

Experience Title
An Apple a Day Keeps the Doctor Away

Rationale: To enjoy different class texts and learn to sequence a story. The children will understand what a sentence is and how it is constructed to convey meaning. Pupil's will write a set of instructions for the preparation of a fruit salad and learn about the significance of a healthy diet, exercise and the need to prepare food in a hygienic way. Through the discussion of our set texts children will develop greater understanding of the need for a balanced diet and exercise. This is an essential skill for maintaining a healthy lifestyle now and into adulthood.

The children will look at a significant historical figure, Florence Nightingale, and consider her importance learning the skills of research and chronology by focusing on her life.

The children will listen to, share and discuss a high-quality book with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

The children's vocabulary will develop and feed into their writing. Through listening, children will also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Hook:
Florence Nightingale drama workshop.

Outcome:

Literacy/History:

- Share the story of the Great Jam Sandwich and sequence the events by writing in sentences.
- Read Oliver's Fruit Salad and Oliver's Vegetables and discuss the importance of eating 5 a day and write a set of instructions.
- Write a story with 4 parts.

DT

- Prepare a fruit salad and consider food hygiene when preparing food

CLA (Core Learning Area)

History:

- Look at the life of Florence Nightingale as a significant historical figure and sequence the events of her life by writing in sentences.
- Children should be aware of the past and use common words and phrases that relate to time: before, after, since; some may begin to have an awareness of the concepts of past and present.
- Children can ask and answer questions
- Children can talk about who was important e.g. in a simple historical account, this could include Rosa Parks because she stood up for what she believed in: racial equality

Literacy:

Writing:

- To write in clear sentences using full stops, capital letters and finger spaces.
- To understand how to form a sentence and understand what it is.
- Year 2 as above and introducing commas in a list.
- Write a story with four or five parts.
- Make writing more interesting using adjectives.
- To write a set of instructions.

Reading:

- read words containing taught GPCs and –ing, –ed, endings
- read other words of more than one syllable that contain taught GPCs words
- reread books to build up their fluency and confidence in word reading
- discuss word meanings, linking new meanings to those already known
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say

DT:

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
- Select from and use a wide range of ingredients.

How Long? 3 weeks	When? Term 1: Week 1-3
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Continuous Learning: SPAG, Maths, Music, PSHE, French, PE

Learning Value Focus	
Value: Reflecting and improving	Skill: designing, communicating, creating, evaluating

Visit: N/A	Parental Involvement: Providing fruit for a fruit salad.
Visitor: Florence Nightingale Drama Workshop 12 th September	