

Topic on a Page: Key Stage 1, Muck, Mess and Mixtures (Whole of Autumn Term, Cycle A)

<p style="text-align: center;">History: Florence Nightingale and Mary Seacole</p> <p>Why are Florence Nightingale and Mary Seacole important?</p> <ul style="list-style-type: none"> • Why do we think Florence Nightingale is remembered? • Why did Florence place herself in such danger by going to the Crimea? • What did Florence do to improve the lives of the soldiers when she arrived in the Crimea? • What was Florence Nightingale's greatest achievement? • How do we know so much about Florence Nightingale when she lived so long ago? • How can we work out why Mary Seacole is famous? • What were the most important events in Mary's life? • What was Mary's greatest achievement and how do we know? • How did life change for Mary after the Crimean war? • Should Florence Nightingale rather than Mary Seacole have her statue at St. Thomas' hospital? OR Why doesn't everyone agree that Mary deserves her statue at St. Thomas' hospital? <p>https://www.keystagehistory.co.uk/?s=florence+nightingale https://www.keystagehistory.co.uk/?s=mary+seacole</p> <p>Golden Nuggets:</p> <ul style="list-style-type: none"> • Children know that Florence was a nurse a long time ago and that she is connected with the Crimean War. • They understand the main problems in the hospitals before Florence arrived and the changes she made to make conditions better. • They can explain Mary's role in setting up her hotel in the Crimea • They know what Mary did to improve soldier's lives in terms of providing food, comfort etc and that she visited the battlefield to tend to injured soldiers during ceasefires. • They can explain some of the arguments for and against Nightingale or Seacole having their statue at St Thomas' hospital. • They can give some examples of the evidence used in the unit to find out about the lives and work of Seacole and Nightingale. 	<p style="text-align: center;">Art and Design: Still Life Painting – Fruit and Veg</p> <ul style="list-style-type: none"> • Painting – Observational paintings of fruit/veg • Artist Knowledge - Carl Warner, Paul Cezanne and Charles Ethan Porter • Developing Ideas – Sketchbooks <p>Year 1 Golden Nuggets:</p> <ul style="list-style-type: none"> • Children can name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. • Understand some ways to lighten and darken paint without the use of black or white. <p>Year 2 Golden Nuggets:</p> <ul style="list-style-type: none"> • Children know how to mix some colour shades and tones. • Children understand the colour wheel and colour spectrums. • They can mix all the secondary colours using primary colours confidently. <p>Both Y1 & Y2 Golden Nuggets:</p> <ul style="list-style-type: none"> • Children understand that both Cezanne and Porter lived and worked around 150 years before Carl Warner, who is a modern-day (contemporary) artist. • They understand that at the time Porter and Cezanne were painting, it was very unusual for a black person to become a famous artist because of racism in society. • They can identify whether a colour is 'warm' or 'cold'. 	<p style="text-align: center;">Sustainability: Citizenship and Democracy: Eco-Citizens (age 3-7) and Healthy Communities (age 5-11)</p> <p>Eco Citizens (page 182):</p> <ul style="list-style-type: none"> • Reader's Theatre – Very Hungry Caterpillar • Life Cycle Diagram • Caterpillar Food • Butterfly Paintings • Fieldwork – how can we help butterflies and caterpillars in our community? • Discussion: What do butterflies and caterpillars need in order to thrive? <p>Healthy Communities (page 185)</p> <ul style="list-style-type: none"> • Bullying (Cicada by Shaun Tan) • Is it fair? • Similarities and Differences • Investigation – what makes an environment in which children feel happy and thrive? • Discussion: Why should we care about healthy communities? <p>Golden Nuggets:</p> <p>Citizenship and Democracy: Eco-Citizens (3-7)</p> <ul style="list-style-type: none"> • Know about the lifecycle of butterflies and humans. • Investigate caterpillars in the local environment. • Discuss what makes a healthy community. <p>Citizenship and Democracy: Healthy Communities (5-11)</p> <ul style="list-style-type: none"> • Understand why inclusion is important. • Investigate how the school creates a supportive environment. • Discuss why healthy communities matter.
<p style="text-align: center;">Science: Animals, Including Humans</p> <p>Year 1: Outstanding Science; Year 1: Animals including humans</p> <ul style="list-style-type: none"> • The Five Senses • The Human Body <p>Unit Learning Objectives:</p> <ul style="list-style-type: none"> • I can explain what part of the body is to do with which sense. • I can label the main parts of the human body. <p>Additional or Cross-curricular learning opportunities: Senses Investigations ('Catch the penny', 'Do you hear what I hear?', 'Mystery smells' and 'Tasting – with your nose') https://kidshealth.org/en/kids/experiment-main.html</p> <p>Year 2: Outstanding Science; Year 2: Animals including humans</p> <ul style="list-style-type: none"> • Exercise • Food Hygiene • Healthy Eating • Stages of a Human Life • What do Humans Need to Survive <p>Unit Learning Objectives:</p> <ul style="list-style-type: none"> • I can investigate how exercise produces changes in the body • I can explain why it is important to be clean when eating food. • I can explain how the different food groups help us to stay healthy. • I can sequence the different stages of a human life. • I can explain what humans need to survive. <p>Additional or Cross-curricular learning opportunities: Egg Shell/healthy teeth investigation https://www.science-sparks.com/how-to-keep-teeth-healthy/</p>	<p style="text-align: center;">Design and Technology: Food Technology – Making Pizzas</p> <ul style="list-style-type: none"> • Session 1: Food chains and where food comes from • Session 2: What do plants need to grow, where do pizza ingredients come from? Which foods can we grow? • Session 3: Market research – surveys/pictograms about favourite toppings • Session 4: Healthy eating and the Livewell Plate. Seasonal ingredients. • Session 5: Make the food flag pizza – use ingredients grown to add to the pizzas. • Session 6: Design and make takeaway packaging. Create advert. • Session 7: Set up pizzeria and practice using money to pay (parental engagement event) <p>https://www.stem.org.uk/resources/collection/484377/year-2 https://quickandeasyrecipes.co.uk/kid-friendly-pizza-dough-recipe/</p> <p>Golden Nuggets:</p> <ul style="list-style-type: none"> • Children can name the 5 sections of the 'Livewell Plate' and give examples of foods in each section that they have used in their pizza recipe e.g. cheese -dairy, dough – carbohydrate. • Children know that they should eat AT LEAST five portions of fruit and vegetables each day, can identify a variety of vegetables they have used within the unit, and name some vegetables which grow in the UK. • Children know how to be safe and hygienic when preparing food e.g. washing hands and being careful with sharp kitchen equipment e.g. knives and graters. 	<p style="text-align: center;">Computing: Technology in Our Lives</p> <ul style="list-style-type: none"> • Discuss where they have seen and used technology. • Sort pictures of what is and isn't classed as technology and discuss what each one is used for. • Know how technology can be used to send messages (Class dojo, email etc.) • Discuss why we use technology. <p>Golden Nuggets:</p> <ul style="list-style-type: none"> • To know that technology can be used to send messages • To know why we use technology (make things easier, quicker etc.) and to begin to know what we would have to do without technology – e.g. no washing machines, wash the clothes ourselves • To identify whether or not an object uses technology <p><i>(This could be linked to the history topic on nursing – looking at medical equipment from the past which did not use technology and comparing it to modern medical equipment, which does.)</i></p> <p style="text-align: center;">Careers Suggestions (linked to topic):</p> <ul style="list-style-type: none"> • Medical professions; doctor, nurse, dentist, optician • Catering; chef, cook, café/restaurant owner (how do they make their food/business sustainable? Can they talk about local/seasonal produce?)
<p style="text-align: center;">Music</p> <p style="text-align: center;">A2: Charanga: Ho, Ho, Ho</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;">A1: Year 1 - Who is Christian and What do they believe? A1: Year 2 – Who is Jewish and What do they believe? A2: Year 1 – Who is Muslim and what do they believe (part 1) A2: Year 2 – How and why do we celebrate special and sacred times? (part 2)</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">A1: Me and My Relationships A2: Valuing Difference</p>