

<p><b>Starting point:</b> Castle investigation day - building castles, knight agility, making potions and castle entertainment. Children to engage in all of the activities - staff to dress up.</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. Parents can join in with their children to create items.</p>	<p>R.E. (See unit plan) <b>The Easter Story</b></p>	<p>SEAL/PSHE/Citizenship Keeping safe Fire safety</p>
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**Topic: The Enchanted Castle...**                      **Year group: 1**                      **Term: Spring**

<p><b>VALUES -</b> <b>How/when will these be taught?</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>Subject skills (Learning objectives)</b></p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• To understand the purpose and importance of a castle and understand the jobs within them</li> <li>• To understand a significant event beyond living memory - <i>The Great Fire of London</i></li> <li>• To recognise why <i>William the Conqueror</i> was an important person</li> <li>• To explore similarities and differences of a castle</li> <li>• To order artefacts in chronological order</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• To explore a bird's eye view of castles</li> <li>• To explore the different locations of castles in the united kingdom</li> <li>• To use an atlas to understand castle locations</li> <li>• To recognise human and physical features within our local environment</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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>
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- 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.

### **Science**

- To explore push and pull and understand each force
- To test a range of materials for shoes to walk on cobbled ground
- To begin to understand what a fair test is
- To observe and use simple equipment to make a magic potion and record simple findings.

### **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
- Can program a beebot
- Can log onto a learning platform with support

### **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.

Date	Topic & Science	PSHE	History/ Geography	Art & Design	Computing
	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM

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