



Topic Title: All About Me	Topic Focus: Science, PSHE and PE
Cycle: Cycle One	Term: Autumn Term
	Year Group: KS1

<p>Environment: The first display board in the corridor will explain the topic hook to any visitors and be accompanied by any photographs and writing from the day. Role-play areas will be set up containing different jobs to promote aspirations through play. The displays will contain inspirational words on large stars such as; motivated, determined, hard working etc All coat pegs will be made star shaped to support the aspirations topic and all classrooms will contain the displays created on transition day-There's only one Warrior class!</p>	<p>Description of Unit: Children arrive back at school with their 'All about me' baskets. They show the class the items inside and discuss why they are special to them and the reasons why. In Literacy, they will be creating a book all about themselves, their families and their likes and dislikes. The books will be bound and published and shared with the friends and parents. In Art, the children will be looking closely at their key features and creating self-portraits. Children will also look at the work of artists such as Yinka Shoibare to form an opinion on other people's art work. In PSHE, children will be exploring similarities and differences between themselves and others. They will also explore different families and learn to celebrate diversity. In Science, the children will be learning about how to keep their bodies healthy and experiencing healthy food, exercise and hygiene routines. This will include cleaning their teeth every day to promote healthy teeth and gums.</p> <p>Take Home Tasks: (1 per half term)</p> <ol style="list-style-type: none"> 1) The children receive a letter during the school holidays and create an 'All about me' box/basket. 2) Children return to school after half term wearing a costume which matches their aspirations. They have to be able to share what their aspiration is and why. 														
<p>Stunning Start: Transition – Only One Me – read book, take photo and mark make fish Summer holidays – Children receive a letter asking them to make a basket/box containing items that are special to them. These could include; photographs of families, important toys etc The children enter school with their 'All about me' baskets on the first day and share these. RM and EH to introduce bath, book and bed routine to parents</p>	<p>Other Curriculum Areas Computing: See the separate planning from Dan Bunker to run alongside this unit focusing on using Music – taught discreetly by the school music service RE – Focused on Nativity Journeys. Planning from the HIAS RE website PE – See separate MTP for first half term. (Taught discreetly during this period with planning supported by the online service PE Planning.)</p>														
<p>Key Outcomes for the term: What are the main things we want the children to learn? ART: How to create a self-portrait. How to give opinions on the work of other artists. PE: That sport and exercise can be done anywhere and can involve the whole family. SCIENCE: That it is their responsibility to look after their bodies and that they can do this by eating well, exercising, going to bed and sleeping well. PSHE: That all families and people are different and that difference is a good thing that should be accepted and valued. ENGLISH: How to plan and write the following text types: information texts, poems, stories</p>	<p>Key Vocabulary:</p> <table> <tr> <td>Difference</td> <td>Goals</td> </tr> <tr> <td>Similar</td> <td>Healthy</td> </tr> <tr> <td>Portrait</td> <td>Responsibility</td> </tr> <tr> <td>Special</td> <td></td> </tr> <tr> <td>Acceptance</td> <td></td> </tr> <tr> <td>Admire</td> <td></td> </tr> <tr> <td>Aspirations</td> <td></td> </tr> </table>	Difference	Goals	Similar	Healthy	Portrait	Responsibility	Special		Acceptance		Admire		Aspirations	
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<p>Week 1</p> <p>3.9.18 (2 INSET DAYS- 3 day week)</p> <p>Key Texts: Marvellous Me, I'm special I'm me, Only One You</p>	<p>PSHE: Over the summer holidays the children to receive a postcard asking them to bring in a memory box to show their class who they are and what is important to them. Children to share their boxes in small groups or half classes explaining what they have brought in and why it is special. <i>Why have you chosen that item? What does it mean to you? Has anyone else got a similar item? Have people chosen similar items? Why does everyone have things that are important to them?</i> Chn write about them explaining what is in them, why they chose that and what it means to them. Year 2 focus on different types of sentences and try to evidence these.</p> <p>ENGLISH Children to write the handwriting for the back of their English books. <i>What should our handwriting be like? Why do we need to try our best?</i></p> <p>ART - Self-portrait. Introduce the unit and share desired outcomes. <i>What is a self portrait? Why do people paint/draw self portraits? What skills do you need?</i> Print a photo of each child, cut the picture in half. Each child has to draw the missing part of their face- keep these in black and white so they are just using pencils to shade-model this including the shading. Year 1 - Write sentences about themselves – given sentence starters. Year 2 – Write paragraph about themselves. (physical appearance, likes and dislikes)</p> <p>PSHE Year 2 – write different questions to ask someone else in the class – <i>What is the purpose of a question? How do you set a question out? What do you want to know?</i> Chn ask the questions to the other people in the class and record the answers. Set expectations for the year –HFW, handwriting, punctuation, conjunctions etc (because, and, so)</p>	<p>PSHE:</p> <ul style="list-style-type: none"> that there are physical attributes and feelings that they all share. that we are alike in many ways but that each of us is unique and special. <p>ENGLISH S + L</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Handwriting – Year 1</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters <p>Handwriting – Year 2</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters <p>Writing – Transcription – Year 1 spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week <p>Writing – Transcription – Year 2 spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning to spell common exception words <p>Writing – Composition – Year 1 write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense <ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils <p>Writing – Composition – Year 2 develop positive attitudes towards and stamina for writing by:</p>	<p>Writing Outcomes: * Writing about memory boxes *Sentence(s) about themselves. *Written questions *Handwriting for book</p> <p>Core and Foundation Subjects Outcomes: *Self portrait</p> <p>* ALL CHILDREN TO HAVE A COLOUR BANDED BOOK THIS WEEK</p>

	<p>Guided Reading – teacher hears all children read 1:1 –</p>	<ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Writing – vocabulary, grammar and punctuation – Year 1 develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using ‘and’ • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ <p>Writing – vocabulary, grammar and punctuation – Year 2 develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] <p>ART:</p> <ul style="list-style-type: none"> • -to develop a wide range of art and design techniques in using line, shape and form 	
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<p>Week 2</p> <p>10.9.18</p> <p>Key Texts:</p> <p>Marvellous Me,</p> <p>I’m special I’m me,</p> <p>Only One You</p>	<p>ENGLISH:</p> <p>Share the books: Marvellous Me, I’m special I’m me, Only one you – read books and discuss their opinions. <i>Which book is your favourite? Why? Which book did you like the least? Why?</i> Chn complete book reviews of their favourite books. Introduce outcome – to create an information book all about them. <i>What is an information book? How are they set out/ What features do they include? What skills do we need to be able to write one? What kind of information could they include?</i> Chn create their own page named ‘Marvellous Me’ (a page a week will be created so that by the end of the term each child has a book about themselves and their families in the reading corner – focus on editing – LA – highlight the word you want them to change)</p> <p>PSHE: – Chn choose a friend and complete a Venn diagram to show how they are different/similar. <i>Why did you choose that friend? How are you similar? How are you different? Do you have to be the same to be friends? Why is it nice to have friends that are not the same as you?</i></p>	<p>PSHE:</p> <ul style="list-style-type: none"> • that there are physical attributes and feelings that they all share. • that we are alike in many ways but that each of us is unique and special. <p>ENGLISH:</p> <ul style="list-style-type: none"> • See week 1 objectives <p>ART:</p> <ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using line, shape and form 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> *Book review *Marvellous me page for their books <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> *Venn diagram *pictogram

	<p>PSHE/MATHS LINK: Chn given a picture of sausages, teddy bears etc and have to find other people who like these things, present how many do in a pictogram, bar chart – ask questions of the data and record findings. <i>Does everyone like the same things? Is that ok?</i></p> <p>ART: mark making Year 1 and 2- chalk and charcoal drawings on grey sugar paper - using a mirror- model each stage- Drawing one- with chalk focus on outline of face and neck (1min) Drawing two- face and neck, key features (2 mins) Drawing three- face, neck, key features, add depth using charcoal where the shadows are (5 mins) Drawing four- Repeat, when adding depth use finger to blend the charcoal and chalks, focus on highlights and shadows (10 mins)</p>		*curved lines for face drawing
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<p>Week 3 and Week 4</p> <p>17.9.18 24.9.18</p> <p>Key Texts:</p> <p>My Big Book of Families.</p>	<p>ENGLISH: <i>What is a family? Why are they important? What is their job? Are all families the same? Do they need to be the same?</i> Look at the book ‘My Big Book of Families’ – read pages that show the different types of families. Teachers share their own family picture and model writing about their family. Children then talk about their families and share photographs. They then use the model to help them write about their families. Introduce the idea of editing and improving using the purple pens. <i>Why is it important to edit and improve our writing?</i></p> <p>PSHE: Who is important in our families? Why? Is everyone important? Does everyone have the same role? Chn choose one person in their family to talk about and say who they are and why they are special.</p> <p>ART: – Link to well-known artists Explore the work of Yinka Shonibare and Arnulf Rainer self-portraits. Photos over laid with colour and pattern. Year 1 and 2- Discuss likes and dislikes about a piece of work from each artist- brainstorm as a class, write a sentence about each piece. Use sentence stems to support if needed. I like the... because... I dislike the... because... Take photos of self-expressing feeling and emotion (representing them and their character)- print these in black and white</p>	<p>ENGLISH:</p> <ul style="list-style-type: none"> See week 1 objectives <p>PSHE:</p> <ul style="list-style-type: none"> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another that there are different types of family and they may be different to theirs <p>ART:</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Writing Outcomes:</p> <p>*Page in book about their families: Year 1 - Sentences about their family Year 2 – paragraph about their family</p> <p>Core and Foundation Subjects Outcomes:</p> <p>*Art – favourite example chose and reasons explained</p>

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<p>Weeks 5, 6 and 7</p> <p>1.10.18 8.10.17 15.10.18</p> <p>Key Texts:</p> <p>My Two Grannies</p>	<p>PSHE: - My Two Grannies – read story and focus on traditions that families have – <i>What is a tradition? Why do families have them? How are they different? How are they the same? Are differences important? Does your family have any special traditions?</i> Children create a page for their book on special traditions their family has.</p> <p>ENGLISH: Take recipe from the story and look at how to make cakes. <i>What is a recipe? What is the point of them? How are they set out? What kind of information do they include?</i> Boxing up of recipes, collect language, make cakes, write recipe, edit recipe. <i>Could they include their recipe in their book about themselves?</i></p> <p>ART: - mark making techniques (do this on tracing paper over black paper), try out different materials add shade to colours, model this getting lighter and blending colours together. Final piece have a black and white photo of themselves with tracing paper on top. Used a range or materials that reflect their personality to draw themselves. (They will be able to use the image beneath to support their drawing skills and it will allow them to focus on building shade and tone within their work)</p> <p>Marvellous Middle – <i>Who in their family do they admire? Why? What jobs do they do? What different jobs do they know of? What kind of job do they want to do when they are older?</i> Invite parents in to share their jobs and why they chose that job. -train driver, nursery manager, stay at home parent, Manager at Marriott, chef, Look at other jobs – <i>What kinds of jobs are there? Do they know what they want to do when they are older? What is important about a job?</i> E.g. being happy, making money, Chn to think about what they want to be when they are older. First day back after half term – children come in dressed as their aspiration.</p>	<p>PSHE:</p> <ul style="list-style-type: none"> To identify and respect the differences and similarities between people To view difference and diversity positively. <p>ENGLISH:</p> <ul style="list-style-type: none"> See week 1 objectives <p>ART:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>Writing Outcomes: Recipes</p> <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> * Traditions in our families *Final self portrait * Pages on different jobs for their book
HALF TERM			

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<p>Week 8 29.10.18</p> <p>INSET DAY 4 days</p> <p>Key Texts: Non-fiction books linked to jobs, sports etc</p>	<p>ENGLISH: Aspirations Day – <i>what do they want to be and why?</i> Photograph children. They write another page for their book – <i>what do they aspire to be and how are they going to achieve that? What can they do now to ensure they have the best chances in life?</i> In book and on display. Include vocabulary for how to achieve.</p> <p>PSHE: What do they need to do to achieve that goal? Look at famous people (using adverts – science, sports etc) that show how they got to their position – set goals for their future – Look at the similarities – whatever you want to achieve you do that in the same way – being curious etc. Link to school values – <i>What do we try to make you?</i> resilient, respectful, responsible. <i>How can this help you to achieve your goal?</i></p> <p>KS1 assembly – aspirations – how to achieve your goals. Ch Share what they have learnt and create persuasive posters to go up around the school.</p>	<p>PSHE:</p> <ul style="list-style-type: none"> to identify and respect the differences and similarities between people to view difference and diversity positively. <p>ENGLISH:</p> <ul style="list-style-type: none"> See week 1 objectives 	<p>Writing Outcomes: *page in book on aspirations *persuasive posters</p> <p>Core and Foundation Subjects Outcomes: *Photograph of child *Writing about what they want to be and why</p>

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<p>Week 9 5.11.18</p> <p>Key Texts: Healthy foods Willy the Wizard.</p>	<p>SCIENCE: Focus on being healthy – <i>What does being healthy mean? Why is it important? What do you need to do to be healthy?</i> Chn create a mind map to show what they know. Introduce and read book: 'Oh the things that you can do that are good for you.' Explain that over this half term we are going to be looking at how to keep healthy – <i>Why?</i> Link to the school values of responsibility. Label main organs and parts of the body on a big body map. Year 2 – <i>What is the purpose of each of these organs?</i> Introduce the skills of observation to see what they can tell about the different parts of the body. E.g. chest rising to show breathing – mirrors</p> <p>ENGLISH: Read Willy the Wizard. Introduce story writing – they are going to be writing their own story about a character who wants to be good at a sport. Collect language and ideas and box up. Focus on the text type, purpose and audience. <i>Have they ever written stories before? What is the purpose of a story? Who might read their stories? Have they read any other stories about sport? What do they think about this story? Why are we looking at stories about sport? What is the message in this story?</i></p> <p>PE: Visit to gymnastics centre; Tennis Centre; King Richards and Portsmouth Uni to let children explore different games and PE equipment. <i>What games do they enjoy? Have they</i></p>	<p>SCIENCE:</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>ENGLISH:</p> <ul style="list-style-type: none"> See week 1 objectives <p>P.E:</p> <ul style="list-style-type: none"> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending. 	<p>Writing Outcomes: *language collection *boxed up text</p> <p>Core and Foundation Subjects Outcomes: *mind map on being healthy * Label main organs and parts of the body on a big body map. *purpose of each organ. *diary entry from trip</p>

	<p><i>ever been to any of these places? Could they go to them again with their families? Why is it important for the whole family to stay fit?</i></p> <p>ENGLISH/PE LINK: Diary entry – Year 2 introduce past tense Year 1 and Year 2 – <i>What equipment did you use? How did the games/ equipment work?</i> Technical names</p>		
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<p>Weeks 10 and 11</p> <p>12.11.18 19.11.18</p> <p>Key Texts:</p> <p>Healthy foods, Healthy eating books, Willy the Wizard.</p>	<p>ENGLISH: Recap to last week, plan, model and write stories. <i>How could we use the boxed-up text to support our own writing? What could we change to make our stories different? What features do we need to include? What language from our reading could we include?</i></p> <p>PSHE: Remind children of the books they have been writing about themselves. <i>What is the purpose of these books? Focus on celebrating differences. Children create their own page for their book – What exercise do they like and why? How do they feel when they are doing exercise? What exercises they do as a family or would like to do? etc</i></p> <p>SCIENCE: Week 10: Focus on exercise and impact on the body. Chn complete different challenges and measure different aspects before and after each one. E.g. use skills of observation - label muscles you can feel, colour of face, sweatiness, measure heart rate before and after, measure temperature before and after etc. <i>Why does your body sweat when you are exercising? Why does your heart rate and breathing increase? How do you feel before and after the exercising?</i> Take photos of them doing the different activities and the children write what they noticed.</p> <p>SCIENCE: Week 11: Focus on healthy eating – introduce food plate (Year 1) food pyramid (Year 2) <i>How do you know what food is what? Which food types are better? Why are there different portion sizes? What would happen if you eat too much of one type of food? How healthy are our lunches? How could we make them healthier?</i> Maths link – tally charts of the amount of crisps etc they bring in every day. How could we improve our lunch boxes? Teachers model making positive changes and chn they do it. Chn write an explanation of how they could improve their lunch boxes. Modelled by the teacher.</p> <p>PE: – Chn practice different sports/games they have learnt on their trips. <i>Can we remember how the games/exercises are played? Could we encourage people at home to play these games? Why is this important? How could we encourage parents to join in and learn new games? Invite parents in to take part in games/exercises during week 12.</i></p>	<p>ENGLISH:</p> <ul style="list-style-type: none"> • See week 1 objectives <p>PSHE:</p> <ul style="list-style-type: none"> • To identify and respect the differences and similarities between people • To view difference and diversity positively. <p>SCIENCE:</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>P.E:</p> <ul style="list-style-type: none"> • To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • To participate in team games, developing simple tactics for attacking and defending. 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> * Written stories based on Willy the Wizard * Sentences about scientific observations * Another page for their own books based on their favourite exercise/sport. * Explanation of how to improve lunches. <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> *food plates *tally charts

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<p>Week 12</p> <p>26.11.18</p> <p>Key Texts: Information books, Healthy foods, Healthy eating books, exercise,</p>	<p>ENGLISH: Information pages. Remind the children of the information book they have been creating over this term. <i>Are they nearly completed? Are they good enough? How could we use what we learnt in science week 11 to create another page for their information book? What part does food play in their lives?</i> Children create a page for their books – <i>How could they keep healthy using food?</i></p> <p>SCIENCE: Introduce teeth – look at crocodile teeth book – <i>What do they know about teeth?</i> Use mirrors and refresher bars to look at the different teeth and talk about their jobs – <i>How do we keep teeth clean and healthy? What happens to teeth if you don't clean them or drink too much fizzy drinks?</i> Set up science experiment – ch predict which drink they think will be better at keeping teeth healthy and which one will be worse and why. <i>What changes do they expect to see?</i> Colour change, size etc Drinks – coke, energy drinks, water, milk and orange juice Set up investigation and observe changes each day. <i>What changes can we observe today? How could we record that? What do we think might happen next?</i></p> <p>PE: –Parents come in to take part in the different sports and exercises. The children take a lead on showing their parents easy exercises and games they can play together around the park etc.</p>	<p>ENGLISH:</p> <ul style="list-style-type: none"> • See week 1 objectives <p>SCIENCE:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions. <p>P.E:</p> <ul style="list-style-type: none"> • To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • To participate in team games, developing simple tactics for attacking and defending. 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> *information page * * <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> *investigation on teeth planned and daily data collected * Parents come in for PE lessons *

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<p>Weeks 13, 14 and 15</p> <p>Assessment week</p> <p>Nativity</p> <p>3.12.18 10.12.18 17.12.18 3 day final week 2 INSET days</p> <p>Key Texts:</p> <p>The Christmas nativity story.</p>	<p>PSHE: Continue topic and focus on keeping clean, mental health, good bedtime routines. Why are these all important? Who suffers if we don't look after ourselves properly? Add to information page over the last 2 weeks when looking at mental health, sleep etc</p> <p>SCIENCE: Write up findings from science investigation on teeth – <i>Was their prediction correct? Which drinks are better/worse for teeth? Why? Does that mean that you can't have fizzy drinks?</i> Importance of moderation and brushing. Importance of looking after teeth from now on.</p> <p>ENGLISH: Fabulous Finish – Children publish their books – books are bound and shared with their parents during a curriculum session. <i>What page are you most proud of? What key things have you learnt about keeping healthy? How could this book help you and your family?</i> Recap purpose of information books and specifically our information books. <i>Have we achieved what we set out to achieve?</i> Finished books are then either taken home as a manual for a healthy life or added to book corners.</p>	<p>PSHE:</p> <ul style="list-style-type: none"> To understand how to keep ourselves clean. To begin to understand the concept of mental health and its importance <p>SCIENCE:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. <p>ENGLISH:</p> <ul style="list-style-type: none"> See week 1 objectives 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> * Final pages completed in information books * Books are finished and published * <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> * Completed information books shared with parents * Investigation write up * *