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| Unit of Learning: Fighting Fit (Ourselves)  Autumn 1  Class: Infants   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | | | | | |  |  |  |  |  | | 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 3:16  British Values – Mutual Respect  Developed 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 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. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Successful Learners | | | | | |  |  |  |  | | | 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 shoulder  ankle 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 Hood  Little 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 Peters  The 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 senses  To begin to identify parts of the human body  Year 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 senses  Recognise 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 results  Skills: 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 there  To 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 paintings  Drawing skills - exploring different drawing materials – mark making  Cutting skills – snips, straight lines  To show awareness and appreciation of sensory experiences  To observe and notice features within real objects  To begin to talk about what they are creating  To 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,Kahlo  Experiment with pencils/chalks  Control the types of marks made  Observe and draw shapes from observations  Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc  Arrange and glue materials to different backgrounds to make an Abstract Portrait  Sort and group materials for different purposes e.g. colour texture  Fold, crumple, tear and overlap papers  **Computing**  Computing Systems and Networks: Technology Around Us  To identify technology  To identify a computer and its main parts  To use a mouse in different ways  To use a keyboard to type on a computer  To use the keyboard to edit text  To 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. |