

Knowledge

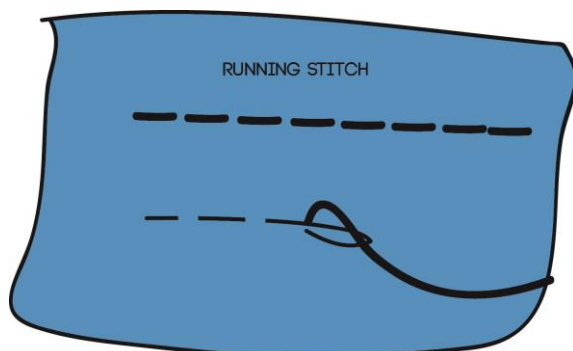
Existing Products



Nightingale's nurses at Scutari Hospital wore a uniform which included a grey dress, white apron, and a white sash embroidered with the words "Scutari Hospital" in red. This is the first known example of a nursing uniform. The uniform was an important way to ensure that patients and doctors recognised her nurses and treated them with respect.

Stitches

1. Running Stitch



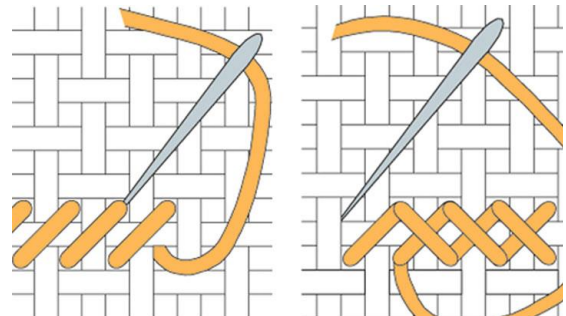
Skills

- Evaluate current products – Identify materials, patterns and use
- Design own product
- Attempt to sew different stitches – Threading a needle, tying knots
- Create product - Combine materials together using practiced stitches
- Evaluate products – what went well and what could be improved?

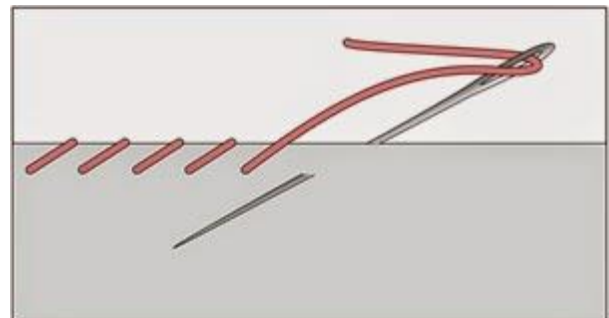
Core Vocabulary

- Needle
- Stitch
- Sash
- Scutari
- Hospital

2. Cross Stitch



3. Over stitch



Knowledge

Florence Nightingale Timeline:

- Florence was born 12th May 1820 in Florence Italy
- 1837 - Florence wanted to dedicate her life to look after others.
- 1853 - The Crimean war started and there were lots of wounded soldiers.
- 1853-56 - Florence travelled to Scutari to help the wounded soldiers.
- The hospitals had very little beds, no medicine and not enough food.
- Florence made hospitals better place for the wounded soldiers. She cleaned the hospitals. She made sure everyone washed their hands regularly (sanitation). Florence bought fresh food and got a chef to cook meals
- Known as "Lady with the Lamp"

Mary Seacole Timeline

Timeline	
1805	Mary Jane Grant born in Jamaica .
1817	Mary takes a keen interest in medicine and helps her mother make herbal remedies .
1836	Marries Edwin Seacole and becomes Mary Seacole.
1850	Cholera outbreak in Jamaica . Mary helps using her medical skills.
1853	The Crimean War starts. Mary goes to London to ask to join the nursing team in the Crimea with Florence Nightingale . They refuse.
1854	Mary uses her own money to travel to the Crimea . She rides into battle-fields on horseback to help the wounded . She sets up the " British Hotel ".
1856	The Crimean War ends and Mary returns to London .
1881	Mary dies in London .
2012/ 2013	You are born.

- Mary received a medal of bravery
- Known as "Mother Seacole"

Skills

- Ask questions about Florence Nightingale, Mary Seacole and Edith Cavell.
- Compare the lives of Florence Nightingale, Mary Seacole and Edith Cavell. What is the same? What is different?
- How have their actions had an impact on the world you live in today? How have they had an impact on modern nursing?
- Use words and phrases such as: a long time ago, recently and years to describe the passing of time in relation to Florence Nightingale, Mary Seacole and Edith Cavell

Core Vocabulary:

- Florence Nightingale
- Nurse
- Soldiers
- Hospital
- Crimean War
- Mary Seacole
- Jamaica Nurse
- Medicine
- Edith Cavell

Knowledge:

Children will match vocal sounds to the pictures, e.g.

- 'mmmmm' or 'yummmm' when we smell or taste our favourite food or drink;
- 'ahhh' when we snuggle into a lovely comfy chair;
- giggling when we see something funny

They will be read the poem "I like..." and will need to discuss and add appropriate vocal sounds at the ends of the lines which invite them, e.g. – 'I like jam in doughnuts: mmmmmmm'. They should focus on the pitch of the sound: does it get higher or lower or stay the same?

They will learn to follow the up and down shape of the sounds in the air, reminding them that this is called 'changing pitch' in music – sounds getting higher and lower

Children will learn how to use body percussion or untuned percussion to portray an emotion or image of a person/thing. They will select instruments to suit each group, e.g. triangles and bells for ghosts, claves and wood blocks for pirates.

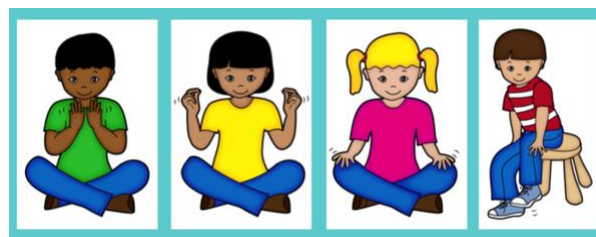
They will investigate rhythm of music by finding the steady beat of a piece of music by dancing on the spot, clapping, bobbing their knees etc. They will investigate how the tempo of a piece of music/poem changes when the rhythm is made faster or slower. This can change the mood of the piece.

Skills

- Discuss the vocal sounds we make to show our feelings.
- Understand the importance of pitch in portraying a mood, emotion or image.
- To explore expression in a conversation without words
- To note pitch shape and duration using simple line graphics
- To listen and investigate Rhythm patterns
- To learn that the tempo changes if the rhythm is quicker or slower.
- Understand what a melody is

Core Vocabulary

- Vocal
- Pitch
- Tempo
- Timing
- Beat
- Instrumental
- Percussion
- Sound
- Rhythm
- Melody



Knowledge

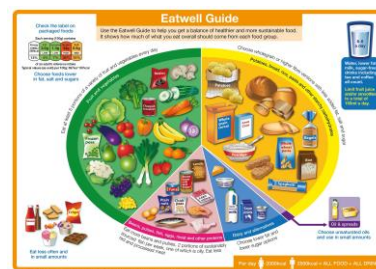
- Children know that being happy is important to how they feel.
- Children link the idea of exercise with being healthy.
- Children can say how different activities help parts of the body.
- Children can say how their activities help children to keep healthy.
- Children name materials and say why they have been used.
- Children can say that they need food to live, grow be active and stay healthy.
- Children can sort foods into their own criteria and know that they need food to live grow and stay healthy.
- Children identify the names of different foods and sort them.
- Children can talk about which snacks are healthy.
- Children follow instructions on how to place their personal data on a pictograph.
- Children can say why fruit kebabs are a healthy snack.
- Children read a bar graph and answer questions using data.
- Children can say why they need a tissue when coughing and sneezing.
- Children link results of their test to the idea of sneezes.
- Children can say why they need to wash their hands to stop germs spreading.
- Children link results of their test to the idea of sneezes and germs.
- Notice that animals, including humans, have offspring which grow into adults.

Skills

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans to exercise, eating the right amount of different types of food, and hygiene.
- Gather and record data to help in answering questions.
- Perform simple tests. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Core Vocabulary

- Healthy
- Balanced diet
- Fruit and vegetables
- Germs
- Virus
- Bacteria
- Hygiene
- Fair test



Knowledge

In this unit the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices.

- Identifying hopes and fears for the year ahead
- Understand the rights and responsibilities of class members
- Know that it is important to listen to other people
- Understand that their own views are valuable
- Know about rewards and consequences and that these stem from choices
- Know that positive choices impact positively on self-learning and the learning of others



Skills

- Recognise own feelings and know when and where to get help
- Know how to make their class a safe and fair place
- Show good listening skills
- Recognise the feeling of being worried
- Be able to work cooperatively

Key Vocabulary

- Worries
- Hopes
- Fears
- Belonging
- Rights
- Responsibilities
- Responsible
- Actions
- Praise
- Reward
- Consequence
- Positive
- Negative
- Choices
- Co-Operate
- Learning Charter
- Problem-Solving

