



Nurturing nurses –Term 3– Lobsters

<p style="text-align: center;"><u>History – Nurturing Nurses!</u></p> <p style="text-align: center;">Intent.</p> <p>Children to learn about the life of Florence Nightingale and Mary Seacole. Children learn about sequence, duration and consequences. They find out that there are different interpretations of Florence Nightingale and can, through role play, appreciate the different attitudes people had towards her in the past.</p>	<p style="text-align: center;"><u>Art & Design – Human Form</u></p> <p style="text-align: center;">Intent</p> <p>Exploring how bodies and faces are portrayed in art: looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure</p>	<p style="text-align: center;"><u>Science - Plants</u></p> <p style="text-align: center;">PZAZ</p> <p style="text-align: center;">Intent</p> <p>Children will learn observe and describe how seeds and bulbs grow into mature plants. They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;">Intent</p> <p>Pupils are introduced to early programming concepts. Learners explore using individual commands, both with other learners and as part of a computer program. They identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p> <p style="text-align: center;">Purple Mash Unit 1.4 Lego Builders Purple Mash Unit 1.5 Maze Explorers</p>	<p style="text-align: center;"><u>RE</u></p> <p style="text-align: center;">Intent</p> <p style="text-align: center;">Judaism - Passover</p> <p>How important is it for Jewish people to do what God asks them to do?</p> <p style="text-align: center;">Children will be learning about Judaism and how celebrating Passover helps Jews show God they value their special relationship with him.</p>
<p style="text-align: center;"><u>National curriculum links</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p style="text-align: center;"><u>National curriculum links</u></p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p style="text-align: center;"><u>National curriculum links</u></p> <p>Programme of study – Year 2 – Plants</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p style="text-align: center;"><u>National curriculum links</u></p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Recognise common uses of information technology beyond school</p>	<p style="text-align: center;"><u>National curriculum links</u> <u>(Areas of Enquiry) Discovery RE</u></p> <p style="text-align: center;">Practices and ways of life.</p> <p style="text-align: center;">Values and commitments.</p>
<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>Florence Nightingale made big changes to how patients were treated</p> <p>She highlighted the need for everything to be clean, for good aftercare and for healthy food and rest.</p> <p>Florence created a training school for nurses.</p> <p>Mary Seacole also created opportunities for soldiers to recover after injuries.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>Children to know that a self-portrait means to make a drawing or painting of their own face.</p> <p>Children to know that a person can be called beautiful because of the way that they behave and treat other people.</p> <p>Children to know that beauty can be found in many different things and in things who all look different.</p> <p>Children to know that a skull can symbolise death.</p> <p>Children to know that collage means to make a piece of artwork from a collection of materials or objects.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>Plants are living things</p> <p>Plants can move; grow; react to their surroundings (sense); absorb nutrients and reproduce</p> <p>Plants do not eat food. They have to make their own food in their leaves. They need light, water and warmth to make this food and absorb nutrients. The more food they make, the more they can grow. So, the more light, water and warmth they get the bigger they grow.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>To enact a given word To recall words that can be enacted To explain what a given command does To match a command to an outcome To understand that a program is a set of commands that a computer can run To recall that a series of instructions can be issued before they are enacted</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>The focus of this enquiry is the Story of Passover and how it is commemorated today. The Jews were captive in Egypt when Moses became their leader, he was inspired to lead the people out of slavery and would lead them to a 'promised land'. However, their exit from Egypt was not straightforward as the Pharaoh (Egyptian leader) refused to let them go The Jewish scriptures say that 10 plagues were sent upon the Egyptians one at a time until they were finally able to leave. The last plague saw the Angel of Death killing the firstborn of every Egyptian family including the Pharaoh. However, the angel 'passed over' the Jewish houses, hence the name Passover. Pesach (Passover) commemorations include a Seder meal – a meal with symbolic foods that remember key parts of the story and the relevant accompanying emotions.</p>
<p style="text-align: center;"><u>Key progression skills</u></p> <p>-I can use key evidence to support judgements and reasoning made about aspects of the past.</p> <p>-I can place a range of objects, people and events beyond own experiences in time order.</p> <p>-I can talk in simple terms about events and people in the past.</p> <p>-I can talk about and describe events in the life of a well-known historical person.</p>	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Over all Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Creating ideas Work with different materials. Use imagination to form simple images from given starting points or a description. Begin to collect ideas in sketch books. Begin to think what materials best suit the task. Drawing and mark making Colour within the line. Draw on smaller and larger scales. Begin to add detail to the drawing. Sculpture</p>	<p style="text-align: center;"><u>Key progression skills</u></p> <p>PZAZ focus areas for whole school KS1</p> <p>Ask simple questions (1 week) Suggest different ways of answering a question (2 weeks) Making observations using keyword vocabulary (2 weeks) Answering questions using simple language (1week) Answering questions using keyword vocabulary (1 week) Noticing patterns and relationships (2 weeks) Explaining some of the things observed using keyword vocabulary (1 week)</p>	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Physically follow & give each other instructions to move around</p> <p>Explore outcomes when buttons are pressed in sequences on a robot</p> <p>Begin to use software to create movement & patterns on a screen</p> <p>Begin to identify an algorithm to achieve a specific purpose</p> <p>Execute a program on a floor robot to achieve an algorithm</p>	<p style="text-align: center;"><u>Key progression skills</u></p> <p>I can use religious words and phrases to identify some features of religion.</p> <p>I can talk about matters of right and wrong.</p>

<p>Implementation</p> <ul style="list-style-type: none"> Children to learn why Florence Nightingale is remembered today and what did she do in her life Children to look at why they think Florence took the brave steps to go to the Crimea and who influenced her. What did Florence do to help the soldiers and did everyone have the same opinion of her? Children to decide what were the most important achievements of Florence's life? Children to investigate why have we learnt so much about Florence and so little about Mary Seacole? -How should we remember Florence Nightingale and Mary Seacole? 	<p>Look at sculptures and try to recreate them using everyday object/range of materials.</p> <p>Implementation</p> <ul style="list-style-type: none"> 1 Human Alphabet: Children to work as a group to position their bodies to make human letter forms. 2 Skulls: Taking inspiration from Damien Hirst's 'Cornucopia' collection, children to trace an image of a skull and then adorn it using a medium and pattern of their choice. 3 Making Faces: Children to create a collage made up of different facial features that they have selected and cut from magazines. 4 Opie Style Portraits: Children to create a self-portrait in the style of contemporary British artist Julian Opie, using lines and dots. 5 Peg Figures: Having seen the work of craftsperson Edwina Bridgeman, children will be inspired to give a simple wooden peg a new lease of life, transforming it into a peg figure with face, hair and clothes. 	<p>Implementation</p> <ul style="list-style-type: none"> Vocab assessment and setting up investigations following Activity What conditions do seeds and bulbs need to germinate? 2.10 PZAZ Children will observe and describe how plants need water, light and a suitable temperature to grow and stay healthy (Activities Germination; Bulb and Seed Growth and Investigating Water, Light and Temperature on Plant Growth 2.14 PZAZ) Children will investigate and describe how plants need water, light and a suitable temperature to grow and stay healthy (Activities Germination; Bulb and Seed Growth and Investigating Water, Light and Temperature on Plant Growth 2.14 PZAZ) Children will gather data and describe how plants need water, light and a suitable temperature to grow and stay healthy (Activities Germination; Bulb and Seed Growth and Investigating Water, Light and Temperature on Plant Growth 2.14 PZAZ) Children will interpret the data gathered over the past weeks to create bar charts and line graphs (Activity Bar Charts and Line Graphs 2.14 PZAZ) Vocab assessment and end composite 	<p>Implementation</p> <ul style="list-style-type: none"> National Online Safety – Copyright and Ownership Floor robots - Learners talk about what the buttons might do and then try the buttons out. Link an outcome to a button press. Explore the direction command buttons Pupils think about the language used to give directions and how precise it needs to be. Work with a partner, giving and following instructions Pupils focus on programming the floor robot to move forwards and backwards. They see that the robot moves forwards and backwards a fixed distance. This highlights the idea that robots follow a command in a precise and repeatable way. Pupils will use left and right turn commands along with forwards and backwards commands. Doing this will allow learners to develop slightly more complex programs. Create their programs in this lesson through trial and error Pupils decide what their program will do. They will then create their program and test it on the robot. Where needed, learners will also debug their programs. Pupils plan their routes before they start to write their programs. The activities also introduce the concept of there being more than one way to solve a problem. 	<p>Implementation</p> <ul style="list-style-type: none"> Respect – Children will discuss what is meant by respect and who they think we should show respect to. (Activity Sheet 1) How important is it for Jewish people to do what God asks them to do? Children will learn about a special meal Jewish families have once a year at the Festival of Passover: the Seder meal. Children will listen to the story of the Exodus from Egypt under Moses and learn that Jewish people believe that it was God who allowed the Israelites to be free from slavery. On the night they escaped He asked them to remember this night forever and gave them certain instructions. Why was it important that people did as God asked that night? Passover and the Seder meal are one way Jews remember their special relationship with God. They do as he asked and celebrate Passover to remember the Exodus. Children will learn the symbolism of the items on the Seder plate and about the meal, etc. What do the ways Jews celebrate Passover tell us about how important it is for them to do as God asks? Why do Jews choose to do as God asks? Children will Re-enact a Seder meal and taste some of the items on the Seder plate. Recap on the learning of the investigation lessons. Children will order cards with pictures/words relating to the things Jews do that God asks them to do e.g. Passover/Seder/Shabbat/Chanukah/Synagogue/help each other, etc. Children will rank these in order of which they think would be most important to Jews. Children will plan a special meal for some people they love and respect. Children will design the menu and explain why they have chosen these foods.
<p>End composite</p> <p>Children to be their own Museum Curator: which three objects would you put in a museum to represent Florence and which 3 for Mary? Why?</p>	<p>End composite</p> <p>Children to produce a peg figure with hair and clothes.</p>	<p>End composite</p> <p>Pupils will produce a guide for the growth and care for plants. They need to include the conditions needed for germination and healthy growth. They should include drawings and photographs in their guide as well as information. Can they explain how bulbs/seeds grow into mature plants?</p>	<p>End composite</p> <p>Move from giving instructions to each other to giving instructions to a robot by programming it. Pupils create programs - Plan routes around a mat before they start to write programs for those routes.</p>	<p>End composite</p> <p>Children will plan a special meal for some people they love and respect.</p>
<p>Impact</p> <p>Children will be able to talk about the achievements of Florence Nightingale and Mary Seacole and compare their lives and the impact they had.</p>	<p>Impact</p> <p>Children to understand and describe facial features and how to recreate these in varying artistic forms.</p>	<p>Impact</p> <p>Children will be able to describe how seeds and bulbs grow into mature plants. They will be able to explain how plants need water, light and a suitable temperature to grow and stay healthy and what will happen to them without the correct conditions.</p>	<p>Impact</p> <p>Pupils develop their understanding of computer programming. They know that algorithms are a set of clear, precise, and ordered instructions, and that a computer program is the implementation of an algorithm on a digital device.</p>	<p>Impact</p> <p>Children will understand how celebrating Passover helps Jews show God they value their special relationship with him.</p>

 <p style="text-align: center;">Music I wana play in a band (playing together in a band) Intent</p> <p>In this unit the children will learn to play together in a band. They will also learn about rock music.</p>	<p style="text-align: center;">PSHE Dreams and Goals Intent</p> <p>In this unit, the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.</p>	 <p style="text-align: center;">PE Intent Net and Wall Year 2</p> <p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives. Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p>
<p style="text-align: center;"><u>National curriculum links</u> By the end of KS1 pupils should:</p> <ul style="list-style-type: none"> -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - played tuned and untuned instruments musically. -Listen with concentration and understanding to a range of high-quality live and recorded music. -experiment with 	<p style="text-align: center;"><u>National curriculum links</u> By the end of Primary pupils should know:</p> <ul style="list-style-type: none"> • (R12) The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • (R13) Practical steps they can take in a range of different contexts to improve or support respectful relationships. • (R14) The conventions of courtesy and manners. • (R15) The importance of self-respect and how this links to their own happiness. • (R16) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • (R19) The importance of permission seeking and giving in relationships with friends, peers and adults • (R30) How to ask for advice or help for themselves or others, and to keep trying until they are heard. • (H2) That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. • (H3) How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • (H4) How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	<p style="text-align: center;"><u>National curriculum links</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
<p style="text-align: center;"><u>Key knowledge components (taken from KO')</u></p> <ul style="list-style-type: none"> • Find the pulse by dancing, moving and swaying. • Clapping rhythms. • Singing in all different styles. • Playing instruments up to 3 notes F, D and C. • Improvising using the notes F and G. • Composing a simple melody using simple rhythms choosing F & G or F, G and A 	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like. <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group 	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>I can defend space on my court using the ready position. I can describe how my body feels during exercise. I can hit a ball over the net and into the court area. I can throw accurately to a partner. I can use simple tactics to make it difficult for an opponent. I know how to score points and can remember the score. I show good sportsmanship when playing against an opponent.</p>
<p style="text-align: center;"><u>Key progression skills</u></p> <p>Listen and appraise</p> <ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. <p>Games</p> <ul style="list-style-type: none"> • embedding pulse, rhythm and pitch. <p>Singing</p> <ul style="list-style-type: none"> • Learn about voices singing notes of different pitches (high and low). 	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group working looks like • Know how to share success with other people <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner 	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Use changes in speed, direction and level Defend space on my court using the ready position. Describe how my body feels during exercise. Hit a ball over the net and into the court area. Throw accurately to a partner. Use simple tactics to make it difficult for an opponent. Score points and can remember the score. Show good sportsmanship when playing against an opponent.</p>

<ul style="list-style-type: none"> ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader <p>Playing</p> <ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader. <p>Improvisation</p> <p>Improvise using 3 challenges</p> <p>1 Clap and improvise</p> <p>2 Sing, play improvise</p> <p>3 improvise</p> <p>Composition</p> <ul style="list-style-type: none"> ● Help create three simple melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary. <p>Performance</p> <ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> ● Recognise how working with others can be helpful ● Be able to work effectively with a partner ● Be able to choose a partner with whom they work well ● Be able to work as part of a group ● Recognise how it feels to be part of a group that succeeds and store this feeling 	
<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> ● Children will Appraise songs. ● Children will sing using different pitches of high and low. ● Children will find the pulse by dancing, moving and swaying in time to the music. ● Children will play instruments using 3 notes. ● Children will improvise using 3 different challenges. ● Children will compose using up to 3 different notes. (F, D and C) ● Children will improvise using the notes F and G. and compose a simple melody using F and G or F, G and A. ● Children will perform the song they have learnt and add their ideas to their performance. 	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> ● Children will choose a realistic goal and think about how to achieve it. <ul style="list-style-type: none"> - I can choose a realistic goal and think about how to achieve it. ● Children will know that everyone has different abilities that they can use to be successful in reaching their goals. <ul style="list-style-type: none"> - I can understand that challenges can be difficult and that I will feel downs and ups on my way to meeting them. ● Children will work well with a partner or in a group. <ul style="list-style-type: none"> - I understand how to work well with a partner. ● Children will work cooperatively in a group to create an end product. <ul style="list-style-type: none"> - I understand how to work well with a partner. ● Children will have a positive attitude. <ul style="list-style-type: none"> - I can tackle a new challenge and understand this might stretch my learning. ● Children will know that they need to work hard to achieve their own dreams and goals. <ul style="list-style-type: none"> - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. 	<p style="text-align: center;"><u>Implementation</u></p> <p>To develop racket familiarisation.,</p> <p>To develop placing an object.</p> <p>To use the ready position to defend space on court.</p> <p>To develop returning a ball with hands.</p> <p>To develop returning a ball using a racket.</p> <p>To move an opponent to win a point.</p>
<p style="text-align: center;"><u>End composite</u></p> <p>. A class performance of I Wanna Play In a band and. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p>	<p style="text-align: center;"><u>End composite</u></p> <p>Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Pieces 4&5 Dream Birds)</p>	<p style="text-align: center;"><u>End composite</u></p> <ul style="list-style-type: none"> - Participate in a range of games that allow children to practise the skills they have learnt in the unit: - Catch tennis; Send and receive; team keep up; Defend your space:
<p style="text-align: center;"><u>Impact</u></p> <p>Pupils will be able to find the pulse and move to rock music using their bodies. They will be able to sing, play, improvise and compose a simple melody and talk about it with their friends and say how it made them feel.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Pupils can explain how they played a part in a group and the parts other people played to create an end product. Pupils can explain how their skills complimented each other. Pupils can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Pupils will develop their physical, social, emotional and thinking whole child objectives. Pupils will learn the skills involved in net and wall games. They will learn to use the ready position and how to defend their space. They will also learn how to send the ball away from an opponent to give themselves the best chance of scoring. Pupils will learn to play honestly and follow rules and show respect to opponents and teammates.</p>