## QUESTION: WHO WOULD YOU BE IN A ROYAL CASTLE?

Year 1	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week 7
Pisky Cove/	4/9/17	11/9/17	18/9/17	25/9/17	2/10/17	9/10/17	16/10/17
Porthpean	4/9/17	11/9/17	10/9/17	25/9/17	2/10/17	9/10/17	16/10/17
Outcomes.	Settling in to new classroom		Written problem/resolution story		Information text – Roles in Castles		Recount of visit to castle
Outcomes.	octiming in to new classicom		Castle models		mornation text Roles in Castles		Recount of visit to castle
			Castle models		Knight's tabards		
					Kinght's tabards		
C :1r ./	Launch day						Translated to the state of the
Special Events/	Dressing up;						Trip to Pendennis Castle Falmouth
Launch Day /	Dressing up;						
Visitors.							
	Making crowns(jewels)						
	Making necklaces(pasta and pens) &						
	swords;(cardboard						
	Building castles;						
	Banquet role play;						
	Writing with quills						
Peer critique.					Peer Critique – Paul Klee 'Su	ın and Castle' artwork	
English	Context: (Problem/resolution story) THE	Context: (Problem/resolution story) THE	Context:	Context:	Context:	Context: Castle poems	(Rising Stars tests)
Liigiisii	QUEEN'S KNICKERS	OUEEN'S KNICKERS	(Problem/resolution story) THE QUEEN'S	(Information text – roles in castles)	(Information text – roles in castles)	- Develop pleasure in reading,	Context: Recount following visit to
	IALT:	IALT:	KNICKERS	IALT link what I read or hear read to my	IALT —	motivation to read, vocabulary	castle.
	listen attentively to a story and	- hold a pencil comfortably and	IALT:	own experiences	- hold a pencil comfortably and	and understanding by: listening	IALT plan, say & write sentences;
	contribute some relevant ideas	correctly	- hold a pencil comfortably and correctly	- discuss word meanings, linking new	correctly	to and discussing a wide range	- Sequencing sentences to form short
	- discuss word meanings,	Correctly		meanings to those already known	- write a sentence by saying it aloud	of poems.	narratives;
	- understand the story by drawing on		- write sentences by saying out loud what I am	- participate in discussion about what is read	first	- recognising and joining in with	- checking my work to make sure it
	what I already know	- write sentences by saying out loud	going to write	to me, taking turns and listening to what	- discuss what I have written with a	predictable phrases.	makes sense.
	- make inferences based on what is	what I am going to write	gong to mine	others say	teacher or other pupils	- Write sentences by: saying out	
					teacher of other pupils		
1	being said and done		Complete Com	- explain my understanding of what is read to	- use capital letters and full stops to	, , ,	
	being said and done - predict what might happen next	- sequence sentences to form short	- sequence sentences to form short narratives	- explain my understanding of what is read to me	1 1	loud what they are going to	
	· ·	- sequence sentences to form short narratives	•		- use capital letters and full stops to	loud what they are going to write about	
	- predict what might happen next	1	- discuss what they I have written with the		- use capital letters and full stops to	loud what they are going to write about - Read aloud their writing	
	- predict what might happen next based on what has already been read	narratives	•		- use capital letters and full stops to	loud what they are going to write about - Read aloud their writing clearly enough to be heard by	
	- predict what might happen next based on what has already been read - participate in discussion about what is	narratives - discuss what they I have written with	- discuss what they I have written with the		- use capital letters and full stops to	loud what they are going to write about - Read aloud their writing	
	- predict what might happen next based on what has already been read - participate in discussion about what is read to me, taking turns and listening to what others say - explain my understanding of what is	narratives	- discuss what they I have written with the		- use capital letters and full stops to	loud what they are going to write about - Read aloud their writing clearly enough to be heard by	
	- predict what might happen next based on what has already been read - participate in discussion about what is read to me, taking turns and listening to what others say	narratives  - discuss what they I have written with the teacher or other pupils	- discuss what they I have written with the teacher or other pupils		- use capital letters and full stops to	loud what they are going to write about - Read aloud their writing clearly enough to be heard by	
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Maths	- predict what might happen next based on what has already been read - participate in discussion about what is read to me, taking turns and listening to what others say - explain my understanding of what is	narratives  - discuss what they I have written with the teacher or other pupils  - use capital letters and full stops to	- discuss what they I have written with the teacher or other pupils - use capital letters and full stops to demarcate		- use capital letters and full stops to demarcate sentences.  Context: Number:Addition and	loud what they are going to write about  Read aloud their writing clearly enough to be heard by their peers and the teacher.  Context: Number:Addition and	Context: Number:Addition and
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## QUESTION: WHO WOULD YOU BE IN A ROYAL CASTLE?

Science	Context	Contart	(Link with History: gopg farmer!) (children to	(Link with History: gong farmer!) Context:	(Link with History: conc farmer!)	(Link with History: gong	(Link with History; gong farmer!)
Science  History/ Geography	Context: finding out about knights and princesses IALT: understand some of the	Context:  Context — types of castles	(Link with History: gong farmer!) (children to work in adult led & independent groups). (Children to be photographed for evidence) Context:  I am learning to: - identify and compare the suitability of a variety of everyday materials; - identify the properties of materials; - compare & group together.  History Context: Finding out about different people and jobs in castles	(Link with History: gong farmer!) Context:  I am learning to: - identify and compare the suitability of a variety of everyday materials: - identify the properties of materials; - compare & group together.  Context - castles.  Time this week will be used to ensure	(Link with History: gong farmer!) Context:  I am learning to: - identify and compare the suitability of a variety of everyday materials; - identify the properties of materials; - compare & group together.  History context — timeline  IALT - to know where people	(Link with History: gong farmer!) Context:  I am learning to: - identify and compare the suitability of a variety of everyday materials; - identify the properties of materials; - compare & group together.  History Context: - Kings from history, The Bayeux Tapestry I am learning to:	(Link with History: gong farmer!) Context: I am learning to: - identify and compare the suitability of a variety of everyday materials; - identify the properties of materials; - compare & group together.  History Context: Kings from history, The Bayeux Tapestry
	different ways we find out about the past  use books and stories to find out about knights and princesses  understand the roles of knights and princesses.	Using non fiction books to find out about different castles. Use historical terms — castle types.Where castles were built and why. (Early Learning hq resources) Use construction kit and recycled materials for castle building.	(significant historical people in own locality [link to castle visit later in term])  IALT use books and stories to find out about different jobs that people do in castles.  IALT understand the importance of different roles within a castle.	castle work has been completed.	and events fit on a timeline.  Create a personal timeline for our families.  Use photographs to create our class timeline which will now be added to each week with the children using photos and drawings of what we have done.	- identify compare kings from history  - understand what the Bayeux Tapestry tells us about history.  Children to respond with paintings of their observations.	I am learning to: - identify compare kings from history - understand what the Bayeux Tapestry tells us about history.  Children to respond with paintings of their observations.
ICT				Context: Exploring churches  IALT use an ipad to explore a virtual church.		( Maths Link) Context:  Bee Bots	Context:
PE				Games (outside)	L	<u> </u>	L
				Symnastics (inside)			
Spanish	Answering the register using topic- focused Spanish language  Wow (word of the week):  Un castillo  (a castle)	Wow (word of the week):  El rey (the king)	Wow (word of the week):  La reina (the queen)	Wow (word of the week): Un caballero (a knight)	Wow (word of the week):  Una princesa (a princess)	Wow (word of the week):  Un principe  (a prince)	Wow (word of the week):  Una corona (a crown)

## QUESTION: WHO WOULD YOU BE IN A ROYAL CASTLE?

RE	Context: special / quiet place	Context: special / quiet place	Context – Harvest – Judaism	Context: churches	Context: churches	Context: churches	Context; Church symbols
	IALT use resources from around the	IALT - Reflect in peace and quiet	-	IALT;	IALT – understand more about a	I am learning to:	TAXES AS
	classroom to make a special / quiet	using the quiet place —	IALT Considering the thoughts, feelings,	explore the parts of a church virtually	church building by listenng to and	-identify and name and use	IALT- identify and suggest meanings
	place		experiences, attitudes, beliefs and values of		responding to a story about	artefacts from inside a church;	religious
	understand what makes a place special	Provide music, pictures to	others	make a model or a picture of a church	Barnabus Mouse.		symbols and begin to use a range of religious
		stimulate thoughts.	_ ,_ ,_ ,,,				words identify symbols used in a
	(Cornwall Agreed Syllabus page 29)		Read Sam's First Shabbat — build a harvest				church - Cross, candles
		Use the quiet place in small	shelter.				church - Cross, candles
		groups throughout the week.	Compare with our school /church Harvest				
			festival				
			festival				
Art /DT		Art: Context: design a model of castle	Art/DT Context: design a model of castle	Art: Context: shields and tabards IALT	Art: Context:	Art: Context:	Art: Context:
(Some to be		IALT	IALT	use a repeating pattern to create my own	(Paul Klee 'Sun and Castle' using	(Paul Klee 'Sun and Castle'	(Paul Klee 'Sun and Castle' using
overed in 2 <sup>nd</sup>		use photographic representations of	- plan an appropriate design for my castle	shield.	printing and collage.	using printing and collage.	printing and collage.
half of term)		castles to paint my own		Use fabric pens to design my own knight	IALT to look carefully at a piece of	IALT to look carefully at a piece	IALT to look carefully at a piece of a
nan on term)			- suggest appropriate materials for my castle model	or princess tabard DT Context: design	art and use it to create my own	of art and use it to create my	and use it to create my own picture
		mix black and white to make different	- label resources that I will make my castle.	and make a tabard for a knight or a	picture	own picture	
		shades of grey.	, in the second of the second	princess		1	(Ongoing over 3 weeks)
		DT Context: design a model of a		I am learning to:	(Ongoing over 3 weeks)	(Ongoing over 3 weeks)	(enging ever 5 mems)
		castle IALT		- use appropriate materials and resources	(Oligonia over 3 weeks)	(Origonia over 3 weeks)	
		- plan an appropriate design for my		to design and make a tabard			
		castle		- use knowledge of knights and princesses			
		Castic		to ensure my tabard has an appropriate			
		- suggest appropriate materials for my		design.			
		castle model		(Ongoing in small groups)			
		- label resources that I will make my					
		castle.					
PSHE/	Context: settling in IALT	Context: court jesters		Context:			
Wellbeing/	- explore my new classroom to find	I am learning to:		Context: important roles in society	I can sometimes tell if other	I know some more ways to	
Values	things I need	understand when it is OK to laugh at	I can help to make the class a safe and fair	I am learning to:	people are feeling sad or scared	calm myself down when I	I can tell you how I am the same
	talk to my new adults	people and when it isn't	place	understand the role of important	and I know how to make	feel scared or upset	and different from my friends
	discuss and understand the rules for my new classroom	I feel safe within my class		figures in our society and why we	people feel better		
	my new classiooni	Tree sale willing my class		respect them			
		I feel good about my strengths		•			
				I know some ways to solve a			
				problem			
				FSom			
		1	<u> </u>	D1 O., (C)	1	l	1
			Ti	ne Royal Outfit!			
	Over the course of the ter	m, when children have compl	eted their work, they will be invited to	o add various different pieces of	f material to a whole class r	oyal outfit to continue th	eir learning. This will be or
		· · · · · · · · · · · · · · · · · · ·	•	at display in each classroom.		,	o 30 02
			nermanen	IT CUSTING IN PACT CIASSTOOM			

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EYFS	In order to support those children who did not achieve a Good Level of Development in FS we will plan activities for each week. We will respond to the
	needs and interests of the children on a weekly basis. However tasks will include — sand tray activities, water tray activities, playdough, fine motor skill
	activities, gross motor skills activities, role play with an adult to model good speaking and listening, opportunities for independent writing, listening to
	music, singing, filming, counting, calculating — these opportunities will be provided as independent play with supporting adults to encourage the extension
	of ideas.