

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>		<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	<p>Scientific Enquiry: Use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</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 • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 						END POINT	
Substantive Knowledge		To know what an engineer is.	To know the names of the equipment I am using.	To know how to carry out a simple test with support.	To know how to collect temperature data.	To know how to record my results.		

Key vocabulary		<p>ALL - fair, test, observe, same/different SOME - perform, observe, record, data, compare</p>						
Disciplinary skills	KS1		To design an invention.	To observe closely.	To predict outcomes.	To interpret temperature data.	To explain my findings to others.	
	Y1	Identify, observe and describe.						
	Y2	Describe, compare and contrast, reason						
Key Stage 1		<p>Lesson: Key q: If you were an engineer what would you do?</p> <p>All children to come up with their own invention for the competition (Tuesday 27th Feb)</p>	<p>Lesson: Key q: Disappearing Dinos. How can we extract the dinosaur bones out of the earth?</p> <p>Tell the chn how dinosaurs are now extinct and discuss briefly what that means. Palaeontologists (earth scientists) specialise in studying the history of life and time on Earth through fossils.</p>	<p>Lesson: SCIENCE WEEK: Focus: 'Time'.</p> <p>Each base to create a time capsule to go in the FS garden.</p> <p>Science week STEM activities linked to the theme of 'Time' in the garden.</p>	<p>Lesson: Key q: How is rust formed?</p> <p>Tell the chn that today we are performing a simple test that will cause a chemical reaction.</p> <p>Place a small piece of steel wool in beaker or small glass bowl. Cover the steel wool with vinegar and let it set for one minute. Remove the steel</p>	<p>Lesson: Key q: What science knowledge did you use to solve the discovery dog challenge?</p> <p>Have a picture of the previous lessons experiment in books. Can children use their fluency of knowledge to write up/have a teacher scribe the class experiment?</p>	To share their fluency of knowledge about	

			<p>They search for them, collect samples and clean and store them.</p> <p>Chn have to observe closely using simple equipment to uncover the dinosaur bones in the goop. Chn to know the names of the pieces of equipment they are using.</p>	<p>Have parent volunteers to come and do some science activities in the garden.</p> <p>Suggestion:</p> <p>Get set jelly-jellies with different fruits- do different fruits slow down the process or stop the jelly from setting altogether? Make sure there is a jelly with no fruit (control)</p>	<p>wool and gently squeeze out any excess vinegar.</p> <p>Wrap the steel wool around the base of the thermometer and place the thermometer into the glass beaker. Cover the beaker with a paper towel or a lid to trap the heat inside.</p> <p>What do we need to record temperature? A thermometer.</p> <p>Record the temperature every 30 seconds for 5 minutes. What happens? Chn need to observe any changes.</p>	<p>Encourage the children to use the 'rocket words' from this half term.</p>		
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