

Week	1 19.2	2 26.2	3 4.3	4 11.3	5 18.3	6 25.3		
Key Question	Does Sheffield Still Make Steel?							
School Value	Consider others and be polite							
Links to careers	historian, researcher, librarian, archaeologist							
Enrichment opportunities	21 <sup>st</sup> Pop up museum for parks and leaflets.	27 <sup>th</sup> Engineering Competition  28 <sup>th</sup> Visit to Kelham Island Museum	3 <sup>rd</sup> March - World Wildlife Day - link to science? FS?  Class visits to Weston Park	<u>National Science Week</u> Dress up as a scientist. Make a time capsule.		27 <sup>th</sup> Easter Bonnet Parade		
SMSC Links			<u>7<sup>th</sup> World Book Day</u> 4 <sup>th</sup> - 17 <sup>th</sup> Fair Trade Fortnight	<u>15<sup>th</sup> Comic Relief</u>				
British Values	Democracy, Individual Liberty							
Themed days		<u>1<sup>st</sup> March St David's Day</u>	<u>7<sup>th</sup> World Book Day</u>	Dress up as a scientist. Make a time capsule.	<u>17<sup>th</sup> March St Patrick's Day</u>	<u>RE - Easter</u> Unit/key Question: <u>Why does Easter matter to Christians?</u> <u>Make sense of belief.</u> 1. Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.		

						<p>2. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people)</p> <p><u>Understand the Impact.</u></p> <p>1. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p><u>Make connections.</u></p> <p>1. Think, talk and ask questions about whether the story of Easter has something to say only to Christians or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	
Themed assemblies	<u>Science - Alice.</u>	<u>Science - Engineering</u>	<u>International Women's Day (8<sup>th</sup> March)</u> <u>Women of Steel</u>			<u>Festival of Holi</u>	
Golden Thread Forest School	<p><b>Science</b> Y1 To share their fluency of knowledge about everyday materials and their physical properties.</p> <p>Y2 To share their fluency of knowledge about everyday materials and</p>	<b>Science</b> World Wildlife Day.	<b>Science_</b> Disappearing Dinos!	<b>Science</b> Time	<b>Science</b> How is rust formed?	Retrieve and recall activity in class.	

Spring 2 2023-24 Cycle AWhole School Overview & Team Building MTP

	their suitability.							
	<b>Team Building</b> Y1- to cooperate with a partner to complete challenges. Y2 - to follow instructions and work with a partner.	<b>Team Building</b> Y1- to explore and develop working as a team. Y2 - to cooperative and communicate in small groups to solve challenges.	<b>Team Building</b> Y1- to develop talking, listening and sharing skills. Y2 - to create a plan with a group to solve the challenges.	<b>Team Building</b> Y1- to develop speaking and listening skills to lead a partner. Y2 - to communicate effectively and develop trust.	<b>Team Building</b> Y1- to plan with a partner and small group to complete challenges. Y2 - to use teamwork skills to work as a group to solve problems.	<b>Team Building</b> Y1- to use talking, listening and sharing skills to complete challenges. Y2 - to work as a group to copy and create a basic map.		
<b>Forest School activities</b>								
<b>Lesson</b>	1	2	3	4	5	6		
National Curriculum KS1	<ul style="list-style-type: none"> <li>• Learning of key vocabulary</li> <li>• Listening to and following instructions</li> <li>• Communication skills</li> <li>• Expressing ideas</li> <li>• Counting</li> <li>• Using directions</li> </ul>						END POINT	
<b>Substantive Knowledge</b>		To know						

Key vocabulary		<p><b>All:</b> Team, building, leader, skills, plan</p> <p><b>Some:</b> Instructions, successful, Encourage</p>							
Disciplinary skills	KS1								
	Y1	Identify, observe and describe.							
	Y2	Describe, compare and contrast, reason							
Key Stage 1		<p><b>Lesson:</b></p> <p><u>Y1 &amp; Y2</u></p> <p>Warm up (Safe Space) - Children to walk around central. Discuss how you might travel to different areas without touching anyone. You could practice this in different areas of the garden and discuss the differences.</p> <p>Tell the children they will be working with other children to complete challenges. <b>Q: What skills will you need to work well with others?</b></p> <p><b>Activity 1:</b> Partner Stand - Children to sit back-to-back with a partner. Children must</p>	<p><b>Lesson:</b></p> <p><u>Y1 -</u></p> <p>Warm up (Safe Space) - Children to walk around central. Discuss how you might travel to different areas without touching anyone (Do this in different areas from last week).</p> <p><b>Activity 1:</b> Making waves - Pupils to hold the handles of the parachute. Children to move it up and down to create waves. Children to listen to instructions by the teacher to change the speed. Add a ball on the parachute to increase the difficulty.</p> <p><b>Activity 2:</b> Pass the hoop - Children to link hands and try and get a hoop</p>	<p><b>Lesson:</b></p> <p><u>Y1 -</u></p> <p>Warm up (How many?) - Teacher to hide objects around the garden. Children to work together to find objects in the garden. Discuss the different types of terrain in the garden and how you might safely navigate.</p> <p><b>Activity 1:</b> Children to walk around the area and follow instructions by the teacher. Label instructions by numbers e.g. Number 1 = touch the floor with your left hand. Number 2= hop twice on your right foot etc.</p> <p><b>Activity 2:</b> Teacher to scatter objects (or cones) around an area. Children to</p>	<p><b>Lesson:</b></p> <p><u>Y1 -</u></p> <p>Warm up (How many?) - Teacher to hide objects (different places from last week) around the garden. Children to work together to find objects in the garden.</p> <p><b>Activity 1:</b> Follow the leader - Children to work in partners and copy the leader (take in turns being the leader). Children to come up with creative actions or movements (remembering to stay safe).</p> <p><b>Activity 2:</b> Mirror, Mirror - Children to work in partners.</p>	<p><b>Lesson:</b></p> <p><u>Y1 -</u></p> <p>Warm up (Follow the leader) - Children to work in partners and copy the leader (take in turns being the leader). <b>Recap Q: What makes a good leader?</b></p> <p><b>Activity 1:</b> Trainline - Children to work in groups of 4 to get across the teaching space. They get across by using hoops. They cannot stand outside of the hoop.</p> <p><b>Activity 2:</b> Collecting the coal - Children to work in different groups. Using the space given, children need to collect objects (cones, bibs etc.). The children cannot come out</p>	<p><b>Lesson:</b></p> <p><u>Y1 -</u></p> <p>Warm up (Partner Stand) - Children to sit back-to-back with a partner. Children must link arms and try and stand up. Try again with different partners. <b>Recap Q: What is important?</b></p> <p><b>Activity 1:</b> Balloon keep ups - The children must keep the balloon from touching the floor (groups of 4/5). To increase the challenge:</p> <ul style="list-style-type: none"> <li>Make the children sit down.</li> <li>Add an extra balloon.</li> </ul>	To share their fluency of knowledge about	

## Spring 2 2023-24 Cycle A

## Whole School Overview & Team Building MTP

	<p>link arms and try and stand up. Try again with different partners.</p> <p><b>Q: What is important?</b></p> <p><b>Activity 2:</b> Children to travel across a line, holding an object in designated areas with their partner (palm, forearm, back etc.)</p> <p><b>Q: What helped you be successful?</b></p>	<p>from start to finish without breaking the link. Can either be done in small groups or whole class.</p> <p><b>Q: Which game was the hardest and why?</b></p> <p><b>Q: Why is listening to instructions important?</b></p>	<p>instruct their blindfolded partner to pick up cones.</p> <p><b>Q: How did your partner keep you safe?</b></p> <p><b>Q: When was it difficult to follow your partner's instruction?</b></p>	<p>Whilst standing opposite each other, pupils must decide a leader. The leader to do actions and their partner to mirror them.</p> <p><b>Q: What makes a good leader?</b></p> <p><b>Q: Why are rules important?</b></p>	<p>of the hoops. They need to work as a team to move hoops closer to the objects.</p> <p><b>Q: What was your plan?</b></p> <p><b>Q: What skills did you need?</b></p>	<p><b>Activity 2:</b> Balloon Train - In pairs, pupils stand one behind the other back to chest, squeezing the balloon between them. They attempt to walk to the end of the space whilst keeping the balloon between them.</p> <p><b>Activity 3:</b> Balloon Pass - Children to stand in a line and pass the balloon down the line using a tennis racket (they cannot use their hands). To increase the challenge: Have only one racket instead of having a racket each.</p> <p><b>Q: Why is good team skills important?</b></p> <p><b>Q: Can you give examples of when your team worked well?</b></p>		
		<p><b>Y2-</b> Warm up (Safe Space) - Children to walk around central. Discuss how you might travel to different areas without touching anyone (Do this in different areas from last week).</p> <p><b>Activity 1:</b> Who are you? - Teacher to whisper a farm animal in pupils' ear. Pupils must not tell each other. Children to then find other children that have the same animal. You cannot say words/ask</p>	<p><b>Y2-</b> Warm up (How many?) - Teacher to hide objects around the garden. Children to work together to find objects in the garden. Discuss the different types of terrain in the garden and how you might safely navigate.</p> <p><b>Activity 1:</b> Pass the ship - Children to link hands and try and get a hoop from start to finish without breaking the link. <b>Q: How were you successful?</b></p>	<p><b>Y2-</b> Warm up (Follow the leader) - Children to work in partners and copy the leader (take in turns being the leader).</p> <p><b>Activity 1:</b> Collect the cones - Children to work in pairs. Take in turns instructing each other to wear the cones are (the one being instructed is blindfolded).</p>	<p><b>Y2-</b> Warm up (How many?) - Teacher to hide objects around the garden. Children to work together to find objects in the garden. Remind the children the different types of terrain in the garden and how you might safely navigate.</p> <p><b>Activity 1:</b> Elephant Walk - In groups of 4, the children must walk around the area with one hand between their legs and 1 hand in front of</p>	<p><b>Y2-</b> Recap on prior learning. Discuss previous questions.</p> <p><b>Activity 1:</b> Children to work in small groups and create a map of the garden.</p> <p>The group must think of an object.</p>		

		<p>questions. <b>Pupils must use actions only.</b></p> <p><b>Activity 2:</b> Creating shapes - Children to work in groups to create a shape that the teacher has stated (pupils must use a skipping rope to complete this task). <b>To increase the difficulty</b> - Two children in the group to be blindfolded and the others instruct the blindfolded children to complete the shape.</p> <p><b>Q: In what ways did you communicate today?</b></p> <p><b>Q: What did your team do well?</b></p> <p><b>Q: Did your team use a plan? Did it work? If not, what would you change?</b></p>	<p>Children to be put in smaller groups - see which group can do it the fastest.</p> <p><b>Activity 2:</b> Cross the sea - Children to work in small groups. Using 3 hoops they need to travel across the sea (the space). The children cannot step into the sea (outside of the hoops).</p> <p><b>Q: Why is a plant important?</b></p> <p><b>Q: Why is it important to include everyone in the team?</b></p>	<p><b>Encourage children to use key vocabulary e.g. left, right, turn, bend etc.</b></p> <p><b>Activity 2:</b> Children to create an obstacle course for their partner. While their partner is blindfolded, they have to instruct their partner through the course.</p> <p><b>Q: How did your partner make you feel safe?</b></p> <p><b>Q: Can you give an example of an instruction your partner gave you?</b></p>	<p>them. The hand between their leg must be linked with the person behind them. The hand in front of them must be linked with the hand of the person in front. To increase the difficulty, set out an area (using cones) for the group to walk around.</p> <p><b>Activity 2:</b> Whilst in the same group, children need to collect cones and bring back to their starter area. Groups to be competing against one another.</p> <p><b>Q: What skills did your team use?</b></p> <p><b>Q: What team skills could you have used more of?</b></p> <p><b>Q: Who used kind words to encourage and support your team? What did they say?</b></p>	<p>The children must then hide 5 clues around the garden and place these 5 clues on their map.</p> <p>Each clue has a note or a puzzle which will then help the 'finding group' figure out the object they are thinking off.</p> <p>For example: Clue 1 might be located in the mud kitchen and state '1<sup>st</sup> Clue: I am made from wood'</p> <p><b>Q: When else in life are team skills useful?</b></p> <p><b>Q: What key team skills have they used in this unit?</b></p>		
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