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| Unit of Learning: Fighting Fit (Ourselves)Autumn 1 Class: Infants

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| Problem Solving  |  | Christian & British Values |  | In Our Community |
| To try a different way of doing something when solving a problem.Working on a task independently or with a partner to solve a problem for a short period of time.To listen and respond to the ideas of a partner. |  | School Value: Love This is how we know what love is. Jesus Christ laid down His life for us. John 3:16British Values – Mutual RespectDeveloped through working with partners on problem solving tasks and learning to cooperate with others who might learn in a different way.Learning about the way people of a different faith celebrate Harvest Festival  |  | Learn songs and readings for the Harvest FestivalThink 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. |

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| Successful Learners |
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| Areas of Enquiry | Key Vocabulary | Reading | Enrichments |
| **As Scientists -** we will be using our senses to investigate the question ‘How do I explore the world’. We will use these ideas to write some ‘Horrid Henry Sensory Poems’ in English lessons. We will investigate how we grown and change as humans.**As Historians –** We will investigate our own history so far to learn that history is a series of events from the past. We will identify what a family tree is and try to construct our own. We will also travel back in time to look at the lives of Florence Nightingale and Mary Seacole, finding out why they are regarded as Superhero Nurses. 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 Design Technologists–** we will be using our knowledge of food groups and peeling/chopping/ grating skills to create some Funny Food Faces. We will also design, make an evaluate frames for our Self Portraits.**As Artists –** We will explore what Portraits and Self Portraits are and draw our own. We will create abstract Portraits in the style of Picasso and create masks to portray expressions. We will also discover ways to make art using our names**.**In **Computing** - We will be exploring technology around us and using a keyboard to type and edit text.In **PSHE**  - We will be learning more about ourselves and our friendships with others.**In RE -** . We will be learning about Harvest/Sukkot and What Christians believe God is like.**In PE -** We will be learning a Toy Story dance as well as doing a fundamental skills assessment | **Science** - body foot knee tummy neck eye mouth shoulderankle hand chest ear nose head similar different observe sight taste touch hear smell measure sweet sour bitter salty baby toddler child teenager adult fruit vegetables exercise **History –** now, then, before, past, future, timeline, event, similar, different, sequence, grandparents, childhood, Florence Nightingale **Art-** portrait, self-portrait, Picasso, abstract, emotions – happy, sad, angry, frustrated, colour, pattern, arrange, glue, collage, fold, tear, **DT –** Peel, chop, grate, slice, dice, safe, knife, grater, chopping board, healthy, snack, taste **Computing** – technology, computer, parts, mouse, keyboard, text, responsible, rules**PSHE** - friends, rules, share, words, bullying, teasing, happy, feelings, responsibilities**RE –** days, God, creation, Harvest, Sukkot, celebration  | Florence Nightingale – Usborne Famous Lives Florence Nightingale – Little People Big Dreams The Extraordinary Life of Mary Seacole - Nadia Redgrave Little Red Riding HoodLittle Red and the Very Hungry Lion – Alex T. Smith The Gingerbread Man Goldilocks and the Three Bears Five Little Senses All in a Row – Andrew Fusek PetersThe Sound Collector by Roger McGough  | **Nurse Visit****Forest School - Using our Senses** |
| Prior Learning |
| Science – Cycle B: Polar Animals/Plants – features and habitats. Animal classification – Link to Mammals Humans History : Cycle A – Castle Jobs in the Past compare with Nursing in the past. Significant women in History Mother Teresa, Amelia Earhart DT: Food Technology Skills Cycle A – Norman Banquet Food  |

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| Confident Individuals |
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| Key Learning Outcomes |
| **Science**EYFS To explore the world around themselves, making observations and drawing pictures of animals. To explore using their sensesTo begin to identify parts of the human bodyYear 1 and 2 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.To name and give examples of different sensesRecognise that humans are animals.Compare and describe differences in their own features (eye, hair, skin colour, etc.). To observe how humans grow To think about how their senses work together and begin to record resultsSkills: Observation, Comparison, Gather data to answer questions.**Music** Programme Music – ‘Whatever Next’ by Jill Murphy’ and ‘Mars’ by Holst (BBC 10 Pieces).Skipping Songs**EYFS****Year 1 and 2** **History****EYFS****Year 1 and 2**To be able to order events chronologically To know about past and present in my own life (Science link) To find out the differences between childhood today and life in my grandparents’ childhood. To know who Florence Nightingale was and when she lived To find out why Florence went to Scutari and what hospital conditions were like when she got thereTo know how Florence improved hospitals and to use writing and pictures to show what I know To identify similarities and differences between medical care now and in Victorian times **Art** How can we draw or create a portrait? Do artists all create portraits in the same way? Can we create a name portrait?(Kahlo, Picasso)**EYFS**Creating portraits with different materials.Sensory art – smelly and textured paintingsDrawing skills - exploring different drawing materials – mark makingCutting skills – snips, straight linesTo show awareness and appreciation of sensory experiencesTo observe and notice features within real objectsTo begin to talk about what they are creatingTo begin to explore different techniques within painting and collage**Year 1 and 2** Explore the work of artists from different time periods – similarities and differences - Picasso,KahloExperiment with pencils/chalksControl the types of marks madeObserve and draw shapes from observationsCreate images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etcArrange and glue materials to different backgrounds to make an Abstract Portrait Sort and group materials for different purposes e.g. colour textureFold, crumple, tear and overlap papers**Computing** Computing Systems and Networks: Technology Around UsTo identify technologyTo identify a computer and its main partsTo use a mouse in different waysTo use a keyboard to type on a computerTo use the keyboard to edit textTo create rules for using technology responsibly**PSHE/PSED****EYFS - Me and My Relationships**Talk about similarities and differences;Name special people in their lives;Describe different feelings;Identify who can help if they are sad, worried or scared;Identify ways to help others or themselves if they are sad or worried**Year 1 and 2 - My and My Relationships**I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.Most of the time I can express my feelings in a safe, controlled way. |