



Nurturing Nurses - Florence Nightingale and Mary Seacole –Term 3 – Class Dolphins



<p style="text-align: center;">History – Nurturing Nurses</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;">Art & Design – Landscapes using different media</p> <p style="text-align: center;">Intent</p> <p>Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons. Based on the theme of 'The seaside'</p>	<p style="text-align: center;">Science - Plants</p> <p style="text-align: center;">PZAZ</p> <p style="text-align: center;">Intent</p> <p>Children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p style="text-align: center;">Computing</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;">RE</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;">National curriculum links</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p style="text-align: center;">National curriculum links</p> <p>Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use a range of materials creatively to design and make products. Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>	<p style="text-align: center;">National curriculum links</p> <p>Programme of study – Plants Year 1</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p style="text-align: center;">National curriculum links</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;">National curriculum links (Areas of Enquiry) Discovery RE</p> <p>Practices and ways of life.</p> <p>Values and commitments.</p>
<p style="text-align: center;">Key knowledge components (taken from KO's)</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;">Key knowledge components (taken from KO's)</p> <p>Children to know the horizon line is where the sky meets the ground.</p> <p>Children to know that they can make different tints by adding white to my colours to whiten them.</p> <p>Children to create various textures using different materials to show how things feel when touched.</p>	<p style="text-align: center;">Key knowledge components (taken from KO's)</p> <p>Name common garden plants such as sunflower, rose, poppy.</p> <p>Name common wild plants such as dandelion, buttercup, daisy, nettle, clover.</p> <p>Deciduous trees lose their leaves in the autumn every year. Their leaves are generally broad, flat and have veins running through them. Evergreen trees have green leaves all year round. Their leaves are generally thick, wax and narrow like needles.</p> <p>Name common parts of a plant and tree; stem, roots, leaves, flower, bud, trunk, branches, crown</p>	<p style="text-align: center;">Key knowledge components (taken from KO's)</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;">Key knowledge components (taken from KO's)</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;">Key progression skills</p> <p>- I can give reasons for and describe changes that have taken place during living memory. - I can use historical terms to show passing of time - I can talk about important people beyond living memory using a range of historical vocabulary.</p>	<p style="text-align: center;">Key progression skills</p> <p>Over all Use a range of materials creatively to design and make products. Creating ideas Use imagination to form simple images from given starting points or a description. Begin to think what materials best suit the task. Drawing and mark making Make marks using paint with a variety of tools. Consider consistency when applying paint. Working with colour Explore the relationship between mood and colour. Textile and Collage</p>	<p style="text-align: center;">Key progression skills</p> <p>PZAZ focus areas for whole school KS1 (Y1)</p> <p>Ask simple questions (2 weeks) Suggest different ways of answering a question (2 weeks) Making observations using simple language (1 week) Making observations using keyword vocabulary (2 week)</p>	<p style="text-align: center;">Key progression skills</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 style="text-align: center;">Key progression skills</p> <p>I can recognise and name features of religious life and practice.</p> <p>I can talk about things that interest me.</p>

	Develop collages, based on a simple drawing using papers and materials. <u>Knowledge about artists</u> Artwork inspired by Renoir, Sorolla and Peder Severin Krøyer.	Answering questions using simple language (1week) Answering questions using keyword vocabulary (1 week) Noticing patterns and relationships (1 week)	Execute a program on a floor robot to achieve an algorithm	
<p><u>Implementation</u></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><u>Implementation</u></p> <ul style="list-style-type: none"> 1 Seaside Landscapes: Children to focus on composition, considering where to place the horizon and tide lines within their artwork, inspired by Renoir, Sorolla and Peder Severin Krøyer. 2 Beach Textures: Children to use a range of materials, from cardboard to foil, to replicate the textures found at the seaside. 3 Shades and Colours of the Sea: Using watercolours, children to create different tints, shades and hues to paint the background of their seaside scene. 4 Painting Over Texture: Over the top of their textured background, children to add colour using poster paints to complete their pictures. 5 Beach Collage: Children to use their watercolour background from Lesson 3, add objects and images with added detail and shading. 	<p><u>Implementation</u></p> <ul style="list-style-type: none"> Vocab assessment & Children will observe and discuss similarities and differences between bulbs and seeds (Bulbs and Seeds activity – plant and observe growth over the half term- 1.10 PZAZ) Children will name common plants and trees (Nature walk 1.14 & Identifying plants from their leaves PZAZ) Children will identify deciduous and evergreen trees and name parts of trees and common plants (Deciduous or Evergreen 1.14 PZAZ) Children will name and label parts of a plant and explain what each part of a plant does 1.14 PZAZ) Vocab assessment and end composite non-chronological report 	<p><u>Implementation</u></p> <ul style="list-style-type: none"> Copyright and Ownership – National Online Safety 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><u>Implementation</u></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><u>End composite</u></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><u>End composite</u></p> <p>Children to produce a completed piece of artwork that depicts the seaside using textures and tinted colours.</p>	<p><u>End composite</u></p> <p>Create a non-chronological report about deciduous and evergreen trees including labelling parts of a tree.</p>	<p><u>End composite</u></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><u>End composite</u></p> <p>Children will plan a special meal for some people they love and respect.</p>
<p><u>Impact</u></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><u>Impact</u></p> <p>Children to understand how to produce a landscape piece of artwork using different texture and media.</p>	<p><u>Impact</u></p> <p>Children will be able to name common and wild plants and trees. They will be able to name parts of a plant and tree and be able to talk about what each part of a plant does.</p>	<p><u>Impact</u></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><u>Impact</u></p> <p>Children will understand how celebrating Passover helps Jews show God they value their special relationship with him.</p>



Music

I wana play in a band (playing together in a band)

Intent

In this unit the children will learn to play together in a band. They will also learn about rock music.

PSHE

Intent

In this unit, the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

PE

Intent

Ball Skills Year 1

As in all units, pupils develop physical, social, emotional and thinking whole child objectives.

In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.

National curriculum links

By the end of KS1 pupils should:

- 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

National curriculum links

By the end of Primary pupils should know:

- (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.
- (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.
- (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.

National curriculum links

- 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

Key knowledge components (taken from KO')

- 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

Key knowledge components (taken from KO's)

Knowledge:

- Know how to set simple goals
- Know how to achieve a goal
- Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
- Know when a goal has been achieved

Social and Emotional Skills:

- Recognise things that they do well
- Explain how they learn best
- Recognise their own feelings when faced with a challenge/obstacle
- Recognise how they feel when they overcome a challenge/obstacle

Key knowledge components (taken from KO's)

I am beginning to catch with two hands.
 I am beginning to dribble a ball with my hands and feet.
 I am beginning to understand simple tactics.
 I can roll and throw with some accuracy towards a target.
 I can say when someone was successful.
 I can track a ball that is coming towards me.
 I can work co-operatively with a partner.

Key progression skills

Listen and appraise

- 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.

Games

- embedding pulse, rhythm and pitch.

Singing

- Learn about voices singing notes of different pitches (high and low).
- 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

Playing

- 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.

Key progression skills

Knowledge:

- Know how to set simple goals
- Know how to achieve a goal
- Know how to work well with a partner
- Know that tackling a challenge can stretch their learning
- Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
- Know when a goal has been achieved

Social and Emotional Skills:

- Recognise things that they do well
- Explain how they learn best
- Celebrate an achievement with a friend
- Recognise their own feelings when faced with a challenge
- Recognise their own feelings when they are faced with an obstacle
- Recognise how they feel when they overcome an obstacle
- Can store feelings of success so that they can be used in the future

Key progression skills

Demonstrate control & accuracy when: Passing & receiving , roll, underarm pass, chest pass, side foot pass
 Pass & move to receive a ball

Describe what they have done or seen others doing.

Copy what they see and say why it is good

Co-operating with a partner to pass / receive a ball

Children talk to each about what they have done

<p>Improvisation Improvise using 3 challenges 1 Clap and improvise 2 Sing, play improvise 3 improvise</p> <p>Composition ● 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> <p>Performance ● 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.</p>		
<p style="text-align: center;"><u>Implementation</u></p> <p>↓</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> <p>↓</p> <ul style="list-style-type: none"> ● Children will stay motivated when doing something challenging. - I can tell you things that I do well. ● Children will keep trying even when it is difficult. - I can set a goal and work out how to achieve it. ● Children will have a positive attitude. - I can tackle a new challenge and understand this might stretch my learning. ● Children will help others to achieve their goals. - I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them. ● Children will work hard to achieve their own dreams and goals. - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. ● Children will recognise some of the different ways we get money and some of the different forms it comes in. - I can understand how I can look after money to keep it safe. 	<p style="text-align: center;"><u>Implementation</u></p> <p>↓</p> <ul style="list-style-type: none"> - To develop control and co-ordination when dribbling a ball with your hands., - To explore accuracy when rolling a ball. - To explore throwing with accuracy towards a target. - To explore catching with two hands. - To explore control and co-ordination when dribbling a ball with your feet. - To explore tracking a ball that is coming towards me.
<p style="text-align: center;"><u>End composite</u></p> <p>A class performance of I Wanna Play In A Band. 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 (Stretchy flowers and dream wellies from Pieces 3 and 4)</p>	<p style="text-align: center;"><u>End composite</u></p> <p>Treasure! Team game that explores principles of Attack vs defence – also allows children to practise the skills of throwing, catching and rolling</p>
<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 feel when they are successful and how this can be celebrated positively. Pupils can say why their internal treasure chest is an important place to store positive feelings.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Children will improve fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>