

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 fashion, 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 at 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?



The children will use photographs to explore how they, other members of their family and adults in school have changed over time. What do they notice about the clothes that are being worn or how the environment looks? Does this help us to sort and sequence the photographs from the past to present day? Everyday objects like clothes and toys will support the children to understand more about the past and we will look at how those objects have changed overtime. Can the children spot similarities and differences between pictures of the past and the modern day?

The children will learn what is meant by the term 'memory' and will confidently share some of their favourite memories with their friends. They will learn that memories are things that we remember in the past and the past is made up of events that have already happened. What can your child remember that happened yesterday, last week, a year ago? How do their family members' memories differ from their own?



We'll read *The Remember Balloons* by Jessie Oliveros to help us understand that as we grow older we collect more memories.



Artefacts tell us a story about the past and are invaluable in helping us understand more about life beyond our living memory. In Bats 3 we will begin to explore events such as the coronation, the jubilee and the lives of significant individuals such as the Queen. How can we find out about such events? Why is it important to know about our past? What are the similarities and differences in the clothes that were worn and the toys that were played with? The children will create timelines to support their understanding and organisation of events in the past.

As always, we will immerse the children in the project's theme, and the environment will inspire the children's imagination with our very own Emporium selling old portable TVs and phones - toys such as Mr Potato Head, dolls and French Skipping Elastic. The children will have a wonderful opportunity to learn more about past when we host a guest who has grown up in a different era. This will be our opportunity to understand first-hand how things have changed over time and also give the children opportunity to practise composing and asking questions to gain information.



In the book corner there will be a range of fiction and non-fiction books as well as our project stories. Some 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, Reading and Project Work, there will be opportunity for extra-curricular activities such as Music Therapy, PE and Dance. Collaborative Friday will continue, providing opportunities for the children to develop their relationships with their big and little friends.

The children will use their questioning skills to enquire and obtain information. They will begin to make connections and draw on their knowledge of the passage of time to answer questions related to the project. The children will be exposed to the following project-related 'history' vocabulary as well as recapping on some previously learnt vocabulary from our previous projects such as the words eg family, home and journey.

Nouns; artefact, family, baby, newborn, toddler, child, parent, grandparent, Queen, monarch, time line, photograph, time capsule, newspaper, history.

Verbs; to grow, to play, to see, to feel, to hear, to learn, to listen, to taste, to remember, to reign, to compare, to observe, to read

Adjectives; historical, special, same, different, kindness, bigger, smaller, older, younger memorable.

Prepositions; in, on, under, behind, on top of, in front of, next to, beside

(Time adverbs) Common words and phrases relating to the passing of time; here, now, then, yesterday, last week, last year, years ago, a long time ago.



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

- Can you find photographs of a parent or grandparent as a baby, at school, as a teenager, as a new parent and then as they are now? Talk about how they have changed.
- What clothes did you wear as a baby? Will they still fit?
- The past is events that have already happened. Can your child remember what they did yesterday? What they had for tea last night?
- Talk about key events in your family, together plot these on a timeline.
- Make a scrapbook of events you remember using photographs, train tickets, drawings, notes etc.
- Some old photos are in black and white. Why do you think this is?
- What is your child's favourite toy? Did they play with this as a baby?
- Read *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. What is the same as your kitchen, and what is different?