

Week	1 4 th Sept	2 8 th Sept	3 18 th Sept	4 25 th Sept	5 2 nd Oct	6 9 th Oct	7 16 th Oct
Key Question	Where do we Belong?						
School Value	Concentrate, push yourself						
Links to careers	Research, scientist, ecology, teacher, artist, traveller, travel agent,						
Enrichment opportunities				Local area walks and post postcards.			
SMSC Links	Voting for new school councillors.	School council to do a local traffic survey.	<u>Recycle Week</u> Can we keep our classroom bins empty for a week?	<u>National Fitness Day</u> Use playtimes to try out new activities.	<u>5th National Poetry Day</u> Poetry assembly	<u>10th National Mental Health Day</u> Each base to have a mindfulness yoga session.	<u>16th World Food Day</u> Link to harvest food bank collection.
British Values	Democracy, rule of law.						
Themed days	<u>Arts Week</u> <u>Pete McKee</u> <u>Learning from others</u> <ul style="list-style-type: none"> I can look at the work of different artists and talk about what they have done. 						

Themed Assemblies			<p>School council</p> <ul style="list-style-type: none"> How to cross the road safely. Results of the local traffic survey. 	<p>The lives of significant individuals who have contributed to national and international events & achievements</p> <ul style="list-style-type: none"> I understand that people often cause change and this can have long term impact. 			<p>Express ideas and insights into religious and world views:</p> <ul style="list-style-type: none"> B1 - Ask and respond to questions about what communities do and why.
			<p>Who was Rosa Parks? Rosa Parks - Black History Month - BBC Teach</p>	<p>The achievements of Katherine Johnson BBC iPlayer - Our Black History Heroes - Series 1: 6. Katherine Johnson CBeebies Black History Heroes CBeebies House Presenters - YouTube NASA Trailblazer: Katherine Johnson National Geographic - YouTube</p>	<p>Who is Benjamin Zephaniah? The One Show - Benjamin Zephaniah 29 06 2015 - YouTube Nature's Politics - YouTube (Nature's Politics)</p>	<p>Harvest</p>	
<p>Golden Thread Forest School</p>	<p>To choose a tree to study over the year. Y1 Chn to photograph, sketch and describe a tree in the school garden as the starting point to observe seasonal weather patterns.</p>	<p>Science <u>Animals, including humans</u> Y1 Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense. <u>Animals, including humans</u></p>	<p>Science <u>Animals, including humans</u> Y1 Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense. <u>Animals, including humans</u></p>	<p>Science <u>Working scientifically</u> ✓ Asking simple questions and recognising that they can be answered in different ways. ✓ Observing closely using simple equipment. ✓ Performing simple tests. ✓ Gathering and</p>	<p>Science <u>Working scientifically</u> ✓ Asking simple questions and recognising that they can be answered in different ways. ✓ Observing closely using simple equipment. ✓ Performing simple tests. ✓ Gathering and</p>		

		<p>Y2 use prior knowledge of seasonal weather patterns to describe the tree.</p>	<p>Y2 Find out about and describe the basic needs of animals, including humans, for survival (water, food, air, shelter, sleep).</p>	<p>Y2 Describe the importance for humans of exercise, hygiene and eating the right amounts of different types of food.</p>	<p>recording data to help in answering questions.</p>	<p>recording data to help in answering questions.</p>	
		<p>Art & Design Techniques (Carrying out and executing artistic tasks)</p> <ul style="list-style-type: none"> ✓ Colour: I can name and use primary and secondary colours. 	<p>Art & Design Skills (The ability to do something well)</p> <p>Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water.</p>	<p>Art & Design Skills (The ability to do something well)</p> <p>Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water.</p>	<p>Art & Design Techniques (Carrying out and executing artistic tasks)</p> <ul style="list-style-type: none"> ✓ Space: I consider how my art will look as a whole, including if it is a part of a collective whole. <p>Skills (The ability to do something well)</p> <ul style="list-style-type: none"> ✓ Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water. <p>Learning from others</p> <ul style="list-style-type: none"> ✓ I can look at the work of different artists and talk about what they have done. 	<p>Art & Design Techniques (Carrying out and executing artistic tasks)</p> <ul style="list-style-type: none"> ✓ Space: I consider how my art will look as a whole, including if it is a part of a collective whole. <p>Skills (The ability to do something well)</p> <ul style="list-style-type: none"> ✓ Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water. <p>Learning from others</p> <p>I can look at the work of different artists and talk about what they have done.</p>	

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National Curriculum KS1		<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK. Use basic geographical vocabulary. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use simple locational and directional language to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 						END POINT
Substantive Knowledge			To know part or all of my home address and how to send a letter.	To know that my school is in Broomhill and Broomhill is in Sheffield.	To know some of the roads, businesses and buildings local to my school.	To look at maps and aerial pictures of Broomhill and describe its location and features.	To know some of the human and physical features of my local area.	
Concepts		<p>season, weather, change, observe. name, address, street, road, school, garden, house, flat, apartment, building, shop, business, local area, park, hospital aerial view, map, up, down, left, right, across, behind, above, below human, physical, trees, cars, countryside, city label, annotate</p>						
Disciplinary skills	KS1		To use information to write out their address and send a postcard.	To use maps and photographs to look at the location of our school and the city of Sheffield.	To go on a walk of the local area, locating road names and buildings. To use positional language when describing the local area.	To use aerial photographs to draw a map of the school grounds and local area.	To use maps to find the human and physical features of the local area.	

	Y1	Identify, observe and describe.						
	Y2	Describe, compare and contrast, reason						
Key Stage 1	Lesson:	<p>Lesson: Show a school letterhead and discuss that the information at the top is the address. Show a letter with a postal address. Point out the layout: House or flat number and street name Area Town or city County</p> <p>Children to write a postcard and add their home address and a stamp.</p>	<p>Lesson: Revisit last lesson and what an address is. Look again at the school address.</p> <p>Use Google maps to locate school using the street view function.</p> <p>Key q: What is local to our school? Share ideas and use Google maps to explore the local area.</p> <p>Y1 - using the 'walking' tool, look at the location of school and describe the</p>	<p>Lesson: Revisit using Google maps to locate school using the street view function.</p> <p>Key q: Where could we walk within 5 minutes of school? Go on a walk of the local area, walking 5 mins in each direction. Children to observe and comment on road names, buildings and other features of the local area.</p> <p>Post the children's postcards.</p>	<p>Lesson: Look at the photos from the local walk and describe things local to school using positional language.</p> <p>Revisit Google maps, moving from street view function to an aerial view. Key q: What can we see on an aerial map? Discuss that it's a bird's eye view and we can no longer see the front of buildings but we can see the layout of the area and the roads.</p>	<p>Lesson: Revisit the photos of the walk and Google maps.</p> <p>Introduce human and physical features. What can we see in our local area?</p> <p>Children to label their aerial maps with road names, local buildings and features of the local area (trees, parks).</p>	<p>Y1 To share their fluency of knowledge about where they live and local places that are important to them.</p> <p>Y2 To share their fluency of knowledge about the geographical features of their school and its locality.</p>	

Autumn 1 2023-24 Cycle A

Whole School Overview with Art & Design MTP

			<p>buildings that are nearby.</p> <p>Y2 - as above but describe and compare the use of the buildings. Are there more houses or businesses in the local area?</p>		<p>Children to work in pairs to choose one area of Broomhill or one part of the walk to draw an aerial map.</p>		
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