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| Week | 14th Sept | 28th Sept | 318th Sept | 425th Sept | 52nd Oct | 69th Oct | 716th Oct |
| Key Question | Where do we Belong? |
| School Value | Concentrate, push yourself |
| Links to careers | Research, scientist, ecology, teacher, artist, traveller, travel agent, |
| Enrichment opportunities |  |  |  | Local area walks and post postcards. |  |  |  |
| SMSC Links | Voting for new school councillors. | School council to do a local traffic survey. | Recycle WeekCan we keep our classroom bins empty for a week? | National Fitness DayUse playtimes to try out new activities. | 5th National Poetry DayPoetry assembly | 10th National Mental Health DayEach base to have a mindfulness yoga session. | 16th World Food DayLink to harvest food bank collection. |
| British Values | Democracy, rule of law. |
| Themed days  | **Arts Week****Pete McKee****Learning from others*** I can look

at the work of different artists and talk about what they have done.  |  |  |  |  |  |  |
| Themed Assemblies |  |  | **School council** * How to

cross the road safely.* Results of

the local traffic survey. | **The lives of significant individuals who have contributed to national and international events & achievements** * I understand that people often cause change and this can have long term impact.
 | **Express ideas and insights into religious and world views:**  * B1 – Ask and

respond to questions about what communities do and why.  |
| **Who was Rosa Parks?**[Rosa Parks - Black History Month - BBC Teach](https://www.bbc.co.uk/teach/school-radio/assemblies-rosa-parks-black-history-month/z9r3p4j) | **The achievements of Katherine Johnson**[BBC iPlayer - Our Black History Heroes - Series 1: 6. Katherine Johnson](https://www.bbc.co.uk/iplayer/episode/m000wfkj/our-black-history-heroes-series-1-6-katherine-johnson)[CBeebies Black History Heroes | CBeebies House Presenters - YouTube](https://www.youtube.com/watch?v=JxDqg6c_r3I)[NASA Trailblazer: Katherine Johnson | National Geographic - YouTube](https://www.youtube.com/watch?v=E4j_LpKzcZQ) | **Who is Benjamin Zephaniah?**[The One Show - Benjamin Zephaniah 29 06 2015 - YouTube](https://www.youtube.com/watch?v=PmGV-_zxwhs)[Nature's Politics - YouTube](https://www.youtube.com/watch?v=6-8jz1GJhJs) (Nature’s Politics) | **Harvest** |
| **Golden Thread****Forest School** |  | **To choose a tree to study over the year.****Y1** Chn to photograph, sketch and describe a tree in the school garden as the starting point to observe seasonal weather patterns.**Y2** use prior knowledge of seasonal weather patterns to describe the tree. | **Science****Animals, including humans****Y1** Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense.**Animals, including humans****Y2** Find out about and describe the basic needs of animals, including humans, for survival (water, food, air, shelter, sleep). | **Science****Animals, including humans****Y1** Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense.**Animals, including humans****Y2** Describe the importance for humans of exercise, hygiene and eating the right amounts of different types of food. | **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

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tests.* Gathering and

recording data to help in answering questions. |  |
|  | **Art & Design****Techniques (Carrying out and executing artistic tasks)*** Colour: I can name

and use primary and secondary colours.  | **Art & Design****Skills (The ability to do something well)*** Painting: I can

paint using different brushes for different effects and learn to mix colours with different amounts of water.  | **Art & Design****Skills (The ability to do something well)*** Painting: I can

paint using different brushes for different effects and learn to mix colours with different amounts of water.  | **Art & Design****Techniques (Carrying out and executing artistic tasks)** * Space: I consider

how my art will look as a whole, including if it is a part of a collective whole.  **Skills (The ability to do something well)*** Painting: I can

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| **National Curriculum KS1** |  | END POINT |
| **Substantive Knowledge** |  | **Know that to listen effectively, we must engage ears and minds simultaneously.** | **Know that we can make and change sounds with different parts of our bodies... hands, mouth/voice and feet.** |  | **Know that wooden instruments produce a different sound to those made from metal or plastic.** | Know that sounds can complement each other. | Children should know that listening effectively enhances their ability to isolate and identify specific sounds in their environment. |
| **Concepts** |  |  |
| **Disciplinary skills** | **KS1** |  |  |  |  |  |  |  |
| **Y1** |  | **Concentrated listening.** | **Confident experimentation with body sounds.** |  | **Learn correct methods to play each instrument.** | Sing and play a simple percussion instrument simultaneously. |  |
| **Y2** |  | **Enhanced listening for a specific quality of sound.** | **Change body sounds according to musical principles.** |  | **Learn to group instruments according to sound.** | Focus on tempo and pulse when singing and playing simultaneously. |  |
| **Key Stage 1** | **Lesson:** | **Lesson:****Y1 Play music, songs, rhymes to the children and point out specific features e.g., changing dynamics. Do the same with immediate sounds in the environment.****Y2 Listen to music of varying genres and ask children to list specific features. Try this with a soundscape too e.g., playground recording.**  | **Lesson:****Y1 Give children time to experiment with body sounds. Split into groups to focus on body part then rotate the groups.****Y2 Listen to peers and give feedback. Can you make two different body sounds simultaneously?****Can you change the body sounds according to pitch, tempo or dynamics?** | **Lesson:** | **Lesson:****Y1 Offer a variety of percussion instruments (tuned and untuned) Match pictures or concepts to the instruments after playing them.****Y2 group instruments according to sound and/or materials (wood, metal, plastic)****Compare quality of sound and experiment with combinations of instruments.** | **Lesson:****Y1 Give children time in small groups to explore singing a simple rhyme/song and then add a clave or hand drum accompaniment.****Discuss steady tempo.****Y2 Revise concepts of tempo and pulse. Discuss which instruments are particularly effective in keeping time. Practise singing and playing simultaneously.** | Address any misconceptions about the quality and nature of sounds made both by voices and particular instruments.Test knowledge with matching games, quizzes and children’s own presentations. |