

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

			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.	Everyday Materials Y2 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 Technical skills: Children to join (attach) two pieces of paper/card together using different techniques. - Tabs - Slot - L brace - Tie - Flange (see laminated resource cards)	DT Evaluate: Go through ppt about simple mechanisms. Visit Lydgate Park and look at simple mechanisms in action! Photograph. Return to school: - 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 Design: Go through the design brief. <i>To design a new park in Broomhill for the purpose of entertaining local school children.</i>	DT Make & Technical skills: Children to work in small groups to make their local playground. It must include a simple mechanism and different joining techniques.	DT Make & Technical skills: 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							END POINT	
<p>Substantive Knowledge</p>	<p>To know Y1: How to open a word processor, recognise keys on a keyboard and identify and find keys. Y2: How music can make us feel. I can identify simple differences in pieces of music I can describe music using adjectives I can say what I do and don't like about a piece of music.</p>	<p>To know Y1: How to enter text into a computer. I can use letter, number, and Space keys I can use Backspace to remove text. Y2: That there are patterns in music. I can create a rhythm pattern I can play an instrument following a rhythm pattern I can explain that music is created and played by humans.</p>	<p>To know Y1: How to type capital letters, explain what the keys that I have already learnt about do and identify the toolbar and use bold, italic, and underline. Y2: How to experiment with sound using a computer. I can connect images with sounds I can use a computer to experiment with pitch I can relate an idea to a piece of music.</p>	<p>To know Y1: How to select a word by double-clicking. I can select all of the text by clicking and dragging I can change the font. Y2: How to use a computer to create a musical pattern. I can identify that music is a sequence of notes I can explain how my music can be played in different ways I can refine my musical pattern on a computer.</p>	<p>To know Y1: Why I used the tools that I chose. I can say what tool I used to change the text I can decide if my changes have improved my writing. Y2: How to create music for a purpose. I can create a rhythm which represents an animal I've chosen I can create my animal's rhythm on a computer I can add a sequence of notes to my rhythm.</p>			

Key vocabulary		<p>Y1- mouse, keyboard, screen, text, space bar, return, shift. Y2 - listen, compare, create, rhythm, instrument names, pattern, melody.</p>						
Disciplinary skills	KS1	<p>Y1- To use devices i.e., mouse, keyboard, touchscreen, to access and control a computer program. To use a program to create and edit content to change its appearance. Y2- To use technology to create, record and play back audio content. To plan out digital content and combine audio effects.</p>						
	Y1	<p>Word processing skills: Create text on screen, use upper and lower case, use the space bar, use the return key, use Caps Lock or Shift to create a capital letter.</p>						
	Y2	<p>Digital sound and multimedia skills: Use music software to experiment, create and play their own compositions. With support, evaluate and modify/ edit their own compositions.</p>						
Key Stage 1	<p>Lesson: Y1 Chd familiarise themselves with a word processor and think about how they might use this application in the future. The chd will also be identifying and finding keys, before adding text to their</p>	<p>Lesson: Y1 Chd will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The chd will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the backspace button to</p>	<p>Lesson: Y1 Chd begin to explore the different tools that can be used in word processors to change the look of the text. Chd will use the Caps Lock key to add capital letters to their writing and will begin thinking about how to use this successfully. Chd will match simple</p>	<p>Lesson: Y1 Chd begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The chd will begin to use their mouse cursor to select text to enable them to make more efficient</p>	<p>Lesson: Y1 Chd begin to justify their use of certain tools when changing text. The chd will decide whether the changes that they have made have improved their writing and will begin to use 'undo' to remove changes. They will begin to consolidate their ability to select text using the cursor,</p>	<p>Y1 To share their fluency of and knowledge about digital writing. Y2 To share their fluency of and knowledge about digital music.</p>		

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	<p>page by pressing keys on a keyboard.</p> <p>Y2 Chd will listen to and compare two pieces of music from The Planets by Gustav Holst. They will then use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.</p>	<p>remove text from the computer.</p> <p>Y2 Chd explore rhythm. They will create patterns and use those patterns as rhythms. They will use untuned percussion instruments and computers to hear the different rhythm patterns that they create.</p>	<p>descriptions with the key that they relate to.</p> <p>Y2 Chd develop their understanding of music. They will use a computer to create and refine musical patterns.</p>	<p>changes. They will explore the different fonts available to them.</p> <p>Y2 Chd develop their understanding of music. They will use a computer to create and refine musical patterns.</p>	<p>through double-clicking and clicking and dragging.</p> <p>Y2 Chd choose an animal and create a piece of music using the animal as inspiration. They will think about their animal moving and create a rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it.</p>			
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