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| Week | | 1  4th Sept | 2  8th Sept | | | 3  18th Sept | | 4  25th Sept | 5  2nd Oct | | | 6  9th Oct | | | | 7  16th 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. | | | Recycle Week  Can we keep our classroom bins empty for a week? | | National Fitness Day  Use playtimes to try out new activities. | | 5th National Poetry Day  Poetry assembly | | | | 10th National Mental Health Day  Each base to have a mindfulness yoga session. | | 16th World Food Day  Link to harvest food bank collection. |
| British Values | | Democracy, rule of law. | | | | | | | | | | | | | | |
| Themed days | | **Arts Week**  **Pete McKee**  **Learning from others**   * I can look   at the work of different artists and talk about what they have done. |  | | |  | |  | |  | | | |  | |  |
| Themed Assemblies | |  |  | | | **School council**   * How to   cross the road safely.   * Results of   the local traffic survey. | | **The lives of significant individuals who have contributed to national and international events & achievements**   * I understand that people often cause change and this can have long term impact. | | | | | | | | **Express ideas and insights into religious and world views:**   * B1 – Ask and   respond to questions about what communities do and why. |
| **Who was Rosa Parks?**  [Rosa Parks - Black History Month - BBC Teach](https://www.bbc.co.uk/teach/school-radio/assemblies-rosa-parks-black-history-month/z9r3p4j) | | **The achievements of Katherine Johnson**  [BBC iPlayer - Our Black History Heroes - Series 1: 6. Katherine Johnson](https://www.bbc.co.uk/iplayer/episode/m000wfkj/our-black-history-heroes-series-1-6-katherine-johnson)  [CBeebies Black History Heroes | CBeebies House Presenters - YouTube](https://www.youtube.com/watch?v=JxDqg6c_r3I)  [NASA Trailblazer: Katherine Johnson | National Geographic - YouTube](https://www.youtube.com/watch?v=E4j_LpKzcZQ) | | | | **Who is Benjamin Zephaniah?**  [The One Show - Benjamin Zephaniah 29 06 2015 - YouTube](https://www.youtube.com/watch?v=PmGV-_zxwhs)  [Nature's Politics - YouTube](https://www.youtube.com/watch?v=6-8jz1GJhJs) (Nature’s Politics) | | **Harvest** |
| **Golden Thread**  **Forest School** | |  | | **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.  **Y2** use prior knowledge of seasonal weather patterns to describe the tree. | **Science**  **Animals, including humans**  **Y1** Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense.  **Animals, including humans**  **Y2** Find out about and describe the basic needs of animals, including humans, for survival (water, food, air, shelter, sleep). | | **Science**  **Animals, including humans**  **Y1** Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense.  **Animals, including humans**  **Y2** Describe the importance for humans of exercise, hygiene and eating the right amounts of different types of food. | | | | **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   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. | |  | |
|  | | **Art & Design**  **Techniques (Carrying out and executing artistic tasks)**   * Colour: I can name and use primary and secondary colours. | **Art & Design**  **Skills (The ability to do something well)**  Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water. | | **Art & Design**  **Skills (The ability to do something well)**  Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water. | | | | **Art & Design**  **Techniques (Carrying out and executing artistic tasks)**   * Space: I consider how my art will look as a whole, including if it is a part of a collective whole.   **Skills (The ability to do something well)**   * Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water.   **Learning from others**   * I can look at the   work of different artists and talk about what they have done. | | **Art & Design**  **Techniques (Carrying out and executing artistic tasks)**   * Space: I consider how my art will look as a whole, including if it is a part of a collective whole.   **Skills (The ability to do something well)**   * Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water.   **Learning from others**  I can look at the work of different artists and talk about what they have done. | |  | |
| **WEEK** | | 1  4th Sept | | 2  8th Sept | 3  18th Sept | | 4  25th Sept | | | | 5  2nd Oct | | 6  9th Oct | | 7  16th Oct | |
| **National Curriculum KS1** | | **Changes within living memory**   * I can recognise some differences between past and present. * I can recount episodes from the past.   **Chronology**   * I can sequence and understand the terms past and present | | | | | | | | | | | | | END POINT | |
| **Substantive Knowledge** | | **To know that I was born before my parents and grandparents.** | | **To know that the things in my home might not have been in my parents’ and grandparents’ homes.** |  | |  | | | |  | |  | |  | |
| **Concepts** | | chronology before after different same first next | | | | | | | | | | | | |  | |
| **Disciplinary skills** | **KS1** | **To understand how to use a timeline and order my family chronologically.** | | **To understand that some things change over time and we can use ‘same’ and ‘different’ to describe and compare.** |  | |  | | | |  | |  | |  | |
| **Y1** | **Identify, observe and describe.** | | | | | | | | | | | | |  | |
| **Y2** | **Describe, compare and contrast, reason** | | | | | | | | | | | | |  | |
| **Key Stage 1** | | **Lesson:**  Look at our class timeline and model describing the location of significant events using the language ‘before’ ‘after’.  Children to line up by birthday. Introduce the term ‘chronology’.  Children to order their family members chronologically. | | **Lesson:**  Homework – parents/carers to work with their child to fill in some similarities and differences about their homes and life in the past.  **Key q:** **What do the things in our parents’ homes tell us about life in the past?**  Children to use coordination (but or and) to compare their home to the home of their parents/grandparents. | **Lesson:** | | **Lesson:** | | | | **Lesson:** | | **Lesson:** | | Y1  To share their fluency of knowledge about chronology in their family and how technology in the past was different.  Y2  To share their fluency of knowledge about chronology and what artefacts in the home tell us about life in the past. | |