

Topic Name: Long, Long Ago
Class and Year Group: Blue Class Year 1

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: - Find out about the past and life in a castle. Create a castle time line. Compare castles from different periods. Describe and label a castle's features. Design, make and evaluate a castle. Research, make and evaluate a medieval recipe. Investigate the properties of different materials. Investigate which material makes the best sunglasses. Investigate which materials makes the best absorbent bedding for a dog. Define the key vocabulary translucent, transparent, opaque, waterproof and absorbent. Ask simple questions and observe closely. Use their observations and ideas to suggest answers to simple questions. Gather and record their observations to help in answering questions.</p>	<p>KEY FOCUS AREAS:</p> <p>History - Castles. Science - Materials DT - Design, Make and Evaluate castles. Research, make and evaluate a medieval dish for a banquet. Art - Paul Klee - Castles and Suns.</p>	<p>SYNOPSIS and KEY QUESTIONS:</p>
		<p>What do you know about castles? What would you like to find out? Who is Paul Klee? What is he famous for? What is a Motte-and-Bailey castle? How does this compare to a castle made out of stone? . What are the similarities and differences? How do Christians say thank you to God? What happened on your trip to Warwick castle? What are the key features of a castle? What features of a castle will you use in your DT castle? How do you know which castle came first? (sequence of castles on a timeline). How are the castles in the present different to the earlier ones? What tools/ equipment do you need to make your castle? Who is Queen Victoria? How is she similar/ different to Queen Elizabeth? What do you like about your castle? What would you change next time? What happens in a medieval banquet? Which material makes the best sunglasses? Which materials makes the best absorbent bedding for a dog?</p>
		<p>OPPORTUNITIES FOR EXTENSION</p> <p>Can you find famous castles on a map? Can you research castles using search engines? Can you research medieval food recipes and make a medieval dish? Can you write a postcard, for your trip to Warwick? Learn about the people who lived inside the castle walls. How are they similar different to our own?</p>

<p>ENGLISH: Narrative -</p> <p>A week finishing the text focus from the previous half term: Narrative - The Enormous Turnip 1.5 - Invent a story inspired by the Enormous Turnip.</p> <p>Recount: Write a recount of our trip to Warwick Castle. Sequence pictures. Write using simple sentences Big 5 - finger spaces, full stops, capital letters, phonics mats. Include effective adjectives. Use capital letters for names and the personal pronoun I. Include question marks. Check for sense.</p> <p>Instructions T4W: How to catch a castle dragon. Imitiate - Orally retell a text. Write using simple sentences Include instruction features - subheadings, title, bullet points, imperative verbs. Big 5 - finger spaces, full stops, capital letters, phonics mats. Include effective adjectives. Include effective verbs. Include question marks. Include Exclamation marks. Check for sense.</p> <p>Non-chron report Include report features - subheadings, title, facts. Big 5 - finger spaces, full stops, capital letters, phonics mats. Include effective adjectives. Include question marks. Include exclamation marks.</p>	<p>MATHS:</p> <p>Mass and Volume:</p> <ul style="list-style-type: none"> • Heavier and lighter • Measure mass • Compare mass • Full and empty • Compare volume • Measure capacity • Compare capacity <p>Multiplication and Division:</p> <ul style="list-style-type: none"> • Count in 2s • Count in 10s • Count in 5s • Recognise equal groups • Add equal groups • Make arrays • Make doubles • Make equal groups - grouping • Make equal groups - sharing <p>Fractions:</p> <ul style="list-style-type: none"> • Recognise a half of an object or a shape • Find a half of an object or a shape • Recognise a half of a quantity • Find a half of a quantity • Recognise a quarter of an object or a shape • Find a quarter of an object or a shape • Recognise a quarter of a quantity • Find a quarter of a quantity <p>Geometry:</p> <ul style="list-style-type: none"> • Describe turns • Describe position - left and right • Describe position - forwards and backwards • Describe position - above and below • Ordinal numbers • 	<p>SMSC/PSHE/BRITISH VALUES:</p> <p>PSHE objectives:</p> <ul style="list-style-type: none"> • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.
<p>ART:</p> <p>Paul Klee - Castles and Suns</p> <ul style="list-style-type: none"> ▪ To use a range of materials creatively to design and make products ▪ To use drawing and painting to develop and share their ideas, experiences and imagination. ▪ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ To learn about the Paul Klee and make links to their own work 	<p>READING KEY TEXT(S):</p> <ul style="list-style-type: none"> • How to Catch a Dragon • Zog • Non-Fiction - Castles WCR 	<p>MUSIC:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 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.</p>

<p>DESIGN TECHNOLOGY: Castles:</p> <ul style="list-style-type: none"> To design a castle using recycled materials. To generate, develop, model and communicate their ideas through talking, drawing, templates To select from and use a range of tools and equipment to perform practical tasks. To select from a wide range of construction materials. To build structures, exploring how they can be made stronger, stiffer and more stable. To evaluate their castle against a design criteria. <p>Medieval food: To generate, develop and communicate their ideas through talking and tasting. To select from and use a range of tools and equipment to perform practical tasks. To select from a wide range of ingredients. To evaluate their medieval food against a design criteria.</p>	<p>ICT/COMPUTING: Spreadsheets</p> <ul style="list-style-type: none"> To understand what instructions are. To predict what will happen when instructions are followed. To understand that computer programs work by following instructions called code. To use code to make a computer program. To understand what objects and actions are. To understand what an event is. To use an event to control an object. To understand what an event is. To begin to understand how code executes when a program is run. To understand what backgrounds and objects are. To understand how to use the scale property. To plan a computer program. To make a computer program. 	<p>ENRICHMENT and VERTICAL DRIVERS:</p> <p>STEM week Dress as a Scientist Day Visit to Warwick Castle</p>

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

History Targets - As a Historian	Science Targets - As a Scientist	Art and Design Targets: As an Artist and Designer
<ul style="list-style-type: none"> I can ask and answer questions about castles. I can compare castles from different periods. I can label features of a castle. I can sequence castles along a timeline. Talk about Queen Elizabeth & compare to Queen Victoria. I can experience a medieval banquet and explain what happened at banquets. I can talk about what castles in the past were like. I can research using websites, books, pictures and through visits to a real castle. 	<ul style="list-style-type: none"> I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can describe the simple physical properties of a variety of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple physical properties. I can perform simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog 	<ul style="list-style-type: none"> I can talk about my castle design and say why I have chosen the tools, and objects used to make it. I can talk about my work, saying what I like/dislike. I can talk about my finished product and evaluate it against a set criteria. I can talk about hygiene rules and cleanliness. I can make healthy choices. I can use tools safely to cut and prepare my food. I can draw repeated shapes to create a castle painting, inspired by an artist.

<ul style="list-style-type: none">I can use words and phrases such as: now , a long time ago, a very long time ago, before I was born.	<p>basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p> <ul style="list-style-type: none">I can ask simple questions and recognise that they can be answered in different ways.I can observe closely, using simple equipment.I can use simple scientific language to talk about what I have found out and communicate my ideas to a range of audiences in a variety of ways.	
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