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

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

	knowledge about everyday materials and their suitability.							
	Team Building Y1- to cooperate with a partner to complete challenges. Y2 – to follow instructions and work with a partner.	**Team Building** Y1- to explore and develop working as a team. Y2 – to cooperative and communicate in small groups to solve challenges.	**Team Building** Y1- to develop talking, listening and sharing skills. Y2 – to create a plan with a group to solve the challenges.	**Team Building** Y1- to develop speaking and listening skills to lead a partner. Y2 – to communicate effectively and develop trust.	**Team Building** 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.	**Team Building** Y1- to use talking, listening and sharing skills to complete challenges. Y2 – to work as a group to copy and create a basic map.		
Forest School activities								
Lesson	1	2	3	4	5	6		
National Curriculum KS1	• use technology purposefully to create, organise, store, manipulate and retrieve digital content. • 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: Y1 To know how to label objects.	To know: Y1 To know that objects can be counted.	To know: Y1 To describe objects in different ways.	To know: Y1 To know how to count objects with	To know: Y1 To know how to compare	To know: Y1 To know how to answer questions		

		Y2 To know that we can count and compare objects using tally charts.	Y2 To know that objects can be represented as pictures.	Y2 To know how to create a pictogram.	the same properties. Y2 To know how to select objects by attribute and make comparisons.	groups of objects. Y2 To know that people can be described by attributes.	about groups of objects. Y2 To explain that we can present information using a computer.		
Key vocabulary		ALL – Y1- label, objects, count, describe, different Y2-count, compare, pictogram, information SOME – Y1- properties, compare Y2- represented, attribute							
Disciplinary skills	**KS1**	Y1 Develop simple classification skills based on practical sorting activities with support, use some simple dataplotting. Y2 Independently plot data as a pictogram, block chart or bar graph Be aware that graph types can be changed Interpret the graphs - discuss the graphs and answer simple questions Use the search tools in a prepared database to answer simple questions about what they have shown.							
	Y1	Identify, observe and describe.							
	Y2	Describe, compare and contrast, reason							

| Key Stage 1 | Y1: **Label and match.** Chd will begin to understand that objects have many different labels that can be used to put them into groups. They will name different objects and begin to experiment with placing them into different groups. Y2: **Counting and comparing.** During this lesson chd will begin to understand the importance of organising data effectively for counting and comparing. They will | Y1: **Group and count.** Chd will begin to think about grouping objects based on what the objects are. They will demonstrate the ability to count a small number of objects before they group them, and will then begin to show that they can count groups of objects with the same label. Y2: **Enter the data.** During this lesson chd will become familiar with the term 'pictogram'. They will create pictograms manually and then progress to creating them using a computer. | Y1: **Describe an object.** Chd will begin to understand that objects can be described in many different ways. They will identify the properties of objects and begin to understand that properties can be used to group objects; for example, objects can be grouped by colour or size. Y2: **Creating pictograms.** During this lesson chd will think about the importance of effective data collection and will consider the benefits of different data collection methods: why, for example, we would use a pictogram to display the data collected. They will | Y1: **Making different groups.** Chd will classify objects based on their properties. They will group objects that have similar properties, and will be able to explain how they have grouped these. Y2: **What is an attribute?** During this lesson chd will think about ways in which objects can be grouped by attribute. They will then tally objects using a common attribute and present the data in the form of a pictogram. Chd will answer questions based on their | Y1: **Comparing groups.** Chd will choose how they want to group different objects by properties. They will begin to compare and describe groups of objects, then they will record the number of objects in each group. Y2: **Comparing people.** During this lesson chd will understand that people can be described by attributes. They will practise using attributes to describe images of people and the other chd in the class. The chd will collect data needed to organise people using attributes and create a pictogram to | Y1: **Answering questions.** Chd will decide how to group objects to answer questions. They will compare their groups by thinking about how they are similar or different, and they will record what they find. They will then share what they have found with their peers. Y2: **Presenting information.** During this lesson chd will understand that there are other ways to present data than using tally charts and pictograms. They will use a pre-made tally chart to create a block diagram on their device. Chd will | | |

	create their own tally charts to organise data, and represent the tally count as a total. Finally, they will answer questions comparing totals in tally charts using vocabulary such as 'more than' and 'less than'.		collect data to create a tally chart and use this to make a pictogram on a computer.	pictograms using mathematical vocabulary such as 'more than'/'less than' and 'most'/'least'.	show this pictorially.	then share their data with a partner and discuss their findings. They will consider whether it is always OK to share data and when it is not OK.		