



Successful learners

Areas of learning

As Scientists we will be thinking about how amazing our bodies are, investigating our senses and using our ideas to write some Horrid Henry sensory poems in English. We will be making our own 'Funnybones' skeletons and organ aprons! We will compare our skeletons with those of different animals.

As Historians – We will travel back in time to look at the lives of Florence Nightingale, Mary Seacole and Jenny Worth. We will act out what we have been learning and write our own 'Nightingale – To do' lists. We will make 'Shining Light' lamps to detail how special these ladies were in making changes to the world.

As Artists we will be thinking about how our bodies look and creating self portraits, using a variety of different materials. We will look at the work of Leonardo da Vinci, Henri Matisse, Picasso and Klee. We will create watercolour backgrounds, abstract face collages and dog biscuit skeleton sculptures.

As Technologists we will be using our knowledge of food groups and peeling/chopping/ grating skills to create some 'Super Breakfast Smoothies' - full of healthy ingredients!

We will be refining our basic computing skills – logging on, using a mouse, dragging and dropping and editing shapes to create a poster to show something we have learned about in this topic.

Confident Individuals

Writing across the Curriculum

As people who write for a variety of purposes we will:

Use all of our senses to write a senses poem.

Write some instructions and recipes for tasty, healthy smoothies

Write a list of jobs Florence Nightingale needs to do

Write in role as the Doctor and Pharmacist

Responsible Citizens

Problem Solving

As problem solvers:

We will begin to learn about the 'Six Thinking Hat' approach to critical thinking.

We will use the Thinking Hat approach to explore a world without trees from The Lorax by Dr Seuss.

We will match resources to observations to create replica skeletons.

We will explore how we can arrange ourselves in height order

British and Christian Values

In those developing our values we will:

Use Psalm 139 to explore how we are 'Fearfully and wonderfully made' and how Holy Spirit can help us to develop talents. We will think about how we can use skills and talents to serve each other. We will cultivate an attitude of thankfulness that we are all unique and special members of our class.

Explore stewardship of the earth in caring for animals and plants. Genesis 2:15/1:28

Develop listening skills, exploring freedom of speech and individual liberty. We will learn to disagree respectfully. We will also think about democracy by having class votes.

Communities

As members of a community we will:

Learn songs and readings for the Harvest Festival

Think about and taste food which is grown/produced in local, national and global communities. We will learn where the major rainforests are.

Learning about the diversity in our community by having discussions in show and tell and circle time.

Learn about children who have use their talents to change the world.

Essentials for Learning and Life

Using communication

Speaking and Listening Opportunities

Describing outcomes to investigations

Taking a character role in drama and responding with ideas during hot seating and freeze framing

Asking questions to visitors and listening to answers.

Using mathematics

Create Pictograms

Measure height and weight using standard and non standard units

Using ICT

Move words into the correct position. Enter and correct text. Print out work unaided. Use key words to locate information. Enter data into a graphing package to create pictograms. Use pictograms to answer simple questions.

Attitudes

Enquiry -

- Investigate objects using different senses
- Ask questions about why things happen
- Use techniques to collect information

Managing Feelings -

- Recognise, label and think about feelings
- Begin to manage feelings by using appropriate strategies

Areas of Learning

Human, social and environmental understanding

Geography - (Enquiry) Ask and respond to simple closed questions. Use the internet, pictures and non-fiction books as a source of information. Make simple comparisons between features of different places. Make observations about where things are grown in the local area. Use an infant atlas, picture maps or globes to locate places in the world and learn the names of some countries. History - Sequence events in their own lives. Describe memories of key events.

History - Learning to use vocabulary such as old, new, long ago. To sequence events in order. To tell parts of stories from the past. To show what we know in writing, drawing and role play.

Scientific and technological understanding

Science - To make observations using appropriate senses. To make records of observations and present results in tables, drawings and graphs. To make some measurements in standard and non - standard measures. To make simple comparisons, identifying similarities and differences between living things and objects.

Design Technology - To identify a target group for what they intend to design and make. To identify a purpose for what they intend to design. To select and use appropriate fruit and vegetables, processes and tools. To follow procedures for food safety and hygiene.

Understanding the arts and design

Art & Design - Record and explore ideas from first-hand observation, experience and imagination. Use a variety of drawing tools to present ideas. Begin to explore the use of line, shape and colour. Draw for a sustained period of time and layer different media. Mix secondary colours and work on a range of scales.

Understanding physical health and well-being

PSHE - Talk about what makes a happy classroom. Know that we belong to a community. Know what to do to make the classroom a safe and fair place for everyone. To know how other people are feeling. To know how to calm down if when feeling upset or scared.

PE - Recognise how their body feels when still and exercising. Understand the importance of warming up and cooling down. Perform movement phases using a range of body actions and body parts. Perform dances that express and communicate moods.