







Year 1 – Medium Term Planning

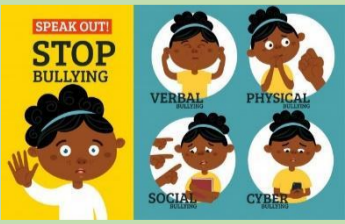
Aspirations – Collaboration – Connections – Creativity - Expression

Learning Unit 2 – Castles (6 weeks)				
Experiences / Visits	Visit to Tamworth/Tutbury Castle		Presentation of castles to parents	Forest Schools
SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
<p>HISTORY</p> <p>KSU</p> <p>Significant historical place</p> <p>Know how...</p> <p>Know how to...</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now,</p> <p>drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Comment on images of familiar situations in the past</p>	<p>Use historical vocabulary, relating to the passing of time (<i>a long time ago, before they were born, before their grandparents were born now, over 900 years ago</i>)</p> <p>Develop an awareness of chronology by placing events on a timeline (<i>e.g. for Tutbury Castle: It was built 1071, Castle attacked 1264, Repaired and rebuilt in 1300s, Mary, Queen of Scots imprisoned at Tutbury in 1569, after Mary's departure it was allowed to decay and was demolished between 1647-48</i>)</p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Compare photos and pictures from the past and the present</p> <p>Know why castles were built (<i>as homes for kings, royalty and important public figures, to protect them from unwanted intruders</i>)</p> <p>Identify some of the key features of a castle and the main purpose of the features (<i>battlements, portcullis, moats, high walls, drawbridge, arrow slits, tower</i>)</p> <p>Identify and explain some of the different roles of people who lived in castles (<i>use stories and non-fiction books to explore this</i>)</p> <p>Know about a significant place (castle) in their local area (Tamworth/Tutbury Castle)</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> • we can't find out about very long ago because we weren't there • castles are fictional, from stories 	<p>Using their knowledge of castles and roles of people that lived in castles, explain why they would / would not want to live in a castle</p>
<p>SCIENCE</p> <p>KSU</p> <p>Everyday Materials</p> <p>Know how...</p> <p>Know how to...</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Describe simple physical properties of a variety of everyday materials using everyday language or simple science vocabulary: (hard/soft; stretchy/stiff; shiny/dull; rough/smooth; flexible/ rigid; waterproof; transparent)</p> <p>Group and sort everyday materials according to their simple physical properties</p> <p>Name a range of everyday materials including wood, plastic, metal, rock, brick, cardboard</p> <p>Distinguish between an object and the material from which it is made</p> <p>Explain what they notice about the materials castles were made from (after looking at photographs and artists' drawings of castles) What materials do you think castles were built from?</p> <p>Understand that different materials were used for different purposes when building castles (<i>Where in the castles did people use stone, wood, straw, clay / earth to build with? Why do you think people used all of these different materials?</i>)</p> <p>Apply their understanding of materials and their properties to create a castle model that will be stable (test how stable the houses are by giving them a shake) and keep the characters inside dry (use a water spray bottle to test and observe)</p> <p>Working Scientifically</p> <p>Observe closely, using simple equipment</p> <p>Identify and classify materials</p> <p>Perform simple tests to explore the properties of materials</p> <p>Use observations and ideas to answer questions</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> • the object and the material are the same thing (<i>i.e. they might think that. the word 'rock' describes an object rather than a material</i>) • only fabrics are materials • only building materials are materials <p>Children may not appreciate that the use of a particular material may have advantages and disadvantages</p>	<p>What is the best material for an umbrella?</p> <p>What is the best material for a lining a dog basket?</p> <p>What is the best material for a bookshelf?</p> <p>Explain why you think that.</p>



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<p>ART AND DESIGN</p> <p>KSU</p> <p>Drawing (lines, form and shading)</p> <p>Know....</p> <p>Know how to....</p>	<p>Children will have explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function independently and with others</p> <p>They will have shared their artistic creations and talked about what they created</p> <p>They will have asked and answered 'how' and 'why' questions about their experiences or stories</p>	<p>Drawing</p> <p>Use a sketchbook to gather artwork depicting castles</p> <p>Closely observe drawings of castles, including Tamworth/Tutbury castle</p> <p>Use different size pencils to explore different lines (<i>applying heavy or light pressure, different angles, creating lines of different thickness in their sketchbook</i>)</p> <p>Know how to use a viewfinder to focus on form (different sections of a castle – battlements, portcullis) and explore changing lines, size and shape</p> <p>Explore shading techniques, using one colour to show different textures and shades</p> <p>Notice the impact of shading in drawings and know how to add shading to a picture</p> <p>Apply their knowledge of line, form and shading to complete a drawing of a castle (could be Tamworth/Tutbury castle)</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> all pencils will create the same type of lines pencil lines will be one colour 	<p>Explain to a partner how I created lines of different thickness</p>
<p>DT</p> <p>KSU</p> <p>Design, Make, Evaluate: Castles</p> <p>Hinged door and working drawbridge</p> <p>Know....</p> <p>Know how to....</p>	<p>Children will have used small tools, such as cutlery, scissors and tools to manipulate malleable materials</p> <p>They will have constructed with a range of materials and tools i.e. blocks, bricks and boxes</p>	<p>RESEARCH: Observe pictures and videos of castles and comment on what they notice about them</p> <p>Focusing on drawbridges, explain their function and how they work</p> <p>DESIGN: Design my own castle with a hinged door and a working drawbridge</p> <p>Experiment with materials and practise joints for drawbridge (hinge joint and pulley)</p> <p>MAKE: Know how to safely use scissors to cut battlements </p> <p>Know how to create basic hinge joint by folding card</p> <p>Know how to safely poke a hole through cardboard </p> <p>Be able to thread string through a hole and stick it in place (use split pin) </p> <p>EVALUATE: Evaluate their finished castles – do they meet the design criteria? Consider how they could be made stronger, stiffer and more stable. </p> <p>English Heritage castle model</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> all castles had drawbridges (<i>Depending on their location and the era in which they were built, a castle would not necessarily have moats and drawbridges. All would have defensive structures, such as walls, gates, and towers. Medieval castles were usually defended by a ditch or moat, crossed by wooden bridge. In early castles the bridge might be designed to be destroyed or removed in the event of an attack, but drawbridges became common.</i>) 	<p>Children to consider:</p> <p>What was difficult about designing and making a castle? Why?</p> <p>How would I teach someone else to make a drawbridge? Draw pictures to show the process.</p>
<p>NB: PE in Year 1 is each unit different dependent on class (rota of swimming)</p> <p>PE (Dragonflies and Ladybirds)</p> <p>GYMNASTICS</p> <p>Know...</p> <p>Know how to....</p>	<p>Foundations of:</p> <p>Agility</p> <p>Running and Stopping</p> <p>Throwing and Catching</p>	<p>Power of PE Gymnastics:</p> <p>Develop an understanding of the five different types of balances (1 point, 2 point, 3 point, 4 point and patch)</p> <p>Hold in a balance showing control (3-4 seconds) Hold a balance showing balance and extension (straight legs and pointed toes) for 5-6 seconds</p> <p>Create routines containing balances with control and extension AND fluency from one balance to the other</p> <p>Travel safely in a range of ways</p> <p>Use their developing knowledge of balances to apply to basic apparatus (benches and boxes) to combine travelling movements and balances</p>	<p>Children may think:</p> <ul style="list-style-type: none"> They balance on one leg (<i>rather than understanding balancing with different points of contact</i>) 	<p>Challenge more able pupils to hold balances for longer (up to 9 seconds)</p> <p>Challenge more able pupils to work towards balance on box top</p>



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<p>PE (Busy Bees) KSU</p> <p>SWIMMING</p> <p>Know... Know how to....</p>	<p>Starting points established in the first Learning Unit. Children's progress is monitored and this information is used to inform teaching.</p>	<p>Swimming Enter and exit the pool safely using the steps Be able to follow directions from the swimming instructor Develop the flutter kick swimming technique where your legs execute kind of a whipping motion (kick your socks off) Doggy paddle - Float in the water in a more or less horizontal position and keep your head above the water surface and look forward. Legs do a flutter kick and you paddle forward and downwards with your arms To notice change in breathing when exercising. To know that the heart beats faster during exercise. To talk about how exercise makes them feel. To know that exercise is an important part of being healthy and relate exercise to each PE lesson. To join in with discussions about how the skills they learn during swimming lessons can be transferred outside of school – swimming in local pool, going on holiday.</p>	<p>Children may think that:</p> <ul style="list-style-type: none"> Swimming is for older children Swimming isn't exercise 	<p>Children challenged appropriately by swimming instructors</p>
<p>COMPUTING KSU</p> <p>Animated Story Books <i>(Purple Mash)</i></p> <p>Know... Know how to....</p>	<p>The children will be familiar with 'Mini Mash'. They will have accessed different resources on Mini Mash linked to the different areas of learning (Y1 teachers can refer to the Reception Computing Purple Mash Plans)</p>	<p>Animated Story Books Know the difference between a traditional book and an e-book Use the different drawing tools to create a picture on the page, add text to a page and change the colour, font and size of the text Know how to save their work and save changes in their work Know how to open saved work Know how to add an animation to their picture, play the pages they have created and save changes Add sound to a story including voice recording and music the children have created Add a background to the page and copy and paste a page in the book Enhance the features of their story book by adding additional pages and animations</p>	<p>Some children may think that:</p> <ul style="list-style-type: none"> animated story books are difficult to make animated books are only suitable for very young children 	<p>Decide which pages need to have the text read out so that the story makes sense to all viewers. Can they think of a way to include sound effects as well as a voice over? <i>(Add the sound effect whilst talking perhaps?)</i></p> <p>Set a story-writing activity for the children as a 2Do.</p>
<p>RE KSU</p> <p>Creation Story (Christianity) <i>(Discovery RE)</i></p> <p>Know... Know how to....</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>They will have listened to stories of the Christmas story and talked about their own experiences of Christmas or other religious festivals</p>	<p><i>Theme: Christmas</i> <i>Concept: Incarnation</i> <i>Religion: Christianity</i> <i>British Values: Mutual Respect, Tolerance</i> <i>SMSC: Spiritual, Cultural</i></p> <p>Talk about a gift that is special to me Remember some of The Christmas Story and the important people in the story Suggest a gift I would give to Jesus Reflect on the Christmas story and decide what gifts would be meaningful for Jesus Develop some awareness that Jesus is special to Christians Describe some gifts I would give to Jesus if he was born here rather than Bethlehem</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> Everyone believes in Jesus and celebrates Christmas 	<p>Talk about special gifts they have received and recall gifts given to Jesus</p>
<p>PSHE KSU</p> <p>Celebrating Difference <i>(Jigsaw PSHE)</i></p> <p>Know... Know how to....</p>	<p>Identify something they are good at and understand everyone is good at different things Understand that being different makes us special Know we are all different but the same in some ways Explain why their home is special to them Know how to be a kind friend Know which words to use to stand up for myself when someone is unkind to me</p>	<p><i>Theme: Celebrating Difference</i> <i>British Values: Individual Liberty, Mutual Respect, Tolerance</i> <i>SMSC: Social, Moral, Spiritual</i> <i>Emotional Literacy: Self-awareness, Social Skills, Empathy</i> Identify similarities and differences between people in my class Explain some ways in which I am similar and different to my friends Know what bullying is (use the STOP acronym Several Times On Purpose) Know some people I can talk to if I am feeling unhappy or being bullied Know how to make new friends (be kind, use kind words, give and receive compliments)</p> 	<p>Children may think</p> <ul style="list-style-type: none"> bullying is when someone falls out with you bullying is only when someone is physically aggressive falling out is the same as bullying fighting is the same as bullying 	<p>Suggest solutions to 'What if?' problems</p> <p>What if someone called you a bad name?</p> <p>What if someone was threatening to beat up your friend?</p> <p>What if someone was being mean to you when you were playing a game online?</p>

NB: Music is taught by specialist music teachers from Rock it! Music. Please see the Music Knowledge, Skills and Understanding Progression grid for further details.