

<p>-Key Literacy Texts: Autumn poem/ story Dragon Machine - Helen Ward (Ash 2) Zog - Julia Donaldson (Willow and Ash 1) Shhhhhh! - Sally Grindley George and the dragon - Chris Wormell The saddest King - Chris Wormell The paper bag princess - Robert Munsch Princess and the pea - Traditional story Usbourne books on Castles and Knights</p>		<p>Locality Links: St Peters Church - Has Anglo-Saxon heritage and burials.</p>		<p>Visits/experiences/hooks Lincoln Castle - Jousting workshop, Banqueting workshop and ramparts walk</p>		<p>Artist of the term Stephanie Pui-Mun Law</p>		<p>Author of the term Helen Ward (Ash 2) Chris Wormell (Ash 1 / Willow)</p>			
<p>Writing Outcomes: Autumn poem Instructions for how to dress a Knight Recount of how to become a knight Dragon descriptions Setting descriptions Letters to guides at Lincoln Castle to say thank you Jousting debate Castles labels and caption Describing different jobs in a castle Story planning / writing Retell a simple story Year 2 write a sequel to a known story</p>				<p>Links to the world of work: People who now protect us - -Police -Paramedic -Nurse</p>				<p>Key artefacts/resources: Autumn objects Range of puppets Castles models How to dress a knight youtube film clip Aerial photographs of castles</p>			
	Writing	Reading	Maths	Science	History	Geography	PE	RE	DT	ART	ICT
New Learnin g	<p>All - Tbat write an Autumn poem (Link to seasonal science work)</p> <p>Tbat write lists, labels and captions (castle labels - shhhl)</p> <p>Tbat write about real events (fact file - William the Conqueror)</p> <p>Tbat write correctly punctuated questions (castles) Year 2 - Tk the four different sentence forms</p> <p>Year 1 - Tbat compose a sentence before writing it (character description - Paper bag princess) Year2 - Tbat consider what they are going to write about before beginning Year 2 - Tbat make simple additions, revisions and corrections to their own writing (Character description - Paper bag princess) Tbat use expanded noun phrases to describe and specify</p> <p>Year 1 - Tbat sequence sentences to form short narratives (retelling / sequencing the story) Year 2 - Tbat write a narrative with stamina Tbat retell the story in their own words using appropriately selected vocabulary and sentence conjunctions and a range of punctuation</p> <p>All - Tbat say out loud what they are going to write about (role play story - George and the dragon) Year 1 - Tbat sequence sentences</p>	<p>TBAT understand books they have read and those that they listen to as whole class texts:-</p> <p>TBAT Identify key aspects of a text (retrieval)</p> <p>TBAT sequence events from the texts using pictures and / or words</p> <p>TBAT make predictions and inferences based on picture, word and whole sentence clues.</p> <p>TBAT explain word meanings and pick out specific vocabulary that is used to create effect.</p> <p>Key objectives: Reading/phonics - ongoing TBAT apply phonic knowledge and skills as a route to decode words (follow RWI programme) TBAT read unfamiliar words, common exception words, words ending in -s, -es, -ing, -ed, -er and -est endings, words of more than one syllable, words with contractions TBAT build up fluency and confidence,develop</p>	<p><u>Year 1</u></p> <p>W1- Tbat count confidently to 20 forwards and backwards.</p> <p>W2 - Tbat to add and subtract to 5 or more.</p> <p>W3- To know addition facts to 5.</p> <p>W4 - To understand subtraction as take away.</p> <p>W5 - To recognise and name common 2D and 3D shapes</p> <p>W6 - Tbat add and subtract to 10.</p> <p>W7 - Tbat touch count up to 20.</p> <p>Tbat use ordinal numbers.</p> <p>W8- Tbat identify one more and one less than a give number</p> <p>W9 - tbat write addition and subtraction facts to</p>	<p>All- seasonal change - Autumn</p> <p>Tbat observe changes across the four seasons</p> <p>Tbat observe and describe weather associated with the seasons and how day length varies.</p> <p>WS - Tbat observe closely, using simple equipment</p> <p>Tbat use their observations and ideas to suggest answers to questions</p> <p>Tbat gather and record data to help in answering questions</p> <p>Year 1 - Identifying and comparing materials</p> <p>Tbat distinguish between an object and the material from which it is made</p> <p>WS observing closely , identifying and classifying</p> <p>Tbat identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>WS observing closely using simple equipment</p>	<p>To understand what is meant by 'the past' and use common words and phrases relating to the passing of time (castles a long time ago, in the past, in the olden days, time line, today, present day and understand that castles built 1000 of years ago are still around today but may be a ruin)</p> <p>To know about the life of a significant individual in the past who has contributed to national and international achievements. - (William the Conqueror)</p> <p>Tbat know about changes within living memory and beyond which reveal aspects of</p>	<p>TBAT identify seasonal and daily weather patterns. (weather diary)</p> <p>TBAT - Name and locate the 4 countries of the British Isle on a map.</p> <p>TBAT name and locate the capital cities of the UK and surrounding seas. (Add the name of a famous castle to each capital city)</p> <p>Tbat identify characteristics of of each country and key features of the capital cities.</p> <p>Tbat use Ariel photographs and plans to recognise landmarks (ariel photographs of castles)</p> <p>Tbat draw maps or plans from aerial photographs (Plan</p>	<p>Autumn 1 Gym - Body management (Indoor):</p> <p>Year 1: To know, use and demonstrate small body parts To know, use and demonstrate large body parts To link to static positions To perform a learnt sequence To perform an original 3 part sequence To evaluate and perform original sequence.</p> <p>Year 2: To know and use and small body parts. To know and use large body parts. To link 3 static positions. To perform a learnt sequence. To perform an original 3 part sequence To evaluate and perform original</p>	<p>God</p> <p>UC 1.1 (core)</p> <p>What do Christians believe God is like?</p> <p>Tbat Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</p> <p>Tbat Give clear, simple accounts of what the story means to Christians.</p> <p>Tbat Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p>Dragon Puppets</p> <p>Tbat design and made a product for a purpose (dragon puppet)</p> <p>Tbat draw my initial design</p> <p>FPT - Tbat use appropriate tools for practical tasks (joining - sewing, staples)</p> <p>Tbat evaluate my final product</p> <p>PSHCE</p> <p><u>Year 1 - Mental Health / Resilience</u></p> <p>TBAT recognise and name different feelings we have.</p> <p>TK how emotions look and feel in our body.</p> <p>TK how to show and express our emotions in the</p>	<p>Big Autumn pictures - Whole class art work.</p> <p>Tbat use colour to create large scale images</p> <p>Autumn clay leaves - Tbat talk about what happens to the clay</p> <p>Tbat use tools to create textures with clay.</p> <p>Tbat create and use tools to manipulate the clay</p> <p>Artist of the term - Year 1 - Tbat create new colours by mixing effectively</p> <p>Tbat apply colour with a range of tools</p> <p>Year 2 - Tbat sketch to create a quick record</p> <p>Tbat make different tones of one colour using white</p>	<p>Year 1/2 Rising Stars ICT Technology Scheme.</p> <p>Year 1 - We are treasure hunters We are collectors</p> <p>Tbat create a series of instructions</p> <p>Tbat plan a journey for a programmable toy</p> <p>Tbat use a website</p> <p>Tbat use technology safely</p> <p>Tbat use a camera</p> <p>Year 2 - We are astronauts</p> <p>We are games testers</p> <p>Tbat use a range of instructions</p>

<p>to form short narratives (retelling - beginning, middle, end) Year 2 - Tbat write narratives about personal experiences of those and others, real and fiction (retell from the point of view of the mouse)</p> <p>Year 1 - Tbat say out loud what they are going to write about (instructions to make food from the story) Year 2 - Tbat write command sentences (instructions to make food from the story)</p> <p>Willow / Ash 1 - Zog Ash 2 - The Dragon machine</p> <p>Year 1 - Tbat compose a sentence before writing it (character description - Dragon) (story setting) Year 2 - Tbat make simple additions, revisions and corrections to their own writing (Character description - Dragon) (story setting) Tbat use expanded noun phrases to describe and specify including new vocabulary from the text Tbat proof read to check for errors in spelling, grammar and punctuation</p> <p>All - Tbat write a narrative Tbat use a storyboard or Story mountain to pick out the key features of the story Tbat read aloud writing clearly</p> <p>Non - Fiction Year 1 -Tbat write simple sentences correctly punctuated (Jobs in a castle) Year 2 - Tbat write about real events (Jobs in a castle)</p> <p>Year 1 - Tbat say out loud what they are going to write about (Invitation to a banquet) Year 2 - Tbat write for different purposes (Invitation to a banquet)</p> <p>Year 1 - Tbat write a set of simple instructions correctly punctuated and that they can read aloud. (How to dress a knight) Year 2 -Tbat write detailed instructions using imperative verbs, time conjunctions or numbers. Tbat make simple additions, revisions and corrections to their own writing (How to dress a knight)</p> <p>Year 1 -Tbat write simple sentences correctly punctuated (recount of trip to Lincoln castle) Year 2 - Tbat write complex sentences Tbat write about real events</p>	<p>pleasure in reading, motivation to read and understanding In addition, Y2: TBAT read accurately by blending TBAT read words containing common suffixes TBAT read most words quickly and accurately TBAT read aloud books and re-read to build up fluency and confidence</p> <p>Speaking & Listening - ongoing Tbat listen to and respond appropriately to adults and peers</p> <p>Tbat ask relevant questions, maintain attention when listening</p> <p>Tbat speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debate. (Role play George and the Dragon, debate Jousting) Tbat orally retell a story (The Princess and the Pea) off by heart and add actions</p> <p>Tbat learn a dragon poem off by heart and perform to the class.</p>	<p>20</p> <p>W10 - tbat find the difference between two quantities</p> <p>W11 -Tbat weigh, measure length and measure capacity practically</p> <p>W12- to know all the different coins and add different amounts of money</p> <p><u>Year 2.</u></p> <p>Wk 1 - Tbat count in 2's, 5's and 10's.</p> <p>Tbat to compare 2 digit numbers using more than and less than.</p> <p>W2- Tbat partition 2 digit numbers</p> <p>Tbat add to 20 and know related facts to 100.</p> <p>W3- Tbat subtract using concrete and pictorial representations.</p> <p>W4- Tbat multiply and divide using repeated addition and subtraction.</p> <p>W5- Tbat identify properties of 2D and 3D shapes.</p> <p>W6 - Tbat measure mass, length and capacity.</p> <p>W7 - Tbat use £ and p signs accurately with money.</p> <p>Tbat find the correct given change.</p> <p>W8 - Tbat solve addition and subtraction problems within the context of money and number.</p> <p>Tbat add and subtract by bridging ten.</p>	<p>Tbat describe the simple physical properties of a variety of everyday materials</p> <p>WS observing closely , identifying and classifying</p> <p>Tbat compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>WS observing closely , identifying and classifying</p> <p>Tbat identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>WS performing simple tests and recording data to help answer questions</p> <p>Tbat find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>WS performing simple tests and recording data to help answer questions</p> <p>Year 2 - Feeding and Exercise</p> <p>Tbat find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>WS research and secondary sources, identifying and classifying</p> <p>Tbat describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name</p>	<p>change in national life - (Battle of 1066 Hastings) (Anglo-Saxons and Normans - how did they change our country?) (Living memory - have we had any invasions?)</p> <p>Tbat use historical evidence to look at similarities, differences and significance - (Primary/secondary resources to research different types of Castles and features, ie motte and bailey ,portcullis, moat, drawbridge, keep, arrow slits etc)</p> <p>(comparison to our homes) (Significance of the change - wood to stone Motte and Bailey to keep)</p> <p>Tbat compare jobs in Castles to jobs/ roles today (Knights, jesters, Lords, Ladies, cooks, servants,)</p>	<p>of Lincoln castle)</p> <p>sequence. Games - locomotion (outdoor) Year 1: To know a variety of ways to move. To use different forms of movement To investigate moving in a straight line. To explore sideways movement. To change direction while moving. To be aware of space To change direction while moving. To be aware of space Games - objects control Year2: To roll and receive with control To use equipment to send and receive. To control an object whilst moving using body part. To use equipment to control an object whilst moving. To use equipment to balance an object To send/ receive and control an object on the move.</p> <p>Autumn 2 Interpretive dance (indoor) Year 1: To respond to stimuli. To be aware of different levels in dance. To use space and direction when responding to stimuli. To link 2 movements in a sequence. To repeat combinations. Year 2: To respond to stimuli To be aware of</p>	<p>Creation UC 1.2 (core) Who do Christians believe made the world? Tbatretell the story of creation from Genesis 1:1-2:3 simply. Tbat recognise that 'Creation' is the beginning of the 'Big story' of the bible. Tbat say what the story tells Christians about God, creation and the world. Tbat give at least one example of what Christians do to say thank you to God for the creation. Tbat thank. talk and ask questions about living in an amazing world.</p>	<p>right ways TBAT discuss how we can manage our feelings. TBAT recognise actions that are fair/unfair, right/wrong. Behaviour TBAT recognise helpful and unhelpful behaviour TK how our behaviour can affect others feelings. <u>Year 2-</u> Tbat recognise emotions. Tbat explain how I manage my emotions. TK what others can do to make me feel good. TU the role of young carers. TU the term 'bullying.' Tbat explain what I would do if I thought I was being bullied. Tbat name the different parts of girls' and boys' bodies. (Big talk education) TK which parts of my body are private.(Big Talk education)</p>	<p>Music Year 1/2 Music express Music scheme Tbat use my voice to sing songs Tbat use my voice to speak in chants Tbat use my voice to say rhymes Tbat experiment with sounds to create an effect Tbat listen to high quality music and say whether I like or dislike it.</p>	<p>Tbat test and amend a set of instructions Tbat understand that programs require specific instructions Tbat find errors and amend (debug) Tbat use technology respectfully Tbat use technology respectfully</p>
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	<p>(recount of trip to Lincoln castle)</p> <p>Year 1 - Tbat say out loud what they are going to write about (Jousting debate)</p> <p>Year 2 - Tbat write for different purposes (Jousting debate)</p> <p>Key objectives: Writing - ongoing</p> <p>Y1 - Ongoing - Name letters of alphabet in order Use letter names Form lower-case and upper-case letters correctly Form digits 0-9</p> <p>In addition, Y2 ongoing : Letters correct size relative to one another Start using strokes needed to join letters Write capital letters and digits of correct size, orientation and relationship to one another and lower-case letters</p> <p>Key objectives: SPAG Spell words containing 40+ graphemes taught, common exception words and days of the week Use spelling rule for adding -s or -es Use prefix un- Use -ing, -ed, -er and -est Leave spaces between words Join words and clauses using and Use capital letters, full stop, ? and ! Use capital letters for names of people, places, days of week and I. Use correct grammatical terminology</p> <p>In addition, Y2: Spell by segmenting and learning new ways of spelling phonemes Learn to spell common exception words, words with contracted forms, words with possessive apostrophes Distinguish between homophones and near homophones Add suffixes to spell longer words; -ment, -ness, -ful, -less and -ly Use commas in lists Use apostrophes for contracted forms and the possessive Use sentences with different forms: statements, questions, exclamations and commands Use expanded noun phrases to describe and specify Use past and present tense correctly and consistently. Use subordination (if, that, because) and co-ordination (or, and, but)</p> <p>All - Tbat write a SPRING poem using appropriate nouns, adjectives and verbs.</p>		<p>W9- Tbat understand the relationship between multiplication and subtraction.</p> <p>W10 - Tbat understand fractions of quantity, shapes and sets of objects.</p> <p>W11-Tbat make patterns using shapes.</p> <p>Tbat use positional language.</p> <p>Tbat tell the time to the nearest 15 minutes.</p> <p>W12- Tbat gather information.</p> <p>Tbat complete tally charts.</p> <p>Tbat make and interpret pictograms and block graphs.</p>	<p>different sources of food.</p> <p>WS research and secondary sources identifying and classifying</p> <p>Tbat describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>WS performing simple tests</p> <p>Gathering and record data to help in answering questions.</p>			<p>different levels in dance</p> <p>To use space and direction when responding to stimuli</p> <p>To link 2 movements in a sequence.</p> <p>To repeat combinations</p> <p>Athletics (outdoor)</p> <p>Year 1:</p> <p>To explore and evaluate different jumps</p> <p>To know basic principles of jumping for height</p> <p>To explore movement in a straight line</p> <p>To have an awareness of speed</p> <p>To explore throwing for different purposes.</p> <p>To throw with control</p> <p>Year 2:</p> <p>To know basic technique of jumping for distance</p> <p>To know basic technique of jumping for height.</p> <p>Develop awareness of running technique.</p> <p>To use effective running technique</p> <p>To throw with accuracy.</p> <p>To throw with power</p>				
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Year Group: Year 1 and 2

Topic Map: Castles

Term: Autumn