

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

Year 1 Pisky Cove/ Porthpean	Week 8: 30/10/17	Week:9 6/10/17	Week:10 13/10/17	Week:11 20/11/17	Week: 12 27/11/17	Week: 13 4/12/17	Week: 14 11/12/17	Week: 15 18/12/17 (3 days)
Special Events/ Launch Day / Visitors.	Visit to Holy Trinity Church in St Austell	Jewelled banquet crockery	Or Visit to Holy Trinity Church in St Austell					
Outcomes				<b>Letters to parents inviting them to Royal Banquet.</b>		<b>Final outcome:</b> Royal Banquet, parents invited		
Peer critique.					Peer Critique –			
English	<b>Context: (Character flaw story)</b> <b>Cinderella</b> <b>IALT:</b> 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.	<b>Context: Character flaw story)</b> <b>Cinderella</b> <b>IALT:</b> - 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	<b>Context: Character flaw story)</b> <b>Cinderella</b> <b>IALT:</b> - 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	<b>Context: Letters to parents inviting them to Royal Banquet.</b> (Jolly Postman books) <b>IALT:</b> listen attentively to a story and contribute some relevant ideas; - discuss word meanings, - write sentences by saying out loud what I am going to write - sequence sentences to form short narratives.	<b>Context:</b> <b>The Christmas Story (link with RE)</b> IALT explore a religious story. - What matters to them and others. IALT hold a pencil comfortably and correctly - write sentences by saying out loud what I am going to write.	<b>Context:</b> <b>Create signs &amp; posters for banquet.</b> IALT - hold a pencil comfortably and correctly - write sentences by saying out loud what I am going to write - use capital letters and full stops to demarcate sentences	<b>Context – recount</b> <b>Write a recount of the banquet event.</b> IALT - hold a pencil comfortably and correctly - write sentences by saying out loud what I am going to write - use capital letters and full stops to demarcate sentences	<b>Context – recount</b> IALT - hold a pencil comfortably and correctly - write sentences by saying out loud what I am going to write - use capital letters and full stops to demarcate sentences
Maths	<b>Context: Number:Addition and Subtraction</b> IALT solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations & missing number problems <b>MISSING NUMBER PROBLEMS</b> <b>(part whole diagrams)</b>	<b>Context: Geometry Shape</b> IALT recognise & name common 2D shapes, including rectangles, squares, circles and triangles. IALT recognise & name common 3D shapes, including Cuboids, cubes, pyramids and spheres.	<b>Context – Geometry</b> recognise & name common 2D shapes, including rectangles, squares, circles and triangles. IALT recognise & name common 3D shapes, including Cuboids, cubes, pyramids and spheres. <b>Investigating</b> <b>Real life 3D shapes. –</b> <b>Patterns.</b> IALT create shape and picture patterns	<b>Context – Place Value</b> IALT: Count to twenty, forwards and backwards, beginning with 0, from any given number. IALT count, read and write numbers from 1 to 20 in numerals and words.	PUMA Tests <b>Context: Number:</b> IALT identify 1 more or 1 less, from a given number. IALT identify & represent numbers using objects and pictorial representations including a number line & use the language: equal to, more than, less than (fewer), most, least.	<b>Context-Selling products.</b> IALT use coins to make totals. I am learning to find the difference to give change.	<b>Context – Revisiting and consolidating skills learnt this term</b> <b>Number:Addition and Subtraction</b> IALT represent & use number bonds and related subtraction facts (within 10). Number families (4 and 8 facts)	Christmas Maths – Problem solving in Santa's grotto.

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Science	Context:	Context:	Context:					
History/ Geography	<p><u>History Context:</u> researching &amp; designing plates. IALT use a range of sources to find out about the past. (Link with DT making jewelled plates to sell at banquet)</p> <p>IALT – identify differences and similarities between ways of life in different periods.</p> <p>Compare the clothing of the rich and the poor.</p>	<p><u>History Context:</u> Designing &amp; making plates. IALT identify different ways in which the past is represented. (Link with DT making jewelled plates to sell at banquet)</p> <p>IALT - identify differences and similarities between ways of life in different periods.</p> <p>Using paintings and non fiction books find out more about the food eaten in castles.</p>	<p><u>History Context:</u> Designing &amp; making plates. IALT identify different ways in which the past is represented. (Link with DT making jewelled plates to sell at banquet)</p> <p>IALT - understand how we find out about the past.</p> <p>Use our castle visit to support learning about weapons used to defend castles.</p>	<p><u>History Context:</u> Dubbing ceremony IALT – use a vocabulary of historical terms. Understand key features of castle life.</p> <p>Create knight names, develop a dubbing ceremony for exhibition day.</p> <p>Hold our own dubbing ceremony wearing tunics. Film</p>	<p><u>History Context:</u> preparing facts for the Real Project Outcome next week</p> <p>Posters, booklets, Book marks Swords</p> <p>Menus. Dubbing Practising presentations</p>	<p><u>Preparing the Banquet/exhibition</u></p> <p><u>See Art/DT</u></p> <p>Posters, booklets, Book marks Swords</p> <p>Menus. Dubbing Practising presentations</p>	<p><u>History Context:</u> Christmas in the castle.</p> <p>Continuous provision –role play, writing with quills, Baking, Writing letters to the king. Roles of people in the castle. 12 days of Christmas. Gift Giving Dancing.</p>	<p><u>History Context:</u> Christmas in the castle.</p> <p>Continuous provision –role play, writing with quills, Baking, Writing letters to the king. Roles of people in the castle. 12 days of Christmas. Gift Giving Dancing.</p>
ICT	<p>Context: control a programmable robot. IALT use trail &amp; error to create a sequence of instructions(using ipad app)</p>	<p>Context: control a programmable robot. IALT use trail &amp; error to create a sequence of instructions (using ipad app)</p>	<p>Context: Researching weaponry (TREBUCHET)</p> <p>IALT work with an adult to use the internet.</p> <p>(Link with DT &amp; History)</p>					
PE	<p>Context: Battle Dance</p> <p>I am learning to –develop a sequence of movements using mirroring, jumping, changing direction, working as a pair Responding to music with movements.</p>							
<p style="text-align: center;">Fundamental skills (inside)</p> <p style="text-align: center;">Games (outside)</p>								

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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.