

Week	1	2	3	4	5	6	7	8
	2.9	9.9	16.9	23.9	30.9	7.10	14.10	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					

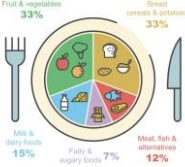
Autumn 1 2024-25 Cycle B

Whole School Overview with Science

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 FS garden	4	5	6	7 FS garden	8

<p>National Curriculum KS1</p>	<p>Seasonal changes Animals, including humans.</p>								<p>END POINT</p>
<p>Substantive Knowledge</p>	<p><u>Animals, including humans</u></p> <p>Y1 To know, identify, name, draw and label basic parts of the human body.</p>	<p><u>Animals, including humans</u></p> <p>Y1 To know which part of the body is associated with which sense.</p>	<p><u>Seasonal changes</u></p> <p>To observe changes across the four seasons.</p>	<p><u>Animals, including humans</u></p> <p>Y1 Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense.</p>	<p><u>Animals, including humans</u></p> <p>Y1: Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense.</p>	<p><u>Working scientifically</u></p> <p>✓ Asking simple questions and recognising that they can be answered in different ways.</p>	<p>FS</p> <p><u>Working scientifically</u></p> <p>✓ Asking simple questions and recognising that they can be answered in different ways.</p>		
	<p><u>Animals, including humans</u></p> <p>Y2 To know and describe the basic needs of animals, including humans, for survival (water, food, air, shelter, sleep).</p>	<p><u>Animals, including humans</u></p> <p>Y2 To know and describe the basic needs of animals, including humans, for survival (water, food, air, shelter, sleep).</p>	<p>To observe and describe weather associated with the seasons and how the day length varies.</p>	<p><u>Animals, including humans</u></p> <p>Y2 to know and Describe the importance for humans of hygiene and eating the right amounts of different types of food.</p>	<p><u>Animals, including humans</u></p> <p>Y2 Describe the importance for humans of exercise.</p>	<p>✓ Observing closely using simple equipment.</p> <p>✓ Performing simple tests.</p> <p>✓ Gathering and recording data to help in answering questions.</p>	<p>✓ Observing closely using simple equipment.</p> <p>✓ Performing simple tests.</p> <p>✓ Gathering and</p>		

	Y1	Identify, observe and describe.					
	Y2	Describe, compare and contrast, reason					
Key Stage 1	<p>Lesson:</p> <p>Y1: Working in mixed ability groups, draw around the children and invite them to label the basic body parts with their peers</p> <p>Can you put body parts into a sentence that explains their purpose?.</p> <p>Y2: to know and describe the basic needs of animals,</p>	<p>Lesson:</p> <p>Y1: (across 2 sessions)</p> <p>As a class, use the drawings from the previous week to discuss which sense is linked to which part of the body.</p> <p>Five mini investigations:</p> <ol style="list-style-type: none"> 1. Feely bag 2. Smelling pots 3. Taste test 4. Pin the tail on the donkey. 5. Sound behind a screen. Can they identify the screen? 	<p>Lesson FS garden:</p> <p>All children to adopt and draw class tree. Predict how they think their tree will change across the year.</p>	<p>Lesson:</p> <p>(across 2 sessions)</p> <p>Recap on the five senses and how they are linked to each body part.</p> <p>Five mini investigations:</p> <ol style="list-style-type: none"> 1. Feely bag 2. Smelling pots 3. Taste test 4. Pin the tail on the donkey. 5. Sound behind a screen. Can they identify the screen? 	<p>Lesson: Discovery dog template. What do you think is our most used sense? Why do you think this?</p> <p>As a class, recap the 5 senses. Tell chn that next week we will be doing an investigation into how many things we can find in the garden linked to each sense. In groups fill out discovery dog template.</p> <p>Y2: Discuss the importance of exercise. See DE Animals including humans 1 lesson 5(slides 4-14)</p> <p>Discovery dog: Which form of exercise makes our heart beat the fastest?</p>	<p>Lesson FS garden:</p> <p>Senses sorting activity. Go around the garden and find something associated with each sense.</p> <p>Y2: Investigating exercise. Chn to investigate different forms of exercise, find their pulse and write down how</p>	<p>To share their fluency of knowledge about animals including humans.</p>

	<p>including humans, for survival (water, food, air, shelter, sleep).</p> <p>See DE animals including humans 1 lesson 1 slides 6-13</p> <p>Chn to use their knowledge of what animals need to survive to create a 'how to look after my pet' booklet. AC happy to bring in pet hamster to talk about how I look after it!</p>	<p>Y2: See DE animals including humans 1 lesson 2 slides 6-12</p> <p>Chn to create a poster showing the basic needs of humans.</p>		<p>Y2: Discuss the 5 main food groups with the class.</p>  <p>Discuss slides (4-14) from <i>Animals</i> including humans lesson 4.</p> <p>Ask the children to create a healthy plate of food.. The children could create their plate of healthy food by making food out of craft materials and sticking them onto a paper plate.</p> <p>Ask the children to discuss which of the foods on their plates are fresh, pre-cooked or processed. Does this make their plate more or less healthy?</p>		<p>many beats in 20 seconds.</p>	
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