

Our pathway to learn...



Spring Two

THE HOME-SCHOOL



CONNECTION

Reading - Please read every night with your child - either using their phonics E-book, their colour banded book or a reading for pleasure book.

Phonics/spelling - Weekly sheets are sent home to support what we have been doing in class.

Maths - Year 1s need to be able to count in their 2s, 5s and 10s. Year 2s need to know their multiplication and division facts for the 2s, 5s, and 10s and then they also need to be able to count up in their 3s.

Edshed - Your child's EdShed login can also be used to support their spellings and maths.

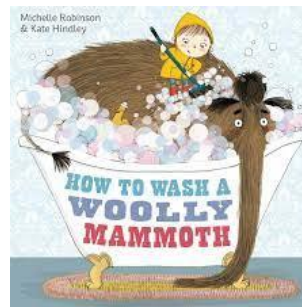


Falconhurst School Spring 2 2023

Year Groups: One and Two
Pathway: Worldly Women



This half term, we will be reading 'The Curious Case of the Missing Mammoth' by Ellie Hattie and Karl James Mountford. We will be writing an adventure story based on the same structure as the original but changing the characters and setting. We will then look at the story 'How to Wash a Woolly Mammoth' by Michelle Robinson and Kate Hindley. This will help inspire us to write our own instructions.



Our Drivers for Learning and Success are:

Possibilities

To help us build aspiration for our futures through enquiry, enterprise and an appreciation of diversity we will:

In our history lessons, we will be learning about two revolutionary nurses - a profession we hope some of our children aspire to join when they are older.

Knowledge of the World




To develop a sense of cultural capital that helps us to recognize, understand, value and learn from the world around us so that we are ambitious for our future, we will:

We will be learning about windmills in our Design Technology lessons and particularly why they are so important in countries such as Amsterdam.

Well-Being

To embed our healthy physical, emotional and mental well-being that builds our resilience and keeps us safe, we will:

In both our PSHE and Science lessons this half term, we will be thinking about our bodies and how we can keep healthy mentally and physically.

	New Knowledge and Skills	Build on our Prior Knowledge and Skills	Vocabulary	Home Links
<p>As Scientists we will</p> 	<ul style="list-style-type: none"> Label the main parts of the body Illustrate the parts of the body associated with the five senses and try to explain why the sense of touch would be important for a blind person. Be able to name the offspring of animals and humans and match them. Know the basic needs humans and animals need for survival. Know the different food groups and be able to describe a healthy diet, lifestyle and the importance of exercise. 	<ul style="list-style-type: none"> Know the 5 senses in our bodies and recognise how our -body changes when we exercise. 	<p>Ears, eyes, nose, mouth, tongue, legs, arms, head, back, neck, foot, toes, hands, fingers, elbows, knees, face, hair, mouth, teeth, taste, hear, see, smell, touch</p>	<p>Body parts https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhr82 Staying healthy https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxkd2p Senses https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxy987h</p>
<p>As Historians we will:</p> 	<ul style="list-style-type: none"> Describe the role of significant people Describe Florence Nightingale and her role in changing the way the soldiers were looked after and improved conditions Describe Mary Seacole and her role of "Mother Seacole" during cholera outbreak Learn about the Crimean War and its location 	<ul style="list-style-type: none"> Begin to describe significant people from the past Use dates where appropriate Use timelines 	<p>insanitary significant improved conditions legacy battlefield Jamaica Outbreak Crimean War Red Cross</p>	<p>https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39 https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqf https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-seacole-video/zbphxyc https://www.google.com/search?q=crimean+war+for+kids&safe=active&rlz=C1RXQR_enGB1043GB1043&source=lms&tbm=vid&sa=X&ved=2ahUKEwiM2fjci_T8AhWQsAKHTcTAyYQ_AUoAooECAFQBA&biw=1366&bih=649&dpr=1&surl=#fpstate=ive&vld=cid:63712e82_vid:2xS2yiwZPCw</p>
<p>As Designers we will:</p> 	<p>Be designing and making a windmill.</p> <ul style="list-style-type: none"> - Know what a windmill is. -Describe the purpose of structures. -Understand the importance of clear design criteria. -Understand what a net is. - Make a stable windmill structure. -Assemble the components of my structure. -Evaluate my project and adapt my design. 	<p>Physical development-Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Expressive arts and design-ELG. <u>Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>axle bridge design design criteria model net packaging structure template unstable stable strong weak</p>	<p>Teletubbies- Windmill episode https://video.link/w/j2Qth</p> <p>Song-Mouse who lived in a windmill in Amsterdam. https://video.link/w/CIQth</p> <p>How to make a windmill https://www.youtube.com/watch?v=Yth6_06ShPc</p>