

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

Year 1 Pisky Cove/ Porthpea n	Week: 1 6/9/18 (Thurs/Fri Only)	Week: 2 10/9/18	Week: 3 17/9/18	Week: 4 24/9/18	Week: 5 1/10/18	Week: 6 8/10/18	Week 7 15/10/18
Outcome s.	Settling in to new classroom		Castle models	Knight's tabards		Recount of visit to castle	
Special Events/ Launch Day / Visitors.	Launch day (Thurs) Colouring big castle; Dressing up; Making crowns(jewels) Making necklaces(pasta and pens) & swords; construction 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	Context: (Problem/resolution story) THE QUEEN'S KNICKERS IALT: - hold a pencil comfortably and correctly	Context: (Problem/resolution story) THE QUEEN'S KNICKERS IALT: - hold a pencil comfortably and correctly	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	Context: (Information text - roles in castles) IALT - - hold a pencil comfortably and correctly - write a sentence by saying it aloud first	Context: Castle poems - Develop pleasure in reading, motivation to read, vocabulary and	(Rising Stars tests) Context: Recount following visit to castle. IALT plan, say & write sentences; - Sequencing sentences to form short narratives;

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	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - discuss what I have written with a teacher or other pupils - use capital letters and full stops to demarcate sentences. 	<p>understanding by: listening to and discussing a wide range of poems.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - checking my work to make sure it makes sense.
Maths	<p>Context: Number: Place Value</p> <p>IALT count to 10/20, forwards and backwards, beginning with 0 or 1, or from any given number.</p>	<p>Context: Number: Place Value</p> <p>IALT count to 10/20, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>IALT count, read & write numbers to 10 in</p>	<p>Context: Number: Place Value</p> <p>IALT identify & represent numbers using objects and pictorial representations including a number line & use the language:</p>	<p>Context: Number: Place Value</p> <p>IALT count in multiples of 2.</p> <p>IALT identify 1 more or 1 less, from a given number.</p> <p>IALT to use ordinal numbers (1st, 2nd, 3rd ...).</p>	<p>Context: Number: Addition and Subtraction</p> <p>IALT represent & use number bonds and related subtraction facts (within 10).</p>	<p>Context: Number: Addition and Subtraction</p> <p>IALT read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>	<p>Context: Number: Addition and Subtraction</p> <p>IALT add and subtract 1-digit numbers (to 10), including 0.</p>

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		numerals and words.	Equal to, more than, less than, most, least.				
Science	<p>Wk 1 & 2 Context: collecting different materials</p> <p>Week 3: Context: Sorting materials to create castle models.</p> <p>(children to work in adult led & independent groups).</p> <p>(Children to be photographed for evidence)</p> <p>Context:</p> <p>I am learning to:</p> <ul style="list-style-type: none"> •compare and group together a variety of everyday materials on the basis of their simple physical properties. 			<p>Context: (Materials) Drinking vessels.</p> <p>I am learning to:</p> <ul style="list-style-type: none"> - identify and name a variety of everyday materials, including wood, plastic, glass, metal, brick, paper, fabric, elastic, foil & rock. - describe the simple physical properties of everyday materials. - distinguish between an object and the material from which it is made. 	<p>Context: Cutlery (Materials)</p> <p>I am learning to:</p> <ul style="list-style-type: none"> - identify and name a variety of everyday materials, including wood, plastic, glass, metal, brick, paper, fabric, elastic, foil & rock. - describe the simple physical properties of everyday materials. - distinguish between an object and the material from which it is made. 	<p>Context: (plates)</p> <p>I am learning to:</p> <ul style="list-style-type: none"> - identify and name a variety of everyday materials, including wood, plastic, glass, metal, brick, paper, fabric, elastic, foil & rock. - describe the simple physical properties of everyday materials. - distinguish between an object and the material from which it is made. 	<p>Context: Table covers (Materials)</p> <p>I am learning to:</p> <ul style="list-style-type: none"> - identify and name a variety of everyday materials, including wood, plastic, glass, metal, brick, paper, fabric, elastic, foil & rock. - describe the simple physical properties of everyday materials. - distinguish between an object and the material from which it is made.
History/ Geography	Context: finding out about knights and princesses	Context - types of castles	<u>History</u> Context: Finding out about different	Context - castles. Time this week will be used to ensure	History context - timeline	History Context: - Kings from	<u>History</u> Context: Kings from history, The

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Spanish	<p>Answering the register using topic-focused Spanish language</p> <p>Wow (word of the week): Un castillo (a castle)</p>	<p>Wow (word of the week): El rey (the king)</p>	<p>Wow (word of the week): La reina (the queen)</p>	<p>Wow (word of the week): Un caballero (a knight)</p>	<p>Wow (word of the week): Una princesa (a princess)</p>	<p>Wow (word of the week): Un principe (a prince)</p>	<p>Wow (word of the week): Una corona (a crown)</p>
RE	<p>Context: special / quiet place IALT - Reflect in peace and quiet using the quiet place IALT use resources from around the classroom to make a special / quiet place understand what makes a place special</p> <p>(Cornwall Agreed Syllabus page 29)</p>	<p>Context: An introduction to Christianity. IALT A description and evidence of God</p>	<p>Context - Christianity IAL what a place of worship is.</p> <p>The 2 meanings of the word "church".</p> <p>Forms of worship in the church.</p>	<p>Context: Christianity Harvest - saying thank you</p>	<p>Context: churches IALT -. To recognise what a place of worship is. People who have a special role in the Church</p> <p>Look at vestments, Visit from clergy.</p>	<p>Context: churches IALT- identify and suggest meanings for religious symbols and begin to use a range of religious words.- identify symbols used in a church - Cross, candles</p>	<p>Context; Church symbols</p> <p><i>Assessment task</i> I can use religious words to describe how Christians worship in a church.</p>
Art /DT (Some to be covered in 2- half of term)	<p>Art: Context: Launch day activities (see above)</p>	<p>ArtDT Context: design a model of a castle IALT - plan an appropriate design & suggest appropriate</p>	<p>Art/DT Context: design a model of castle IALT - plan an appropriate design for my castle - suggest appropriate materials for my castle model.</p>	<p>Art/DT Context: shields and tabards IALT use a repeating pattern to create my own shield. (Use fabric pens for designs) DT Context: design and make a tabard for a knight or a princess. IALT design a functional product for themselves and others.</p>	<p>Art: Context: (Paul Klee 'Sun and Castle' using printing and collage. IALT explore a piece of work by an artist. (Ongoing over 2 weeks).</p>		

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		materials for my castle model. - confidently use a pencil & paper to record ideas.	- build structures and explore how they can be made stiffer & stronger using a range of materials.	IALT use appropriate materials and resources to design and make a tabard. (Ongoing in small groups)			
PSHE/ Wellbeing/ Values	Context: Health & wellbeing. School values for this half term. What are they & what do they mean to me? Value A - responsibility Value B - Law & Democracy	Context: Health & wellbeing. To know what makes & how to maintain a healthy lifestyle, incl the benefits of activity, rest, healthy eating & dental health.	Context: Health & wellbeing. To recognise what they like & dislike, how to make real choices that improve their physical & emotional health & that choices can have good & bad consequences.	Context: Health & wellbeing. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	Context: Health & wellbeing. To know the rules for keeping physically & emotionally safe, incl using ICT & online safety.	Context: Health & wellbeing. To know the rules for keeping physically & emotionally safe, road safety, cycle safety. Also safety in the environment, rail, water & fire safety.	Context: Health & wellbeing. Review of this terms' values & their impact at school for the children.
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.						