




Our Community at Alexander First School- A celebration of the military child

	Learning Focus	Learning Experience/Task	Curriculum Coverage	Community Link/Resources
Activity 1	<p>Values and Standards of the Army</p> <p>Pupils consider their own personal values and beliefs and link these to that of Alexander First School (AFS) and the Army.</p> <p><i>Teacher notes:</i> <i>The British Army's values are the moral principles which define who British soldiers are as individuals and what the British Army stands for as an organisation.</i></p> <p><i>Courage, both moral and physical, creates the strength upon which fighting spirit and success on operations depends. It is a quality needed by every soldier, but is especially important for those placed in positions of authority, because others will depend on their lead and respond to it.</i></p> <p><u>Motto</u> <i>Coldstream Guards: Nulli Secundus (Latin)- Second to None</i></p> <p><i>Welsh Guards: Cymru am Byth (Welsh)- Wales forever</i></p>	<p>Early Years (Nurse/Reception)</p>  <p>Following discussion and viewing of images/video, using an outline of a guardsman, pupils label values and characteristics of guardsman (adults to scribe). Pupils then create their own outline and complete similarly considering their values and beliefs. Discuss similarities.</p> <p>KS1 (Year 1 and Year 2)</p> <p>Pupils decorate jam jars and fill with words and photos demonstrating their courage. Over the course of the following weeks, pupils add to their jars as they demonstrate/experience courage. Focus on encouraging pupils to see courage in others as well (compliments from their peers hold great weight; encourage seeing the courage of others as well as themselves).</p> <p>KS2 (Year 3/4)</p> <p>The Values and Standards of the British Army are:</p> <p>Values:</p> <ul style="list-style-type: none"> • Courage • Discipline • Respect for Others • Integrity • Loyalty • Selfless Commitment <p>Pupils explore these in more detail. In particular, 'courage'. What does courage truly mean? How do we show courage? How do you think service personnel show courage? Work towards links with growth mindset.</p> <p>Pupils create a 'Courage is in you' poster to be displayed around the school/community Hive Centre. Focus on recognising that courage comes in different forms and small achievements build to greater accomplishments.</p>	<p>PSHE- Core Theme 1. Health and wellbeing</p> <p>EYFS: CL: Express a point of view, using words. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences.</p> <p>UW: Make sense of their family's history. Show interest in different occupations. Name and describe people who are familiar to them.</p> <p>KS1: To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To think about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>KS2: To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p>	<p>Early Years and KS1</p> <p>Home learning project: Working alongside their child, parents and pupils create a 'Courage scrapbook' depicting their achievements.</p> <p>Use school pictures from school to help get parents started.</p> <p>KS2 (Year 3/4)</p> <ul style="list-style-type: none"> - Interview Padres and service personal regarding their experience of courage - e.g. a young/new recruit persevering to achieve a goal (physical training challenge/run etc.). - Use our weekly army PT trainers to demonstrate perseverance in a PT circuit for pupils to complete. - Army climbing wall or assault course resources to be borrowed 

<p>Activity 2</p>	<p>Music and the Army</p> <p>Pupils participate in a mock-marching band using instruments pupils have created.</p> <p><i>Teacher notes:</i> <i>The Corps of Army Music (CAMUS) is a Corps of the British Army which was formed in 1994.</i></p> <p><i>The role of Army musicians is varied, from parading in marching bands outside Buckingham Palace to performing for the troops in operational theatres such as Afghanistan.</i></p> <p><i>Not only are there marching and symphonic concert bands but almost any other musical ensemble from Strings to Rock Bands.</i></p> <p><i>Coldstream Guards March: Quick March is Milanollo Slow March is Figaro ("Non più andrai" from The Marriage of Figaro)</i></p> <p><i>Welsh Guards March: Quick March is the Rising of the Lark and the Regimental Slow March is Men of Harlech.</i></p>	<p>Early Years (Nursey/Reception) and KS1 (Year 1 and Year 2)</p> <p>Discuss how the Army has used loud music to scare their enemies before a battle. Pupils attempt their scariest face and loudest noise! There are 22 Army bands and these bands play all over the world. Pupils watch various videos of RCAM. Using this, pupils create their own instruments using junk modelling - ensure there is a mix of mock percussion, wind, string instruments. Pupils then practise marching to their music.</p> <p>KS2 (Year 3/4)</p> <p>Pupils focus on the trumpet and its importance in military music. Pupils develop an awareness of the trumpet, and the styles and approaches to performing, composing and appraising this instrument. Pupils then attempt to compose their own piece of music to perform.</p>	<p>Music</p> <p>EYFS: EAD: Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Listen attentively; move and talk about music, expressing their feelings and responses. Explore and engage in music making...performing solo or in groups.</p> <p>KS1: Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>KS2: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions. Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Band performer to visit the school to show pupils their instrument/outfit and a little demonstration.</p> <p>Military musicians to judge a competition for best junk modelling instrument.</p>
<p>Activity 3</p>	<p>The Alms Knights of St. George's Chapel/Poor Knights</p> <p>Pupils understand the history and importance of 'Poor Knights' at Windsor Castle.</p> <p><i>Teacher notes:</i> <i>The reason they were also called the 'Poor Knights' is that they used to consist of knights who had lost their estates during fighting (or other reasons). The knights have always lived at Windsor Castle. There, their main job is to pray to God and pray for the King/Queen and his armies.</i></p>	<p>Early Years (Nursey/Reception)</p>  <p>Pupils to explore who the Alms Knights are and where they live. Why are they special? Why are they called Poor Knights? Compare old and more recent picture of a Knight? What is the same/different? Why are they important? Discuss how they are now celebrated in a traditional dessert (link to Victoria sponge etc.)! Pupils then follow the recipe to create the dessert 'The Poor Knights of Windsor' named after their namesake.</p> <p>KS1 (Year 1 and Year 2) and KS2 (Year 3/4)</p> <p>Pupils create a poster seeking an Alms Knight. Their posters must include the following aspects:</p> <ul style="list-style-type: none"> ▪ Appointment (personal characteristics) ▪ Oath ▪ Duties ▪ Uniform ▪ Lodgings 	<p>EYFS- Understanding the World- Past and Present: Begin to make sense of their own life-story and family's history. Comment on images of....situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>History- Presenting, Organising and Communicating</p> <p>KS1: Pupils should use a wide vocabulary of everyday historical terms- Pupils can talk, write and draw about things from the past.</p> <p>KS2: Pupils should use a wide vocabulary of everyday historical terms - Pupils can present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p>	<p>Interview an Alms Knight or write a letter of thanks.</p> <p>Write a prayer for an Alms Knight recognising their service. Gift these to them.</p>
<p>Activity 4</p> <p><i>Pupils wear purple to school - colour of the military child</i></p>	<p>Traditions (costume and symbols)</p> <p>Pupils explore ceremonial uniforms and symbols of the army. Pupils link/reflect on symbols and representations for their own lives.</p> <p><i>Teacher notes:</i> <i>The Coldstream Guards were founded in 1650 and are the oldest regiment in the British Army in continuous</i></p>	<p>Early Years (Nursey/Reception)</p> <p>Explore what a uniform is. Relate back to pupils previous learning on 'people who help us' - what uniforms can they remember? Discuss uniforms the pupils have (school, football, dance etc.). Look at the uniform of Welsh and Coldstream Guards. Discuss colours, symbols, buttons etc.</p> <p>Pupils then design a military child uniform in celebration of month of the military child. What symbols would they include? What unites them with other military children?</p>	<p>EYFS- Understanding the World- Past and Present: Begin to make sense of their own life-story and family's history. Comment on images of....situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Science- Everyday materials</p> <p>KS1: Pupils describe the simple physical</p>	<p>Invite our parents who are skilled and talented tailors working in the uniform department.</p> <p>Invite a parent to come in to talk to the children about their ceremonial uniform/bearskin. Show</p>

active service. The Coldstream Guards can be recognised by their tunic buttons being arranged in pairs, a red plume worn on the right, a garter star on the collar badge, and a rose shoulder badge. Their motto is 'Nulli Secundus' (Second to None).



The Welsh Guards are the youngest of the five foot guards regiments. Identifiable by their tunic buttons arranged in fives, a white and green bearskin plume on the left-hand side, a leek on the collar badge and shoulder badge.



Their motto is 'Cymru am Byth' (Wales Forever), and Prince Charles is their Colonel as The Prince of Wales.

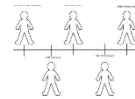
KS1 (Year 1 and Year 2)

Ask pupils what they have worn for a special event? Why did they wear it? How did it make them feel? Share images of various ceremonial uniforms for Coldstream and Welsh Guards. Discuss with pupils the importance of these uniforms and how everyone dresses the same (link to team effort and collective responsibility to maintain pride in the group - link to school/class). Discuss and share regimental symbols e.g. Welsh Guards - why is it a leek? What would be a symbol to represent you?

Discuss with pupils the materials for various items of uniform (leather, fabric, brass etc.), link these to pupil's previous science learning on materials. Why would this be a good material to use? Think about waterproof vs non-waterproof etc. Sensitively link this to the use of bearskin (made from the fur of the Canadian black bear owing to its warmth, water-resistance nature, and ability to retain its shape).

Pupils to create their own imaginary ceremonial uniform Alexander First School's Jubilee celebration. What colour would it be? What materials would you use? What symbols would it have?

KS2 (Year 3/4)



Begin by exploring the changes in army uniform over time. In groups pupils place pictures of different British Army uniforms on a timeline - what do you notice? What is familiar/different? What do your parents say about their uniform (heavy/light/comfortable/warm)?

Discuss the changes to army uniform over time. What do pupils think army uniform will be like in the future?

Pupils create an army uniform for the future! What materials would it be made from, why? What technology would it include (STEM links)?

properties of a variety of everyday materials.

Pupils compare and group together a variety of everyday materials on the basis of their simple physical properties.

Pupils identify and compare the suitability of a variety of everyday materials.

History- Chronological Understanding

KS2: Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.

and tell.

Activity 5

Art and the Army

Using either an image (photo) of a person they admire (e.g. mother/father) or stimulus provided by teacher, pupils recreate art work in the styles of noted military painters.

Teacher notes:



Michael Alford has been a War Artist to the British military. He has been commissioned by the Household Cavalry for their headquarters at Combermere Barrack, Windsor.

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Early Years (Nursery/Reception), KS1 (Year 1 and Year 2) and KS2 (Year 3/4)

Discuss how paintings and pictures are used to record events and important moments in history, including in the army. Share a selection of (age appropriate) military pictures. What can you see? How do think he/she is feeling? What do you think the story is? Share the art work of Michael Alford who has hidden a mouse in his work. Can pupils spot the mouse? What do you notice (dressed as a Guardsman!)?

Share army-related (e.g. in ceremonial dress/carrying out duties) portraits pupils/staff may have of their loved ones. Challenge- can pupils hide a secret mouse in a similar style to Michael Alford

Discuss artistic technics e.g.

- avoid blending instead try connecting brushstrokes
- use simple grid markings on the photo (photocopy!) and on paper to help scale
- start mixing skin colours first
- start painting the eyes first (on a portrait)
- begin painting dark colours first and then add light 'highlights'

Art

KS1: Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Art

KS2: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Home learning project:

Pupils create a military life (scenes from home, parades, a chosen moment of their preference and create a painting of this. Parents/carers are welcomed to work alongside pupils.

Michael Alford to come into Alexander First School to share his skills/knowledge/experience.

Michael Alford and Padres from Welsh and Coldstream Guards to judge children's portraits of their military parent.



Leaving Camp by Arabella Dorman

Arabella Dorman is an award winning war artist and one of Britain's leading portrait painters.

Stuart Brown is a British artist and illustrator who has been commissioned for a number of military related work.

