

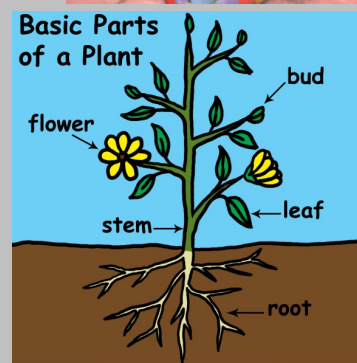
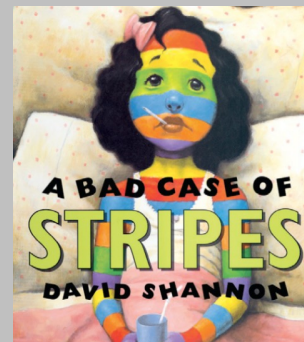
# Our Week In Year One

Friday 25th February 2022

**N E W H A L L**

## What we have been learning this week...

- In English we started out new book this week "A bad case of the stripes". The children loved coming up with a prediction based on the features of the front cover.
- In maths we have been learning about lengths and how to use a ruler. We have been exploring measuring different objects using centimetres on a ruler.
- History this week has been introducing our new topic "Nurturing Nurses". We learnt about what a nurse is and what they do.
- This week in science we learnt about the different parts of a plant.



## Home Learning

- Daily Reading— please try to read once a day at home.
- Phonics homework—Please complete any tasks that need to be written in your small blue homework books.
- Weekly maths seed lesson
- Termly homework grid— find attached and on teams.

## Just a few reminders...

- Library day for year 1 is Monday.
- PE days for year 1 have changed to Tuesday and Friday.
- As we have had some questions regarding the half termly homework grid, just for clarification the grid is optional therefore if a child does complete the grid they can bring it in at any time to share with the class.

**Have a wonderful weekend.**

Thank you—Miss Cano and Mrs Mouncey-Jaggers



# Nurturing Nurses

Complete the tasks from the grid at home over this half term. Please send in photos to share with the class. Have fun!

Make a list of the differences between modern day nursing and nursing in the past. Is there anything that hasn't changed?



Can you draw a picture of a nurse's uniform? Can you label your drawing?



Go on a plant hunt! How many different types can you find?



Create a healthy plate. What food will you include?



Imagine you are nursing a sick patient. Write a diary entry about your experience.



Order the cups in your house from largest capacity to smallest capacity.





## Connectivity

### Plants Year 1

## Connectivity



## Prior Knowledge

- Know that plants are living things that grow.
- Know some different types of common plant such as trees.
- Know that some plants lose their leaves in the autumn.
- Know some of the basic parts of plants, i.e. leaves, flowers.

## New Knowledge

- ✓ Know the basic structure of plants.
- ✓ Identify and name some wild plants.
- ✓ Identify and name some garden plants.
- ✓ Identify and compare deciduous and evergreen trees.
- ✓ Know how to ask simple scientific enquiry questions.
- ✓ Know how to observe closely using simple equipment.

## Future Knowledge

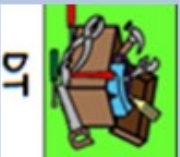
- Identify the parts of a plant.
- How to set up a comparative test.
- The life cycle of a plant
- Understand what plants need to grow.
- Understand how temperature affects plant growth.
- Understand how humans use plants.

### Curricular links:

Geography – Weather

English – Informative texts



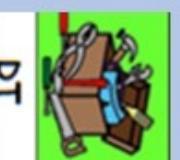


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## Connectivity

### Year 1- Super Smoothie

## Connectivity



DT

## Prior Knowledge

- Experiences of food preparation at home.
- ELG – Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- EYFS (40-60 months)
  - Eats a healthy range of foodstuffs and understands need for variety in food.
  - Practices some appropriate safety measures without direct supervision.
  - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

## New Knowledge

- ✓ To know how to use equipment safely.
  - ✓ To know how to work hygienically in the kitchen.
  - ✓ To say whom, the product is designed for.
  - ✓ To know what makes a healthy balanced diet.
  - ✓ To know where foods come from and how they are grown.
  - ✓ To use techniques including chopping, cutting and grating.
  - ✓ To evaluate existing products.
  - ✓ To evaluate my product against a design brief.
- Q. What key foods are included on healthy plate?  
Q. Where do different fruits and vegetables come from?  
Q. How do we prepare food safely?

## Future Knowledge

- Year 4 Bread
- Year 6 Great British Menu

### Curricular links:

**English-** reading/writing instructions and recipes.

**History-** biography of Richard Reed, creating a timeline of key designers studied in Year 1.

**Geography-** identifying where different fruits and vegetables grow.

**Maths-** money, price comparisons for different smoothie brands or adding costs of ingredients.

**Science-** identifying/sorting fruits and vegetables, how they grow and their key features.

**PSHE-** keeping ourselves healthy and well.





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## Connectivity

elps

## Nurturing Nurses

## Connectivity



History

### Prior Knowledge

Reception: Continuous provision.

EYFS: Understanding the world: People and Communities

ELG

- The people that helps us.
- Similarities and Differences between periods of time
- Knowledge of past and present
- Knowledge of different lifestyles
- People who are older, are born before them.

### New Knowledge

Children will learn the following:

- ✓ The timeline of nurses
- ✓ Florence Nightingale – who was she? Where did she come from? What did she do?
- ✓ Mary Seacole - who was she? Where did she come from? What did she do?
- ✓ Crimean War – what was it? How did Mary Seacole help to improve conditions?
- ✓ Travel and changes throughout their life.
- ✓ A comparison of nurses over time and with the Queen
- ✓ A comparison of social structures between The Queen and nurses and between Mary and Florence etc.
- ✓ Legacy – how do they influence our lives today? For example, cleanliness – link to Nightingale Hospital Covid19.
- ✓ Who was more significant - Florence or Mary

### Future Knowledge

Year 1: Reach for the skies – The Wright Brothers

Year 2 – Extraordinary Explorers – the significant achievements of Christopher Columbus and Neil Armstrong

#### Curricular links:

**Geography** – Maps, route of Mary Seacole to Crimea

**Science** – Medicine, human bodies

**PSHE** – personal hygiene, social structures