

Topic Overview – What is inside the castle walls? Spring Term 1 2024

	Week 1 w/c 8/1	Week 2 w/c 15/1	Week 3 w/c 22/1 Big Garden Birdwatch 26-28 January	Week 4 w/c 29/1 NSPCC number day	Week 5 w/c 5/2	Week 6 w/c 12/2 Chinese New Year (10/2)
WOW element	What is in the box?		Castle classroom doors.			
Texts to support learning	Castles PowerPoint	Non-fiction Castles What people eat?	Non-fiction Queen Elizabeth A Platinum Jubilee Celebration.	Non-fiction Castles	How to catch a dragon.	Adventures stories.
Real Maths Role play	Castle market stall		Fairy-tale shop eg cinderlla's shoes/ jacks beans/ Rapunzel hair accessories			
English	Reading: castles pwpt. Writing: labelling castles. Sentences about castles- capital letters.	Reading: jobs in a castle. Writing: jobs description. Menus for banquets.	Reading: Royal family-King Charles Writing: King Charles fact file.	Reading: Rapunzel/Cinderella Princess and pea- focus story starters. Writing: story starter- description	Reading: How to catch a dragon/ George and the dragon Writing: middle part of story	Reading: castle story/fairy tale Writing: story ending emotions.
Year 1 Objectives	<p>Reading</p> <p>WTS- I know that there are different kinds of books.</p> <p>I know the difference between a storybook and an information book.</p> <p>I can use my phonic knowledge to decode words.</p> <p>EXS - I can blend sounds in unfamiliar words based on known GPCs</p> <p>I can say what I like or dislike about a book.</p>		<p>Writing</p> <p>WTS- I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I can spell unknown words using phonemes (sounds). Making phonetically plausible attempts.</p> <p>I can say out loud what I am going to write about.</p> <p>EXS- I can form some lowercase letters and some capital letters in the correct direction, starting and finishing in the right place.</p> <p>I can use a vocabulary bank to help me use interesting words and adjectives.</p> <p>I can segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically plausible way.</p> <p>I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>I can sequencing sentences to form short narratives.</p>			
Handwriting Year 1	Capital letters: I P B R D U	L E F M A	T I J H K N	C G O Q S	X V W Y Z	Re-Reinforcement of capital letters

Little Wandle Year 1	ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	/l/ le al apple metal /s/ c ice /v/ ve give	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o o																						
Tricky words	any many again	who whole where two	school call different	thought through friend work																							
Maths Y1	Numbers to 20		Addition and subtraction to 20																								
Science	I can Perform simple tests. I can identify and classify. Comparing the house we live in to a Castle. Sorting rocks			Would a glass sword be useful? Use Explorify for questions.																							
Science Investigations	Investigate what material is best for a strong castle wall. Comparing the house we live in to a Castle. Sorting rocks	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Distinguish between an object and the material from which it is made. Would a glass sword be useful? Use explorify for questions	Investigate best materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Identify and classify Use observations and ideas to suggest Answers to questions.	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.																					
Science Explorify	<table border="1"> <thead> <tr> <th>Materials</th> <th>Week 1</th> <th>Week 2</th> <th>Week 3</th> <th>Week 4</th> <th>Week 5</th> <th>Week 6</th> </tr> </thead> <tbody> <tr> <td>Zoom in Zoom Out</td> <td>The space in between</td> <td>Hooks and loops</td> <td>Creature comforts</td> <td>Cosy comfort</td> <td>Fuzzy friend</td> <td>Rocky landscapes</td> </tr> <tr> <td>Odd One Out</td> <td>Rocky landscapes</td> <td>Rocky landscapes</td> <td>Unusual houses</td> <td>Functional footwear</td> <td>Through the looking glass</td> <td>Burly bridges</td> </tr> </tbody> </table>						Materials	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Zoom in Zoom Out	The space in between	Hooks and loops	Creature comforts	Cosy comfort	Fuzzy friend	Rocky landscapes	Odd One Out	Rocky landscapes	Rocky landscapes	Unusual houses	Functional footwear	Through the looking glass	Burly bridges
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PSHE	I know that everyone's body belongs to them.	I know about the NSPCC 'pants' rule.	I know who to talk to if I feel unsafe.	I know who to talk to if others are unsafe.	I know about the dangers online. I know not to share information online	I know who to ask for help if I feel unsafe online or when I have concerns about content or contact on the internet or other online technologies.																					
	Queuing for the toilet rules NSPCC 'Pants song' – Pantasaurus. Follow KS1 lesson plan on NSPCC website. Watch the PANTS presentation as a class.		Time for Us – rich discussion	E-Safety Day to explore; Safer Internet Day activities		Recapping areas of learning as needed																					

		with adults in the classroom.	Time for Us - How to stay safe online, who to speak to if I feel unsafe Relate to the e safety day - share the books How to stay safe online (personal details, who to speak to if I feel unsafe) Through carefully selected books - Webster's Friend, Troll Stinks Safer Internet Day activities Visit from Digital PCSO	
Computing	I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.	I understand what algorithms are.	I know algorithms are implemented as programmes on digital devices.	I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.
	Take a picture of my model using a camera. Add a caption using j2e software. Vocabulary: keyboard, space bar, enter, return, backspace, create	Introduce algorithms using 'Baby Shark' lesson. The aim is to sequence the song in the correct order. Recap the BeeBot features and what they do. Input instructions on a BeeBot – using forward, backwards, left, right. Exploration in the Technology Zone: BeeBot, Computer, Camera, iPads. Access apps: j2e software – JIT Turtle Scratch Kodable Vocabulary: algorithm, sequence, precise, fix	J2E Animate – Create a simple animation of a dragon. Research castles and explore their location on google maps. Sketch a song – Create a sequence of sounds in the style of Medieval music.	
History	To be taught about significant historical events, people and places in their own locality.			
	Children will explore castles and find out about the features of them. Children will look at artefacts from the past and begin to ask and answer questions about old and new objects. Medieval (500-1400AD)	Links to Royal Crown Derby will be made during this topic.		
Geography	I will name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas		I will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	
	Find the four countries of United Kingdom on a map, identify the flags Identify the main characteristics of the four countries England: Natural flat landscape, dales, moors, rolling hills Ireland: Coastal mountains Scotland: Highlands/Midlands/Uplands Wales: Coastal plains, mountains and valleys Research castles in the four countries of United Kingdom Bolsover Castle – England		Find out about London? (exploring the royal family and their homes in London-Windsor castle/Buckingham Palace.	

	Blarney Castle – Ireland Edinburgh Castle – Scotland Conwy Castle - Wales			
RE	Who is a Christian and what do they believe? Talk about some simple ideas about Christian beliefs about God and Jesus (A1).	Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).	Talk about issues of good and bad, right and wrong arising from the stories (C3).	Ask some questions about believing in God and offer some ideas of their own (C1).
	Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13). Describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving. Give opportunities for children to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g responding to the question ‘Where is God?’ through art. Using a suitable children’s Bible (e.g. The Lion Storyteller Bible or New International Children’s Version), share stories that show the importance of Jesus to Christians. Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God. Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. Explore what the idea of God means for the children themselves. Bible stories - The Prodigal Son			
Art	Use a variety of painting equipment including non-standard equipment for painting e.g. bottle ends, sponges, lego bricks, as well as making own stamps.	Explore a variety of drawing starting points: looking closely through observation from primary and secondary sources, drawing from memory and imagination	Identify which paintbrush is most appropriate for the desired effect e.g thick, thin, round, flat.	Use a variety of materials to make 3D sculptures in a variety of sizes, working independently or collaboratively as a group. E.g, recycles materials, natural materials- Use language around geometric, symmetrical, tessellate.
	-Use strips of card to paint a building/ castle	-draw buildings (including castles and local buildings) from secondary pictures/ photos, and	-Use a variety of brushes round/ flat to make a castle painting using large paintbrush to block in areas. Then work on top with thin paintbrush to add in detail.	Explicitly learn joining techniques and create sample classroom board. -Redesign a modern castle in the style of Zaha Hadid

		primary on school trip.		
	<p>Structures: Freestanding structures -Design, make and evaluate a shelter (product) for polar explorers/ Inuit people (user) for staying safe and warm (purpose). Making a freestanding structure. (Outlined in project on a page document) Designing -Generate ideas based on simple design criteria and their own experiences, explaining what they could make. - Develop, model and communicate their ideas through talking, mock-ups and drawings.</p>	<p>Making -Plan by suggesting what to do next. -Select and use tools, skills and techniques, explaining their choices. -Select new and reclaimed materials and construction kits to build their structures. -Use simple finishing techniques suitable for the structure they are creating.</p>	<p>Evaluating -Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. -Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Technical knowledge and understanding -Know how to make freestanding structures stronger, stiffer and more stable. -Know and use technical vocabulary relevant to the project.</p>	
Music	Sing simple songs from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.		I can respond musically to recorded/live music using the inter-related dimension of pulse/beat, rhythm and pitch.	
	<p>The King is in the Castle (Sing up planning unit) Listen: and identify a simple song structure and rhyme pattern. Play: contrasting accompaniments to reinforce the verse structure. Sing: change voices to suit different characters while performing appropriate actions. Compose: explore timbre, dynamics, and pitch to tell a story.</p>		Listen and move to music from medieval / tudor times on BBC school radio website. Tudor music - BBC Teach Create simple dances – medieval afternoon.	
PE	REAL Gym Unit 5- Physical			

