

Week	1 8.1	2 15.1	3 22.1	4 29.1	5 5.2			
Key Question	What Makes Sheffield Green?							
School Value	Try New Things and Do Your Best							
Links to careers	author, graphic designer, architect, geographer, engineer, author							
Enrichment opportunities		Visit to Lydgate Park to look at mechanisms.			Invite parents/carers to see the children's finished parks	.		
SMSC Links			23 rd National Handwriting Day! 25 th Burns Night	National Storytelling Week	6 th Safer Internet Day Cover during computing lessons.			
British Values	Tolerance and Respect							
Themed days			<u>23rd National Handwriting Day</u> 'Me and my name' theme. Use lots of different writing tools. Invite parents in? Children to be the teacher and teach	<u>30th Storytelling Day</u> Author to visit> Mystery reader - teachers to move classes and read a story? Use story cubes or spinners to write a				

			their parent letter formation using the rhymes?	story as a class? Or Independently?				
Themed assemblies	<u>The lives of significant individuals who have contributed to national and international events & achievements</u> <ul style="list-style-type: none"> I understand that people often cause change and this can have long term impact. 		<u>Composing & Creativity</u> <ul style="list-style-type: none"> I can explore and compare a wider range of instruments from school stock. 	<u>Composing & Creativity</u> <ul style="list-style-type: none"> I can choose sounds effectively to create a particular effect (link to storytelling). I can give reasons for my choices. 	<u>Composing & Creativity</u> <ul style="list-style-type: none"> I can begin to use notation to instruct peers. <u>Creativity</u> <ul style="list-style-type: none"> I can explore and compare a wider range of instruments from school stock. I can begin to use notation to instruct peers 			
	<u>Who was John Graves?</u>	<u>Why is he significant to Sheffield?</u>						
Golden Thread Forest School	<u>Science Autumn 2 Retrieve & Recall Y1</u> Identify different materials and describe their physical properties.	<u>Science Working Scientifically:</u> Use a measuring jug to pour the same amount of water into various containers. Use measuring jugs and syringes.	<u>Science Everyday Materials Y1 Working Scientifically:</u> <u>Q: Which objects float?</u> Open ended task where children work in small groups to answer the question. Describe the results using the rocket words.	<u>Science Working Scientifically:</u> Explain that we are exploring the properties of different materials. Discuss rocket words covered so far. Show children a thermometer and collect ideas about how one works and what we use them for. Children to work in small groups to use a thermometer accurately to	<u>Science Theme book:</u> Winter Sleep Read the story, discussing seasonal change. Why did Granny say 'If you can find it'?	Retrieve and recall activity in class.		
	<u>Y2</u> Match materials to their different uses, based on their properties.	<u>Key q: Why is this an important skill for a scientist?</u>	<u>Everyday Materials Y2 Working Scientifically:</u> <u>Q: Which materials are waterproof? Complete class Discovery Dog</u>	covered so far. Show children a thermometer and collect ideas about how one works and what we use them for. Children to work in small groups to use a thermometer accurately to	<u>Everyday Materials Y1</u> Compare and group together a variety of materials based on whether they would make a good hibernation shelter. Are they: warm? waterproof? buoyant?			

			then work in small groups to answer the question. Describe the results using the rocket words.	record temperature. Try out different materials to see which one is the best insulator.	<u>Everyday Materials Y2</u> Identify and compare the suitability of a variety of materials as a good hibernation shelter. Are they good insulators? Waterproof? Durable? Can they be changed to be more comfortable?			
	DT <u>Technical skills:</u> Children to join (attach) two pieces of paper/card together using different techniques. <ul style="list-style-type: none"> - Tabs - Slot - L brace - Tie - Flange (see laminated resource cards)	DT <u>Evaluate:</u> Go through ppt about simple mechanisms. Visit Lydgate Park and look at simple mechanisms in action! Photograph. Return to school: <ul style="list-style-type: none"> - What simple mechanisms did we see in the park? - How do they work? - Label a photograph from the visit with the type of mechanism and how it works. 	DT <u>Design:</u> Go through the design brief. <i>To design a new park in Broomhill for the purpose of entertaining local school children.</i>	DT <u>Make & Technical skills:</u> Children to work in small groups to make their local playground. It must include a simple mechanism and different joining techniques.	DT <u>Make & Technical skills:</u> Children to work in small groups to make their local playground. It must include a simple mechanism and different joining techniques.	Evaluate in class.		
Lesson	1	2	3	4	5			

National Curriculum KS1		<ul style="list-style-type: none"> Refer to new SACRE syllabus unit 1.2 "Who do Christians say made the world?" 					END POINT	
Substantive Knowledge		To know What creation means.	To know What does creation tell us about God?	To know about our world and nature in relationship to the idea of a creator.	To know How Christians and Jews say "thank you" for our world.	To know The symbols we use to refer to creation and thanks for the world.		
Key vocabulary		all children: create creator creation world God explain care some children: prayer thank nature						
Disciplinary skills	KS1		To use..... The Bible as a text in simple form to locate Genesis.	To use..... Wider knowledge to refer to cross curricular themes e.g. nature from Forest School.	To use Comparative ideas to contrast and compare two religious' practices.	To use The notion of symbols in the lives of religious and non-religious people.		
	Y1	Identify, observe and describe.						
	Y2	Describe, compare and contrast, reason						

Key Stage 1	Lesson:	<p>Lesson:</p> <p>Key q: What does creation mean?</p> <p>Read the creation story from Genesis (simple version) or select simple version of the Biblical creation story - YouTube</p> <p>Discuss and explore the idea of creation in everyday life. Compare this to the story of the huge undertaking of God in the role of "Creator of the World"</p> <p>Find some music you think might accompany the creation story.</p>	<p>Lesson:</p> <p>Key q: What is contained within our creation?</p> <p>Examine what we know about the world and its structure in terms of the creation story.....(awe and wonder)</p> <p>Light, day, night, land and sea, mountains, forests, deserts, ice flows, creatures and humans. How do all these things link together?</p> <p>What might this tell us about the idea of God?</p> <p>What might a creator be like?</p>	<p>Lesson:</p> <p>Key q: Why do Christians and Jews believe the same creation story? (because there are others according to different religious beliefs)</p> <p>Explore the Torah and the structure of the beginning of the Bible. (The first five books of the Bible are the Torah. Where and how might these two groups of people engage with the creation</p>	<p>Lesson:</p> <p>Key q: Which symbols do Christians and Jews use to refer to creation?</p> <p>Look at the practice of saying grace before a meal. Examine hymns in church as thanksgiving. Find a prayer thanking God for creation to read together.</p> <p>Discuss that some people do not believe the Biblical story of creation and have a more scientific approach to the creation of the world.</p>	<p>Y1 To share their fluency of knowledge about God as creator and where we can find this story.</p> <p>Y2 To share their fluency of knowledge about the different ways of thinking about the idea of creation.</p>		
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Spring 1 2023-24 Cycle A

Whole School Overview and RE MTP

		How do we care for our world?	(kind, clever, friendly) Draw the creation story.	story? How does each group give thanks for creation? e.g.at Harvest time and Sukkot.	Children can choose whether to write a thank you to God or to describe how they feel thankful for the world.			
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