

Federation Vision: Nurturing a caring community, in which every child learns well.

Curriculum Drivers

Aspiration: Provide children with the necessary skills, knowledge and understanding to succeed irrespective of socio-economic background and/or gender

Promote self-efficacy - which is an individual's belief in his or her innate ability to achieve goals.

Citizenship: Enable children to make their own decisions and to take responsibility for their own lives and communities.

Develop children's understanding of their communities from the local (Sheffield) to the national (British) and finally to the global (World). **SHEFFIELD'S ROLE AS A PRODUCER OF STEEL**

Holt House Infant School Long Term Planning

Year Group: 1 Term: 2

Project Title: Marvellous Makers

Stimulus: Kelham Island Museum 'Steel city'.

Project end: Producing own wooden frame for a Christmas calendar.

Science

Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

*identifying and classifying *using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions.

Everyday Materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes

observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies.

Design and Technology

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable

NB Children should work in a range of relevant contexts (e.g. home and school, gardens and playgrounds, the local community, industry and the wider environment.)

Taught through making Christmas cards, decorations for Christmas tree festival and a wooden frame for a Christmas calendar.

History

Pupils should be taught about: **Changes within living memory.** Where appropriate, these should be used to reveal aspects of change in national life

- events beyond living memory that are significant nationally or globally (learning about historical figures who have achieved)
- significant historical events, people and places in their own locality. *Taught through learning about Sheffield's role as a producer of steel.*

Music

Pupils should be taught skills related to:

- Singing
- Learning to play instruments
- Listening
- Composing and performing.

See also music scheme (focussing on music from other cultures). *Christmas performance*

Art

Pupils should be taught:

- to use a range of materials creatively to design and make products*

Taught through making Christmas cards and a wooden frame for a Christmas calendar.

Computing (discrete subject)

Pupils should be taught to:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

Maths and English woven through non-core subjects

Information writing

Reading a variety of non-fiction texts about history of Sheffield and makers.

Maths

Time line for history of Sheffield (relate to counting back in maths).

Sequencing events

Weeks/ month and years

Measuring

PHSE

Getting on and falling out

Religious Education

Celebrations and Festivals- see agreed syllabus

Trip to church

P.E (discrete subject)

Dance

Fundamentals

