

Week	1 2.9	2 9.9	3 16.9	4 23.9	5 30.9	6 7.10	7 14.10	8 21.10
Key Question	What Makes Me Special?							
School Value	Concentrate, work hard and be proud of your achievements.							
Links to careers	artist, road safety manager, environmentalist, textile designer, fitness expert, dietician							
Enrichment opportunities		Visit to Good Taste						
SMSC Links	Vote for new school councillors Choose School Ambassadors	Fairtrade Fortnight	14 th World First Aid Day (16 th assembly and basic first aid in classroom)		3 rd World Poetry Day	10 th world Mental Health Day	14 th -20 th Recycle Week	
British Values	Democracy and Rule of Law							
Themed days			<u>Staying Safe</u> - Road safety - Basic first aid - What to do in an emergency					
Themed assemblies		Jane - school rules and values	16 th Basic First Aid - parent or St John's Ambulance?	Susan Who was Nelson Mandela? Who was Nelson Mandela? - BBC Bitesize	3 rd - 9am Assembly. Classes to perform poetry? The Achievements of Floella Benjamin KS1 Black British History: Floella Benjamin - BBC Teach	Jane - 7 th Assembly for World Mental Health Day	Susan Who is Lauren James? Lauren James: The amazing life of the superstar Lioness - BBC Newsround	21 st - Gail - harvest

				23 rd , 30 th , 14 th - Black History Month-Susan <u>The lives of significant individuals who have contributed to national and international events & achievements</u> <ul style="list-style-type: none"> I understand that people often cause change and this can have long term impact. 				<u>Express ideas and insights into religious and world views:</u> <ul style="list-style-type: none"> B1 - Ask and respond to questions about what communities do and why.
Golden Thread Forest School			Science - Seasonal change. Adopt a tree and sketch it.	Music - Sounds in the environment.	Geography/PSHE - Litter pick.	PE - Fundamentals - Balancing.	Science - Working scientifically.	Fire day
			Art	Art	Art	Art	Art	Fire Day
Forest School Activities					Whole class Litter Pick!			
Lesson	1	2	3	4	5	6	7	8
National Curriculum KS1								END POINT
Substantive Knowledge		To know How to actively listen to sounds indoors. Identify		To know How to actively listen to sounds outdoors and		To know How to compare similarities and		

		and name their sources.		how to identify and isolate certain sounds.		differences between natural and reproduced sounds in the environment.		
Key vocabulary		ALL listen sound focus						
		SOME isolate dynamics pitch						
Disciplinary skills	KS1							
	Y1	Identify, observe and describe.						
	Y2	Describe, compare and contrast, reason						
Key Stage 1		Lesson: Y1 Familiarise with sounds in the classroom. These can be environmental sounds, children's voices, silence. Compare the ongoing sounds with a piece of music or	Lesson: Y1 Familiarise with sounds outdoors in Forest school. Designate specific times throughout the day long session to actively listen. Name, identify and record the natural sounds		Lesson: Y1 Reflect on the differences and similarities between the sounds we identified and named indoors and those we found outdoors. What does the comparison tell us? Draw a Venn diagram to show this.	To share their fluency of knowledge about the importance of listening as a key component of music. To know and explain the difference between natural sounds		

		<p>percussive sounds. Illustrate the similarities and differences.</p> <p>Y2 As above and then move onto identifying the nature and quality of the sounds heard in the classroom/ indoor environment. Are they loud or quiet (dynamics), fast or slow in nature (tempo) high or low (pitch) long or short (duration)?</p> <p>Illustrate the above with labels.</p>	<p>the children can hear. Discuss the similarities and differences between the sounds they are hearing. Emphasise focussed listening... can they isolate sounds from the general soundscape?</p> <p>Y2 As above then analyse the nature of the sounds the children are identifying... are they man made or natural Sounds? Group the sounds into a table or diagram according to qualities of pitch, dynamics,</p>		<p>Y2</p> <p>As above then select some percussion (tuned and untuned) and some recorded music to represent/ reproduce some of these sounds.</p> <p>How easy or difficult is this to do? Why?</p> <p>Do children prefer the "real" sounds or the reproductions? Why?</p>	<p>and those produced by musical instruments.</p>	
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			<p>tempo and duration. Use own terms to describe sounds too... e.g. spooky, sleepy, ziggy-zaggy, cool.</p> <p>This will prompt children to explain their findings and then help others to isolate sounds and focus on the listening process.</p>				
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