

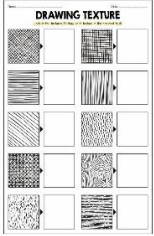
Week	1 19.2	2 26.2	3 4.3	4 11.3	5 18.3	6 25.3		
Key Question	<b>Does Sheffield Still Make Steel?</b>							
School Value	<b>Consider others and be polite</b>							
Links to careers	historian, researcher, librarian, archaeologist							
Enrichment opportunities	21 <sup>st</sup> Pop up museum for parks and leaflets.	27 <sup>th</sup> Engineering Competition  28 <sup>th</sup> Visit to Kelham Island Museum	3 <sup>rd</sup> March - World Wildlife Day - link to science? FS?  Class visits to Weston Park	<b><u>National Science Week</u></b> Dress up as a scientist. Make a time capsule.		27 <sup>th</sup> Easter Bonnet Parade		
SMSC Links			<b><u>7<sup>th</sup> World Book Day</u></b> 4 <sup>th</sup> - 17 <sup>th</sup> Fair Trade Fortnight	<b><u>15<sup>th</sup> Comic Relief</u></b>				
British Values	Democracy, Individual Liberty							
Themed days		<a href="#"><u>1<sup>st</sup> March St David's Day</u></a>	<a href="#"><u>7<sup>th</sup> World Book Day</u></a>		<a href="#"><u>17<sup>th</sup> March St Patrick's Day</u></a>	<b><u>RE - Easter</u></b> Unit/key Question: <b><u>Why does Easter matter to Christians?</u></b> <b><u>Make sense of belief.</u></b> 1. Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. 2. Tell stories of Holy Week and Easter from the Bible and recognise		

						<p>a link with the idea of salvation (Jesus rescuing people)</p> <p><u>Understand the Impact.</u></p> <p>1. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p><u>Make connections.</u></p> <p>Think, talk and ask questions about whether the story of Easter has something to say only to Christians or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	
Themed assemblies	<u>Science - Alice.</u>	<u>Science - Engineering</u>	<u>International Women's Day (8<sup>th</sup> March)</u> <u>Women of Steel!</u>			<u>Festival of Holi</u>	
Golden Thread Forest School	<p><b>Science</b></p> <p>Y1 To share their fluency of knowledge about everyday materials and their physical properties.</p> <p>Y2 To share their fluency of</p>	<p><b>Science</b></p> <p>World Wildlife Day.</p>	<p><b>Science_</b></p> <p>Disappearing Dinosaurs!</p>	<p><b>Science</b></p> <p>Time</p>	<p><b>Science</b></p> <p>How is rust formed?</p>	Retrieve and recall activity in class.	

	knowledge about everyday materials and their suitability.							
	<p><b>Team Building</b> Y1- to cooperate with a partner to complete challenges. Y2 - to follow instructions and work with a partner.</p>	<p><b>Team Building</b> Y1- to explore and develop working as a team. Y2 - to cooperative and communicate in small groups to solve challenges.</p>	<p><b>Team Building</b> Y1- to develop talking, listening and sharing skills. Y2 - to create a plan with a group to solve the challenges.</p>	<p><b>Team Building</b> Y1- to develop speaking and listening skills to lead a partner. Y2 - to communicate effectively and develop trust.</p>	<p><b>Team Building</b> Y1- to plan with a partner and small group to complete challenges. Y2 - to use teamwork skills to work as a group to solve problems.</p>	<p><b>Team Building</b> Y1- to use talking, listening and sharing skills to complete challenges. Y2 - to work as a group to copy and create a basic map.</p>		
<b>Forest School activities</b>								
<b>Lesson</b>	1	2	3	4	5	6		
<b>National Curriculum KS1</b>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>						<b>END POINT</b>	
<b>Substantive Knowledge</b>		To know that Lowry was an artist who painted real people in	To know that 2b, 4b and 6b pencils create different thickness of line.	To know how to describe a piece of artwork using	To know how to use the correct pencil, line and techniques to	As week 5.		

		urban settings using subdued colours.	To know 3 lines and 3 techniques for adding texture.	the key vocabulary.	create their own artwork.			
<b>Key vocabulary</b>		ALL - line, light, shade, portrait, landscape, soft, faint, bold, foreground, background SOME - contrast, shadow, texture, figure.						
<b>Disciplinary skills</b>	KS1							
	Y1	Identify, observe and describe.						
	Y2	Describe, compare and contrast, reason						
<b>Key Stage 1</b>		Lesson: Immerse ourselves in the world of Lowry! Watch BBC Bitesize 1. Lowry 2. Inside the paintings. Look at examples of his paintings and drawings. What do you notice?	Lesson: Practise drawing lines and using different thicknesses of pencil. 2b, 4b, 6b.	Lesson: Visit Weston Park Museum to see the City of rivers exhibition. Discuss the paintings.  In school, use a viewfinder to select a section of a Lowry picture.	Lesson: Look at picture of Kelham Island. Discuss the features of the scene and compare to a Lowry painting. How are they similar/ different? Explain we are going to draw KI in the style of Lowry. All children to create a picture of a Sheffield scene in the style of LS Lowry.	To share their fluency of knowledge about LS Lowry and his work.		



		<p>What kind of colours does he use? Draw a picture of Lowry and write two sentences about him - composed as a shared write.</p>	<p>Y2 extend to create textures</p> 	<p>Look at it very closely and try to enlarge and copy it.</p>			
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