

TOPIC MAP - KEY STAGE 1

Precious Time

Use our short film about Precious, an 11-year-old growing up in Johannesburg, South Africa, as the starting point for inspirational learning. By exploring Precious' story through different curriculum areas, your pupils will gain a unique insight into other children's lives, the power of sport and the difference they can make by raising money this Sport Relief.

You can view the film about Precious at sportrelief.com/primaryresources

GEOGRAPHY

Growing up in a city

Watch the film about Precious and talk with pupils about her life in Johannesburg. What words can they think of to describe Johannesburg?

Explain that Johannesburg is South Africa's biggest city, but the country's capital city is Pretoria. Ask pupils if they can name the four countries in the United Kingdom. What are their capital cities? Can they name any other cities? Help pupils locate the different countries and cities on maps.

Encourage pupils to talk about cities they have visited and to use simple geographical vocabulary to describe them (e.g. factory, house, office, port, shop).

Curriculum links

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.
- Use basic geographical vocabulary to refer to key human features.

PHYSICAL EDUCATION

Learning a new skill

Learning to skateboard has had an amazing effect on Precious' self-confidence. In her words:

"When I took my first big drop my heart was beating fast and I was scared. After I did it, I told myself... I can skate, I can do anything."

Spend a lesson teaching pupils a new movement skill, for example catching or skipping. Make sure they all have an achievable target for the end of the lesson: If they can't skip, can they learn to do their very first complete jump? If they can already skip well, can they learn to turn the rope backwards or faster?

At the end of the lesson, talk with pupils about what they have achieved and the physical improvement they have made. How did they feel at the start of the lesson? How has their achievement made them feel?

Curriculum links

- Develop fundamental movement skills
- Become increasingly competent and confident

PSHE & ENGLISH

Shy and confident

Before Precious started skateboarding she was shy, but as a result of going to Skateistan she is much more confident:

"I was very excited to learn how to skate. I was shy when I first came. It makes me feel very happy to come here. I have a lot of fun and I'm not shy now."

Talk with pupils about what it means to feel shy and confident. Do they ever feel shy? How do they behave when they're feeling shy? When do they feel confident? How does this make them behave?

Ask them to write down and illustrate some of their thoughts. Talk together about what we can do to make ourselves better when we're feeling shy. What can we do to increase our confidence?

Curriculum links

- Writing narratives about personal experiences PSHE Association programme of study
- About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

ART AND DESIGN

Learning a new skill

Skateboarding is Precious' favourite sport. Talk with pupils about physical activities they enjoy. What is their favourite sport? Why do they like it? How does it make them feel?

Ask pupils to draw or paint a picture of themselves taking part in their favourite sport. Can they show how it makes them feel?

Curriculum links

- Use drawing and painting to develop and share their ideas, experiences and imagination

