

<p><b>Starting point:</b> Holes are found in the classroom roof with debris found nearby</p> <p>Dragon characters deliver items linked to castles for children to discover what they are learning about</p>	<p><b>VALUES:</b></p> <ul style="list-style-type: none"> <li>• Teamwork Trio - to work as a team to produce a castle and work on investigations</li> <li>• Resilient Ruby - to be resilient and have a 'keep going' attitude when learning is tough</li> <li>• Creative Christoph - to use creative ideas and share them within teams</li> </ul> <p><b>British Values</b> - Rule of law - following rules and understanding that there are consequences</p> <p><b>British Values</b> -tolerance of faiths and beliefs- finding out about beliefs and views</p>	<p>Subject areas/cross curricular links:</p> <p>History Geography Design Technology/Art Science Maths English See Topic connections overview</p>	
<p><b>MOTIVATION:</b> Engaged in the trip to the different castles and learning about medieval times</p> <p>Drama and dance will motivate learning about medieval times</p> <p>Children will feel proud when they perform to their parents</p>		<p>PE/Dance: Real PE Medieval Dances</p>	<p>Music: (JG unit plans)</p>
<p><b>What the children want to know:</b></p> <ul style="list-style-type: none"> <li>• What are castles and why were they used</li> <li>• How people lived in medieval times</li> <li>• How were people's lives similar and different</li> </ul>	<p><b>Multicultural/Community cohesion</b></p> <ul style="list-style-type: none"> <li>• Local links to castles</li> <li>• Finding out about life in medieval times</li> </ul>		

<p><b>End product:</b> Parents are invited in to see work 4 rooms - banquet, art display, castles and battle re-enactment and a dance</p>	<p>R.E. (See unit plan) <b>The Easter Story</b></p>	<p><b>SEAL/PSHE/Citizenship</b> Keeping safe Fire safety</p>
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<p><b>Topic: Once Upon a Castle...</b></p>	<p><b>Year group: 1</b></p>	<p><b>Term: Spring</b></p>
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<p><b>VALUES -</b> <b>How/when will these be taught?</b></p> <ul style="list-style-type: none"> <li>• <b>Teamwork Trio</b> - to work as a team to produce a castle and work on investigations</li> <li>• <b>Resilient Ruby</b> - to be resilient and have a 'keep going' attitude when learning is tough</li> <li>• <b>Creative Christoph</b> - to use creative ideas and share them within teams</li> </ul>	<p><b>Subject skills (Learning objectives)</b></p> <p><b>History</b></p> <p>Can construct their own timeline by placing objects or events in chronological order. Can recognise the distinction between past and present in their own and other people's lives. Can use common words and phrases relating to the passing of time. (before, after, along time ago, past) Can find answers to some simple questions about the past from sources of information. Can recognise that there reasons why people acted the way they did.</p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• Can use basic geographical vocabulary to refer to physical and human features for example coast, sea, town, city, village, castle</li> <li>• Can use world maps, atlases and globes to identify the United Kingdom</li> <li>• Can use simple compass directions (North, South, East and West) and locational and directional</li> </ul>
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language [for example, near and far; left and right], to describe the location of features and routes on a map

- Can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Can identify castles using maps and aerial photographs

### **Science**

- Can describe the simple physical properties of everyday materials relating to castles
- Can perform simple tests and use a range of equipment
- Can use observations and ideas to answer questions
- Can experiment with different materials and understand their purposes
- Can understand the differences between the forces push and pull

### **Computing**

- Can use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Can recognise common uses of information technology beyond school
- Can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

### **DT/ Art**

Can use a variety of materials and processes to communicate their ideas and meanings.

Can evaluate my products and think about how I can make it better

Can use pictures and words to describe what they want to do.

Can explain what they are making and which tools they are using to assemble join and combine materials and components. (with help, where needed)

Can use tools and assemble, join and combine materials and components in a variety of ways.

Can about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Can explore the idea of tapestry and begin to design and make own.

