

## QUESTION: WHO WOULD YOU LIKE TO BE IN A CASTLE?

Year 1 Pisky Cove/ Porthpean	Week 8: 29/10/18	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	<b>Jewelled banquet crockery (Coil Pot)</b>			<b>Dubbing ceremony Serving at table(real life skills)</b>			<b>Final outcome: Royal Banquet, parents invited (Biscuits, food,etc)</b>	
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>Cindeerlla</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>Create signs &amp; posters for banquet.</b> <b>IALT</b> - 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:</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 – recount</b> <b>Write a recount of the banquet event.</b> <b>IALT</b> - 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>IALT</b> - 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.

## QUESTION: WHO WOULD YOU LIKE TO BE IN A CASTLE?

Science	Objectives for this term covered in Autumn 1							
History/ Geography	<b><u>History Context:</u></b> <b>researching clothing.</b> IALT use a range of sources to find out about the past.  IALT compare the clothing in the castle with what I wear today.	<b><u>History Context:</u></b> researching foodstuffs. IALT use a range of sources to find out about the past.  IALT compare certain foods eaten in the castle with what I eat today. <b>Using paintings, non-fiction books and recipes (bread recipe?)</b>	<b><u>History Context:</u></b> castle defences. IALT ask & answer questions using historical sources.  (Use own castle models & trebuchets to re-enact an assault on a castle). <b>Make trebuchets earlier in week!</b>	<b>History Context:</b> Dubbing ceremony IALT develop an awareness of the past. IALT use a wide vocabulary of historical terms.  (Create knight names, develop a dubbing ceremony for exhibition day.  Hold our own dubbing ceremony wearing tunics. Film)	<b>History Context:</b> Serving using people skills IALT develop an awareness of the past. IALT use a wide vocabulary of historical terms.  (Learning how to serve at tables).	<b><u>Preparing the Tea Party</u></b>  <b><u>See Art/DT</u></b>  Posters, booklets, Book marks Swords Menus. Dubbing Practising presentations	<b><u>Context: hosting the Royal Tea Party</u></b> IALT develop an awareness of the past. IALT use a wide vocabulary of historical terms.	<b>History Context: Christmas in the castle.</b>  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.
ICT	<b>Context: control a programmable robot.</b> IALT use trial & error to create a sequence of instructions (using ipad app)		<b>Context: Researching weaponry</b>  (TREBUCHET)  IALT work with an adult to use the internet.  (Link with DT & History)	<b>Context: control a programmable robot.</b> IALT use trial & error to create a sequence of instructions (using ipad app)				
PE	<b>Context: Battle Dance</b> I am learning to –develop a sequence of movements using mirroring, jumping, changing direction, working as a pair Responding to music with movements.  <div style="text-align: center;"> <b>Fundamental skills/dance (inside)</b>  <b>Games (outside)</b> </div>							
RE	<b>Context – Church Visit</b> IALT - Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship.	<b>Context – Christianity</b> IALT say what stories are told about Jesus in the church at Christmas.	<b>Context:Christmas</b> IALT to say what Advent is and to describe what Christians do in the weeks leading up to	<b>Context – Christmas</b>  IAL that religious ideas and personal feelings can be expressed in a variety	<b>Context: The Christmas Story</b> IALT understand the concept of waiting for something special.	<b>Context – Christmas</b> IALT – reflect on practices and beliefs – Create a class model crib. Talk about the characters and how	<b>Context – Christmas</b> IALT – reflect on practices and beliefs – Compare their own family Christmas traditions with those of	<b>Context – Christmas</b>  <i><b>Assessment task</b></i>

QUESTION: WHO WOULD YOU LIKE TO BE IN A CASTLE?

[illegible]