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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Key Question | Why should we Remember? |
| School Value | Persevere, don’t give up |
| Links to careers | historian, teacher, artist, designer, scientist, actor, author, inventor, tailor |
| Enrichment opportunities | 31st and 2nd visit to Good Taste to explore fabric products as inspiration for stocking designs. | Assembly from Corey’s dad with military artefacts. |  |  |  | 5th Performance8th Panto | 13th class parties, Christmas lunch.14th FOBs disco |  |
| SMSC Links | 5th November Bonfire Night | 11th November Remembrance Day | 12th NovemberDiwali 17th November Children in Need (PJ party) | Friendship Week  | 30th November St Andrew’s DayNational Tree Week | 3rd First Sunday of Advent8th Christmas Jumper Day |  |  |
| British Values | Individual liberty |  |
| Themed days  |  |  | Diwali 13.11.23**Know about and understand religions and world views:**  * Know the ideas

associated with light (goodness and hope) for Hindus (and Sikhs) during Diwali. A1 A3 * Know that Diwali is

the Hindu ‘festival of lights’ and celebrates the New Year.* Know some of the

symbols of Diwali. A3**Express ideas and insights into religious and world views:**  * Understand that the

story of Rama and Sita tells us that light triumphs over dark, and good over evil. B2 B3  * Know the ideas

associated with light and compare it to other world religions. B1 B2 B3  * Understand why

Lakshmi is honoured during Diwali. B1 B2 **Gain and deploy the skills for learning from religious and world views:*** Think about your

own feelings of goodness and hope. C1 C2 C3 |  | St Andrew’s Day 30.11.23* Who was St Andrew?
* Why is he the patron saint of Scotland?

[BBC iPlayer - My First Festivals - Series 2: 10. St Andrew’s Day](https://www.bbc.co.uk/iplayer/episode/m00122ff/my-first-festivals-series-2-10-st-andrews-day) | Christmas 4.12.23**Know about and understand religions and world views:**  * Know and retell

the story of Christmas. A1 A2  * Understand that

the Christmas Story tells us about God’s special gift to the world. A3 * Know the ideas

associated with light (goodness and hope). A1 A3 * Understand why

Jesus is considered to be the light of the world. A1 A3 **Express ideas and insights into religious and world views:**  * Understand that

the Christmas Story tells us about God’s special gift to the world. B2 B3  * Know the ideas

associated with light (goodness and hope). B1 B2 B3  * Understand why

Jesus is considered to be the light of the world. B1 B2 **Gain and deploy the skills for learning from religious and world views:**  * Think about the

most important gift that you have ever given/received.  C1 C2  * Understand why

Jesus is considered to be the light of the world. C2  * Think about your

own feelings of goodness and hope. C1 C2 C3 |  |  |
| Themed assemblies |  | **Historical Knowledge**I can use simple sources to answer questions, including handling the source. | **Do you know more about Diwali?** | **Friendship Week**How can I be a good friend? | **Do you know more about St Andrew’s day?** | **Do you know more about story of Christmas?** |  |  |
| **Golden Thread****Forest School** | **Seasonal change****Y1** & **Y2** Observe seasonal and daily weather patterns. Observe change to class tree and, for Y2s, use prior knowledge of seasonal weather patterns to predict how the tree will change in the coming weeks. | **Science****Everyday Materials****Y1** Distinguish between an object and from the material which it is made.**Everyday Materials****Y2** **Revisit** naming everyday materials and describing the physical properties of a variety of everyday materials. | **Science** **Everyday Materials****Y1** Identify and name a variety of everyday materials.**Everyday Materials****Y2** Find out how the shapes of solid objects made from some materials can be changed by squishing, bending, twisting and stretching. | **Science****Everyday Materials****Y1** Describe the physical properties of a variety of everyday materials.**Everyday Materials****Y2** Find out how the shapes of solid objects made from some materials can be changed by squishing, bending, twisting and stretching. | **Science****Working scientifically*** Asking simple

questions and recognising that they can be answered in different ways.* Observing

closely using simple equipment.* Performing

simple tests.* Gathering and

recording data to help in answering questions. | **Science****Working scientifically*** Asking simple

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recording data to help in answering questions. |  |  |
| **Art & Design****Skills (The ability to do something well)**Drawing: I can observe closely from reality. | **Art & Design****Skills (The ability to do something well)**Sewing: I can use a basic stitch to join materials I have chosen.  | **Art & Design****Techniques (Carrying out and executing artistic tasks)** I can express my own ideas in this form, as well as consider decorative techniques.Control: I use materials and tools safely, learning to control them accurately. | **Art & Design****Skills (The ability to do something well)**Sewing: I can use a basic stitch to join materials I have chosen.**Techniques (Carrying out and executing artistic tasks)** I can express my own ideas in this form, as well as consider decorative techniques.Control: I use materials and tools safely, learning to control them accurately. | **Art & Design****Skills (The ability to do something well)**Sewing: I can use a basic stitch to join materials I have chosen.**Techniques (Carrying out and executing artistic tasks)** I can express my own ideas in this form, as well as consider decorative techniques.Control: I use materials and tools safely, learning to control them accurately. | **Art & Design****Skills (The ability to do something well)**Sewing: I can use a basic stitch to join materials I have chosen.**Techniques (Carrying out and executing artistic tasks)** I can express my own ideas in this form, as well as consider decorative techniques.Control: I use materials and tools safely, learning to control them accurately.**Record and evaluate**I can review my work and decide how well I have achieved what I set out to achieve.  |  |  |
| **WEEK** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| **National Curriculum KS1** |  | END POINT |  |
| **Substantive Knowledge** |  | **To know how to sustain musical listening skills for increasing amounts of time.** | **To know how to sustain or shorten a note on tuned or untuned percussion instruments.** | **To know** | **To know how to be able to distinguish between long notes and short notes, confidently with control.** | **To know**  |  |  |
| **Key vocabulary** | all children: listen, concentrate, feel, long sound, short sound, unisonsome children: layer, duration, focus, notation, sustained, staccato |  |  |
| **Disciplinary skills** | **KS1** |  | **To use listening skills effectively to isolate sounds of differing duration.** | **To use creative skills to invent notation for peers to follow, indicating sustained and staccato notes.** |  | **To use vocal skills to sustain and shorten notes and collaborate with peers.**  |  |  |  |
| **Y1** | **Identify, observe and describe.** |  |  |
| **Y2** | **Describe, compare and contrast, reason** |  |  |
| **Key Stage 1** | **Lesson:** | **Lesson:****Key q: What sounds can I hear?****How can I describe them?****Choose three different genres of music. Make children comfortable for listening and start to build up a vocabulary list to describe the nature of sustained and staccato notes.****Ensure there are frequent listening breaks but increase length of time spent on each excerpt.** | **Lesson:****Key q: What is the difference between a long note and a short note when we play our instruments?****Have do we vary our technique?****Enable access to tuned and untuned percussion instruments. Let children experiment with methods of sustaining and shortening notes.****Now create a way of writing those notes and how long each one should be held.****(Own notation for peers to follow)** | **Lesson:****Key q:**  | **Lesson:****Key q: How do I control my voice to sustain longer notes or sing shorter notes?****Build on weekly practice of singing in unison and in small groups.****Practise singing solo for peers. Experiment with duration of notes alongside changes in tempo.** | **Lesson:**  | Y1To share their fluency of knowledge about the idea of duration in music.Y2To share their fluency of knowledge about how to vary duration in music. |  |