



People Who Help Us

We are starting the new year by learning about 'People Who Help Us'. We will compare the role of modern-day nurses before exploring why Florence Nightingale and Mary Seacole are significant figures, linking nicely with our Science learning about Keeping Healthy. We will also get to act in role as a range of helpful people as part of our wider provision.

Below is information regarding what we will be covering this term across the curriculum so that you can support your child at home. If you would like any further information please come and speak to me and I will gladly help.

Miss Berry

| <u>Curriculum Area</u> | <u>Main learning</u> | <u>Key Skills</u> | <u>Key vocabulary</u> |
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| R.E. | This half term we are thinking about what it means to be a neighbour and how everybody in God's world our neighbours. | <p>Know and understand:</p> <ul style="list-style-type: none"> Explore - Neighbours are all around. Reveal - Everyone is our neighbour and is loved by God. Respond - Acquire the skills of assimilation, celebration and application of the above. | <ul style="list-style-type: none"> Catholic God Neighbour Friend Reflect World Share Love God's loving world Fairtrade Global Family Psalm |
| English | <ul style="list-style-type: none"> Information Writing | <ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. Convey information and ideas in simple non-narrative forms, including the use of time adverbials. Write non-chronological texts using simple structures. To use a variety of sentence openers, as well as correct punctuation. To extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | Fiction, non-fiction, question, statement, adjectives, common noun, proper noun, joining words, capital letter, finger space, full stop, question mark, comma, sentence openers, letter, instruction, imperative verb |
| Maths | <p>The children will be taught skills in:</p> <ul style="list-style-type: none"> Counting forwards and backwards in 1s, 2s, 5s and 10s Place value Calculation methods starting, concentrating on subtraction Mental skills and recall of doubles, halves, bonds to 10 and 20 Measurement of length, height, capacity, weight and money | <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read, write and order random numbers to 50 in numerals, counting in twos. Count, read and write numbers to 100 in numerals; count in multiples of twos/fives and 10s Identify and represent numbers using objects and pictorial representations including the number line, read and write numbers from 1 to 20 in numerals and words. Read, write and interpret mathematical statements involving addition (+), (subtraction (-)) and equals (=) signs. Talk about methods used to solve problems and explain choices and decisions orally or using pictures Represent and use number bonds and related subtraction facts within 20. Add (and subtract) one-digit numbers to 20, including zero. Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the | <p>Subtraction - subtract, subtraction, take (away), minus, leave, how many left (over)?, difference, inverse, units, ones, tens, hundreds, place, place value, partition, exchange, represents, equal, equal to, makes, is the same as</p> <p>Multiplication - number, count (on, back, to, from), units, ones, twos, threes, fives, tens, exchange, digit, place, place value, represents, equal to, repeated addition, array, row, column, lots of, groups of, times, ...times as long/wide/tall/heavy/much, multiply, multiplied by, multiple of, sequence, continue, predict, rule, sort, group, set, diagram, table</p> <p>Time time, days of the week, months of the year, seasons, day, week, fortnight, month, year, weekend, birthday, holiday, morning, afternoon, evening, night, midnight, bedtime, dinnertime, playtime, today, yesterday, tomorrow, before, after, next, last, now, soon, early, late, quick (-er, -est, -ly), fast (-er, -est), slow (-er, est, -ly), old (-er, -est), new (-er, -est), takes longer, takes less time, how long ago/how long will it be to...?, hour, minute, second, o'clock, half past, quarter past, quarter to, past, to, clock, watch, hands</p> |



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| | | number of hours in a day. | |
| Science | <u>Keeping Healthy</u> <ul style="list-style-type: none"> We will learn about the basic needs for human growth and survival as well as to consider hygiene, exercise, food types and care of our teeth, with links to nursing. | Understand that: <ul style="list-style-type: none"> Animals need food to survive Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy Exercise keeps animal's bodies in good condition and increases survival chances Work Scientifically by: <ul style="list-style-type: none"> gathering and recording data to help in answering questions. identifying and classifying using their observations and ideas to suggest answers to questions observing closely, using simple equipment | Keeping Healthy Water, Food, Balanced diet, Minerals, Vitamins, Protein, Calcium, Starch, Carbohydrates, Sugars, Dairy, Food groups, Healthy, Unhealthy diet, eat well plate |
| History | This topic will look at the role of modern-day nurses before exploring why Florence Nightingale and Mary Seacole are significant figures. | <ul style="list-style-type: none"> To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To use common words related to the passing of time. To ask and answer questions using a source. To investigate the life of a historical person and place their life on a timeline. To identify similarities and differences between ways of life in different periods. To know how people's lives have been shaped by a historical event/person. To identify similarities and differences between ways of life in different periods. | Picture, clues, History detective, Florence Nightingale, famous person, nurses, timeline, then & now, lady with the lamp, Crimean war, Victorian times, year, order, key events, Queen Victoria, Italy, Royal red cross, Royal Thomas hospital, International nurses day, International red cross, mission |
| Geography | The children will be mapping Florence Nightingale and Mary Seacole's journeys to the Crimea. | <ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop To 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 | <ul style="list-style-type: none"> Map Globe Atlas Map similar different Crimea France Marseilles Jamaica South America Scutari |
| Art and Design | <u>Drawing people</u> <ul style="list-style-type: none"> To use drawing to develop and share ideas and experiences. To develop a wide range of art and design techniques in using line, shape, form and space. <u>Food</u> <ul style="list-style-type: none"> To design a purposeful, functional and appealing product for themselves and other users based on a design criterion. (Related to food) | <ul style="list-style-type: none"> Extend the variety of drawing tools. Use drawings to tell a story. Investigate different lines. Explore different textures. Encourage accurate drawings of people. Observe anatomy (faces, limbs). | <ul style="list-style-type: none"> Thick Thin Soft Broad Narrow Plan, Design, Create, Evaluate <ul style="list-style-type: none"> Fine Pattern Line Shape Detail Charcoal Coloured pencil Drawing pencil Felt tip pen Chalk Pastel |
| ICT | <u>Purple Mash Unit 1.4 Lego Builders</u> | <ul style="list-style-type: none"> To emphasise the importance of following instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result. | <ul style="list-style-type: none"> Effect Instructions Correctly Mistake Computer program Task Precise Algorithm Steps Debugging |