

What is inside the castle walls?

Week	1 wc 05.01.26	2 wc 12.01.26	3 wc 19.01.26	4 wc 26.01.26 Chinese New Year	5 wc 02.02.26 6 th – NSPCC Number Day	6 wc 09.02.26 10 th – Safer Internet Day Maths Workshops
Wow Element	What is in the box?	Classroom castle doors.				
Maths	Power Maths Unit 6: Numbers to 20			Power Maths Unit 7: Addition and subtraction within 20		
Real Maths and Role Play	Castle Information Centre			Fairytale shop. For example: Cinderella's shoes, jack's beans, Rapunzel's hair accessories.		
English	Castles PowerPoint	Non-Fiction Castles Focus: Jobs in a castle	Little People Big Dreams King Charles	Share stories: Rapunzel, Cinderella, Princess and the Pea	Share stories: How to catch a Dragon George and the dragon	Share fairytale stories.
	Label parts of a castle. Write sentences on the parts of the castle using connectives.	Write a job description. Create a menu for a banquet.	Write a King Charles fact file.	Children to decide on a character, setting and problem . Children to use these recorded ideas to write their story starter using descriptive language.	Child to build on writing. Writing the middle part of their story.	Children to build on writing. Writing their story ending. Focus on emotions.
	<u>Reading:</u> WTS - I know that there are different kinds of books. I know the difference between a storybook and an information book. I can use my phonic knowledge to decode words. EXS - I can blend sounds in unfamiliar words based on known GPCs. I can say what I like or dislike about a book.			<u>Writing:</u> WTS- I can begin to form lower-case letters in the correct direction, starting and finishing in the right place. EXS- I can use a capital letters and full stops mostly accurately. I can say out loud what I am going to write about. <u>Writing:</u> I can use a vocabulary bank to help me use interesting words and adjectives. I can segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically plausible way. I can use a capital letter for the names of people, places, the days of the week, and the personal pronoun 'I'. I can use a capital letter and beginning to punctuate sentences using a full stop, question mark or exclamation mark. I can sequence sentences to form short narratives.		

Little Wandle	LW - Week 2	LW – Week 3	LW – Week 4	LW – Week 5	Assessment Week	LW – Week 1 Spring 2
Handwriting	A, B	C, D	E, F	G, H	I, J	K, L
Time for us/ Health and Relationships	Queuing for the toilet rules NSPCC 'Pants song' – Pantasaurus. Follow KS1 lesson plan on NSPCC website. Watch the PANTS presentation as a class. <i>I know that everyone's body belongs to them. I know about the NSPCC 'pants' rule.</i>	As a class discuss Mood Monster vocabulary for Year 1.	I know who to talk to if others are unsafe. Refer to Children's AUP/Class helping hand.	I know who to talk to if others are unsafe. Refer to Children's AUP/Class helping hand.	Safer Internet Day How to stay safe online (personal details, who to speak to if I feel unsafe). <i>I know about the dangers online.</i>	
Science	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, and rock.</p> <p>Identify an object and the material from which it is made.</p> <p>Focus: Identifying and classifying</p>	<p>Compare the house we live in to a Castle.</p> <p>Use observations and ideas to suggest answers to questions.</p>	<p>Describe the physical properties of a variety of everyday materials.</p>	Compare and group a variety of everyday materials on the basis of their simple physical properties.	
			Science Investigation: Which material is best for a strong castle wall?	Nature Parks: Water Permeability	RSPB: Big School Bird Watch	
	<p>Explorify: Zoom in Zoom out – Rocky landscapes</p> <p>Odd One Out - Animals in Winter</p> <p>Reach Out Reporter</p>	<p>Explorify: Zoom in Zoom out – Hard Crust</p> <p>Odd One Out - Different homes</p> <p>Reach Out Reporter</p>	<p>Explorify: Zoom in Zoom out – Round and Rusty</p> <p>Odd One Out - It's in the bag!</p> <p>Reach Out Reporter</p>	<p>Explorify: Zoom in Zoom out – Brown shapes</p> <p>Odd One Out - Racing ahead</p> <p>Reach Out Reporter</p>	<p>Explorify: Zoom in Zoom out – Bumpy eyes</p> <p>Odd One Out - What's for dinner?</p> <p>Reach Out Reporter</p>	<p>Explorify: Zoom in Zoom out – Brill gills</p> <p>Odd One Out - Three seasons</p> <p>Reach Out Reporter – RECORD</p>
Computing	Project Evolve: Online Relationships Privacy and Security	Build a castle using construction materials. Take a picture of their model using the camera	Introduce algorithms using 'Baby Shark' lesson. The aim is to	Recap the BeeBot features and what they do.	J2E Animate: Create a simple animation of a dragon.	Engage in Online Safety Day activities. Visit from PCSO. Read core books:

	<p>I know about the dangers online.</p> <p>and add a caption using j2e software.</p> <p>J2E Paint – Draw a picture of a castle.</p> <p>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>sequence the song in the correct order.</p> <p>I understand what algorithms are.</p> <p>Use Sketch a Song to create a sequence of songs in the style of Medieval music.</p> <p>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Input instructions on a BeeBot – using forward, backwards, left, right.</p> <p>I know algorithms are implemented as programmes on digital devices.</p>	<p>Research castles and explore their location on Google maps.</p> <p>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Webster's Friend and #Goldilocks</p> <p>I know about the dangers online.</p>
Art	<p>Draw a castle from secondary photos.</p> <p>Draw clear outlines/shapes.</p> <p>Add detail to my drawings.</p> <p>Explore a variety of drawing starting points: looking closely through observation from primary and secondary sources, drawing from memory and imagination</p>	<p>Use strips of card to paint a castle.</p> <p>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.</p>	<p>Paint intricate pottery designs when studying the Royal Crown Derby.</p> <p>Willow plate paint designs. Explore Japanese and Chinese Art.</p> <p>Identify which paintbrush is most appropriate for the desired effect e.g thick, thin, round, flat.</p> <p>Draw a large scale castle with masking tape on the floor.</p> <p>Important to identify different parts of the castle.</p>	<p>Paint a castle using a large paintbrush to block in areas. Then work on top with thin paintbrush to add in detail.</p> <p>Identify which paintbrush is most appropriate for the desired effect e.g thick, thin, round, flat.</p>	<p>Use fruit and vegetables to dye recycled fabric to create bunting displayed in a castle.</p> <p>Re-design a modern castle in the style of architect Zaha Hadid.</p> <p>Use language around geometric, symmetrical, tessellate.</p>
D&T	<p><u>Structures: Freestanding structures- Design a home for a king or queen.</u></p>		<p><u>Making</u></p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. 	<p><u>Evaluating</u></p>	

	<p>Design, make and evaluate a shelter (product) for kings, queens or lords (user) that will protect them and keep them safe (purpose).</p> <p>Making a freestanding structure.</p> <p>(Outlined in project on a page document)</p> <p>Designing</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.
Geography	Discuss daily weather and season during morning Time 4 Us.		
	<p>Find the four countries of the United Kingdom on a map and their capital cities, identify the flags.</p> <p>I will use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p>Identify the main characteristics of the four countries:</p> <p>England: Natural flat landscape, dales, moors, rolling hills</p> <p>Ireland: Coastal mountains</p> <p>Scotland: Highlands/Midlands/Upland</p> <p>Wales: Coastal plains, mountains and valleys</p> <p>I will use basic geographical vocabulary to refer to key physical features</p>	<p>Find out about London.</p> <p>Explore the royal family and their homes in London - Windsor Castle/Buckingham Palace.</p> <p>I will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Research castles in the four countries of the United Kingdom</p> <p>Bolsover Castle – England</p> <p>Blarney Castle – Ireland</p> <p>Edinburgh Castle – Scotland</p> <p>Conwy Castle – Wales</p> <p>I know how to find out about castles in the four countries of United Kingdom.</p>
History	Develop Chronology through daily calendar: focus on day, date, month and year.		
	<p>Explore castles and find out about the features of them.</p>	<p>Make links to the Royal Crown Derby.</p>	<p>Children will look at artefacts from the past and begin to ask and answer questions about old and new objects.</p>
	<i>I know about significant historical events, people and places in my own locality.</i>		
RE	<p>1.6 How and why do we celebrate special and sacred times?</p> <p>Religion: Christians and Muslims part 1.</p> <p>Refer to page 47 of the Derby Syllabus 2025-2030.</p>		

Music	<p>Learn January hymn of the month: Give me oil in my lamp.</p> <p>I know how to use my voice expressively and creatively by singing songs.</p>	<p>Listen and move to music from medieval / tudor times on BBC school radio website. Tudor music - BBC Teach</p> <p>I can respond musically to recorded/live music using the inter-related dimension of pulse/beat, rhythm and pitch.</p>	<p>The King is in the Castle (Sing up planning unit)</p> <p>Listen: and identify a simple song structure and rhyme pattern.</p> <p>Play: contrasting accompaniments to reinforce the verse structure.</p> <p>Sing: change voices to suit different characters while performing appropriate actions.</p> <p>Compose: explore timbre, dynamics, and pitch to tell a story.</p> <p>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.</p>	<p>Learn February hymn of the month: We are climbing Jesus' ladder</p> <p>I know how to use my voice expressively and creatively by singing songs.</p>	<p>Create simple dances – medieval afternoon.</p> <p>I can respond musically to recorded/live music using the inter-related dimension of pulse/beat, rhythm and pitch.</p>
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