	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Theme	Florence Nightingale						
Literacy	Instructions Writing	Instructions Writing	Instructions Writing	Instructions Writing	Diary Writing	Diary Writing	Diary Writing
Maths (unit)	Place Value	Place Value	Place Value	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction
Science Animals & Humans **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense**	Use a range of simple texts to find information. Suggest how to find things out. Identify and label basic parts of the body.	Describe their observations using some scientific vocabulary. Explain how our eyes work	Describe their observations using some scientific vocabulary. Explain how we are able to smell (Create Stink Bomb for Mr Farrells office)	Describe their observations using some scientific vocabulary. Explain how our ears work	Describe their observations using some scientific vocabulary. Explain how we can feel touch	Ask questions, collect and record data (supported by the teacher) Taste Experiment Do the more expensive chocolate biscuits taste better?	Begin to draw simple conclusions and explain what they did. Taste Experiment Do the more expensive chocolate biscuits taste better?
PSHE Rights, rules & responsibilities	How do rules and conventions help me to feel happy & safe?	How do I take part in making rules?	Who looks after me and what are their responsibilities?	What jobs and responsibilities do I have in school and at home?	Can I listen to other people, share my views and take turns?	Can I listen to other people, share my views and take turns?	Can I take part in discussions and decisions in class?
R.E. Who made the world?	Know the story of creation from genesis.	Know the story of creation from genesis.	Re- tell the story of creation from genesis	Understand what the story says about God, creation and the world.	Explain what Christians do to look after the world for God.	Think, talk and ask questions about living in an amazing world	Think, talk and ask questions about living in an amazing world
Computing- Using the Internet. To use technology purposefully to retrieve digital content in the context of using a search engine online	One word search. To be able to search the Internet using one word.	To be able to use back/forward button, hyperlinks accurately results suitable for purpose	To be able to use back/forward button, hyperlinks accurately results suitable for purpose	To be able to search the Internet to find	To be able to follow links to another web page.	To be able to search the Internet to find results suitable for purpose	To be able to search the Internet to find results suitable for purpose

PE **Indoor Gymnastics**	Perform gymnastic sequence with a balance To Perform a position of stillness with 2 or more contact points showing control.	Develop balance by showing good tension in the core To perform a position of stillness on a single contact point showing control.	Develop balance by showing good tension in the core To transfer weight from one position of stillness to another position of stillness showing control.	To develop control in different rolls. To link one position of stillness to one other action smoothly.	Teach sequence to a partner and perform together. To create, remember and repeat a movement phase combining 2 varying positions of stillness with at least one other action.	Teach sequence to a partner and perform together. To remember, improve and perform a movement phrase combining 2 varying positions of stillness with at least one other action.	
PE **Outdoor pursuits.**	Plan and share ideas. To follow instructions	Plan and share ideas. To follow instructions and remember what has been seen. -	Follow a simple map. To follow instructions and remember what has been seen and give directions.	Follow a simple map To follow a range of trails and use a simple shapes map. .	Plan and share ideas. Work together to perform a task	Select **appropriate equipment** for the task. Work together to perform a task	Select **appropriate equipment** for the task. Work together to perform a task
MFL **Salutations**	**Say hello**	**Say my name**	**Ask how someone is feeling**	**Ask how someone is feeling and give a reply.**	**I can say goodbye and see you soon**	**Oracy using previous sessions**	**Oracy using previous sessions**
DT **Creating a lamp**	To create a lamp exploring a variety of materials. Exploring Florence and her lamp - why did she use it?	Identify a purpose for what they intend to design and make Looking at a range of materials - which one would be best for a lamp? Why?	Make simple drawings and label parts. Designing our own lamp - cutting and folding.	Measure, cut and score with some accuracy. . Creating the lamp	Choose and use appropriate finishing techniques. Creating the lamp	Evaluate against their design criteria. Evaluation of the lamp	Evaluate their products as they are developed, identifying strengths and possible changes they might make.. Evaluation of their partners lamp.

History	Observe or handle sources to answer questions about the past on the basis of simple observations Who was Florence Nightingale?	Observe or handle sources to answer questions about the past on the basis of simple observations Why did Florence go to Scutari?	Observe or handle sources to answer questions about the past on the basis of simple observations How did Florence improve hospital conditions?	Compare pictures or photographs of people or events in the past. To compare Florence Nightingale & Mary Seacole.	Identify differences between ways of life at different times. Can you compare hospitals now and in Victorian times?	Sequence artefacts closer together in time. Can you order events in the life of Florence Nightingale?	Can you present information on a historical figure?
Music **Singing songs with control and using the voice expressively.**	To find their singing voice and use their voices confidently.	Sing a melody accurately at their own pitch	Sing with a sense of awareness of pulse and control of rhythm.	Recognise phrase lengths and know when to breathe.	Follow pitch movements with their hands and use high, low and middle voices.	Begin to sing with control of pitch (e.g. following the shape of the melody).	Sing with an awareness of other performers