

Year 1- Spring- Castles

Values and Virtues (Golden Thread):	<ul style="list-style-type: none"> • Curious and active • Faith filled and hopeful • British Values
Books:	<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
P.S.H.E.	<ul style="list-style-type: none"> • For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond • For pupils to recognise that their behaviour can affect other people. For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say. • To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid • For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To learn to offer constructive support and feedback to others • To identify and respect the differences and similarities between people. • To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help

Topic - Spring
Explorers- castles

Local links:

- Dudley castle
- Warwick Castle
- Tamworth Castle

Subj Learning Aims

	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	“WOW” Experience opportunities
History	<p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>significant historical events, people and places in their own locality</p> <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. Faith filled and hopeful for the future. 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>Possible 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>
	<ul style="list-style-type: none"> • Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>V+V- curious about the environment. Just like we are curious about God and active in our worship of Him. Faith filled and hopeful for the future. BV- Mutual respect for other places in the UK.</p>		<ul style="list-style-type: none"> • Human features • Dudley • Castle • Nottingham 	
Geography				

Art	<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>V+V link- curious about different colours. Active in experimenting how to make different colours.</p> <p>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 	Virtual tour of Nottingham and its castle.
D	National Curriculum Outcome	Small Steps to learning	Key Vocabulary	

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	<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> <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 	
Mu	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <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	
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