


Week	1 15.4	2 22.4	3 29.4	4 6.5	5 13.5	6 20.5		
Key Question	Why Do Lions Roar?							
School Value	Imagine, Dream, Believe, Achieve							
Links to careers	Dietician, food scientist, gardener, horticulturist, zoologist, architect, agricultural engineer.							
Enrichment opportunities	<u>16th VR headset sessions</u>	<u>24th YWP</u>				<u>20th International day</u>		
SMSC Links		22 nd Earth day 23 rd class photos 25 th - Octagon Dance	Visit from a dog?? Dog safety??		13 th -19 th Mental Health Awareness Week 17 th Endangered Species Day	20 th World Bee Day		
British Values	Democracy, Individual Liberty							
Themed days		<u>23rd April St George's day</u>						
Themed assemblies	<u>Geography:</u> <u>Where are the hot and cold places?</u> Hot and cold places - BBC Bitesize	<u>The lives of significant individuals who have contributed to national and international events & achievements</u> • I understand that people often cause change and this can						

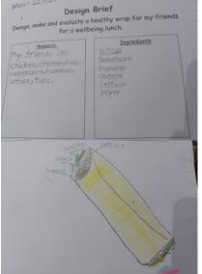
Summer 1 2023-24 Cycle A

Whole School Overview & subject MTP

		have long term impact. <u>David Attenborough</u>							
Golden Thread Forest School	Science	Science	Science	Science	Science	Retrieve and recall activity in class.			
	Dressing up box challenge! Can you put on all the clothes and do all the fastenings independently?	Scissor skills Can you improve your scissor skills?	Use a ruler and fold paper Can you draw different shapes using a ruler? Can you fold your paper into 4s? 8s? Triangles?	Tool Children to learn how to use some Forest School tools safely.	DT Children to make a healthy snack.	Evaluate in class.			
Forest School Activities						Fire Day?			
Lesson	1	2	3	4	5	6			
National Curriculum KS1	<u>Design</u> <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, 		<u>Make</u> <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. 		<u>Evaluate</u> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. 		<u>Cooking and nutrition</u> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. 	END POINT	

		drawing, mock-ups and, where appropriate, information and communication technology.							
Substantive Knowledge			To know the basic principles of a healthy and varied diet, including how fruit and vegetables are part of the eatwell plate.	To know how to generate ideas based on simple design criteria.	To know how to wash our hands safely. To know how to follow hygiene and tool safety rules. To know how to weigh, mix and pour ingredients.	To know how to evaluate a finished product against design criteria.			
Key vocabulary			cut, peel, chop, grate, spread, mix, hygiene, healthy, unhealthy, evaluate seasonal, nutrition, balanced, product, purpose						
Disciplinary skills	KS1		To understand where food comes from.	To use their knowledge of healthy foods to choose the best foods for their design.	To know how to use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.	<i>Thinking like designers</i> To know what methods and processes we have used.			
	Y1	Identify, observe and describe.							
	Y2	Describe, compare and contrast, reason							

<p>Key Stage 1</p>			<p>Lesson: <u>Revisit</u> - the importance of a healthy diet and exercise (Link to PSHE). Share information about where food comes from. Introduce the idea of eating seasonal produce. Children to record different foods under each season.</p> 	<p>Lesson: Design brief: <i>to design and make a healthy snack for the purpose of eating at playtime.</i> Go on a local walk or look at pictures from the supermarkets and cafes in Broomhill. *What do you notice about how food is presented? *What do the labels tell us?</p> <p>Look at different food packaging and the traffic lights system. Record the children's ideas in the floor book.</p>	<p>Lesson: <u>Revisit</u> hand hygiene. Children to pair up and take turns to talk their partner through how to wash their hands. Children to work in small groups to make their healthy snack.</p> <ul style="list-style-type: none"> • Children will follow hygiene procedures for food handling and hygiene and personal hygiene. • Children will cut, peel and grate with accuracy. • Children will select from a range of fillings to make their healthy snack. • Children will consider their design criteria when finishing the product. 	<p>Lesson Ensure children know that evaluating means: <u>checking if you've done something the best way and seeing what improvements could be made.</u></p> <p>Key qs: *What was the aim? *What worked well? *What was difficult? *What would you change?</p> <p>Can be done as a shared write and/or in floor book.</p>	<p>To share their fluency of knowledge about nutrition and cooking.</p>	
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				 <p>Share the design brief. Share WAGOLL. Chn to complete their designs.</p> 				
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