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| Week | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Key Question | | Why should we Remember? | | | | | | | |
| School Value | | Persevere, don’t give up | | | | | | | |
| Links to careers | | historian, teacher, artist, designer, scientist, actor, author, inventor, tailor | | | | | | | |
| Enrichment opportunities | | 31st and 2nd visit to Good Taste to explore fabric products as inspiration for stocking designs. | Assembly from Corey’s dad with military artefacts. | Visit to Good Taste to look at textiles and products. |  |  | 5th Performance  8th Panto | 13th class parties, Christmas lunch.  14th FOBs disco |  |
| SMSC Links | | 5th November Bonfire Night | 11th November Remembrance Day | 12th November  Diwali  17th November Children in Need (PJ party) | Friendship Week | 30th November St Andrew’s Day  National Tree Week | 3rd First Sunday of Advent  8th Christmas Jumper Day |  |  |
| British Values | | Individual liberty | | | | | | |  |
| Themed days | |  |  | Diwali 13.11.23  **Know about and understand religions and world views:**   * Know the ideas   associated with light (goodness and hope) for Hindus (and Sikhs) during Diwali. A1 A3   * Know that Diwali is   the Hindu ‘festival of lights’ and celebrates the New Year.   * Know some of the   symbols of Diwali. A3  **Express ideas and insights into religious and world views:**   * Understand that the   story of Rama and Sita tells us that light triumphs over dark, and good over evil. B2 B3   * Know the ideas   associated with light and compare it to other world religions. B1 B2 B3   * Understand why   Lakshmi is honoured during Diwali. B1 B2  **Gain and deploy the skills for learning from religious and world views:**   * Think about your   own feelings of goodness and hope. C1 C2 C3 |  | St Andrew’s Day 30.11.23   * Who was St Andrew? * Why is he the patron saint of Scotland?   [BBC iPlayer - My First Festivals - Series 2: 10. St Andrew’s Day](https://www.bbc.co.uk/iplayer/episode/m00122ff/my-first-festivals-series-2-10-st-andrews-day) | Christmas 4.12.23  **Know about and understand religions and world views:**   * Know and retell   the story of Christmas. A1 A2   * Understand that   the Christmas Story tells us about God’s special gift to the world. A3   * Know the ideas   associated with light (goodness and hope). A1 A3   * Understand why   Jesus is considered to be the light of the world. A1 A3  **Express ideas and insights into religious and world views:**   * Understand that   the Christmas Story tells us about God’s special gift to the world. B2 B3   * Know the ideas   associated with light (goodness and hope). B1 B2 B3   * Understand why   Jesus is considered to be the light of the world. B1 B2  **Gain and deploy the skills for learning from religious and world views:**   * Think about the   most important gift that you have ever given/received.  C1 C2   * Understand why   Jesus is considered to be the light of the world. C2   * Think about your   own feelings of goodness and hope. C1 C2 C3 |  |  |
| Themed assemblies | |  | **Historical Knowledge**  I can use simple sources to answer questions, including handling the source. | **Do you know more about Diwali?** | **Friendship Week**  How can I be a good friend? | **Do you know more about St Andrew’s day?** | **Do you know more about story of Christmas?** |  |  |
| **Golden Thread**  **Forest School** | | **Seasonal change**  **Y1** & **Y2**  Observe seasonal and daily weather patterns. Observe change to class tree and, for Y2s, use prior knowledge of seasonal weather patterns to predict how the tree will change in the coming weeks. | **Science**  **Everyday Materials**  **Y1**  Distinguish between an object and from the material which it is made.  **Everyday Materials**  **Y2**  **Revisit** naming everyday materials and describing the physical properties of a variety of everyday materials. | **Science**  **Everyday Materials**  **Y1**  Identify and name a variety of everyday materials.  **Everyday Materials**  **Y2**  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | **Science**  **Everyday Materials**  **Y1**  Describe the physical properties of a variety of everyday materials.  **Everyday Materials**  **Y2**  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | **Science**  **Working scientifically**   * Asking simple   questions and recognising that they can be answered in different ways.   * Observing   closely using simple equipment.   * Performing   simple tests.   * Gathering and   recording data to help in answering questions. | **Science**  **Working scientifically**   * Asking simple   questions and recognising that they can be answered in different ways.   * Observing closely   using simple equipment.   * Performing simple   tests.   * Gathering and   recording data to help in answering questions. |  |  |
| **Art & Design**  **Skills (The ability to do something well)**  Drawing: I can observe closely from reality. | **Art & Design**  **Skills (The ability to do something well)**  Sewing: I can use a basic stitch to join materials I have chosen. | **Art & Design**  **Techniques (Carrying out and executing artistic tasks)**  I can express my own ideas in this form, as well as consider decorative techniques.  Control: I use materials and tools safely, learning to control them accurately. | **Art & Design**  **Skills (The ability to do something well)**  Sewing: I can use a basic stitch to join materials I have chosen.  **Techniques (Carrying out and executing artistic tasks)**  I can express my own ideas in this form, as well as consider decorative techniques.  Control: I use materials and tools safely, learning to control them accurately. | **Art & Design**  **Skills (The ability to do something well)**  Sewing: I can use a basic stitch to join materials I have chosen.  **Techniques (Carrying out and executing artistic tasks)**  I can express my own ideas in this form, as well as consider decorative techniques.  Control: I use materials and tools safely, learning to control them accurately. | **Art & Design**  **Skills (The ability to do something well)**  Sewing: I can use a basic stitch to join materials I have chosen.  **Techniques (Carrying out and executing artistic tasks)**  I can express my own ideas in this form, as well as consider decorative techniques.  Control: I use materials and tools safely, learning to control them accurately.  **Record and evaluate**  I can review my work and decide how well I have achieved what I set out to achieve. |  |  |
| **WEEK** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| **National Curriculum KS1** | | * Everyday Materials | | | | | | END POINT |  |
| **Substantive Knowledge** | | **To know that there are changes in the trees across the four seasons.** | **To know that there is a difference between the object and the material it is made from.**  **Y2: To know the physical properties of a variety of everyday materials.** | **To know and identify a variety of everyday materials.**  **Y2: To know that solid objects can change shape by squashing, bending, twisting and stretching.** | **To know and describe the physical properties of a variety of everyday materials.**  **Y2: To know that solid objects can change shape by squashing, bending, twisting and stretching.** | **To know that certain materials are selected for different purposes because of their properties.**  **Y2; To know why it is useful for solid objects to change shape** | **To know how to answer a key question by using photographs and data.** |  |  |
| **Key vocabulary** | | Y1: all children: material, fabric, wood, plastic, metal, glass  Y1: some children : property, opaque, transparent  Y2: all children: material, property, bend, twist, stretch, squash  Y2: some children: construction,elastic, force, | | | | | |  |  |
| **Disciplinary skills** | **KS1** |  | **To use observations and ideas to suggest an answer to questions.** | **To use observations to identify and name a variety of materials.**  **To use prior knowledge of different materials to investigate, compare and contrast.** | **To use observations to organise items in a variety of ways.**  **To use observations to describe, compare and contrast items in a variety of ways.** | **To perform a simple test to answer a question.** | **To use data to answer a question.** |  |  |
| **Y1** | **Identify, observe and describe.** | | | | | |  |  |
| **Y2** | **Describe, compare and contrast, reason** | | | | | |  |  |
| **Key Stage 1** | | **Lesson:** | **Lesson:**  **Y1: Key q: What is an object?**  Can you identify some objects in this room? Explain to the children that all objects are made from materials. Extend the learning to include the materials glass, rock and brick.  Ask the children to go on a scavenger hunt and find 5 different items from in the garden. In pairs, they need to describe each object. What do they think each item is made from?  Complete the handout. Draw the object they found and write the materials using the word bank.  Y2:  **Key q: Why are different materials chosen for different uses?**  What is an object? What is a material? What materials can the children remember from Year 1? Can they remember wood, plastic, glass, metal, water and rock?  Recap on the properties and uses of the materials from Year 1. Discuss what each of the materials are used for. What properties do the materials have that make them suitable for these purposes?  Ask the children to find an object in the garden. Draw the object and label it. Write what material(s) the object is made from. Draw or write about another object that is made from that same material. Why is it a suitable material? | **Lesson:**  **Key q: What is a material?**  What is a material? What are materials used for?  explain to the children that materials are used to make the things around us. Teach the children about the materials wood, plastic, metal and fabric.  Create ‘feely bags’: put together enough bags for the children to work in pairs or small groups. Inside each bag have a piece of wood, something metal, something plastic and a piece of fabric. The children take turns in putting their hands inside the bag and describing to their partner what it feels like - without looking at the item. Which material do they think it feels like?  Y2:  **Key q: How do shapes of objects change when they are twisted, bent, squashed or stretched?**  Recap on why materials are chosen for specific tasks. What materials are used to build bridges? Would you use elastic to make a bridge? Why not?  Introduce the children to materials that can change their shape. Discuss why changing the shape of materials is so important for different purposes, such as recycling.  Investigate what happens when you bend, twist, stretch or squash different objects. How does the material change?  With clay, make Diwali divas and discuss how the material changes when you bend, twist, stretch or squash it. Can they think of any other materials they could make a diwa with? Why would they work/not work? | **Lesson:**  **Key q: What are the physical properties of everyday materials?**  Recap on the everyday objects the children found in the previous session. What were the objects made from? Can they remember other objects that are made from the same material?  Introduce the properties of: hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, opaque/transparent. Why is it important for these items to have these particular properties?  Have a selection of natural objects for the children to investigate. What properties do these objects have? Ask the children to test and identify if the object is hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, opaque/transparent. Use a sheet to tick which of the properties the object has.  Y2:  **Key q: How do shapes of objects change when they are twisted, bent, squashed or stretched?**  Making bread stick men- using the dough to twist, bend, squash or stretch. | **Lesson:**  **Key q: Can you mend a torn umbrella (or den?)**  Have a torn umbrella. Try and fix it using materials they select for their useful properties. Discuss selection of materials for fixing the umbrella: what properties does this material have that makes it a good choice?  Use discovery dog to make predictions in small groups. Perform simple tests and collect data.  **Y2 Key q: Can you make a paper bridge?**  The Christmas elves want to know how to make strong paper bridges to give to children around the world. Can the Y2s help?  Work in small groups to design and make a paper bridge to hold a toy car selecting which paper they think would be best. Can they twist, bend, squash or stretch the paper to make the bridge stronger?  Use discovery dog template in small groups. | **Lesson: Key q: What science knowledge did you use to solve the discovery dog challenge?**  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? Encourage the chidlren to use the ‘rocket words’ from this half term. | Y1  To share their fluency of knowledge about everyday materials.  Y2  To share their fluency of knowledge about everyday materials.  *Developing experts end of unit assessment* |  |