

QUESTION: WHO WOULD YOU BE IN A ROYAL CASTLE?

Year 1 Pisky Cove/ Porthpean	Week: 1 4/9/17	Week: 2 11/9/17	Week: 3 18/9/17	Week: 4 25/9/17	Week: 5 2/10/17	Week: 6 9/10/17	Week 7 16/10/17
Outcomes.	Settling in to new classroom		Written problem/resolution story Castle models		Information text – Roles in Castles Knight's tabards		Recount of visit to castle
Special Events/ Launch Day / Visitors.	Launch day Dressing up; Making crowns(jewels) Making necklaces(pasta and pens) & swords(cardboard) Building castles; Banquet role play; Writing with quills						Trip to Pendennis Castle Falmouth
Peer critique.				Peer Critique – Paul Klee ‘Sun and Castle’ artwork			
English	Context: (Problem/resolution story) THE QUEEN'S KNICKERS IALT: listen attentively to a story and contribute some relevant ideas - discuss word meanings, - understand the story by drawing on what I already know – make inferences based on what is being said and done - 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 read to me.	Context: (Problem/resolution story) THE QUEEN'S KNICKERS IALT: - hold a pencil comfortably and correctly - write sentences by saying out loud what I am going to write - sequence sentences to form short narratives - discuss what they I have written with the teacher or other pupils - use capital letters and full stops to demarcate sentences	Context: (Problem/resolution story) THE QUEEN'S KNICKERS IALT: - hold a pencil comfortably and correctly - write sentences by saying out loud what I am going to write - sequence sentences to form short narratives - discuss what they I have written with the teacher or other pupils - use capital letters and full stops to demarcate sentences	Context: (Information text – roles in castles) IALT link what I read or hear read to my own experiences - discuss word meanings, linking new meanings to those already known - participate in discussion about what is read to me, taking turns and listening to what others say - explain my understanding of what is read to me	Context: (Information text – roles in castles) IALT – - hold a pencil comfortably and correctly - write a sentence by saying it aloud first - discuss what I have written with a teacher or other pupils - use capital letters and full stops to demarcate sentences.	Context: Castle poems - Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems. - recognising and joining in with predictable phrases. - Write sentences by: saying out loud what they are going to write about - Read aloud their writing clearly enough to be heard by their peers and the teacher.	(Rising Stars tests) Context: Recount following visit to castle. IALT plan, say & write sentences; - Sequencing sentences to form short narratives; - checking my work to make sure it makes sense.
Maths	Context: Number: Place Value IALT count to 10/20, forwards and backwards, beginning with 0 or 1, or from any given number.	Context: Number: Place Value IALT count to 10/20, forwards and backwards, beginning with 0 or 1, or from any given number. IALT count, read & write numbers to 10 in numerals and words.	Context: Number: Place Value IALT identify & represent numbers using objects and pictorial representations including a number line & use the language: Equal to, more than, less than, most, least.	Context: Number: Place Value IALT count in multiples of 2. IALT identify 1 more or 1 less, from a given number. IALT to use ordinal numbers (1 st , 2 nd , 3 rd ...).	Context: Number: Addition and Subtraction IALT represent & use number bonds and related subtraction facts (within 10).	Context: Number: Addition and Subtraction IALT read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Context: Number: Addition and Subtraction IALT add and subtract 1-digit numbers (to 10), including 0.

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Science	Context:	Context:	(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.	(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.	(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.	(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.	(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/ Geography	Context: finding out about knights and princesses IALT: understand some of the 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.	Context – types of castles IALT - 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.	History Context: Finding out about different people and jobs in castles (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.	Context - castles. Time this week will be used to ensure castle work has been completed.	History context – timeline IALT - to know where people 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.	History Context: - Kings from history. The Bayeux Tapestry 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.	History Context: Kings from history. The Bayeux Tapestry 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	<p style="text-align: center;">Games (outside)</p> <p style="text-align: center;">Gymnastics (inside)</p>						
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)

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EYFS	<p>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.</p>
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