			QUESTIC	ON: WHO WOULD YOU	I LIKE TO BE IN A CAS	TLE?		
Year 1 Pisky Cove/ Porthpean	Week 8: 29/10/118	Week:9 5/11/18	Week:10 12/11/18	Week:11 19/11/18	Week: 12 26/11/18	Week: 13 3/12/18	Week: 14 10/12/18	Week: 15 17/12/18 (4 days)
Special Events/ Launch Day / Visitors.		Visit to Holy Trinity Church in St Austell	Or Visit to Holy Trinity Church in St Austell					
Outcomes	Jewelled banquet crockery (Coil Pot)			Dubbing ceremony Serving at table(real life skills)			Final outcome: Royal Banquet, parents invited (Biscuits, food,etc)	
Peer critique.	zritique.				Peer Critique –			
English	Context: (Character flaw story) Cinderella 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: Character flaw story) Cinderella 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: Character flaw story) Cindeerlla 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: Letters to parents inviting them to Royal Banquet. (Jolly Postman books) IALT: 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.	Context: Create signs & posters for banquet. 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	Context: The Christmas Story (link with RE) 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.	Context – recount Write a recount of the banquet event. 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	Context - recount IALT - hold a pencil confortably and correctly - write sentences by saying out loud what 1 am going to write - use capital letters and full stops to demarcate sentences
Maths	Context: Number:Addition and Subtraction IALT solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations & missing number problems MISSING NUMBER PROBLEMS (part whole diagrams	Context: Geometry Shape IALT recognise & name common 2D shapes, including rectangles, squares, circles and triangles. IALT recognise & name common 3D shapes, including Cuboids, cubes, pyramids and spheres.	Context - Geometry recognise & name common 2D shapes, including rectangles, squares, circles and triangles. IALT recognise & name common 3D shapes, including Cuboids, cubes, pyramids and spheres. Investigating Real life 3D shapes Patterns. IALT create shape and picture patterns	Context - Place Value 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 Context: Number: 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.	Context-Selling products. IALT use coins to make totals. I am learning to find the difference to give change.	Context – Revisiting and consolidating skills learnt this term Number:Addition and Subtraction 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.

QUESTION: WHO WOULD YOU LIKE TO BE IN A CASTLE?										
Science				Objectives for th	is term covered in Autumn 1					
History/ Geography	History Context: researching clothing.	History Context: researching foodstuffs.	History Context: castle defences.	History Context: Dubbing ceremony	History Context: Serving using people	Preparing the Tea Party	<u>Context: hosting the Royal Tea</u> Party	History Context: Christmas in the		
	IALT use a range of sources	IALT use a range of sources	IALT ask & answer	IALT develop an awareness of the	skills IALT develop an awareness of	See Art/DT	IALT develop an awareness of the	castle.		
	to find out about the past.	to find out about the past.	questions using historical sources.	past. IALT use a wide vocabulary of	the past.	Posters, booklets,	past. IALT use a wide vocabulary of			
	IALT compare the clothing	IALT compare certain foods	Jour con	historical terms.	IALT use a wide vocabulary of	Book marks	historical terms.	Continuous provision –role		
	in the castle with what I wear	eaten in the castle with what	(Use own castle models &		historical terms.	Swords		play, writing with quills,		
	today.	I eat today.	trebuchets to re-enact an	(Create knight names, develop a		Menus.		Baking,		
		Using paintings, non-fiction	assault on a castle).	dubbing ceremony for exhibition	(Learning how to serve at	Dubbing		Writing letters to the king.		
		books and recipes (bread	Make trebuchets earlier in	day.	tables).	Practising presentations		Roles of people in the castle.		
		recipe?)	week!	Hold our own dubbing ceremony				12 days of Christmas. Gift Giving		
				wearing tunics. Film)				Dancing.		
				0 /				0		
ICT	Context: control a programmab	l ole robot.	Context:	Context: control a programmable ro	bot.					
	IALT use trial & error to create									
	(using ipad app)		Researchina	TAL 1 use trial & error to create a se	quence of instructions					
	(using ipad app)		Researching	(using ipad app)	quence of instructions					
	(using ipad app)		Researching weaponry		quence of instructions					
	(using ipad app)		•		quence of instructions					
	(using ipad app)		weaponry (TREBUCHET)		quence of instructions					
	(using ipad app)		weaponry		juence of instructions					
	(using ipad app)		weaponry (TREBUCHET) IALT work with an adult to use the internet.		quence of instructions					
	(using ipad app)		weaponry (TREBUCHET) IALT work with an adult to use		quence of instructions					
PE	(using ipad app) Context: Battle Dance	-	weaponry (TREBUCHET) IALT work with an adult to use the internet.		juence of instructions					
PE	Context: Battle Dance	sequence of movements using	weaponry (TREBUCHET) IALT work with an adult to use the internet. (Link with DT & History)	(using ipad app)	juence of instructions					
PE	Context: Battle Dance	1 0	weaponry (TREBUCHET) IALT work with an adult to use the internet. (Link with DT & History)	(using ipad app)	juence of instructions					
PE	Context: Battle Dance I am learning to -develop a	1 0	weaponry (TREBUCHET) IALT work with an adult to use the internet. (Link with DT & History) mirroring, jumping, changing	(using ipad app) g direction, working as a pair	•					
PE	Context: Battle Dance I am learning to -develop a	1 0	weaponry (TREBUCHET) IALT work with an adult to use the internet. (Link with DT & History) mirroring, jumping, changing	(using ipad app) ; direction, working as a pair Indamental skills/dame	ce (inside)					
PE	Context: Battle Dance I am learning to -develop a	1 0	weaponry (TREBUCHET) IALT work with an adult to use the internet. (Link with DT & History) mirroring, jumping, changing	(using ipad app) g direction, working as a pair	ce (inside)					
PE	Context: Battle Dance I am learning to -develop a	1 0	weaponry (TREBUCHET) IALT work with an adult to use the internet. (Link with DT & History) mirroring, jumping, changing	(using ipad app) ; direction, working as a pair Indamental skills/dame	ce (inside)					
PE	Context: Battle Dance I am learning to -develop a	Context – Christianity	weaponry (TREBUCHET) IALT work with an adult to use the internet. (Link with DT & History) mirroring, jumping, changing Fu Context::Christmas	(using ipad app) ; direction, working as a pair Indamental skills/dame	ce (inside)	Context - Christmas	Context – Christmas	Context - Christmas		
	Context: Battle Dance I am learning to –develop a Responding to music with n Context – Church Visit IALT - Reflect on and consider	Context – Christianity IALT say what stories are told	wea.pon.ry (TREBUCHET) IALT work with an adult to use the internet. (Link with DT & History) mirroring, jumping, changing Fu	(using ipad app) direction, working as a pair andamental skills/dane Games (outside	ce (inside)	IALT – reflect on practices and	Context – Christmas IALT – reflect on practices and	Context – Christmas		
	Context: Battle Dance I am learning to –develop a Responding to music with n Context – Church Visit IALT - Reflect on and consider religious and spiritual	Context – Christianity IALT say what stories are told about Jesus in the church at	wea.pon.ry (TREBUCHET) IALT work with an adult to use the internet. (Link with DT & History) mirroring, jumping, changing Fu	(using ipad app) direction, working as a pair andamental skills/dane Games (outside	ce (inside)) Context: The Christmas Story IALT understand the concept of	IALT – reflect on practices and beliefs –	IALT — reflect on practices and beliefs —			
	Context: Battle Dance I am learning to –develop a Responding to music with n Context – Church Visit IALT - Reflect on and consider	Context – Christianity IALT say what stories are told	wea.pon.ry (TREBUCHET) IALT work with an adult to use the internet. (Link with DT & History) mirroring, jumping, changing Fu	(using ipad app) g direction, working as a pair andamental skills/dance Games (outside Context – Christmas	ce (inside)	IALT – reflect on practices and	IALT – reflect on practices and	Context – Christmas Assessment task		

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Spanish	wonder, Identify what matters to them and others. Answering the register using topic-based vocabulary Wow (word of the week): Las joyas (pronounced 'las	Read different stories, role play. Freeze frame parts of the stories to photograph. Wow (word of the week): El plato (the plate)	Christmas? Wow (word of the week): Las armas (the weapons)	of ways. Explore waiting - when do we wait and what for.Look at a variety of Advent calendars. Make a class Advent Calendar. Wow (word of the week): Un invitacion (an invitation)	Christingles – what does each part represent? Why do Christians call Jesus "The Light of the World"? Make and label a Christingle. Wow (word of the week): Jesus (pronounced 'Heyzuss') (Jesus)	Christians believe that they know what happened Wow (word of the week): El banquete (the banquet)	their friends Wow (word of the week): Feliz Navidad! (Merry Christmas!)	I can tell the story of the birth of Jesus and say that Christians call him the light of the world and why. Wow (word of the week): El papa Noel (Father Christmas)
Art /DT (Some to be covered in 2 nd half of term)	hoyass') The jewels DT: Context: (Link with History: making jewelled plates to sell at tea party) IALT use a range of materials creatively to design & make products. - Draw and label picture of their ideas.	DT: Context: (Link with History: making jewelled plates to sell at tea party) IALT design a product to do a specific job. - Use sculpture to develop and share their ideas. IALT explore different materials to find ways of joining materials.		DT: Context: Banquet hall pennants (Link with History) IALT explore line and mark making, using a range of materials. IALT use a range of materials to design and make a product. IALT develop techniques using colour, pattern & texture. (Create a pennant or wall hanging flag to embellish the banquet hall.		Art: Context: Making sword shaped bookmarks to sell at tea party. IALT explore line and mark making, using a range of materials. Completing products for sale at Royal Tea party. (food?		Art: Context: Christmas in the Castle IALT to create art from my imagination. (Christmas cards, stained glass windows, tree decorations etc.)
PSHE/ Wellbeing/ Values	Context: Health & wellbeing. Values for this half term. Value A – respect: Listen to & respect other people's opinions & values. Value B – friendship: respect the culture & beliefs of others.	Context: Health & wellbeing. To know about good & bad feelings, Use vocabulary to describe feelings to others & simple strategies for managing feelings.	Context: Health & wellbeing. To know about change & loss & the associated feelings (incl moving house, losing toys, pets or friends).	Context: Health & wellbeing. To know that household products incl medicines can be harmful if not used properly.	Context: Health & wellbeing. To know about people who look after them, their family networks, who to go to if they are worried & how to attract their attention.	Context: Health & wellbeing. To recognise that they share responsi others safe. When to say Yes, no, I'll they do not need to keep secrets.	ask & I'll tell, incl knowing that	Context: Health & wellbeing. To know what is meant by privacy; their right to keep things private; the importance of respecting other's privacy.
EYFS	However tasks will inc	lude – sand tray activitie	s, water tray activities, pl	aydough, fine motor skill acti	vities, gross motor skills ac	ek. We will respond to the new tivities, role play with an adult a independent play with suppo	to model good speaking a	nd listening, opportunities