

Castles - Autumn Topic Plan

Year 1 and 2

Key Literacy Texts		Writing Outcomes:		Key artefacts/resources:		Visits/experiences/hooks		Author of the term		Locality Links:		
4/09 + 09/09 Topic Poem - Have you seen my dragon? Roger Stevens (link to Puff the Magic Dragon- vocabulary from book) 16/09 +23/09-The Paper bag Princess by Robert Munsch 30/09 + 07/10 -- Zog by Julia Donaldson 14/10- (half term) - 28/10 Shhhhhh! By Sally Grindley 4/11 + 11/11 - The Princess and the Pea 18/11 +25/11 - George and the Dragon by Chris Wormell 2/12 + 9/12 - Edgar the dragon - The Literacy Shed. 16/12 - Christmas Story		Poetry, Postcard(recount), Diary, Non-fiction information page, Narrative, Letter, Persuasive text/poster, Christmas related literacy.		Autumn objects Castles models How to dress a knight youtube film clip Aerial photographs of castles Castle jobs - youtube				Chris Wormell Artist of the term Stephanie Pui-Man Law Composer of the term Peter, Paul and Mary - Puff the Magic Dragon Athlete of the term - Hannah Cockroft Significant person - William the Conqueror		People who now protect us - -Police -Paramedic -Nurse		
Reading	Literacy	Maths	Science	History	Geography	PE	RE	DT	ART	Computing	PSHE	Music and French
Apply phonic knowledge and skills as a route to decode words (follow RWI programme) 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 Build up fluency and confidence Develop pleasure in reading, motivation to read and understanding In addition, Y2: Read accurately by blending Read words containing common suffixes Read most words quickly and accurately Read aloud books and re-read to build up fluency and confidence Understand books they have read and those that they listen to	Week 1 and 2 - Topic Poetry Tbat recite a poem using expression and actions. Tbat use a range of adjectives Tbat use rhyming couplets Tbat use features from a given poem to write descriptively Week 3 and 4-Letter The Paper bag Princess Tbat use a range of conjunctions Tbat write sentences with different forms Tbat to use a range of adjectives. (y2 expanded noun phrases) Tbat to use capital letters for names and for the personal pronoun I. Tbat write in the first person. Tbat to edit and redraft a piece of writing. Week 5 and 6 - Instructions and Advert Tbat recognise past and present tense. Tbat use prefixes and suffixes Tbat to use a range of adjectives. Tbat use apostrophes for possession Tbat retrieve information from a text Tbat edit and redraft a piece of writing Week 7 and 8 - Newspaper Zog Tbat use a capital letter and full stop to punctuate a sentence. Tbat write commands Tbat use emotive language Tbat write a list (y2 - using commas) Tbat write sentences with different forms. Tbat to use conjunctions (to make comparisons) Week 9 and 10 - Narrative The Princess and the Pea Tbat use a range of conjunctions Tbat write sentences with different forms Tbat to use a range of adjectives. (y2 expanded noun phrases) Tbat use a capital letter and full stop to punctuate a sentence. Tbat to use capital letters for names and for the personal pronoun I. Week 11 and 12 -Diary Entry George and the Dragon Tbat use a capital letter and full stop to punctuate a sentence. Tbat use a range of conjunctions Tbat use prefixes and suffixes. Tbat make inferences on the basis of what is being said and done Tbat write a list (y2 - using commas) Tbat write sentences with different forms. Week 13 and 14-Postcard Gallery Edgar the Dragon Tbat use a capital letter and full stop to punctuate a sentence. Tbat recognise nouns and verbs. Tbat use prefixes and suffixes. Tbat make inferences on the basis of what is being said and done Tbat write sentences with different forms Week 15- Christmas related literacy	Year 1 Wk1 - place value W2- Tbat count confidently to 20 forwards and backwards. W3-. To know addition facts to 10. W4- To understand subtraction as take away W5 - . Tbat to add and subtract to 10 or more W6 - To recognise and name common 2D and 3D shapes W7 - Tbat understand simple multiplication and division W8 - Tbat understand $\frac{1}{2}$ and $\frac{1}{4}$ of shapes [Tbat touch count up to 20. Tbat use ordinal numbers - test week] W9- Tbat tell the time using o'clock and half past (2days) Tbat identify one more and one less than a give number (2 days) W10 - Tbat use positional language Tbat write addition and subtraction facts to 20 W11 -Tbat weigh, measure length and measure capacity practically W12- to know all the different coins and add different amounts of money W13 - Tbat find the difference between two quantities Year 2. Wk 1 - place value to 100 Tbat partition 2 digit numbers Wk 2 - Tbat count in 2's, 5's and 10's. Tbat to compare 2 digit numbers using more than and less than. W3 - Tbat solve addition problems within the context of number. Tbat add by bridging ten. Tbat add to 20 and know related facts to 100. W4 - Tbat solve subtraction problems within the context of number. Tbat subtract by bridging ten. Tbat subtract within 20 and know related facts to 100. W5- Tbat add and subtract within 100. W6- Tbat identify properties of 2D and 3D shapes. Tbat make patterns using shapes. W7- Tbat multiply and divide using repeated addition and subtraction. W8- Tbat understand fractions of quantity, shapes and sets of objects. W9 - Tbat tell the time to the nearest 15 minutes. W10- Tbat use positional language. W11 - Tbat measure mass, length and capacity. W12 - Tbat use £ and p signs accurately with money. Tbat find the correct given change. W13- Tbat gather information. Tbat complete tally charts. Tbat make and interpret pictograms and block graphs.	Tbat observe changes across the four seasons Tbat observe and describe weather associated with the seasons and how day length varies Weather diary WS:observing closely WS:gathering and recording data Tbat observe and describe weather associated with the seasons and day lengths varies How does day length vary? WS: Gathering and recording data to help with answering questions Tbat to distinguish between an object and the material in which it is made. What are items made from? Tbat identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock What are the properties of plastic, wood, fabric and glass? WS:Asking questions WS:identifying and classifying WS:observing closely Tbat identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock What are the properties of metal, water, paper and rock? WS:Asking questions WS:identifying and classifying WS:observing closely To compare and group together a variety of everyday materials on the basis of their simple physical properties How can materials be grouped? WS: asking questions WS: observing WS:Set and perform tests	Who is William the Conqueror? To know about the life of a significant individual in the past who has contributed to national and international achievements. - (William the Conqueror) (Computing - research) What are castles like now? 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, timeline, today, present day and understand that castles built 1000 of years ago are still around today but may be a ruin) What led to the Battle of Hastings? Tbat know about changes within living memory and beyond which reveal aspects of change in national life - (Battle of 1066 Hastings) (Living memory - Have we had any invasions?) What happened during The Battle of Hastings? Tbat know about changes within living memory and beyond which reveal aspects of change in national life - (Battle of 1066 Hastings) (Living memory - Have we had any invasions?) How and why were castles built? 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) (comparison to our homes) (Significance of the change - wood to stone.Motte and Bailey to keep) What were the jobs inside a castle? Tbat compare jobs in Castles to jobs/ roles today (Knights, jesters, Lords, Ladies, cooks, servants.)	TBAT - create a simple map of the classroom (1st 4 days back) Tbat use aerial and planned perspectives to recognise landmarks and basic human and physical features.(Barton upon Humber) TBAT - Name and locate the 4 countries of the British Isle on a map. TBAT name and locate the capital cities of the UK and surrounding seas. (Add the name of a famous castle to each capital city) Tbat identify characteristics of each country and key features of the capital cities. Tbat use Ariel photographs and plans to recognise landmarks (ariel photographs of castles) and basic human and physical features - link to history Fieldwork - TBAT use simple fieldwork and observational skills to study the geography of key physical and human features of the surrounding environment Tbat devise a simple map (plan of the castle), use and construct basic symbols in a key	Autumn 1 Indoor - Gym- Body Management Wk 1 To know and use small body parts. Wk 2 To know and use large body parts. Wk 3 To link 3 static positions Wk 4 To perform a learnt sequence Wk 5 To perform an original 3 part sequence. Wk 6 To evaluate and perform original sequence. Outdoor - Games - object control Wk 1 To roll and receive with control Wk 2 To use equipment to send and receive Wk 3 To control an object whilst moving using body part. Wk 4 To use equipment to control an object whilst moving. Wk 5 To use equipment to balance an object Wk 6 To send/ receive and control an object on the move. Autumn 2 Indoor - Interpretive dance Wk 1 To respond to stimuli. Wk 2 To respond to stimuli Wk 3 To be aware of different levels in dance Wk 4 To use space and direction when responding to stimuli. Wk 5 To link 2 movements in a sequence. Wk 6 To repeat combinations. Outdoor - Athletics Wk 1 To know basic technique of jumping for distance. Wk 2 To know basic technique of jumping for height. Wk 3 Develop awareness of running technique Wk 4 To use effective running technique Wk 5 To throw with accuracy. Wk 6 To throw with power	GodUC 1.1 (core) First week back - World Views What do Christians believe God is like? Week 1 -Tbat respond to a piece of Christian artwork Week 2 - Tbat explore the story of the Lost Son (Luke 15) Week 3 - Tbat recognise the concept of the link with God as a loving father in the story of 'The Lost Son' Week 4 -Tbat think about how the story of 'The Lost Son' relates to my life Week 5 -Tbat name at least 2 ways in which Christians believe God is loving and forgiving Week 6 - Assessment of the Unit. Creation UC 1.2 (core) Week 1 -Who do Christians believe made the world? Week 2 - Tbat retell the story of creation from Genesis 1:1-2:3 simply. Week 3 -Tbat recognise that 'Creation' is the beginning of the 'Big story' of the bible. Week 4 - Tbat say what the story tells Christians about God, creation and the world. Week 5 -Tbat give at least one example of what Christians do to say thank you to God for the creation. Week 6 - Tbat thank, talk and ask questions about living in an amazing world.	Build a structure of a castle. Tbat select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Tbat select from and use a wide range of materials and components (construction) Tbat build structures, exploring how they can be made stronger, stiffer and more stable Tbat explore and evaluate a range of existing products Tbat evaluate their ideas and products against design criteria	First week - Whole class art work. Tbat use colour to create large scale images To analyse and evaluate an artists work To mix colours well to create different shades and tones (using white and black to darken/lighten) Show an understanding of how colours relate to mood in art To practise drawing techniques that explore pattern and tone, such as stippling, cross-hatching and blending To be able to draw a dragon in the style of an artist Demonstrate awareness when choosing a brush for paint. For example, using a larger brush for larger areas. I can analyse and evaluate my own work.	Computer systems and networks To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly Programming B - Programming Quizzes To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved	Feelings & Emotions Lesson 1: Name different feelings (scared, excited,(y2 loved, lonely, bored, worried)) and talk about them/ Identify how different emotions look and feel in their body. Y1 Explore ways to show big feelings in a way that feels ok (Gender differences.) Lesson 2: Recognise that people may feel differently about the same situation/Y2 Begin to explore empathy - I understand my friend may have different feelings to me. Lesson 3: Know when to ask for help with managing feelings Y2 Recognise what they can do to help themselves or someone else who may be feeling unhappy. Y1 Recognising what is fair / unfair / right and wrong Lesson 4: Explore the feelings of loss & change (moving home, losing toys, pets or friends) Can describe how people might feel when there is a change or loss Behaviour Lesson 5: Recognise helpful & unhelpful behaviour Y2 - Looking at the impact of behaviour on others/ Understand how their behaviour affects others. Resilience & perseverance Lesson 6: Celebrating strengths .. I'm good at .. and I'm going to get better at. Y1 I can't do it .. yet! Y2Not giving up when something gets tricky. This includes working as a team towards a shared outcome, positive phrases to say to themselves when stuck, identifying strengths and acknowledging areas to work on.	Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. French To listen to songs, rhymes and simple stories To listen to new vocabulary and sentences Year 1 To be able to count to cinq Year 2 To be able to count to dix To understand comment t'appelle tu? To repeat je m'appelle.... To understand and repeat Papa, Maman, le frere, la soeur, le bebe, To understand and repeat le chien, le chat, le lapin, le poisson