will engage in conversations about growth and will pretend to look after the babies in ways which they were once cared for themselves. This will give way to different scenery as the role play



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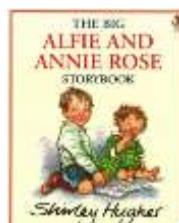
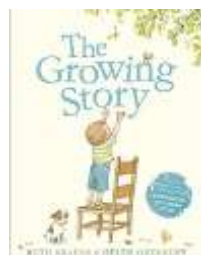
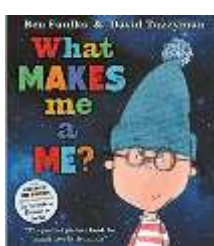
area evolves when the children begin to explore how other items and, in particular, technology has also changed over time. We'll explore what televisions looked like when their parents and grandparents were babies and will learn how cameras worked in the past.

Throughout, the children will be encouraged to use time-related language such as 'now', 'then', 'before' and 'a long time ago' to talk about their experiences and the resources they encounter. We'll also be introducing the concepts 'yesterday', 'today' and 'tomorrow' to our morning Hello sessions which will support the children's understanding of how time passes on a much smaller scale.

Towards the end of the project the children will learn what is meant by the term 'memory' and will confidently share some of their favourite memories with their friends. We'll read *The Remember Balloons* by Jessie Oliveros to help us understand that as we grow older we collect more memories and will draw and write about our favourite memories on balloons. Finally, in the last week of term, we'll create a time-capsule for our future selves to dig up which will help us to remember all that we've learned about the past!



In the book corner, there will be a range of fiction and non-fiction books that complement the themes of the project. Some of these stories are set in the past. How can you tell they are from a long time ago? What clothes are the children in the story wearing? Are they similar or different to your clothes?





Alongside Maths, Phonics, Reading and Project Work, there will be extra-curricular opportunities including Music Therapy, PE and Dance. Some children will also go Horse Riding and/or will spend some time with their mainstream peers. On a Friday afternoon, all of the children in the Resource Base will work collaboratively in groups to complete project-related challenges and tasks together. Some of our friends are older than us; some of our friends are younger than us. I wonder whether we can organise ourselves in order of age?

The children will be questioning, reasoning, describing, sequencing and comparing throughout this project. They'll use questioning and reasoning skills to enquire, obtain and provide information, and will use new vocabulary to describe themselves at various stages of their lives so far. They'll sequence their experiences against a timeline and will compare their current selves to themselves as babies. They will answer 'why' and 'how' project-related questions such as 'why is he taller than me?' and 'how do you know she's older?', and will practise following instructions that contain 2 and 3 information carrying words such as 'put the blue hat on the baby boy'. This term, the children will be exposed to the following project-related vocabulary which will support their understanding of the key concepts and themes visited within it;

Nouns; baby, age, birthday, toddler, child, adult, past, history, family

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Pronouns: me, I, he, she

Verbs; to grow, to change, to like, to dislike

Adjectives; small, big, tall, young, old, same, different, special, kind

Adverb: now, next, then, yesterday, today, tomorrow, last week, last year, years ago, a long time ago, before, earlier

Prepositions; in, on, under, next to



At home you could support your child with this new project by:

- Looking at photographs together of your child as a baby. Do they look different? What are they wearing?
- Discussing your child's older and younger siblings with them. What does your child's younger brother like doing? Is it the same as your older sister? In what ways are they the same and/or different to each other? How do they compare to you?
- Finding photographs of yourselves, your parents or of your grandparents as a babies or of when they were younger.
- Drawing a picture of themselves now and as a baby. Notice the differences and use as a discussion starting point to talk about how your child has grown.
- Making a list of things you played with as a baby. I wonder if they are still around? Perhaps stored away in an attic or a cupboard? If not, it might be interesting to research them on the laptop together and hopefully find some pictures of your favourite past-time toys!
- Talking about what clothes you wore as a baby. Will they still fit? Why not?
- Pretending to look after a baby. What does it need? Why can't it do it itself? Will you have to look after it forever?

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- Discussing what your child did yesterday or what they had for breakfast this morning with reference to it being in the past.
- Being mindful of using time-related vocabulary in conversations with your child e.g. 'Yesterday we went to Nanny and Grandads house. Today you are at home. Tomorrow you have school.'
- Looking at old photos together and talking about the things your child notices in them/about them. Some old photos are in black and white. Why do you think this is?
- Talking about your child's favourite toy. Have they always enjoyed that toy? Did they play with this as a baby?
- Reading *The Tiger who came to tea*.
In *The Tiger Who Came to Tea*, a milkman delivers the milk. How do you get your milk? In the past, people had milk delivered by the milkman. Does anyone have milk delivered? Where do you buy your milk? Does it come in plastic cartons or glass bottles? Look at the picture of the little girl and her mum having tea. What do you have for tea? Where do you eat tea? What do you think a grocery boy is? Who gets your shopping? Is it delivered or do you go to the shop to get it? Look at the picture of the kitchen in the story. How is it similar to your kitchen? How is it different?
- Making a time capsule with your child, pertinent to them.
- Digging out old artefacts that you/your child's grandparents might own, or seeing what artefacts you can find at a car boot sale. What do they tell us about the past? What do modern day examples look like? How have they changed over time?
- You could put inside a small toy, a few photographs, a drawing and some of your child's writing, and bury it somewhere in the garden for re-visiting in years to come.
- Talking about some of the memories you've shared with your child. It's a memory because it's a thought about something that happened to you/you experienced in the past.



You will be informed about what your child is learning each week via Class Dojo, but as always, if you have any questions

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or would like more information about the project and/or what your child is learning, please contact the class teacher who is happy to help.