

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	21 st Pop up museum for parks and leaflets.	27 th Engineering Competition 28 th Visit to Kelham Island Museum	3 rd March - World Wildlife Day - link to science? FS? Class visits to Weston Park	<u>National Science Week</u> Dress up as a scientist. Make a time capsule.		27 th Easter Bonnet Parade		
SMSC Links			<u>7th World Book Day</u> 4 th - 17 th Fair Trade Fortnight	<u>15th Comic Relief</u>				
British Values	Democracy, Individual Liberty							
Themed days		<u>1st March St David's Day</u>	<u>7th World Book Day</u>	Dress up as a scientist. Make a time capsule.	<u>17th March St Patrick's Day</u>	RE - Easter Unit/key Question: Why does Easter matter to Christians? <u>Make sense of belief.</u> 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		

						<p>with the idea of salvation (Jesus rescuing people)</p> <p><u>Understand the Impact.</u></p> <ol style="list-style-type: none"> 1. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. <p><u>Make connections.</u></p> <ol style="list-style-type: none"> 1. 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. 	
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	<p>Science Y1 To share their fluency of knowledge about everyday materials and their physical properties.</p> <p>Y2 To share their fluency of knowledge about everyday materials and their suitability.</p>	<p>Science World Wildlife Day.</p>	<p>Science_ Disappearing Dinosaurs!</p>	<p>Science Time</p>	<p>Science How is rust formed?</p>	Retrieve and recall activity in class.	

	<p>Team Building Y1- to cooperate with a partner to complete challenges. Y2 - to follow instructions and work with a partner.</p>	<p>Team Building Y1- to explore and develop working as a team. Y2 - to cooperative and communicate in small groups to solve challenges.</p>	<p>Team Building Y1- to develop talking, listening and sharing skills. Y2 - to create a plan with a group to solve the challenges.</p>	<p>Team Building Y1- to develop speaking and listening skills to lead a partner. Y2 - to communicate effectively and develop trust.</p>	<p>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.</p>	<p>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.</p>		
Forest School activities								
Lesson	1	2	3	4	5	6		
National Curriculum KS1							END POINT	
Substantive Knowledge		<p>To know: We can use voices, body parts and instruments to explore rhythm and pulse in music.</p>	<p>To know: Percussion instruments can help us to keep a pulse and enhance rhythm when we sing.</p>	<p>To know: Musical elements such as rhythm and pulse are connected to all other elements such as tempo, pitch, duration and dynamics.</p>	<p>To know: The skill of listening well is going to help us make the most of our musical enjoyment.</p>			

Key vocabulary		ALL	rhythm	pulse	tempo	duration			
		SOME	dynamics	pitch					
Disciplinary skills	KS1								
	Y1	Identify, observe and describe.							
	Y2	Describe, compare and contrast, reason							
Key Stage 1			<p>Lesson: Sing songs of your choice or those from this term's Out of the Ark schedule to explore and revisit the concepts of rhythm and pulse. Use body parts (clapping, clicking, stamping, touching shoulders etc) to mark pulse and rhythm. Encourage solo</p>	<p>Lesson: Introduce instruments to mark rhythm and pulse as the children sing. It can be tricky to sing and play at the same time, but simple nursery rhymes or songs will enable children to beat time (pulse) and feel the necessity of maintaining a steady beat at a consistent tempo. Compare different songs.</p>	<p>Lesson: Emphasise good listening skills in this lesson. Choose a few pieces of contrasting music (BBC bitesize or Out of the Ark songs or orchestral pieces from YouTube so the children can identify pulse and rhythm in each piece.</p>	<p>Lesson: Bring together all the singing, playing and listening skills the children have practised over the previous lessons.</p> <p>Play a short phrase of music on an instrument or play a short, recorded excerpt to the children. Ask them to compose some lyrics to fit the music, considering rhythm and pulse.</p> <p>Give them some examples before you start.</p> <p>Give time and space for the children to perform for their peers.</p>		<p>To share their fluency of knowledge about rhythm and pulse in music.</p>	

Spring 2 2023-24 Cycle A

Whole School Overview & Music MTP

		singing and small group singing.		Can they sing short phrases back to you ?			
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