

Autumn 1 2023-24 Cycle A

Whole School Overview with Computing MTP

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.						

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<p>Themed days</p>	<p><u>Arts Week</u> <u>Pete McKee</u> <u>Learning from others</u></p> <ul style="list-style-type: none"> I can look at the work of different artists and talk about what they have done. 						
<p>Themed Assemblies</p>			<p><u>School council</u></p> <ul style="list-style-type: none"> How to cross the road safely. Results of the local traffic survey. 	<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>Express ideas and insights into religious and world views:</u></p> <ul style="list-style-type: none"> B1 - Ask and respond to questions about what communities do and why.
				<p><u>Who was Rosa Parks?</u></p>	<p><u>The achievements of Katherine Johnson</u></p>	<p><u>Who is Benjamin Zephaniah?</u></p>	<p><u>Harvest</u></p>

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				Rosa Parks - Black History Month - BBC Teach	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	The One Show - Benjamin Zephaniah 29 06 2015 - YouTube Nature's Politics - YouTube (Nature's Politics)	
<p>Golden Thread Forest School</p>		<p>To choose a tree to study over the year.</p> <p><u>Y1</u> Chn to photograph, sketch and describe a tree in the school garden as the starting point to observe seasonal weather patterns.</p> <p><u>Y2</u> use prior knowledge of seasonal weather patterns to describe the tree.</p>	<p>Science</p> <p><u>Animals, including humans</u></p> <p><u>Y1</u> Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense.</p> <p><u>Animals, including humans</u></p> <p><u>Y2</u> Find out about and describe the basic needs of animals, including humans, for survival</p>	<p>Science</p> <p><u>Animals, including humans</u></p> <p><u>Y1</u> Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense.</p> <p><u>Animals, including humans</u></p> <p><u>Y2</u> Describe the importance for humans of exercise, hygiene and eating the</p>	<p>Science</p> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> ✓ Asking simple questions and recognising that they can be answered in different ways. ✓ Observing closely using simple equipment. ✓ Performing simple tests. ✓ Gathering and 	<p>Science</p> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> ✓ Asking simple questions and recognising that they can be answered in different ways. ✓ Observing closely using simple equipment. ✓ Performing simple tests. 	

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			(water, food, air, shelter, sleep).	right amounts of different types of food.	recording data to help in answering questions.	✓ Gathering and recording data to help in answering questions.	
		<p>Art & Design</p> <p><u>Techniques (Carrying out and executing artistic tasks)</u> ✓ Colour: I can name and use primary and secondary colours.</p>	<p>Art & Design</p> <p><u>Skills (The ability to do something well)</u> ✓ Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water.</p>	<p>Art & Design</p> <p><u>Skills (The ability to do something well)</u> ✓ Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water.</p>	<p>Art & Design</p> <p><u>Techniques (Carrying out and executing artistic tasks)</u> ✓ Space: I consider how my art will look as a whole, including if it is a part of a collective whole.</p> <p><u>Skills (The ability to do something well)</u> ✓ Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water.</p> <p><u>Learning from others</u> ✓ I can look at the work of different artists and talk about what they have done.</p>	<p>Art & Design</p> <p><u>Techniques (Carrying out and executing artistic tasks)</u> ✓ Space: I consider how my art will look as a whole, including if it is a part of a collective whole.</p> <p><u>Skills (The ability to do something well)</u> ✓ Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water.</p> <p><u>Learning from others</u> ✓ I can look at the work of different artists and talk about what they have done.</p>	

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National Curriculum KS1	Subject content Key stage 1: Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content ♣ Recognise common uses of information technology beyond school ♣ Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.						END POINT
Substantive Knowledge	To know what 'technology' means and how it can help us.	To know the main parts of a computer. To know the purposes of technology in the school environment.	To develop mouse skills. To know about technology in the wider world.	To know that the computer keyboard can type onto the screen. To know the benefits of using IT in the wider world.	To know how to open a file and adjust text. To know how to use IT safely and in different environments.	To know the rules about using computers safely in the school setting. To know how to use IT responsibly.	
Concepts	Technology, keyboard, mouse screen/ monitor, type, open, save, online safety rules.						

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Disciplinary skills	KS1:	As below:					
	Y1	<ul style="list-style-type: none"> • Be able to print work using the Print icon • Use both hands on the keyboard • Load programs with support • Know that work can be saved and retrieved • Save work with support • Retrieve work with support • Have experience of a range of ICT equipment and software • Talk about what they are doing with ICT • Use appropriate ICT vocabulary 					
	Y2	<ul style="list-style-type: none"> • Research and have experience of the role of IT in their environment and the world around them • Have experience of a range of ICT equipment and software • Describe their work and how they have used their knowledge of ICT • use appropriate ICT vocabulary. 					
Key Stage 1	Lesson: Y1- Chd will become familiar with the term 'technology'. They will classify what	Lesson: Y1- Chd will get to know the main parts of a desktop or laptop computer. They will practise turning on	Lesson: Y1- Chd will be building on the mouse skills they were introduced to in Lesson 2. Chd will	Lesson: Y1- Chd will begin to use the computer keyboard for a purpose. They will understand that	Lesson: Y1- Chd will begin by opening a file they have previously created. They will demonstrate their	Lesson: Y1- Chd will be introduced to the concept of using computers safely, within the context	Continue, consolidate and complete projects.

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	<p>is and what is not technology in their school and/or classroom. Chd will demonstrate their understanding of how technology helps us in different ways.</p> <p>Y2- Learners will develop their understanding of what information technology (IT) is. They will identify devices that are computers and consider how IT can help them both at school and beyond.</p>	<p>and logging in to a computer. The Chd will apply their knowledge of the different parts of a computer, to complete a mouse-based task.</p> <p>Y2- Learners will consider common uses of information technology in a context that they are familiar with. They will identify examples of IT and be able to explain the purpose of different examples of IT in the school setting.</p>	<p>review images of a computer to explain what each part does. They will develop an understanding that different computers use different mice, but they perform the same function. They will use the mouse to open a program and create a simple picture.</p> <p>Y2- Learners will begin to explore IT in environments beyond school, including home and familiar places such as shops. They will talk about the uses of IT in these environments and be able to explain that IT is used in many workplaces.</p>	<p>writing on a keyboard is called typing and will begin to demonstrate their ability to write their name. Chd will then save their work using the save icon and understand that this icon is used in lots of different programs.</p> <p>Y2- Learners will explore the benefits of using IT in the wider world. They will focus on the use of IT in a shop and how devices can work together. Learners will sort activities based on whether they use IT or not and will be able to say why we use IT.</p>	<p>ability to use a keyboard to edit text, by writing a sentence and then deleting letters. They will also use the keyboard arrow keys to move the text cursor in their textbox.</p> <p>Y2- Learners will consider how they use different forms of information technology safely, in a range of different environments. They will list different uses of IT and talk about the different rules that might be associated with using them. Learners will then say how rules can help keep them safe when using IT.</p>	<p>of a school setting. They will explore why we have rules in school and how those rules help us, and then apply this understanding to rules needed for using computer technology safely.</p> <p>Y2- Learners will think about the choices that are made when using information technology, and the responsibility associated with those choices. They will use IT in different types of activities and explain that sometimes they will need to use IT in different ways.</p>	
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