

Year 1- Spring- Castles – We aim to begin teaching in this term...

Values and Virtues (Golden Thread):	<ul style="list-style-type: none"> • Curious and active • Faith filled and hopeful • British Values
Catholic Social Teaching	<ul style="list-style-type: none"> • Solidarity and The Common Good – Day of Prayer for Peace (16th January), Little Way Association, Little Way Week • Option for the Poor and Vulnerable – Lent, Almsgiving and Fasting, Migrants and Refugees, Food Banks
Book options:	<ul style="list-style-type: none"> • In the Castle (Usborne) • What were Castles for? • The King who banned the dark • Castles- Colin Thompson • See Inside Castles- Katie Daynes and David Hancock
R.E.	<p>Christmas</p> <ul style="list-style-type: none"> • know the story of the Annunciation and the message of Angel Gabriel • gain a better understanding of the Christmas story including the Joseph’s dream, the journey, the birth of Jesus and the visit of the Wise men- faith filled and hopeful for the birth of Jesus. • explain some ways that Joseph cared for Mary • be able to say why Jesus’ birth is important for Christians today- Curious and active about the celebration of Christmas. Respect for those of faith. <p>Forgiveness</p> <ul style="list-style-type: none"> • know that there are times when we need to forgive and be forgiven- faith filled and hopeful for forgiveness. • know the Parable of the Prodigal son and the story of the sinful woman and understand what these stories teach me about God’s forgiveness and the chances he gives us to change • know we all make choices and there are consequences for every choice (good and bad) • know how to show forgiveness and of how to show we really am sorry when we have made a bad choice- active in asking for forgiveness. <p>Lent</p> <ul style="list-style-type: none"> • understand stories in the Bible that teach me how to behave more like Jesus each day • know some things that Jesus said and can use those sayings in my life • know Jesus gives us a chance to change and Lent is a special time for us to try to change <p>Holy Week</p> <ul style="list-style-type: none"> • know some of the main events that took place in Holy week and can explain some of the story for these events

Number: Addition and Subtraction

- Represent and use number bonds and related subtraction facts within 20
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

Place Value

- Count to **50** forwards and backwards, beginning with 0 or 1, or from any number.
- Count, read and write numbers to **50** in numerals.
- Given a number, identify one more or one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Count in multiples of twos, fives and tens.

Measurement: Length and Height

- Measure and begin to record lengths and heights.
- Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)

Measurement: Weight and Volume

- Measure and begin to record mass/weight, capacity and volume.
- Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

English	<p>Reading – Read Write Inc</p> <ul style="list-style-type: none"> • Read words by breaking them down into sounds. • Read given letters or groups of letters. • Read unusual words. • Read words ending in –s, -es, -ing, -ed, -er and –est. • Read words that contain missing letters such as I’m, I’ll and we’ll. • Read words contacting alternative sounds • Write words by saying the sound and writing the grapheme. • Hold, verbally repeat and write a simple sentence. <p>Handwriting</p> <ul style="list-style-type: none"> • Begin to form letters in the correct direction. <p>Composition</p> <ul style="list-style-type: none"> • Dictate a sentence correctly before writing it down. • Read aloud own writing • Sequence sentences to form a short narrative. • Discuss what they have written with other pupils or staff. <p>Vocabulary, Punctuation and Grammar</p> <ul style="list-style-type: none"> • join words and join clauses using and. • Understand how the prefix ‘un’ changes the meaning of verbs and adjectives. • Punctuate sentences using a capital letter, full stop, question mark or exclamation mark.
Science	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies

P.E.	<p>Gymnastics Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> • Show an awareness of personal space. • To move with confidence imagination and safety • To show different types of rolls. • To balance with different body parts in space. <p>Climbing Activities Master basic movements including running, jumping and developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> • To discuss how to use the equipment safely • How body parts work together to allow children to climb. • Make sure child is on the area of the frame at once.
Computing	<ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content

- about different feelings that humans can experience
- how to recognise and name different feelings
- how feelings can affect people's bodies and how they behave
- how to recognise what others might be feeling
- about different feelings that humans can experience
- how to recognise and name different feelings
- how feelings can affect people's bodies and how they behave
- how to recognise what others might be feeling
- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- how to manage when finding things difficult
- that bodies and feelings can be hurt by words and actions;
- about how people may feel if they experience hurtful behaviour or bullying
- how feelings can affect people's bodies and how they behave
- to recognise that not everyone feels the same at the same time, or feels the same about the same things
- different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- how to manage when finding things difficult
- simple strategies to resolve arguments between friends positively
- about how people may feel if they experience hurtful behaviour or bullying
- about what is kind and unkind behaviour, and how this can affect others
- about how to treat themselves and others with respect; how to be polite and courteous
- about growing and changing from young to old and how people's needs change
- about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- to identify the people who love and care for them and what they do to help them feel cared for
- about the different groups they belong to
- what money is; forms that money comes in; that money comes from different sources
- that people make different choices about how to save and spend money
- about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- that jobs help people to earn money to pay for things
- about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- to recognise the ways in which we are all unique
- about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

	<ul style="list-style-type: none"> • to identify the people who love and care for them and what they do to help them feel cared for • about different types of families including those that may be different to their own • to identify common features of family life • that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried • how feelings can affect people’s bodies and how they behave • about how people make friends and what makes a good friendship • about how to recognise when they or someone else feels lonely and what to do • that bodies and feelings can be hurt by words and actions; • that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult • about what is kind and unkind behaviour, and how this can affect others • about how to treat themselves and others with respect; how to be polite and courteous • how people and other living things have different needs; about the responsibilities of caring for them • about the different roles and responsibilities people have in their community • how to recognise what others might be feeling • different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good • how to manage when finding things difficult • simple strategies to resolve arguments between friends positively • how to ask for help if a friendship is making them feel unhappy • that bodies and feelings can be hurt by words and actions; • about what is kind and unkind behaviour, and how this can affect others • about how to treat themselves and others with respect; how to be polite and courteous • how to listen to other people and play and work cooperatively • how to talk about and share their opinions on things that matter to them
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">French</p>	<ul style="list-style-type: none"> • Appreciate and actively participate in traditional short stories and fairy tales • Learn to repeat and reproduce the language I hear with accurate pronunciation • Be able to identify written versions of the words I hear • Consolidate letter formation skills by copying words in the foreign language from a model • Start to understand that foreign languages can have different structures to English
<p style="text-align: center;">Topic - Spring Explorers- castles</p>	

Local links:	<ul style="list-style-type: none"> • Dudley castle • Warwick Castle • Tamworth Castle 			
Planning resources	<ul style="list-style-type: none"> • https://www.dudleyzoo.org.uk/dudley-castle/ • https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/we-are-britain/castles/ • https://www.pinterest.co.uk/HappyLearnersResources/castles-topic-castle-role-play-teaching-ideas-acti/ • https://www.earlylearninghq.org.uk/themes/castles/ • http://www.primaryhomeworkhelp.co.uk/castles/defence.htm • https://www.youtube.com/results?search_query=medieval+castles 			
Subj	Learning Aims			
Hist	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	“WOW” Experience Ideas

	<p>significant historical events, people and places in their own locality</p>	<ul style="list-style-type: none"> • To know who built the first castles in England and why? • To know what a Norman motte and bailey castle is? • To understand the structure of a medieval castle? • To know who lived in a medieval castle? • To explain why the peasants revolted • To know the significance of the tower of London <p>V+V- curious about past events. Active in discovering what happened. Just like we are curious about God and active in our worship of Him.</p> <p>Faith filled and hopeful for the future.</p> <p>BV- Mutual respect for others' work and events of the past.</p>	<ul style="list-style-type: none"> • Castle • Motte and bailey • Moat • Drawbridge • Turret • Battle of Hastings • Medieval • Peasants 	<p>visit to Dudley Castle.</p> <p>“Medieval” party to showcase work.</p> <p>Virtual tour of castles on National Heritage website.</p> <p>Visit Dudley Town and Castle</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<ul style="list-style-type: none"> • Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> • Can I explore the human features of a town that has a castle? • Can I explore the human features of a city that has a castle? • Can I compare these? <p>V+V- curious about the environment. Just like we are curious about God and active in our worship of Him.</p> <p>Faith filled and hopeful for the future.</p> <p>BV- Mutual respect for other places in the UK.</p>	<ul style="list-style-type: none"> • Human features • Dudley • Castle • Nottingham 	<p>Virtual tour of Nottingham and its castle.</p>
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<p style="text-align: center;">Art</p>	<p>to use a range of materials creatively to design and make product</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<ul style="list-style-type: none"> • To explore and evaluate the work of JMW Tuner • To name and mix primary colours • To experiment with water colours in the style of JMW Turner • To paint a castle in the style of JMW Turner using watercolours • To explore sculptures of sandcastles as created using sand, snow, or ice • To use sculpture to share ideas and imagination (ice) <p>V+V link- curious about different colours. Active in experimenting how to make different colours. Faith filled and hopeful that the colours will change just as we put our faith and hope in God.</p> <p>BV- Democracy- discussing what we like and dislike about art. We may like different things which is okay.</p>	<ul style="list-style-type: none"> • Primary • Colour • Paint • Mix • Drawing • Sculpture • Water colour • Clay 	
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	National Curriculum Outcome	Small Steps to learning	Key Vocabulary	
DT	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Explore a range of existing products</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate ideas and products against design criteria</p>	<ul style="list-style-type: none"> • Can I explore a range of castles? • Can I plan and design a castle? • Can I make a castle with a drawbridge? • Can I evaluate products? • Can I improve my structure to make it stronger, stiffer and more stable? <p>V+V- Curious about how things are made. Active in creating these.</p> <p>Faith-filled and hopeful that their creations will function. Just like we put our faith in God.</p> <p>BV- Democracy- evaluating each other's products.</p>	<ul style="list-style-type: none"> • Lever • Pivot • Wheel mechanisms • Evaluate • Materials 	

Music	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none"> • Can I explore music composed by King Richard 1st? • Can I explore medieval instruments? • Can I create similar sounds using modern instruments? • Can I compose music? • Can I experiment with my music using technology? <p>V+V link- Show curiosity about different instruments and actively create music from this.</p> <p>Faith filled and hopeful for the work they create. Just like we have faith in God.</p> <p>BV link- Mutual respect for other groups compositions. Democracy- working as a group and sharing ideas.</p>	<ul style="list-style-type: none"> • Instruments • Notes • Medieval • Pitch • Rhythm • Composer • Technology 	