

Normanton All Saints CE (A) Infant School
Medium Term Planning Spring 1 2019 (6 weeks)



Key drivers for this half term:

Science: Our body, senses

History: Would you like to have lived in Victorian times?

RE: Who is Jewish and how do they live? (1.6)

Art: Guiseppe Archimbolo

Year 1

Topic big question:

RE Big question: How and why do we worship?

Topic books

- *Florence Nightingale* - Kay Barnham
- *How do we know about...Florence Nightingale and the Crimean War* - Jane Shuter

Incredible investigator homework challenges:

- Present what you have found out about Florence Nightingale. Be as creative as you like!

Previous learning & prior coverage

From UFS, children should be able to label key parts of the body.

B.A.D questions:

- Describe how Florence improved conditions for the soldiers.
- Compare hospitals today with hospitals in the past (when Florence was around).
- Describe how you think the soldiers felt about Florence.
- Explain some of the challenges that Florence faced during her career.

Topic WOWS

(educational visits, use of local area)

Visit to/from Thackray Medical Museum

Victorian Day

Visit from St John's Ambulance /Nurse

Visit from guide dogs trust

As an artist we will....

Key skills

- Look closely at detail
- Talk about colour, shape, pattern, tone and line
- Use a variety of tools and materials
- Talk about the work of others including the work of well known artists
- Evaluate my work and say how it can be improved

As computer programmers we will...

Key skills

- Use the internet safely
- Understand the different uses of technology
- Give instructions to make things happen
- Be able to predict simple patterns
- Be able to solve a simple problem
- Be able to enter, load and save information
- Use the internet to find information

As designers we will...

Key skills

- Create designs and drawings to show my ideas.
- Use a variety of tools and materials
- Use my imagination
- Evaluate change and adapt my ideas
- Consider the purpose of my design

As athletes we will...

Key skills

- Understand the importance of a healthy lifestyle
- Take part in a range of sports and learn how to use different equipment
- Use my body to balance, stretch, move and different ways
- Evaluate and improve my performance
- Be physically active and increase my stamina
- Work as part of a team



As geographers we will...

Key skills

- Find and name places on a map
- Create my own map
- Recognise some symbols on a map
- Say what places are like
- Say how a place is similar or different to another
- Ask and answer questions
- Know about my local area
- Say how a place has changed over time
- Be able to explore the local environment
- Describe the weather

As scientists we will...

Key skills

- Ask and answer questions
- Plan and investigate
- Use my 5 senses
- Make prediction Say why and how things happen
- Use a range of scientific equipment and resources
- Record my ideas and findings
- s about what may happen
- Evaluate my own work and say how this can improve.

As musicians we will...

Key skills

- Listen to a range of musical pieces
- Form my own opinion
- Review and evaluate
- Create and compose
- Perform to others
- Use tuned and untuned instruments
- Consider how music makes me feel.

As historians we will...

Key skills

- Ask and answer questions
- Take into account the views of others
- Research using a range of sources
- Put dates and events in chronological order
- Understand and talk about the past and present
- Understand important events and people
- Find similarities and differences
- Find out about changes over time

Autumn term

Spring term

Summer term



Science

National curriculum coverage

CQ essential milestone

Context

Scientific enquiry

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals including humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday materials

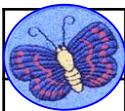
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

- Visit from St. John's ambulance/nurse to find out how people who are ill are cared for today.
- Investigate how the different senses can be used- eg taste- allowing children to taste things that are sweet, sour bitter etc.
- Find out if we can live without one of our senses and ask a visitor with a disability to come and talk to the children.
- Linked to Florence- think about the importance of healthy food and hygiene.
- *Drawing round each other and labelling where they think the different body parts go.



National curriculum coverage

CQ essential milestone

Context

Art & design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

- Drawing
- Respond to ideas and starting points
 - Explore ideas and collect visual information
 - Explore different methods and materials as ideas to develop
 - Draw lines of different sizes and thickness
 - Colour own work neatly following lines
- Collage
- Use a combination of materials that are cut, torn and glued
 - Sort and arrange materials
 - Mix materials to create texture
- Printing
- Use repeating or overlapping shapes
 - Use objects to create prints (e.g. fruit, vegetables or sponges)
 - Press, roll, rub and stamp to make prints

- Portrait studies using fruit and vegetables (Archimbolo)
- Vegetable printing/sketching
- Portraits of Florence Nightingale
- Queen Victoria sketch book

Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

To communicate
Use a range of applications and devices in order to communicate ideas, work and messages.

- *Create a My Body book on Clicker 6
- *Teach children the steps to save their work and re-open it.



Design and technology

National curriculum coverage

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

CQ essential milestone

- Cut, peel or grate ingredients hygienically and safely.
- Measure or weigh using measuring cups or electronic scales.

Context

* Thinking about healthy eating, children to prepare a healthy meal (this could link to our history topic thinking about a healthy meal to make for the soldiers).



National curriculum coverage

CQ essential milestone

Context

Geography

Locational knowledge

□ name and locate the world's seven continents and five oceans

□ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

□ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

□ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

□ use basic geographical vocabulary to refer to:

□ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

□ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

□ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

□ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

□ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

□ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- Use world map, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.
- Use basic geographical vocabulary to refer to: key physical features including beach, coast, hill, mountain, ocean and weather. Key human features: city, town, village.

- Plot on a world map the countries/towns/ cities which Florence Nightingale lived in- 'life journey'
- Plot her journey across the oceans
- Finding out about Florence's place of birth and compare with England.
- Jigsaw pieces with different continents on, children to put together to make the world. Can they think of any countries in the continent.
- Use google Earth to find the different places on the map.
- Investigating Turkey and where Florence worked.



National curriculum coverage

CQ essential objective & milestone

Context

History

□ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

□ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

□ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

□ significant historical events, people and places in their own locality.

- To build an overview of world history:**
- Describe significant people from the past
 - Recognise that there are reasons that people acted as they did.
- To understand chronology:**
- Place artefacts and events on a time line
 - Label time lines with words or phrases such as : past, present, older and newer
 - Use dates where appropriate

•Mystery suitcase with items related to Florence Nightingale with a letter. TA to act in role as Florence

•Compare hospitals today with hospitals in the past (before Florence had made them better). How did Florence make hospitals better?

•Think about how the soldiers would have felt about Florence. Write a letter to Florence to thank her for what she did.

•Write a newspaper article reviewing all the changes that Florence Nightingale made.

•Create a medal and write about why Florence deserved it.

•Compare Florence Nightingale to Mary Seacole

Music

□ use their voices expressively and creatively by singing songs and speaking chants and rhymes

□ play tuned and untuned instruments musically

□ listen with concentration and understanding to a range of high-quality live and recorded music

□ experiment with, create, select and combine sounds using the inter-related dimensions of music.

- Take part in singing accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Clap rhythms
- Create a mixture of different sounds

* Learning songs with accompanying body percussion/untuned instruments.

* Playing frog and tadpole rhythms with untuned instruments.

PE

□ 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

□ participate in team games, developing simple tactics for attacking and defending

□ perform dances using simple movement patterns.

- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
 - Develop tactics
 - Lead others where appropriate
- Gymnastics
- Copy and remember actions
 - Hold a position whilst balancing on different parts of the body
 - Climb safely on equipment

- Games skills with Luke
- Gymnastics led by Holly