

# Unit 7 Clothing

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*LCP*

# History

## Resource File Foundation Stage

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# Introduction

## The importance of history

As part of the Foundation Stage's **Knowledge and understanding of the world** area of learning, children must begin to develop a sense of time, becoming aware of past and present events in their own lives, and in the lives of other people they know. This knowledge of their personal histories leads children to develop a curiosity about the world around them. Before studying history, however, children must learn to differentiate between past and present. This can be taught in simple ways, for example, instilling awareness of the difference between 'now' and 'when I was a baby'. Children also need to be aware of chronology – to know that 'a long time ago' was before 'yesterday', for example. Another helpful way in which we can provide a good foundation for learning is to teach children about the seasons.

Teaching young children these very basic skills will prepare them for learning about history at Key Stage 1, as they develop a good sense of the passing of time and what it signifies.

## How to use this file

This Foundation Stage file is based on the **Sense of time** early learning goal, as identified in the QCA's *Planning for learning in the Foundation Stage*. It is designed to facilitate the transition between the Foundation Stage and the Key Stage 1 history curriculum. While many of the activity sheets might be best suited for use with Reception children, the activities are suitable, or easily adaptable, for use with any Foundation Stage group.

The file upholds the philosophy of the Foundation Stage. It is underpinned by the principles of the *Curriculum guidance for the Foundation Stage (QCA 2000)* whilst at the same time covering many of the elements of the *QCA Foundation Stage profile*. It also provides links to the National Curriculum Key Stage 1 objectives in history and the QCA Key Stage 1 Scheme of Work for history. The activities in the units reflect how young children learn through active exploratory and practical experiences.

The units covered in this file link to themes often covered during Reception (The topic 'Toys' is covered in *LCP History Resource File KS1*). The activities can be integrated into other activities that the children may be doing on that theme. They are designed specifically to develop the children's sense of time, and they provide an excellent foundation for the Key Stage 1 history curriculum, particularly Key Stage 1, Level 1:

*Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.*

This file combines planning, assessment, and a range of relevant activities for each unit. The group sizes for the activities will depend on your knowledge of the children. Some of the activities within the file are suitable for use with a smaller number of children and others can be carried out with the whole group.

### Each unit contains the following sections:

- Foundation stage profile points;
- stepping stones;
- links to the KS1 history curriculum;
- other KS1 cross-curricular links;
- learning objectives;
- learning outcomes;
- resources;
- vocabulary;
- practical activities;
- plenary;
- role-play opportunities;
- suggestions for working outside;
- suggested additional resources, including ICT links, with a drag-and-drop activity;
- assessment opportunities;
- evaluation.

Each unit ends with a number of photocopiable activities, to be used throughout the unit. These are carefully differentiated for age and ability; 'a' sheets are for younger or less able children, 'b' sheets are for children working at the expected level, and 'c' sheets are for older or more able children.

In order for EAL children to access the materials, it may be necessary to arrange a mother-tongue discussion between them and a native speaker before beginning work on each unit.

## Resources

In each unit, resources are listed before the practical activities at the beginning of each one, and additional, optional resources (such as music, books and ICT) are listed at the end.

The list of suggested books at the end of each unit is not exhaustive, and you will no doubt have your own favourites to add. All the recommended books can be found in high-street bookshops, libraries or via the Internet. Most of the rhymes suggested are traditional. You may choose to use your own relevant favourite rhymes.


The suggested works of art and music link with the themes covered; they can be integrated into the teaching in the unit or used to provide an enriched visual and auditory environment for the children. Once again, you may have your own favourite paintings or music. The music suggested could be used as a background to the physical activities, as an introduction to the theme, or could be played to encourage quiet reflection.

**Many of the songs and musical rhymes can be found in the following publications:**

- *Okki Tokki Unga; Action Songs for Children* (A&C Black)
- *Apusskidu: Songs for Children* (A&C Black)
- *The Tinder Box* (A&C Black)
- *Bobby Shaftoe, Clap your Hands* by Sue Nichols (A&C Black)

Throughout the file, there are suggested links to web-based visual resources, which are ideal for displaying on an interactive whiteboard. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is therefore essential that teachers check the contents of websites before allowing the children access to them. Although we have tried to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites that are removed, or change their addresses, nor for the content of websites.

On the CD-ROM, there is one simple sorting activity for each of the 12 units. These activities are designed to reinforce the differences between now and then, and would be best undertaken by children at the end of each unit as a consolidation of work undertaken. The activities are designed to be suitable for independent use, but some children will require further support.

It would be helpful, in many of the activities, for children to have access to a digital camera – this will reinforce their sense of chronology, and create useful mementos of the activities. Where you will need a digital camera, this icon is used: 


## LCP History Resource File Foundation Stage CDs

A CD-ROM contains the 12 sorting activities, which are designed to consolidate children's learning. The units and medium-term plans, and the Foundation stage profile, are also available on the CD in Microsoft® Word format, as well as the Flipbook, perfect for projection on to an interactive whiteboard. Units and medium-term plans can be customised according to the way you use the *LCP History Resource File Foundation Stage* in your own setting. On a second CD, The Foundation Stage Audio CD, there are 24 simple songs and rhymes. Some are traditional, and others have been specially written for this resource.

## Flipbook

A 20-page, full-colour flipbook accompanies the file, and is also available on the CD-ROM. This is an ideal resource for teaching your whole group.

## Health and safety

Health and safety may sometimes be an issue – during food preparation, visits out and so on. In these instances, this icon is used as an indicator: 

Where visits out are suggested, it is essential that a full risk assessment is completed prior to each visit. A template for risk assessments has been provided among the Appendices. However, it is important that you follow the health and safety policy of your own setting, since it is the responsibility of all practitioners working with children to ensure their safety at all times.

It is obviously essential to gain permission every time you wish to take children on a visit out of your school setting. It is also important to ensure that you have some basic information about all of the children in your setting, particularly if you intend to take them on visits. When any child enters your setting, ensure that you have contact details for a parent or carer, and that you have an alternative emergency contact. Make sure that you know the name and address of the family doctor, and that you have obtained parental consent for medical treatment to be given in the case of an emergency. Be aware of any existing medical conditions or allergies, and ascertain whether children have received tetanus injections. Once you have this information, it should be acceptable to send out a simple request for permission for individual visits, such as the one provided in the Appendices.

## Foundation stage profile

Throughout the *LCP History Resource File Foundation Stage*, we refer to the Foundation stage profile's key scale points by abbreviations. The abbreviations used are as follows:

**DA** – Dispositions and attitudes (*Personal, social and emotional development*)

**SD** – Social development (*Personal, social and emotional development*)

**ED** – Emotional development (*Personal, social and emotional development*)

**LCT** – Language for communication and thinking (*Communication, language and literacy*)

**LSL** – Linking sounds and letters (*Communication, language and literacy*)

**R** – Reading (*Communication, language and literacy*)

**W** – Writing (*Communication, language and literacy*)

**NLC** – Numbers as labels and for counting (*Mathematical development*)

**C** – Calculating (*Mathematical development*)

**SSM** – Shape, space and measures (*Mathematical development*)

**KUW** – Knowledge and understanding of the world

**PD** – Physical development

**CD** – Creative development

# Clothing *Medium-term plan*

## Expectations

<b>At the end of the unit, most children will:</b>	<b>Some children will not have made so much progress and will:</b>	<b>Some children will have progressed further and will:</b>
<ul style="list-style-type: none"> <li>find out about past and present events in their own lives and in those of their families and other people they know.</li> </ul>	<ul style="list-style-type: none"> <li>find out about past and present events in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>place events, people and changes into correct periods of time;</li> <li>use dates and vocabulary relating to the passing of time;</li> <li>ask and answer questions and select and record information relevant to the focus of enquiry;</li> <li>recall, select and organise historical information.</li> </ul>

**Key questions** What are the differences between the clothes we wear today and those worn by children in the past?  
How are the clothes we wear for hot weather different from the clothes we wear for cold weather, or rainy weather?

Learning objectives	FS profile	KS1 PoS	Stepping stones	Teaching & learning suggestions	Learning outcomes	KS1 cross-curricular links	Assessment opportunities
Children learn to: <ul style="list-style-type: none"> <li>use the vocabulary of time in discussions;</li> <li>sequence getting dressed;</li> <li>recognise the differences between the clothes they wear today and those worn by children in the past;</li> <li>use and develop mathematical ideas to solve problems.</li> </ul>	<b>DA</b> 4, <b>SD</b> 7, <b>LCT</b> 4, 5, 6, 7, 8, 9 <b>NLC</b> 4, 5, 6, 7, 8, <b>C</b> 4, 8, <b>ED</b> 4, 5, 6 <b>KUW</b> 4, 5, 6, 7, 8, 9 <b>CD</b> 4, 5, 7, 8 <b>W</b> 4, 6, 7 <b>PD</b> 4, 5	<b>1a</b> <b>1b</b> <b>2b</b> <b>4a</b> <b>4b</b> <b>5a</b>	<b>Step 1</b> Talks about the clothes they wear <b>Step 2</b> Shows interest in the clothes of other members of their family and clothes worn for different weathers. <b>Step 3</b> Shows some evidence of emerging sense of chronology relating to clothes today and clothes worn long ago. <b>Step 4 (goal)</b> Shows evidence of emerging sense of chronology, can sequence pictures of clothes now and then, and uses everyday terms for the passing of time.	Children: <ul style="list-style-type: none"> <li>discuss their own experience of getting dressed;</li> <li>make their own observations about the appropriate clothes for different weathers;</li> <li>visit a location where they can try on children's clothes from the past;</li> <li>use simple ICT activities to consolidate learning;</li> <li>recreate role-play experiences;</li> <li>use songs, rhyme and music to explore the theme of clothes;</li> <li>create their own clothes collage;</li> <li>create their own 'clothes now and then' booklet.</li> </ul>	Children: <ul style="list-style-type: none"> <li>sequence the activity of getting dressed;</li> <li>understand that there are differences between the clothes they wear today and those worn in the past.</li> </ul>	<b>Art and design</b> Investigating and making, 2c <b>English</b> En1: Speaking and listening, 1, 2; Group discussion and interaction, 3 <b>Geography</b> Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a Pupils should be taught to identify and describe what places are like. <b>ICT</b> Finding things out, 1a, b, Sharing information, 3 <b>Maths</b> Ma1: Using and applying number, 1e, g <b>Science</b> Sc2 Life processes, 1b	Can the children: <ul style="list-style-type: none"> <li>use the vocabulary of time in discussions?</li> <li>ask questions about children's clothes long ago?</li> <li>take simple photographs using the digital cameras?</li> <li>use their understanding to make a booklet about clothes now and then?</li> <li>use their knowledge in a role-play situation?</li> <li>understand the need for simple rules and codes of behaviour?</li> <li>use language to recreate their experience?</li> <li>listen with enjoyment to relevant stories, songs, rhymes and poems?</li> <li>communicate through phrases and simple sentences?</li> <li>use number to assist in the understanding of time?</li> <li>consolidate their learning with a simple ICT activity?</li> </ul>

# Clothing

## Unit overview

**In this unit, children learn about the difference between the clothes they wear now and the clothes worn by children in the past.**

## Foundation stage profile

**DA 4, SD 7, LCT 4, 5, 6, 7, 8, 9 NLC 4, 5, 6, 7, 8 C 4, 8 ED 4, 5, 6 KUW 4, 5, 6, 7, 8, 9 CD 4, 5, 7, 8 W 4, 6, 7 PD 4, 5**

## Stepping stones

### Step 1

Remember and talk about significant things that have happened to them

*Talks about the clothes they wear.*

### Step 2

Show interest in lives of people familiar to them

*Shows interest in the clothes of other members of their family and clothes worn for different weathers.*

### Step 3

Begin to differentiate between past and present

*Shows some evidence of emerging sense of chronology relating to clothes today and clothes worn long ago.*

### Step 4 (goal)

Find out about the past and present events in their own lives and those of their families and other people they know

*Shows evidence of emerging sense of chronology, can sequence pictures of clothes now and then, and uses everyday terms for the passing of time.*

## Links to KS1 History

### Children should be taught to:

**1a** place events, and objects in chronological order;

**1b** use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past);

**2b** identify differences between ways of life at different times;

**4a** find out about the past from a range of sources of information (for example, stories, eyewitness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources);

**4b** ask and answer questions about the past;

**5a** select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).



## KS1 cross-curricular links

**Art and design:** Investigating and making, 2c

**English:** En1: Speaking and listening, 1, 2; Group discussion and interaction, 3

**Geography:** Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a 1a, 2d, 3a; Pupils should be taught to identify and describe what places are like.

**ICT:** Finding things out, 1a, b; Sharing information, 3

**Mathematics:** Ma1: Using and applying number, 1e, g

**Science:** Sc2 Life processes, 1b

## Learning objectives

### Children learn to:

- use the vocabulary of time in discussions;
- sequence getting dressed;
- recognise the differences between the clothes they wear today and those worn by children in the past;
- use and develop mathematical ideas to solve problems.

## Learning outcomes

### Children:

- sequence the activity of getting dressed;
- understand that there are differences between the clothes they wear today and those worn in the past.

## Resources

- **Activity sheet AS 7.1** *Clothes*
- **Activity sheet AS 7.2** *What shall I wear?*
- **Activity sheet AS 7.3** *Letter home*
- **Activity sheet AS 7.4** *Helping children on a visit*
- **Activity sheet AS 7.5** *Dress up!*
- additional adult help
- articles of clothing for different types of weather – swimsuit, raincoat and wellies, thick winter jumper, cotton shirt/dress
- bell or alarm clock
- CD player
- collage materials – different textures, thickness and colours
- collection of clothing from other countries and times past
- crayons
- digital camera

continued...

## Resources (continued)

- **Flipbook, pages 10 and 14**
- **History Foundation Stage Audio CD**, tracks 14, 15 and 16
- number cards 2, 4, 6, 8, 10, 12
- **Permission letter** (Appendices)
- photographs of different garments
- photographs of people in clothing from different eras
- **Risk assessment form** (Appendices)
- six pairs of brightly-coloured, richly-patterned socks

## Vocabulary

dress; dressed; jumper; pair; pants; pinafore; rainy; shoes; skirt; socks; summer, trousers; T-shirt; vest; weather; wellies; winter

## Practical activities

### **Introductory activity**

**Resources:** blank A4 flashcards

Choose one child from the group to stand up and discuss with the class the clothes that he/she is wearing. Together with the class, sequence the way that the children get dressed. As the children tell you the sequence of dressing, write the names of the garments on A4 vocabulary cards with the words *I put on my ...* and add a small drawing of each piece of clothing. Once this has been done, muddle up the vocabulary cards and choose the appropriate number of children to stand up and hold them. Now ask the children to sort themselves into the correct order.

### **My clothes**

**Resources:** A4 paper; **Activity sheet AS 7.1 Clothes**, one copy for each child; crayons; glue; scissors

Give out **Activity sheet AS 7.1 Clothes**. Ask the children to choose a complete outfit from the pictures, cut the items of clothing out, and arrange them in the order that they would put them on if they were getting dressed. They can then colour in their pictures and glue their sequences on to the paper. Explain that people from different countries or backgrounds will often wear different clothing.

### **Getting dressed**

**Resources:** alarm clock or bell to ring; enlarged photographs of garments; **Activity sheet AS 7.1 Clothes** large indoor space, such as hall

Start this activity with all the children pretending to sleep on the floor. Ring the bell and ask the children to mime waking up, taking off their nightclothes and getting dressed in their daytime clothes. Talk the children through getting dressed. Either tell them the clothes they are going to put on, or hold up an image of the relevant piece of clothing – you could use the images from **Activity sheet AS 7.1 Clothes**. Help the children to mime putting on the different pieces of clothing by modelling this yourself. Be aware of different ethnic backgrounds and the different clothes that children may wear.

## What shall I wear?

**Resources:** Activity sheet AS 7.2 *What shall I wear?* selection of articles of clothing for different types of weather, such as swimsuit, raincoat and wellies, thick winter jumper, cotton shirt/dress and so on

Discuss what the children wear to school. Ask the children about their favourite clothes and discuss how we wear different clothes for different purposes – we have special clothes for playing sports, going to a celebration or doing different jobs.

Discuss different clothes for different weather. Ask questions such as: *What do we wear in summer? Why do we wear different clothes in winter?* Show each article of clothing in your collection and discuss what each item is for. Ask children what makes different clothes suitable for different weather – warmth, protection against rain, thin fabrics to keep us cool.

Give out **Activity sheet AS 7.2** *What shall I wear?* Talk through with the children the different clothes that you would wear for different weathers. Talk about what people wear in different countries. Ask the children to draw what they would wear for each type of weather.

## Clothes from other countries

**Resources:** digital camera; clothing from different cultures

If possible, invite in parents and carers to show the children some clothing from different cultures. Get the children to take digital photographs and, if appropriate, allow the children to try on some clothing. If you do not have children from a range of cultural backgrounds in your setting, the intercultural support services may be able to provide resources.

## School clothes

**Resources:** Flipbook, page 14; Activity sheet AS 7.3 *Letter home*

Prior to this lesson, send **Activity sheet AS 7.3**, *Letter home* to the parents/carers. If possible, bring in a photograph of yourself at primary school. If children in your setting do not wear a uniform, provide photographs of modern primary-school children. Discuss the pictures with the children, concentrating on similarities and differences: Do children now need to wear shirts and ties? Which clothes look most comfortable? Compare the clothes that the boys and girls are wearing.

Using **Flipbook, page 14**, discuss the pictures of the boy and girl in modern school uniform. If children wear a uniform, talk about similarities and differences. Look at the picture of a five-year-old boy and girl dressed for school long ago. Discuss the similarities and differences between now and then.

## Our visit

**Resources:** Activity sheet AS 7.4 *Helping children on a visit*, one for each adult helper; additional adult help; digital camera; **Permission letter** (Appendices); **Risk assessment form** (Appendices)

Arrange a visit to a museum or National Trust property where they have a collection of clothes that children can try on. There are many of these around the country.

**Prior to the visit:**

- risk-assess the location and activities (using the form provided);
- arrange travel;
- send a permission letter to parents/carers (for example, the permission letter provided) and ensure that you receive replies;
- arrange sufficient adult help;
- arrange for use of the school's digital cameras.

continued...

## **Our visit (continued)**

### **On the day**

Welcome adult helpers. Identify the children they will be responsible for and explain the activity and learning objectives. Give each adult helper a copy of **Activity sheet AS 7.4** *Helping children on a visit*.

Help the children to take digital photographs of each other wearing clothes from long ago. Ask the adult helpers to talk about what the clothes feel like, asking children: *Are the clothes easy to put on? Do you think they would be easy to wash? Can you move easily? What are the similarities and differences between these clothes and the clothes you wear now? What materials are used? Do we use the same materials today?*

If possible, give the children the opportunity to role-play being a child of long ago at school, at play and so on.

If a visit is not possible, see if a local museum has a collection that you can borrow. Otherwise, you can borrow suitable clothes from a local theatre company and carry out the same activity in school.

## **Clothes now and then**

**Resources:** A4 coloured paper; digital photographs of the children on their visit, and dressed up in clothing from the past; drawings; glue; crayons; pencils; appropriate vocabulary cards

Make simple A5 booklets for the children by folding paper in half. Put the title 'Clothes now and then' on the front of each booklet. Ask the children to use the left-hand half of the inside to draw and write about children's clothing in the past, and the right-hand half to draw and write about children's clothing in the present. Suggest that children use digital photographs of themselves on their visit to complete their booklets. Provide vocabulary cards for children to copy from.

Older children may be able to write independently from the word bank. Many children will be able to write with support. Scribe for younger children or ask them just to draw pictures.

## **Clothing collage**

**Resources:** **Activity sheet AS 7.5** *Dress up!*, enlarged to A3, copied on to card; **Flipbook, pages 10 and 14**; scissors; wide selection of collage materials with different textures, thicknesses and colours

Ask children to work in small groups and use the collage materials to make a collage on **Activity sheet AS 7.5**. Depending on the size of the groups, children can work individually or in pairs on the figures. Discuss the clothes that the children on **Flipbook pages 10 and 14** are wearing and decide together which materials would be most suitable for which picture and why.

 **Nursery rhymes**

**Resources:** CD player; **History Foundation Stage Audio CD**, tracks 14, 15 and 16

Teach children the following rhymes and song – listen to tracks 14, 15 and 16 of the **History Foundation Stage Audio CD**.

**Diddle, diddle, dumpling**

Diddle, diddle, dumpling, my son John,  
Went to bed with his trousers on.  
One shoe off, and one shoe on,  
Diddle, diddle, dumpling, my son John!

**Baa baa black sheep**

Baa baa black sheep, have you any wool?  
Yes sir, yes sir, three bags full!  
One for the master, one for the dame,  
And one for the little boy who lives down the lane.  
(*Explain to the children that the wool from the sheep was used to make clothes to wear.*)

**Doctor Foster**

Doctor Foster  
Went to Gloucester  
In a shower of rain.  
He stepped in a puddle  
Right up to his middle  
And never went there again!

 **Sock game**

**Resources:** pairs of socks in different colours and sizes; number cards; washing line

Gather the children into a circle. Tell the children that you have some socks that have been muddled up in the washing. Count the socks while laying them out in front of you. Take time to discuss colour and pattern. Ask children how many socks there are altogether. Children take turns to match the socks in pairs. How many pairs are there? Emphasise new vocabulary, for example, pair = two of a kind.

Ask the children to peg the socks on to the line in colour pairs, for example, *First we will peg the blue socks, then we will peg the green socks* and so on until the last pair, then match number cards 2, 4, 6, 8, 10, and 12 in sequence to each pair of socks.

 **The Emperor's New Clothes**

**Resources:** story of 'The Emperor's New Clothes' (for example, the Ladybird version from the *Favourite Tales* series); vocabulary cards of the words *shocked*, *surprised*, *pleased* and *amused*

Read the story to the children. Talk about the meaning of the story. Then sequence the events of the story with the children. Write down the main elements of the story on vocabulary cards.

With the whole group, talk about feelings. Ask if the children have ever felt shocked, surprised, pleased, or amused, and discuss how we can tell how people feel by looking at their faces. Explain unfamiliar vocabulary to the children. Practise pulling faces that show different emotions. Using the vocabulary cards in sequence as a prompt, act out the story of 'The Emperor's New Clothes' in mime with the children. Choose children from the group as the main characters and involve all the children as the crowd at the end of the story. Encourage these children to use the facial expressions that you have practised.

## Plenary

Gather the children together and ask the children to tell you what they have found out about clothes in the past. Write the children's comments on the board under the heading 'What we have learned about clothes long ago'.

## Role-play opportunities

Provide dressing-up clothes for children to play 'long ago' – for example, skirts, waistcoats and so on. Role-play 'clothes shop', with dressing-up clothes, a clothes rail and a toy cash-register.

## Working outside

Provide children with a basket of socks (these could be made from card and decorated, but real artefacts are always better) for children to match in pairs on a washing line. Higher-achieving children could also match numbers from 2–12 to each pair of socks.

## Additional resources

### Books

*Hans Christian Andersen's the Emperor's New Clothes: An All-Star Retelling of the Classic Fairy Tale with CD* (Harcourt)

*The Emperor's New Clothes (Favourite Tales)* by Hans Christian Andersen (Ladybird Books)

*Maisy's Favourite Clothes* by Lucy Cousins (Walker Books)

*Clothes* by Margaret Hall (Heinemann Library)

### Works of art

*Retrato De Ignacio Sanchez* by Diego Rivera – visit [www.postersupply.com/product\\_frame.php/products\\_id/340945](http://www.postersupply.com/product_frame.php/products_id/340945)

*Blue Boy* by Thomas Gainsborough – visit [www.abcgallery.com/G/gainsborough/gainsborough26.html](http://www.abcgallery.com/G/gainsborough/gainsborough26.html)

*Sarah in a Green Bonnet* by Mary Cassat – visit [www.abcgallery.com/C/cassatt/cassatt53.html](http://www.abcgallery.com/C/cassatt/cassatt53.html)

## Additional resources (continued)

### Music

*Romeo and Juliet* (Op. 64) 'The Dance of the Knights' by Sergei Prokofiev – this would be good music for the emperor to march around to.

*Music for the Royal Fireworks* by George Handel – this music was written in 1749, a few years after Hogarth painted *The Graham Children*. You could explain to the children that this was music that the children in the picture might have listened to.

### ICT links

Visit <http://ngfl.northumberland.gov.uk/ict/mouseskills/barnaby.html> to play a clothes game with Barnaby Bear. Carry out the Unit 7 sorting activity from the CD-ROM.

## Assessment opportunities

### Can the children:

- use the vocabulary of time in discussions?
- ask questions about children's clothes long ago?
- take simple photographs using the digital cameras?
- use their understanding to make a booklet about clothes now and then?
- use their knowledge in a role-play situation?
- understand the need for simple rules and codes of behaviour?
- use language to recreate their experience?
- listen with enjoyment to relevant stories, songs, rhymes and poems?
- communicate through phrases and simple sentences?
- use number to assist in the understanding of time?
- consolidate their learning with a simple ICT activity?

## Evaluation

- What evidence of children's learning have you collected?
- How did the activity go?
- Have the children achieved their learning objectives? If not, why not?
- Is consolidation needed?
- Was there enough challenge for each group?
- Did I get the timing right? What went well? What could have been better?
- How did the children rate it? (thumbs up, down, sideways)

# Clothes

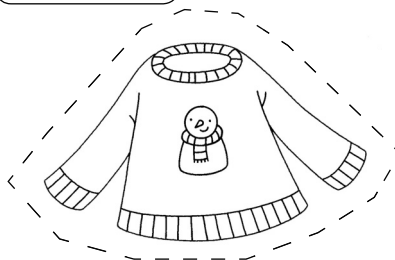


name: \_\_\_\_\_

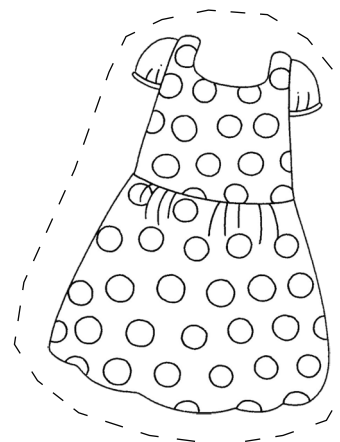
**coat**



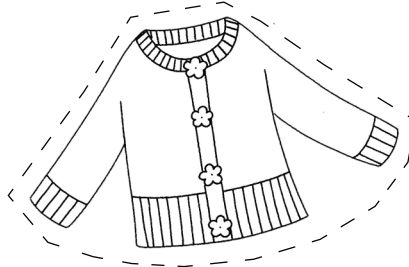
**jumper**



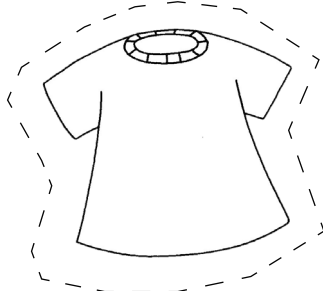
**dress**



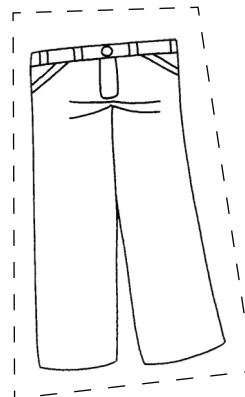
**cardigan**



**T-shirt**



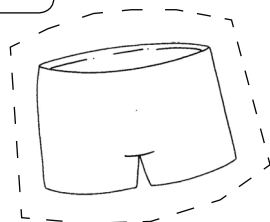
**trousers**



**sari**



**shorts**



**shirt**



**kamiz**





# What shall I wear?

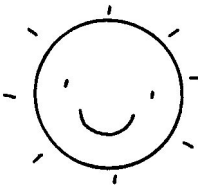


name:

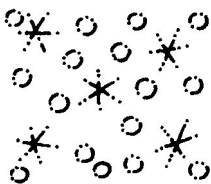
**rainy**



**sunny**



**snowy**



# Letter home

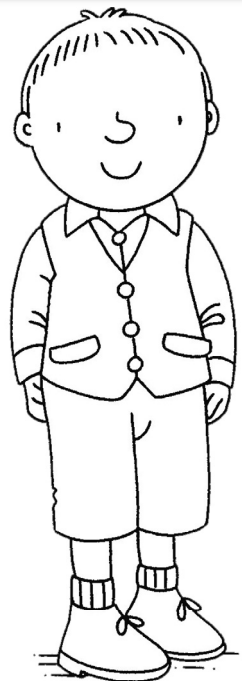


name:

**Dear Family**

**We are learning about clothing.  
We are making a collection  
of photographs about school.  
Please could you let me have a  
photograph of you or another older  
member of my family in school  
clothes.**

**Love**



# Helping children on a visit



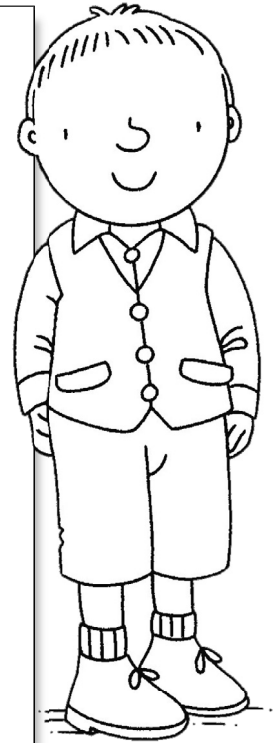
name:

**Thank you for helping us on our visit today**

**On this visit, the children are thinking about clothes now and in the past. When they have tried on the clothing, assist them in taking digital photographs of each other. When the children are wearing the clothes, ask them questions such as:**

- **What do the clothes feel like?**
- **What materials do you think they are made from?**
- **Do we use these materials to make clothes today?**
- **What is the same as the clothes we wear today?**
- **What is different from the clothes that we wear today?**
- **Are they easy to move in?**
- **Could you do all the things you do today if you were wearing these clothes?**

**The children in your group are:**



# Dress up!



name:

