

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: Winter Sleep</u></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 - 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	6	

<p>National Curriculum KS1</p>	<p><u>Design</u></p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria. generate, develop, model and communicate their ideas through talking, templates, drawing, mock-ups and, where appropriate, information and communication technology. 		<p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks. select from and use a wide range of materials and components, including construction materials, according to their characteristics. 	<p><u>Evaluate</u></p> <ul style="list-style-type: none"> explore and evaluate a range of existing products. evaluate their ideas and products against design criteria. 	<p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable. explore and use mechanisms (levers, wheels and axels, inclined plane) in their products. 	<p>END POINT</p>		
<p>Substantive Knowledge</p>	<p>To know some of the different ways that materials can be attached, and the names of different attachments (tab, flange, tie).</p>	<p>To know the names of some simple mechanisms (lever, wheel and axle, inclined plane) and which products we find them on (slide, see saw, skateboard).</p>	<p>To know how to use the knowledge of structures and mechanisms, and their own ideas to design a park for the local area.</p>	<p>To know how to use tools, materials and components safely.</p>	<p>To know how to use tools, materials and components safely.</p>	<p>To know what an evaluation is for.</p>		

Key vocabulary		plan, make, evaluate, park, stable, lever, flange, tie, tab design, mechanism, structure, hinge							
Disciplinary skills	KS1	To use cardboard, scissors and string to attach materials in different ways and to explain which attachment is best for each object (tube, standing wall, hinge).	To explain which park equipment uses simple machines (lever, wheel and axle, inclined plane).	To use their knowledge of simple mechanisms and attachments to choose the most suitable mechanisms to match their design criteria.	To select and use the most appropriate materials and components to build structures that are strong, stiff and stable, and use mechanisms in their products.	To select and use the most appropriate materials and components to build structures that are strong, stiff and stable, and use mechanisms in their products.	To use the design criteria to evaluate their finished park.		
	Y1	Identify, observe and describe.							
	Y2	Describe, compare and contrast, reason							
Key Stage 1	Lesson: Work in small groups to explore attachment techniques. Use the instruction sheets as a	Lesson: Work in small groups. Look at photos from the visit to Lydgate park, as well as small replicas of the simple mechanisms (see	Lesson: <i>Design brief: to design and build a new park in Broomhill for the purpose of entertaining local children.</i>	Lesson: Children to work in small groups. Use their park design to design the layout of their park.	Lesson: Children to work in small groups. Use their park design to design the layout of their park. Each child to build a structure and	Lesson: Ensure children know that evaluating means: <u>checking if you've done something the best way and</u>	To share their fluency of knowledge about how structures can be made stronger, stiffer and more stable, and to		

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Whole School Overview & DT MTP

	<p>guide. Discuss which attachment is best suited to a purpose. e.g. tabs - attach a standing wall flange - connect pipes and tubes tie - secure and make a hinge Photograph for books.</p>	<p>saw, ladder slide and wheel and axle). Label a photograph with the names of the mechanisms. Children to use pieces of cardboard to create mock-ups of each mechanism. Photograph for books.</p>	<p>Children to design a local park. It must include a standing wall, tunnel, <i>see</i> saw and wheel and axle. <i>See WAGOLL.</i></p>	<p>Each child to build a structure and mechanism to add to the park. Ensure all children know how to use tools and equipment safely.</p>	<p>mechanism to add to the park. Ensure all children know how to use tools and equipment safely.</p>	<p><u>seeing what improvements could be made.</u> <u>Key qs:</u> *What was the aim? *What worked well? *What was difficult? *What would you change? Can be done as a shared write.</p>	<p>use mechanisms in their park.</p>	
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