

Clothes

A unit for children
aged 3-5 years





Contents

Introduction	3
The Entry Point	5
Explaining the theme	5
The Big Picture	6
International Aspect	10
Assessment	10
Resources	11
Parental Involvement	11
Planning Grid 1	12
Planning Grid 2	15
Planning Grid 3	19
Planning Grid 4	22
Planning Grid 5	25
Planning Grid 6	28
Planning Grid 7	31
Planning Grid 8	35
Planning Grid 9	38
Planning Grid 10	41
Planning Grid 11	44
Planning Grid 12	47
Unit Planners	50
Letter to Parents	55





Introduction

This is a unit of the IPC Early Years programme

The IPC has been developed to provide support to teachers so that four main aims can be achieved. They are:

- To help children learn the subject knowledge, skills and understandings they need to become aware of the world around them
- To help children develop the personal skills they need to take an active part in the world throughout their lives
- To help children develop an international mindset alongside their awareness of their own nationality
- To do each of these in ways which take into account up-to-date research into how children learn and how they can be encouraged to be life-long learners

The IPC has a simple but comprehensive structure

Everything is based on clearly defined learning strands or standards which lay out the subject, personal and international knowledge, skills and understandings children need at different stages of their primary or elementary school life.

Units of work provide practical activities which teachers can use in the classroom plus a wealth of other supportive information. Each unit is structured to make sure that children's learning experiences are as stimulating as possible.

In this way, the IPC Early Years provides two of the three main stages of planning. It provides both the curriculum map which sets out what children should learn and what they will do at different stages of their school life. It also provides the detailed curriculum planning for teachers to take into the classroom. All you have to do as a teacher is to make those amendments and updates necessary to teach the IPC Early Years to your particular class in your particular location.

We believe that learning is the most important event in any school and we want children to enjoy the learning that takes place through the IPC Early Years. But we also want you to enjoy teaching it at the same time. If you have any comments which will help us to improve children's learning, or their and your enjoyment, don't hesitate to get in touch.

This theme has been designed to last for between four and six weeks, depending upon the setting, the interest level of the children and the length of the school day.

The planned activities and experiences have been designed to cover the following strands of the IPC for children aged four and five.



CLOTHES



Strand One - Independence and Interdependence

The children will learn about people who are different from themselves and about links between the school and the wider world. They will have opportunities to play alone, alongside others and in collaborative groups.

Strand Two - Communicating

Throughout this theme the children will use language skills in a wide variety of contexts. They will explore literature, including stories valued by the host community. There will be opportunities to explore and observe the use of numbers in purposeful contexts as well as to use the creative processes of art and craft.

Strand Three - Exploring

The theme includes opportunities for the children to be involved in pretend play and actively to explore and make sense of the world by using tools, materials and equipment. The children will be encouraged to use research skills to learn about the world around them.

Strand Four - Healthy Living

The children will learn about the need to take care of themselves, to concentrate and to pay attention.





The Entry Point

Arrange a dressing-up day. The children can come to school either in their favourite clothes, in national costume or in some kind of themed fancy dress — as clowns or pirates, for example. This choice will probably depend upon the setting.

Make the session as exciting as possible. If possible, arrange a grand parade — to other classes in the school or for the parents or community.

Talk to the children about what they are wearing, pointing out such things as colour, pattern, fastenings and so on.

Take photographs.

Explaining The Theme

Tell the children that they are going to be learning all about clothes and that they will:

- Have a pretend clothes shop in the classroom
- Find out about special clothes
- Make some clothes
- Play dressing up games
- Wash some clothes
- Listen to a story about a man whose clothes could not be seen





The Big Picture

The story of the Emperor's New Clothes is a useful resource for this unit.

Many years ago there lived an Emperor who was so fond of new clothes that he spent all his money on them in order to look so beautiful. Looking beautiful was the only thing he cared about. He had a different coat for every hour of the day; and just as they say of a king, *"He is in the council-chamber,"* they always said here, *"The Emperor is in the wardrobe."*

In the great city in which he lived there was always something going on; every day many strangers came there. One day two tricksters arrived who pretended to be weavers, and said that they knew how to manufacture the most beautiful cloth imaginable. Not only were the texture and pattern uncommonly beautiful, but also the clothes, which were made of the stuff, possessed this wonderful property that they were invisible to anyone who was not fit for his office, or who was unpardonably stupid.

"Those must indeed be splendid clothes," thought the Emperor. *"If I had them on I could find out which men in my kingdom are unfit for the offices they hold; I could distinguish the wise from the stupid! Yes, this cloth must be woven for me at once."* And he gave both the impostors a lot of money, so that they might begin their work.

They placed two weaving-looms, and began to do as if they were working, but they had not the least thing on the looms. They also demanded the finest silk and the best gold, which they put in their pockets, and worked at the empty looms till late into the night.

"I should like very much to know how far they have got on with the cloth," thought the Emperor. But he remembered when he thought about it that whoever was stupid or unfit for his office would not be able to see it. Now he certainly believed that he had nothing to fear for himself, but he wanted first to send somebody else in order to see how he stood with regard to his office. Everybody in the whole town knew what a wonderful power the cloth had, and they were all curious to see how bad or how stupid their neighbour was.

"I will send my old and honoured minister to the weavers," thought the Emperor. *"He can judge best what the cloth is like, for he has intellect, and no one understands his office better than he."*

Now the good old minister went into the hall where the two impostors sat working at the empty weaving-looms. *"Dear me!"* thought the old minister, opening his eyes wide, *"I can see nothing!"* But he did not say so.

Both the impostors begged him to be so kind as to step closer, and asked him if it were not a beautiful texture and lovely colours. They pointed to the empty loom, and the poor old minister went forward rubbing his eyes; but he could see nothing, for there was nothing there.

"Dear, dear!" thought he, *"can I be stupid? I have never thought that, and nobody must know*



CLOTHES



it! Can I be not fit for my office? No, I must certainly not say that I cannot see the cloth!"

"Have you nothing to say about it?" asked one of the men who was weaving.

"Oh, it is lovely, most lovely!" answered the old minister, looking through his spectacles.
"What a texture! What colours! Yes, I will tell the Emperor that it pleases me very much."

"Now we are delighted at that," said both the weavers, and thereupon they named the colours and explained the make of the texture.

The old minister paid great attention, so that he could tell the same to the Emperor when he came back to him, which he did.

The impostors now wanted more money, more silk, and more gold to use in their weaving. They put it all in their own pockets, and there came no threads on the loom, but they went on as they had done before, working at the empty loom. The Emperor soon sent another worthy statesman to see how the weaving was getting on, and whether the cloth would soon be finished. It was the same with him as the first one; he looked and looked, but because there was nothing on the empty loom he could see nothing.

"Is it not a beautiful piece of cloth?" asked the two impostors, and they pointed to and described the splendid material which was not there.

"Stupid I am not!" thought the man, *"so it must be my good office for which I am not fitted. It is strange, certainly, but no one must be allowed to notice it."* And so he praised the cloth which he did not see, and expressed to them his delight at the beautiful colours and the splendid texture. *"Yes, it is quite beautiful,"* he said to the Emperor.

Everybody in the town was talking of the magnificent cloth.

Now the Emperor wanted to see it himself while it was still on the loom. With a great crowd of select followers, amongst whom were both the worthy statesmen who had already been there before, he went to the cunning impostors, who were now weaving with all their might, but without fibre or thread.

"Is it not splendid!" said both the old statesmen who had already been there. *"See, your Majesty, what a texture! What colours!"* And then they pointed to the empty loom, for they believed that the others could see the cloth quite well.

"What!" thought the Emperor, *"I can't see anything! This is indeed horrible! Am I stupid? Am I not fit to be Emperor? That was the most dreadful thing that could happen to me. Oh, it is very beautiful,"* he said. *"It has my gracious approval."* And then he nodded pleasantly, and examined the empty loom, for he would not say that he could see nothing.

His whole Court round him looked and looked, and saw no more than the others; but they said like the Emperor, *"Oh! It is beautiful!"* And they advised him to wear these new and magnificent clothes for the first time at the great procession which was soon to take place. *"Splendid! Lovely! Most beautiful!"* went from mouth to mouth; everyone seemed delighted over them, and the Emperor gave to the impostors the title of Court weavers to the Emperor.

Throughout the whole of the night before the morning on which the procession was to



CLOTHES



take place, the impostors were up and were working by the light of over sixteen candles. The people could see that they were very busy making the Emperor's new clothes ready. They pretended they were taking the cloth from the loom, cut with huge scissors in the air, sewed with needles without thread, and then said at last, *"Now the clothes are finished!"*

The Emperor came himself with his most distinguished knights, and each impostor held up his arm just as if he were holding something, and said, *"See! Here are the breeches! Here is the coat! Here the cloak!"* and so on.

"Spun clothes are so comfortable that one would imagine one had nothing on at all; but that is the beauty of it!"

"Yes," said all the knights, but they could see nothing, for there was nothing there.

"Will it please your Majesty graciously to take off your clothes," said the impostors, *"then we will put on the new clothes, here before the mirror."*

The Emperor took off all his clothes, and the impostors placed themselves before him as if they were putting on each part of his new clothes which was ready, and the Emperor turned and bent himself in front of the mirror.

"How beautifully they fit! How well they sit!" said everybody. *"What material! What colours! It is a gorgeous suit!"*

"They are waiting outside with the canopy which your Majesty is wont to have borne over you in the procession," announced the Master of the Ceremonies.

"Look, I am ready," said the Emperor. *"Doesn't it sit well!?"* And he turned himself again to the mirror to see if his finery was on all right.

The chamberlains who were used to carry the train put their hands near the floor as if they were lifting up the train; then they did as if they were holding something in the air. They would not have it noticed that they could see nothing.

So the Emperor went along in the procession under the splendid canopy, and all the people in the streets and at the windows said, *"How matchless are the Emperor's new clothes! That train fastened to his dress, how beautifully it hangs!"*

No one wished it to be noticed that he could see nothing, for then he would have been unfit for his office, or else very stupid. None of the Emperor's clothes had met with such approval as these had.

"But he has nothing on!" said a little child at last.

"Just listen to the innocent child!" said the father, and each one whispered to his neighbour what the child had said.

"But he has nothing on!" the whole of the people called out at last.

This struck the Emperor, for it seemed to him as if they were right; but he thought to himself, *"I must go on with the procession now"*. And the chamberlains walked along still more uprightly, holding up the train which was not there at all.



CLOTHES



Song

I Jumped Out of Bed This Morning can be found on *Heads, Shoulders, Knees & Toes*
ISBN 1-903929-23-7
<http://openlibrary.org/b/OL12269018M/Heads%2C-Shoulders%2C-Knees-and-Toes>

A CD of activity songs

The song *This is the way you put on your clothes* is a simple 'made up song' that can be sung to many different tunes. The words can be made to fit your particular location.





International Aspect

If the culture of the setting allows then the children will have the opportunity to see first hand a wide variety of local and national dress as well as clothes used for celebrations. If this is not possible then they will be able to talk about clothes which are suitable in a variety of climates and find these places on a world map. In either case their thinking about clothes will be challenged and extended.

Assessment

Informal assessment procedures will include listening to the children talking during the entry activity and whilst engaged in pretend play in the shop and comparing these early conversations with those towards the end of the theme.

If more formal, recorded assessment is needed then the teacher could draw an outline of a person and ask the children to draw various items of clothing. This activity could be repeated during the last week of the theme.

Younger children could have a similar task, but with a large picture or chart to look at. The teacher could then record the child's responses to a number of focused questions about clothes.





Resources

- Reference material on clothes, including good quality picture books
- A camera
- A copy of the story *The Emperor's New Clothes*
- Washing line and pegs
- Cold-water dye and/or fabric crayons
- String
- A collection of clothes of different colours, patterns, etc.
- Dressing-up clothes
- Full-length mirror
- Face paints
- A collection of socks and shoes
- Collage materials — fabrics
- *How Do I Put It On?*, by Shigeo Watanabe
- Catalogues and magazines

Parental Involvement

This theme will be greatly enriched by parents and other members of the local community coming into school wearing national dress, or allowing the teacher to model their clothes.





Planning Grid 1

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.9 Their ability to acquire new interests and skills
- 1.17 Playing alone, alongside others and with others

Strand 2: Communicating

Children learn about:

- 2.3 Using language skills in a variety of contexts
- 2.5 The practical use of at least one language
- 2.8 Listening attentively and responding appropriately to others
- 2.13 Exploring and observing the use of numbers in purposeful activities
- 2.14 Using mathematical symbols and concepts
- 2.15 Enjoying and using numbers
- 2.21 Being creative and expressive through a variety of activities

Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems
- 3.3 Trying things out, using exploration and curiosity as important and valued ways of learning
- 3.4 Taking part in symbolic, pretend or dramatic play
- 3.5 Playing with ideas and materials as an enjoyable, creative and valid approach to learning



CLOTHES



- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment
- 3.9 Using a variety of strategies for exploring and making sense of the world
- 3.11 Looking for patterns, classifying things for a purpose, guessing, using trial and error
- 3.12 Thinking logically, making comparisons and asking questions
- 3.18 A range of materials in daily use

Strand 4: Healthy living

Children learn about:

- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Mathematical (M.)





Planning Grid 1

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Maths area/practical area</p> <p>The exploration of the clothes bag should take place early in the theme, possibly after the initial dressing-up day. After this the teacher could structure some related maths activity daily.</p>	<p>Clothes-line maths.</p> <p>Provide a collection of various clothes. Encourage exploration and discussion, after which the following activities can be introduced over a number of sessions. Begin by simply counting socks, shirts and so on.</p>	M. 1	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> • 9 • 17 <p>2. Communicating</p> <ul style="list-style-type: none"> • 3 • 5 • 8 • 13 	<p>Interpersonal</p> <p>Mathematical-logical</p> <p>Visual-spatial</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> • 1.5
	<p>Younger children can peg clothes on a clothes line according to colour, size and pattern.</p>	M. 2	<ul style="list-style-type: none"> • 14 • 15 • 21 		
	<p>Older children can have numerals pinned to the clothes and then peg them in order.</p>	M. 3	<p>3. Exploring</p> <ul style="list-style-type: none"> • 1 • 3 • 4 		
	<p>Ask questions such as 'What is next to the spotty shirt?', 'What is third on the line?'</p>	M. 4	<ul style="list-style-type: none"> • 5 • 7 • 9 • 11 • 12 • 18 <p>4. Healthy Living</p> <ul style="list-style-type: none"> • 3 • 4 • 5 		





Planning Grid 2

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.2 Diversity
- 1.5 Their own ethnic group and other ethnic groups
- 1.7 Respecting and interacting with people who are different from themselves
- 1.11 Interpersonal skills
- 1.16 Taking part in group activities
- 1.20 The links between school and the wider world
- 1.25 Taking on different roles in different contexts
- 1.27 Rules, responsibilities and rights
- 1.28 Acceptable behaviour

Strand 2: Communicating

Children learn about:

- 2.1 Using gesture and expressive body movement for communication
- 2.3 Using language skills in a variety of contexts
- 2.5 The practical use of at least one language
- 2.21 Being creative and expressive through a variety of activities
- 2.25 A variety of types of music, art, dance and drama used as expressions of feeling, mood, situation, occasion and culture





Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems
- 3.2 Taking responsibility for their own learning
- 3.3 Trying things out, using exploration and curiosity as important and valued ways of learning
- 3.4 Taking part in symbolic, pretend or dramatic play
- 3.5 Playing with ideas and materials as an enjoyable, creative and valid approach to learning
- 3.6 Controlling their bodies and developing fine and gross motor control
- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment
- 3.15 Choosing and experimenting with materials, playing with ideas, and exploring actively with all the senses
- 3.18 A range of materials in daily use

Strand 4: Healthy living

Children learn about:

- 4.2 Self-help and self-care
- 4.3 Making choices
- 4.6 Coping with change

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.1 Know that children within the class and school have different home countries
- 1.2 Know the names and approximate locations of the home countries of children within the class (and/or school)
- 1.3 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country
- 1.4 Be able to respect one another's individuality and independence



CLOTHES



1.5 Be able to work with each other where appropriate

Areas of learning covered

- Role-Play (R.P.)





Planning Grid 2

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Role-play area</p> <p>Try to involve the children at the setting-up stage.</p> <p>The role play will probably last as long as the theme. If interest wanes then try to introduce some new items or persuade a mother or colleague (or failing this yourself) to model some clothes.</p>	<p>Set up a dressing-up area.</p> <p>Provide a rail or line with a variety of outfits.</p> <p>Include:</p> <ul style="list-style-type: none"> • Fancy dress, e.g. Clowns • Traditional clothes or national dress from the locality • Scarves • Hats • Shoes • A full-length mirror • Face paints (under supervision) • Posters, pictures and books about 	R.P. 1	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> • 2 • 5 • 7 • 11 • 16 • 20 • 25 • 27 • 28 <p>2. Communicating</p> <ul style="list-style-type: none"> • 1 • 3 • 5 • 21 • 25 <p>3. Exploring</p> <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 5 • 6 • 7 • 15 • 18 <p>4. Healthy Living</p> <ul style="list-style-type: none"> • 2 • 3 • 6 	<p>Interpersonal</p> <p>Intrapersonal</p> <p>Kinaesthetic</p> <p>Visual-spatial</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 1.4 • 1.5 <p>This area will be developed if the selection of clothes includes a selection of traditional clothes from home and/or host countries.</p>





Planning Grid 3

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.2 Diversity
- 1.9 Their ability to acquire new interests and skills
- 1.12 Strategies for solving conflicts in peaceful ways
- 1.14 Taking another's point of view
- 1.24 Expressing their own ideas

Strand 2: Communicating

Children learn about:

- 2.3 Using language skills in a variety of contexts
- 2.5 The practical use of at least one language
- 2.8 Listening attentively and responding appropriately to others
- 2.14 Using mathematical symbols and concepts
- 2.19 Using the processes of art and craft

Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems
- 3.2 Taking responsibility for their own learning
- 3.3 Trying things out, using exploration and curiosity as important and valued ways of learning
- 3.4 Taking part in symbolic, pretend or dramatic play





- 3.5 Playing with ideas and materials as an enjoyable, creative and valid approach to learning
- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment
- 3.9 Using a variety of strategies for exploring and making sense of the world
- 3.10 Setting and solving problems
- 3.11 Looking for patterns, classifying things for a purpose, guessing, using trial and error
- 3.12 Thinking logically, making comparisons and asking questions
- 3.13 Explaining, listening to others, taking part in reflective discussion, planning and observing
- 3.15 Choosing and experimenting with materials, playing with ideas, and exploring actively with all the senses
- 3.18 A range of materials in daily use

Strand 4: Healthy living

Children learn about:

- 4.2 Self-help and self-care
- 4.3 Making choices
- 4.4 Paying attention

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Mathematical (M.)
- Creative (Cr.)





Planning Grid 3

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Maths area</p> <p>The socks and shoes can be left for the children to explore for a day or two, after which the teacher can plan to introduce and develop more structured tasks over the period of a week or so.</p>	Provide a selection of socks and/or shoes.	M. 5	1. Independence & Interdependence	Interpersonal Mathematical-logical Visual-spatial Naturalist	Working towards Milepost One <ul style="list-style-type: none"> • 1.4 • 1.5
	Begin by making pairs of shoes — use the children’s own if appropriate to the setting.		• 2		
			• 9		
			• 12		
			• 14		
			• 24		
	Then sort socks into pairs. Make the collection more interesting by including a variety of sizes, colours and patterns — the more outrageous the better.	M. 6	2. Communicating		
			• 3		
			• 5		
			• 8		
		• 14			
		• 19			
Older children can practise counting in twos.	M. 7	3. Exploring			
		• 1			
		• 2			
		• 3			
		• 4			
Give the children one sock and ask them to colour a blank outline to match.	Cr. 1	• 5			
		• 7			
		• 9			
Make a worksheet asking the children to match sock to sock.	M. 8	• 10			
		• 11			
		• 12			
		• 13			
		• 15			
		• 18			
Count socks on the washing line.	M. 9	4. Healthy Living			
		• 2			
		• 3			
Make repeating patterns.	M.10	• 4			





Planning Grid 4

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.2 Diversity
- 1.8 Their relationships with others
- 1.9 Their ability to acquire new interests and skills
- 1.11 Interpersonal skills
- 1.14 Taking another's point of view
- 1.15 Empathising with others
- 1.19 Expressing disagreement and difference of opinion in appropriate ways, respecting rules about their relationship with others and their environment
- 1.24 Expressing their own ideas

Strand 2: Communicating

Children learn about:

- 2.3 Using language skills in a variety of contexts
- 2.5 The practical use of at least one language
- 2.7 Enjoying and using verbal communication
- 2.8 Listening attentively and responding appropriately to others
- 2.21 Being creative and expressive through a variety of activities

Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems



CLOTHES



- 3.2 Taking responsibility for their own learning
- 3.5 Playing with ideas and materials as an enjoyable, creative and valid approach to learning
- 3.9 Using a variety of strategies for exploring and making sense of the world
- 3.10 Setting and solving problems
- 3.11 Looking for patterns, classifying things for a purpose, guessing, using trial and error
- 3.12 Thinking logically, making comparisons and asking questions
- 3.13 Explaining, listening to others, taking part in reflective discussion, planning and observing
- 3.17 Enquiring, researching and exploring to draw conclusions about the world around them

Strand 4: Healthy living

Children learn about:

- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Mathematical (M.)





Planning Grid 4

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Quiet area Circle-time</p> <p>If the children wear uniform then this activity can only take place during the entry activity. Subsequently, the sorting will need to be of a mixed collection of clothes.</p>	<p>Choose two or three children to stand up in front of the others. Tell the class that you have chosen these children because they are wearing something the same. Begin with obvious things such as colour of shirt, shorts and so on. Progress to the less obvious such as the same pattern, or ribbons.</p> <p>When the children have had some practice with the teacher making the selection ask them to choose a group of their friends with some similar attribute.</p>	M. 11	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> • 2 • 8 • 9 • 11 • 14 • 15 • 19 • 24 <p>2. Communicating</p> <ul style="list-style-type: none"> • 3 • 5 • 7 • 8 • 21 <p>3. Exploring</p> <ul style="list-style-type: none"> • 1 • 2 • 5 • 9 • 10 • 11 • 12 • 13 • 17 <p>4. Healthy Living</p> <ul style="list-style-type: none"> • 3 • 4 • 5 	<p>Interpersonal</p> <p>Verbal-linguistic</p> <p>Naturalist</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> • 1.4 • 1.5





Planning Grid 5

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.2 Diversity
- 1.4 Their own gender and the opposite gender
- 1.5 Their own ethnic group and other ethnic groups
- 1.7 Respecting and interacting with people who are different from themselves
- 1.20 The links between school and the wider world

Strand 2: Communicating

Children learn about:

- 2.3 Using language skills in a variety of contexts
- 2.5 The practical use of at least one language
- 2.12 Enjoying and using words and books
- 2.19 Using the processes of art and craft
- 2.20 Using different media to express a mood or a feeling or for representing information

Strand 3: Exploring

Children learn about:

- 3.2 Taking responsibility for their own learning
- 3.6 Controlling their bodies and developing fine and gross motor control
- 3.9 Using a variety of strategies for exploring and making sense of the world
- 3.11 Looking for patterns, classifying things for a purpose, guessing, using trial and





error

- 3.12 Thinking logically, making comparisons and asking questions
- 3.13 Explaining, listening to others, taking part in reflective discussion, planning and observing
- 3.16 Representing their discoveries using a variety of media, including ICT
- 3.17 Enquiring, researching and exploring to draw conclusions about the world around them

Strand 4: Healthy living

Children learn about:

- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating
- 4.9 Keeping themselves safe from harm

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.1 Know that children within the class and school have different home countries
- 1.2 Know the names and approximate locations of the home countries of children within the class (and/or school)
- 1.3 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country
- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Knowledge and Understanding of the World (K/U.)
- Creative (Cr.)





Planning Grid 5

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension								
<p>Circle-time Practical area</p> <p>This activity could either form a mini-topic within the theme lasting for about a week, or the teacher could introduce the children to a different type of special clothing at intervals throughout the theme.</p>	<p>Find out about special clothes. Talk to the children, use reference material and visitors to find out about:</p> <ul style="list-style-type: none"> • Clothes worn for celebrations, such as birthdays, religious and/or cultural celebrations • Clothes worn for special jobs • Clothes worn by babies, children, men and women • Clothes worn for sports • Clothes worn to protect from the weather <p>Try to make collections of these clothes and ask the children to use paint and collage material to make representations of them.</p>	K/U. 1	1. Independence & Interdependence	<p>Interpersonal</p> <p>Verbal-linguistic</p> <p>Naturalist</p> <p>Visual-spatial</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 1.4 • 1.5 								
		K/U. 2	• 2			• 4	• 5	• 7	• 20				
		K/U. 3	2. Communicating			• 3	• 5	• 12	• 19	• 20			
		K/U. 4	• 3			• 5	• 12	• 19	• 20				
		K/U. 5	• 5			• 12	• 19	• 20					
		K/U. 6	3. Exploring			• 2	• 6	• 9	• 11	• 12	• 13	• 16	• 17
		Cr. 2	4. Healthy Living			• 3	• 5	• 4	• 9				





Planning Grid 6

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.1 Their own rights and those of others
- 1.3 Standing up for themselves and others
- 1.8 Their relationships with others
- 1.11 Interpersonal skills
- 1.12 Strategies for solving conflicts in peaceful ways
- 1.14 Taking another's point of view
- 1.15 Empathising with others
- 1.19 Expressing disagreement and difference of opinion in appropriate ways, respecting rules about their relationship with others and their environment
- 1.28 Acceptable behaviour

Strand 2: Communicating

Children learn about:

- 2.1 Using gesture and expressive body movement for communication
- 2.2 Understanding non-verbal messages
- 2.3 Using language skills in a variety of contexts
- 2.8 Listening attentively and responding appropriately to others
- 2.9 Using words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas
- 2.10 Exploring and observing the use of print
- 2.11 Stories and literature valued by the cultures in their community
- 2.12 Enjoying and using words and books
- 2.17 Creating stories and symbols



CLOTHES



- 2.23 A selection of the art, craft, songs, music and stories which are valued by the cultures in the community
- 2.25 A variety of types of music, art, dance and drama used as expressions of feeling, mood, situation, occasion and culture

Strand 3: Exploring

Children learn about:

- 3.4 Taking part in symbolic, pretend or dramatic play
- 3.6 Controlling their bodies and developing fine and gross motor control
- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment
- 3.20 Stories including myths, legends and other fiction
- 3.23 Social relationships and social concepts, such as friendship and authority, and social rules and understandings

Strand 4: Healthy living

Children learn about:

- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating
- 4.6 Coping with change

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Literacy (Lit.)
- Creative (Cr.)
- Physical (Ph.)





Planning Grid 6

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Reading/story area</p> <p>The story could be told at any point during the theme and the activities could take up a whole session or be introduced more gradually on a daily basis.</p>	Tell the children the story of 'The Emperor's New Clothes' and/or any similar stories from the home or host culture.	Lit. 1	1. Independence & Interdependence	Interpersonal Intrapersonal Verbal-linguistic Kinaesthetic Visual-spatial	Working towards Milepost One <ul style="list-style-type: none"> • 1.4 • 1.5 Try to find some relevant fiction from the home or host culture.
	Talk about the meaning of the story.	Lit. 2	<ul style="list-style-type: none"> • 1 • 3 • 8 • 11 • 12 • 14 		
	Ask the children to draw pictures and scribe their captions.	Cr. 3	<ul style="list-style-type: none"> • 15 • 19 • 28 		
	Make a large outline of the emperor and dress him in extravagant clothes using collage.	Ph. 1	2. Communicating		
	Ask the children to act out the story: <ul style="list-style-type: none"> • Be the tailors cutting and sewing the cloth • Be the emperor trying on his clothes and admiring himself in the mirror • Be the little boy who laughs at the silly emperor 		3. Exploring <ul style="list-style-type: none"> • 4 • 6 • 7 • 20 • 23 		
			4. Healthy Living		
			<ul style="list-style-type: none"> • 3 • 4 • 5 • 6 		





Planning Grid 7

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.2 Diversity
- 1.6 Their family background
- 1.20 The links between school and the wider world

Strand 2: Communicating

Children learn about:

- 2.3 Using language skills in a variety of contexts
- 2.5 The practical use of at least one language
- 2.7 Enjoying and using verbal communication
- 2.8 Listening attentively and responding appropriately to others
- 2.9 Using words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas
- 2.10 Exploring and observing the use of print
- 2.19 Using the processes of art and craft

Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems
- 3.2 Taking responsibility for their own learning
- 3.3 Trying things out, using exploration and curiosity as important and valued ways of learning





- 3.6 Controlling their bodies and developing fine and gross motor control
- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment
- 3.9 Using a variety of strategies for exploring and making sense of the world
- 3.11 Looking for patterns, classifying things for a purpose, guessing, using trial and error
- 3.12 Thinking logically, making comparisons and asking questions
- 3.13 Explaining, listening to others, taking part in reflective discussion, planning and observing
- 3.14 Identifying and using information from a range of sources
- 3.17 Enquiring, researching and exploring to draw conclusions about the world around them
- 3.23 Social relationships and social concepts, such as friendship and authority, and social rules and understandings

Strand 4: Healthy living

Children learn about:

- 4.1 Keeping themselves healthy
- 4.2 Self-help and self-care
- 4.3 Making choices
- 4.4 Paying attention
- 4.9 Keeping themselves safe from harm

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.3 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country
- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate



CLOTHES



Areas of learning covered

- Knowledge and Understanding of the World (K/U.)
- Creative (Cr.)





Planning Grid 7

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Practical area Circle-time</p> <p>The teacher-led discussion would be best planned towards the end of the theme when the children have some understanding and experience of types of clothes. After this the selection of books and pictures, together with some samples of materials can be left on display for the children to visit as they choose.</p>	Investigate where clothes come from.	K/U. 7	1. Independence & Interdependence	Interpersonal Intrapersonal Verbal-linguistic Naturalist Kinaesthetic	Working towards Milepost One <ul style="list-style-type: none"> • 1.3 • 1.4 • 1.5
	Talk to the children about who gets them dressed before school. Where do they keep their clothes? Who washes them? Then extend the discussion to include where they were bought and the fabric they are made from. Begin with the children's own clothes. Find out how much they know and then look at books and other reference materials to find out things like where wool comes from.	K/U. 8	2. Communicating <ul style="list-style-type: none"> • 2 • 6 • 20 		
	Make a cardboard child for each child to dress in their own likeness using fabric scraps.	Cr. 4	3. Exploring <ul style="list-style-type: none"> • 3 • 5 • 7 • 8 • 9 • 10 • 19 4. Healthy Living <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 9 		





Planning Grid 8

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.9 Their ability to acquire new interests and skills
- 1.10 Their own particular strengths
- 1.11 Interpersonal skills
- 1.12 Strategies for solving conflicts in peaceful ways
- 1.13 Positive and constructive attitudes to competition
- 1.16 Taking part in group activities
- 1.17 Playing alone, alongside others and with others
- 1.18 Taking responsibility for their own actions
- 1.28 Acceptable behaviour

Strand 2: Communicating

Children learn about:

- 2.8 Listening attentively and responding appropriately to others
- 2.21 Being creative and expressive through a variety of activities
- 2.24 Enjoying and using music, art, drama and dance
- 2.25 A variety of types of music, art, dance and drama used as expressions of feeling, mood, situation, occasion and culture

Strand 3: Exploring

Children learn about:

- 3.4 Taking part in symbolic, pretend or dramatic play



CLOTHES



- 3.6 Controlling their bodies and developing fine and gross motor control
- 3.8 Moving in space and moving to rhythm
- 3.18 A range of materials in daily use
- 3.23 Social relationships and social concepts, such as friendship and authority, and social rules and understandings

Strand 4: Healthy living

Children learn about:

- 4.2 Self-help and self-care
- 4.3 Making choices
- 4.4 Paying attention
- 4.7 Their own personal worth
- 4.8 Expressing emotions and emotional needs

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Physical (Ph.)





Planning Grid 9

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.9 Their ability to acquire new interests and skills
- 1.10 Their own particular strengths
- 1.20 The links between school and the wider world
- 1.28 Acceptable behaviour

Strand 2: Communicating

Children learn about:

- 2.3 Using language skills in a variety of contexts
- 2.8 Listening attentively and responding appropriately to others
- 2.18 Materials and technology used in creative and expressive arts
- 2.19 Using the processes of art and craft
- 2.21 Being creative and expressive through a variety of activities
- 2.23 A selection of the art, craft, songs, music and stories which are valued by the cultures in the community

Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems
- 3.3 Trying things out, using exploration and curiosity as important and valued ways of learning
- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment



CLOTHES



- 3.15 Choosing and experimenting with materials, playing with ideas, and exploring actively with all the senses
- 3.18 A range of materials in daily use

Strand 4: Healthy living

Children learn about:

- 4.3 Making choices
- 4.4 Paying attention
- 4.9 Keeping themselves safe from harm

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Creative (Cr.)





Planning Grid 9

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Practical area</p> <p>This activity would be an excellent way to round off the theme but will need careful planning, especially with larger classes, to ensure appropriate supervision.</p>	<p>Experiment with a variety of dyeing techniques.</p> <p>Give each child a piece of plain white cotton — a handkerchief or similar — and demonstrate how to make it change colour. Use safe cold-water dye only under supervision. Older children may be able to manage some simple tie-dyeing — put a coin in the cloth and tie tightly with string before immersing in the solution.</p>	Cr. 5	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> • 9 • 10 • 20 • 28 <p>2. Communicating</p> <ul style="list-style-type: none"> • 3 • 8 • 18 • 19 • 21 • 23 	<p>Visual-spatial</p> <p>Kinaesthetic</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> • 1.4 • 1.5 <p>Try to include or demonstrate some local fabric designs and/or techniques.</p>
	<p>Alternatively ask the children to bring in a plain white t-shirt and transfer their own simple design onto it using fabric crayons.</p>	Cr. 6	<p>3. Exploring</p> <ul style="list-style-type: none"> • 1 • 3 • 7 • 15 • 18 <p>4. Healthy Living</p> <ul style="list-style-type: none"> • 3 • 4 • 9 		





Planning Grid 10

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.18 Taking responsibility for their own actions
- 1.19 Expressing disagreement and difference of opinion in appropriate ways, respecting rules about their relationship with others and their environment
- 1.20 The links between school and the wider world
- 1.25 Taking on different roles in different contexts
- 1.28 Acceptable behaviour

Strand 2: Communicating

Children learn about:

- 2.1 Using gesture and expressive body movement for communication
- 2.2 Understanding non-verbal messages
- 2.3 Using language skills in a variety of contexts
- 2.12 Enjoying and using words and books
- 2.21 Being creative and expressive through a variety of activities
- 2.22 Singing songs, including songs of their own and those from different countries and cultures
- 2.24 Enjoying and using music, art, drama and dance

Strand 3: Exploring

Children learn about:

- 3.4 Taking part in symbolic, pretend or dramatic play



CLOTHES



- 3.6 Controlling their bodies and developing fine and gross motor control
- 3.8 Moving in space and moving to rhythm
- 3.11 Looking for patterns, classifying things for a purpose, guessing, using trial and error
- 3.12 Thinking logically, making comparisons and asking questions

Strand 4: Healthy living

Children learn about:

- 4.1 Keeping themselves healthy
- 4.2 Self-help and self-care
- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating
- 4.9 Keeping themselves safe from harm

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Physical (Ph.)
- Musical (Mu.)
- Literacy (Lit.)





Planning Grid 10

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Gym, hall or large carpeted space</p> <p>Once the teacher has introduced the initial idea and taught the song, this could be part of the daily circle/story time.</p>	<p>Mime the process of getting dressed. Begin by getting out of bed, stretching, yawning.</p>	Ph. 4	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> • 18 • 19 	<p>Interpersonal</p> <p>Intrapersonal</p> <p>Verbal-linguistic</p> <p>Kinaesthetic</p> <p>Musical</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> • 1.4 • 1.5
	<p>Then talk about the sequence of dressing – which comes first, your sweater or your socks?</p>	Mu. 1	<ul style="list-style-type: none"> • 20 • 25 • 28 		
	<p>Extend this by teaching either the song 'I jumped out of bed this morning' or 'This is the way I put on my socks'.</p>		<p>2. Communicating</p> <ul style="list-style-type: none"> • 1 • 2 • 3 • 12 		
	<p>Vary the activity by asking the children to choose a part of the sequence to mime and asking the other children to guess what they are doing.</p>	Ph. 5	<ul style="list-style-type: none"> • 21 • 22 • 24 		
	<p>Older children can cut out and stick a series of pictures into the correct order.</p> <p>Read <i>How Do I Put It On?</i>, by Shigeo Wantanabe.</p>	Lit. 3	<p>3. Exploring</p> <ul style="list-style-type: none"> • 4 • 6 • 8 • 11 • 12 <p>4. Healthy Living</p> <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 5 • 9 		





Planning Grid 11

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.2 Diversity
- 1.20 The links between school and the wider world

Strand 2: Communicating

Children learn about:

- 2.9 Using words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas
- 2.20 Using different media to express a mood or a feeling or for representing information
- 2.21 Being creative and expressive through a variety of activities

Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems
- 3.2 Taking responsibility for their own learning
- 3.3 Trying things out, using exploration and curiosity as important and valued ways of learning
- 3.5 Playing with ideas and materials as an enjoyable, creative and valid approach to learning
- 3.6 Controlling their bodies and developing fine and gross motor control
- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment



CLOTHES



- 3.11 Looking for patterns, classifying things for a purpose, guessing, using trial and error
- 3.12 Thinking logically, making comparisons and asking questions
- 3.14 Identifying and using information from a range of sources
- 3.16 Representing their discoveries using a variety of media, including ICT
- 3.17 Enquiring, researching and exploring to draw conclusions about the world around them
- 3.18 A range of materials in daily use
- 3.19 Spatial representations such as maps, diagrams, photographs and drawings

Strand 4: Healthy living

Children learn about:

- 4.3 Making choices
- 4.5 Concentrating

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Creative (Cr.)
- Mathematical (M.)





Planning Grid 11

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Practical Area</p> <p>Once the task has been explained this activity can be on-going and independent for as long as the children are interested.</p>	<p>Provide a selection of catalogues and magazines, scissors and glue.</p> <p>Ask the children to find pictures of clothes and cut them out.</p>	Cr. 7	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> • 2 • 20 	<p>Intrapersonal</p> <p>Visual-spatial</p> <p>Naturalist</p> <p>Kinaesthetic</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> • 1.4 • 1.5
	<p>This activity can be made more specific by asking them to sort the clothes:</p> <ul style="list-style-type: none"> • By colour • By type — clothes for a baby, an adult or for a particular activity or climate • By size • By category — e.g. find as many shoes as you can 	M. 12	<p>2. Communicating</p> <ul style="list-style-type: none"> • 9 • 20 • 21 <p>3. Exploring</p> <ul style="list-style-type: none"> • 1 • 2 • 3 • 5 • 6 • 7 • 11 • 12 • 14 • 16 • 17 • 18 • 19 <p>4. Healthy Living</p> <ul style="list-style-type: none"> • 3 • 5 		





Planning Grid 12

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.9 Their ability to acquire new interests and skills
- 1.16 Taking part in group activities
- 1.17 Playing alone, alongside others and with others
- 1.20 The links between school and the wider world
- 1.25 Taking on different roles in different contexts

Strand 2: Communicating

Children learn about:

- 2.21 Being creative and expressive through a variety of activities

Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems
- 3.2 Taking responsibility for their own learning
- 3.3 Trying things out, using exploration and curiosity as important and valued ways of learning
- 3.4 Taking part in symbolic, pretend or dramatic play
- 3.5 Playing with ideas and materials as an enjoyable, creative and valid approach to learning
- 3.6 Controlling their bodies and developing fine and gross motor control
- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment



CLOTHES



- 3.12 Thinking logically, making comparisons and asking questions
- 3.14 Identifying and using information from a range of sources
- 3.15 Choosing and experimenting with materials, playing with ideas, and exploring actively with all the senses
- 3.17 Enquiring, researching and exploring to draw conclusions about the world around them

Strand 4: Healthy living

Children learn about:

- 4.2 Self-help and self-care
- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Physical (Ph.)
- Knowledge and Understanding of the World (K/U.)
- Mathematical (M.)





Planning Grid 12

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Water tray, practical area</p> <p>The water tray washing can be an on-going and independent activity for as long it holds the children's interest. Older children will need some teacher involvement to extend the learning.</p>	<p>Provide small items of clothing to wash in the water tray. Fill the tray with warm, soapy water and set up a line with pegs either over a protected floor area — use a tray or similar to collect drips — or outside.</p> <p>The activity can be extended by:</p> <ul style="list-style-type: none"> Talking about the effect of the water on the clothes — are they heavier, has the colour changed? Asking how the clothes get dry again. Do they dry faster inside or outside? Try laying the clothes out flat to dry — is this better than hanging? Counting/matching/ordering the clothes on the line Estimating how many pegs you will need Talking about how the washing is done at home 	<p>Ph. 6</p> <p>K/U. 9</p> <p>M. 13</p> <p>M. 14</p> <p>M. 15</p> <p>K/U. 10</p>	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> 9 16 17 20 25 <p>2. Communicating</p> <ul style="list-style-type: none"> 21 <p>3. Exploring</p> <ul style="list-style-type: none"> 1 2 3 4 5 6 7 12 14 15 17 <p>4. Healthy Living</p> <ul style="list-style-type: none"> 2 3 4 5 	<p>Interpersonal</p> <p>Intrapersonal</p> <p>Mathematical-logical</p> <p>Kinaesthetic</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> 1.3 1.4 <p>Talk about the ways in which clothes are washed and dried in a variety of countries — e.g. in some places people wash clothes in the river and put them on stones to dry in the sun.</p>





Unit Planners

This Planning Grid Overview demonstrates just one of many routes through this unit. It is based on a five-week period. You should adjust the plan to suit your own school's particular circumstances.

Activities are listed under the week in which they are introduced. The shaded rows indicate where activities can be sustained or developed over a number of weeks.

Suggested Unit Plan

Week One	Week Two	Week Three	Week Four	Week Five
Entry Point Dressing Up Day				
Clothes Line Maths M. <i>Grid 1</i>				
Role Play Area R.P. <i>Grid 2</i>				
Sorting Children M. <i>Grid 4</i>				
Getting Dressed Ph. Mu. Lit. <i>Grid 10</i>				
	Sock/Shoe Maths M. <i>Grid 3</i>			
	Special Clothes Cr. K/U <i>Grid 5</i>			
	Washing Clothes K/U Ph. M. <i>Grid 12</i>			
		Emperor's Clothes Lit Cr. Ph. <i>Grid 6</i>		
		Dressing Up Games Ph. <i>Grid 8</i>		
			Dyeing Techniques Cr. <i>Grid 9</i>	
			Cut/Stick/Sort Cr. M. <i>Grid 11</i>	
				Clothes from ...? K/U <i>Grid 7</i>
				Cardboard Dressing Cr. <i>Grid 7</i>



M. Maths, Lit. Literacy, Ph. Physical, Cr. Creative, Mu. Music, K/U Knowledge and Understanding, R.P. Role-Play.



CLOTHES



Weekly Planning Sheet

Unit Title	
Date	

	Circle-Time/ Introductory Activity	Follow-On Activities	On-Going Activities For example: sand, water, construction, role-play, outdoor, physical play, creative and musical activities.
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Notes:





Draft Letter To Parents

Please use this as a draft for your own letter. Make it personal to your own situation by including as many details as possible.

Dear Parents,

Over the next few weeks those of us in class ____ will be learning about 'Clothes'.

This unit is part of the Early Years programme of the International Primary Curriculum. This new curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or 'strands' — these are called 'Independence and Interdependence', 'Communicating', 'Exploring', and 'Healthy Living'.

The activities which have been planned will cover these strands in the following ways.

Independence and Interdependence

Through dressing up and talking about all kinds of clothes the children will learn about people who are different from themselves and about the links between school and the wider world. They will have opportunities to play alone, alongside and with other children.

Communicating

Throughout this theme the children will have lots of opportunities to talk about clothes and ask questions of visitors. They will listen to the story of 'The Emperor's New Clothes'. We will count, order and sort clothes.

Exploring

We will spend lots of time involved in dressing up and pretend play and through these activities find out about the world about us.

Healthy Living

The children will learn about the need to take care of themselves, to concentrate and to pay attention.

We will begin this theme on Thursday by having a dressing-up morning. Please send your



CLOTHES



child to school wearing something which is special to them. This could be a traditional costume or their favourite dressing-up clothes. We will be having a grand parade in the school gym at 10 o'clock — you are very welcome to come along and take part.

As always, I welcome any support or suggestions which you may have. Watch the class bulletin board for more details as the theme progresses.

