

<p>English</p> <p>Florence Nightingale (Non-fiction texts) Outcome: Write a diary entry from the point of view of Florence Speaking and Listening Outcome: Hot seating - Question Florence Nightingale. Learning Journey 2: Text: <i>The Knight Who Wouldn't Fight</i> by Helen Docherty Outcome: Write an extra section for the story (create a new monster for Leo to 'fight'). Speaking and Listening Outcome: Read aloud with a focus on rhyme.</p>	<p>Maths - Additive Structures Step 1: Combine two or more parts to make a whole Step 2: Explain that addends can be represented in any order. This is called the commutative law Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (1) Step 3: Explain that the = sign can be used to show that the whole and the sum of the parts are equal (2) Step 4: Add parts to find the value of the whole and write the equation Step 5: Find the missing addend in an equation Step 6: Partition a whole into two parts and express this with a subtraction equation Step 7: Make addition and subtraction stories and write equations to match Step 8: Work out the missing part of an addition story and equation if the other two parts are known Step 9: Work out the missing part of a subtraction story and equation if the other two parts are known Step 10: Use additive structures to think about addition and subtraction equations in different ways</p>	<p>Science - Continue Animals (How they survive) if not completed. Habitats Knowledge Block 1: Adapted to survive</p> <ul style="list-style-type: none"> • There is variation in all living things • Animals and plants live in a variety of different places called habitats • Animals and plants have adapted to survive in different habitats • Wild plants such as ferns, daisies, nettles and dandelions grow randomly. • Garden plants such as roses, tulips, poppies, daffodils are planted intentionally. <p>Knowledge Block 2: Plant adaptations for survival</p> <ul style="list-style-type: none"> • Plants have specific adaptations for survival. • To survive they need to get water, light, and avoid being eaten <p>Seasons Knowledge Block 1: Surviving the changing seasons.</p> <ul style="list-style-type: none"> • There are four seasons, Spring, summer, autumn and winter • Each season is about three months long • In Spring, young animals like lambs and chicks are born, the flowers bloom and the weather starts to become warmer. • In autumn, the leaves fall off the trees and the amount of time we have in the day becomes less. • Winter has the shortest amount of time during the day and the weather is at its coldest. • In summer the trees are full of green leaves and the weather is at its warmest. • Animals and plants have adapted ways of surviving the changing seasons. • These include hibernating, storing food, fattening up, migration, loss of leaves • Trees can be either evergreen or deciduous. • Evergreen trees keep their green leaves all year round. • Deciduous trees lose their leaves every autumn.
<p>Music - The 3 little pigs mini musical. Use voice expressively; chant / rap in time to a beat. Use voice expressively when singing songs in The Three Pigs musical. Change voice from a lively happy song to a sad song. Match topic words to simple rhythmic notation. Play percussion instruments musically. Listen with concentration - call and response rhythm games / keeping the beat. Listen with concentration and understanding to a variety of contrasting pieces of music</p>	<p>Addition and Subtraction facts within 10 Step 1: Pupils find pairs of numbers to 10 Step 2: Pupils add and subtract 1 from any number Step 3: Pupils explain what the difference is between consecutive numbers Step 4: Pupils explain what happens when 2 is added to or subtracted from odd and even numbers Step 5: Pupils explain what the difference is between consecutive odd and even numbers Step 6: Pupils explain what happens when zero is added to or subtracted from a number Step 7: Pupils explain what happens when a number is added to or subtracted from itself Step 8: Pupils double numbers and explain what doubling means Step 9: Pupils halve numbers and explain what halving means Step 10: Pupils use knowledge of doubles and halves to calculate near doubles and halves</p>	
<p>PE: Describe what they and others are doing through peer and self-assessment.</p> <p>Country Dancing: Perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance. - Choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space. -Describe basic body actions and simple expressive and dynamic qualities of movement.</p> <p>Striking and fielding: Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it. - Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.</p>	<p>Year 1 - Spring Term - Mary Seacole and Florence Nightingale Visit: Supporting websites</p>	<p>History: What was Romsey like when Florence Nightingale was alive?</p> <ul style="list-style-type: none"> - Know about significant historical events, people and places in this locality. - Know about the lives of significant individuals in the past who have contributed to national and international achievements. - Talk about past and present events related to houses and homes.
<p>RE: God / Salvation Concept: God Context: What do Christians believe God is like? Explain what the story of the Lost Son teaches Christians about God and being a Christian Concept: Salvation Context: Why does Easter matter to Christians? Evaluate and Apply: Explain why people find it helpful to believe that there is a Heaven</p>	<p>ICT - Word Processing Linked to Florence Nightingale</p> <ul style="list-style-type: none"> - Create a Vlog about an event in Florence's life. Using iPads to record themselves and sharing with the class. Storing and retrieving photos and videos. 	<p>Art - James Rizzi project - Collages, Junk modelling/constructing with lego, Clay houses</p> <ul style="list-style-type: none"> - Observational drawings of landscape - Colour - naming colours, mixing colours, applying colours with a range of tools. - Form - construct, make simple joins, carve, pinch and roll coils and slabs. - Texture - collages, clay
	<p>- PSHE (Jigsaw)</p> <ul style="list-style-type: none"> - Healthy Me 	<p>DT Model making of Romsey Town buildings. (Rizzi inspired) Build Romsey for the owl and the pussycat to visit. Generate ideas from their own and others' experiences. Design: Develop ideas by shaping materials and putting together components.</p> <ul style="list-style-type: none"> - Talk about ideas, Communicate ideas using a variety of methods, including drawing and models. - Plan by suggesting what to do next as ideas develop. <p>Make: structures stronger by folding, joining and/or rolling. Measure and mark out materials that are needed. -Use a range of joins. - Use safe ways of cutting including using a saw. -Produce neat work. Evaluate: Talk about their own and others' work, what they like and dislike. Technical Knowledge: Build structures exploring how they can be made stronger, stiffer and more stable.</p>