

Castles



Successful learners

Areas of Learning

As Historians we will be looking at evidence which informs us about the lives of Queen Elizabeth I and II. We will be placing significant dates in their lives on a timeline and comparing their birth dates with significant events at the time.

As Geographers we will study the 4 countries that make up the United Kingdom, locating and labelling them on the map of the United Kingdom alongside the water that surrounds it. Using technology to find and share relevant facts including the flag of each country.

As Scientists we will look at how we have changed from being a baby and how we will change in the future. We will think about what we need to be healthy, investigate different fruits and vegetables and prepare a healthy and tasty packed lunch.

As Musicians we will learn songs about our country and the seasons. We will develop our awareness of pitch through singing and use of various percussion instruments to create and perform an accompaniment to different songs.

We will study the life and works of the poet Michael Rosen; choose poems to perform to the class. Look at how to write a poem before brainstorming, drafting and writing a poem of our own to learn and perform to the class.

As users of Technology we will apply our skills when using the computers to locate websites about our topic to copy, paste, save and print pictures. We will also use technology to create designs and pictures of castles and shields.

We will continue to develop and apply our Boccia skills and enter the virtually Boccia schools' final challenge. As athletes we will practise our running and throwing skills ready for the Sports day. As dancers we will learn to dance in the Tudor style as if we are part of King Henry VIII's court.

As designers we will look at different drawbridges and why they were useful to the castle occupants, before designing and making a drawbridge of our own using the measuring, cutting and joining skills we have been developing over the year.

Confident individuals		Responsible Citizens	
Challenge	Enrichment	Spiritual & Moral	Communities
<p>As enterprising people, we will:</p> <ul style="list-style-type: none"> Learn to recite a poem by heart. Perform poems to the class. Read out loud stories we have written. 	<p>We will design and create a castle drawbridge.</p> <p>We will design and collage our very own shields and crowns.</p> <p><u>Role play:</u> We will:</p> <ul style="list-style-type: none"> Act out poems we have learnt. Live as servants in a castle kitchen 	<p>In our spiritual and moral development, we will:</p> <ul style="list-style-type: none"> Developing our relationship with God. Developing our knowledge of the Bible and learning that God's messages to us show he loves and cares for us and how we live. 	<p>As members of a community we will:</p> <ul style="list-style-type: none"> Share our learning with the class when reading stories, we have written and performing poetry.

History Threshold Concepts	Milestone 1
<p>Investigate and interpret the past</p> <p>Understand chronology</p> <p>Build an overview of world history</p> <p>Communicate historically</p>	<ol style="list-style-type: none"> 1. Observe or handle evidence to ask questions and find answers to questions about the past. 2. Ask questions such as: What was it like for people? What happened? How long ago? 3. Use artefacts, pictures, stories, online sources and databases to find out about the past. 4. Identify some of the different ways the past has been represented. <ol style="list-style-type: none"> 1. Place events and artefacts in order on a time line. 2. Label time lines with words or phrases such as: past, present, older and newer. <ol style="list-style-type: none"> 2. Describe significant people from the past. <ol style="list-style-type: none"> 1. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 2. Show an understanding of the concept of nation and a nation's history. 3. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Geography Threshold Concepts	Milestone 1
<p>To investigate places</p> <p>To communicate geographically</p>	<ol style="list-style-type: none"> 1. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). 3. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 6. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <ol style="list-style-type: none"> 1. Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 2. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.
Science Threshold Concepts	Milestone 1
<p>Work scientifically</p> <p>To understand animals and humans</p> <p>To understand evolution & inheritance</p> <p>To investigate materials</p>	<ol style="list-style-type: none"> 1. Ask simple questions. 2. Observe closely, using simple equipment. 3. Perform simple tests. 4. Identify and classify. 5. Use observations and ideas to suggest answers to questions. 6. Gather and record data to help in answering questions. <ol style="list-style-type: none"> 4. Identify, name, draw and label the basic parts of the human body & say which part of the body is associated with each sense. 5. Notice that animals, including humans, have offspring which grow into adults. 6. Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). 7. Describe the importance for humans of exercise, eating the right amounts of different types of food & hygiene. <ol style="list-style-type: none"> 1. Identify how humans resemble their parents in many features. <ol style="list-style-type: none"> 2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.

Technology Threshold Concepts	Milestone 1
To take inspiration for design throughout history.	<ol style="list-style-type: none"> 1. Explore objects and designs to identify likes and dislikes of the designs. 2. Suggest improvements to existing designs. 3. Explore how products have been created.
To design, make and evaluate	<ol style="list-style-type: none"> 1. Design products that have a clear purpose and an intended user. 2. Make products, refining the design as work progresses.
To master practical skills: Mechanics	<ol style="list-style-type: none"> 1. Create products using levers, wheels and winding mechanisms.
To master practical skills: Materials	<ol style="list-style-type: none"> 1. Cut materials safely using tools provided. 2. Measure and mark out to the nearest centimetre. 3. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
PE – Gymnastics Threshold Concepts	Milestone 1
Games -To develop practical skills in order to participate, compete and lead a healthy lifestyle	<p>Use the terms ‘opponent’ and ‘team-mate’.</p> <p>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Develop tactics.</p> <p>Lead others when appropriate.</p>
Dance -To develop practical skills in order to participate, compete and lead a healthy lifestyle	<p>Copy and remember moves and positions.</p> <p>Move with careful control and coordination.</p> <p>Link two or more actions to perform a sequence.</p> <p>Choose movements to communicate a mood, feeling or idea.</p>
Athletics -To develop practical skills in order to participate, compete and lead a healthy lifestyle	<p>Athletic activities are combined with games in Years 1 and 2:</p> <p>Use the terms ‘opponent’ and ‘team-mate’.</p> <p>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Develop tactics.</p> <p>Lead others when appropriate.</p>
Music Threshold Concepts	Milestone 1
To perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments.
To compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.
To describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, pitch

ART: Threshold Concepts	<ul style="list-style-type: none"> • Milestone1
To master techniques – Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines • Show different tones by using coloured pencils • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.
To master techniques - Painting	
To master techniques - Collage	
PSHE Threshold Concepts	Milestone 1
Healthy Lifestyles (Physical Wellbeing)	H4. about why sleep is important and different ways to rest and relax H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
Mental Health	H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
Ourselves, growing and changing	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group

English	Mathematics
<ul style="list-style-type: none"> • Non Fiction- • Poems: Michael Rosen • Take one Book- The Princess and the Pea • Traditional Fairy Stories- Cinderella, Rapunzel, Beauty and the Beast 	Using knowledge of mathematical operations to solve problems Statistics Calculations Review Place Value with larger numbers Geometry
Books	Resources
Topsy and Tim go to the doctors/hospital – J & G Adamson Guided reading books: Y2 - A world of Sport, The perfect Pizza Flyer, The Giant Jumper, Is the Wise Owl wise, A Home for Bonnie, How music is made Y1: Have you got everything Colin?, I can't open it Y1: Elvis, Ling and the turtle Music Poems, Machine poems Y1: Guess Who?, At Last! Water Poems, Poles apart Y1: Be quiet, Grandpa Y1: Snake is going away, I like to jump Y1: Elephant Walk, Nature Trail	Collage materials paint lunch resources tape measures metre rulers