

# Theme 1

## Brilliant Expectations

### Towers, Turrets & Treason

Key Foundation Subject	RSHE	RE
<p><b>History : Castles, Kings and Queens, Guy Fawkes</b></p> <p><b>Historical Enquiry :</b> <i>How was life different for communities in medieval times to communities today?</i></p> <p><b>Key Questions:</b> What was life like in Medieval times?</p> <p><b>Stimulus:</b> Medieval Banquet</p> <p><b>Connection to BE:</b></p> <ul style="list-style-type: none"> <li>• The rights and responsibilities in castle life</li> <li>• What did it mean to belong to a kingdom?</li> <li>• Remembrance Day – why did soldiers go to fight? How did this affect communities?</li> <li>• Guy Fawkes- why did Guy Fawkes want to blow up parliament? Who was he and what did he belong to?</li> </ul>	<p><b>PSHE: Establishing rights and responsibilities, classroom charters. Supporting new friendships and conflict resolution expectations for the year. Behaviour for learning and how to keep safe.</b></p> <p><b>Key Questions:</b></p> <p><b>Stimulus:</b></p> <p><b>Connection to BE:</b></p> <p>B- Build your confidence (Amazing Grace) L- learn from your mistakes (Giraffes Can't Dance) L- Listen to others (The Rabbit that Listened) N- never give up (Stuck)</p> <ul style="list-style-type: none"> <li>• H11, 12,13,14,15,17,18,19,20- recognising and naming feelings, understanding own and others feelings, describing feelings, strategies to manage feelings</li> <li>• H28, 33, 34 &amp; 35- Know how to keep ourselves safe, recognise the people whose job it is to keep us safe, basic rules of keeping safe online</li> <li>• R6,7,8 &amp; 9- how people make friends, what makes a good friendship, how to recognise when someone is lonely and what to do, simple strategies to resolve arguments, how to ask for help if a friendship makes them unhappy</li> </ul> <p>(PSHE Progression Map KS1)</p>	<p><b>RE:</b></p> <p><b>Who celebrates what and why? Unit 1.1</b></p> <p><b>How do we show we care for others? Why does it matter? Unit 1.2</b></p> <p><b>Key Questions:</b></p> <p><b>Stimulus:</b></p> <p><b>Connection to BE:</b></p> <ul style="list-style-type: none"> <li>• Belonging to a community</li> <li>• Caring for others</li> <li>• Having your own beliefs and respecting others beliefs if they are different to yours</li> </ul>

Science	History	Design & Technology	RE
<p style="text-align: center;"><b>Knowledge Rich</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p style="text-align: center;"><b>Skills Based</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Ask simple questions when prompted</li> <li>Make relevant observations</li> <li>Conduct simple tests with support- set up a fair test</li> <li>With prompting suggest how things could be recorded-use scientific vocabulary</li> <li>Gather and record data</li> <li>Recognise findings-notice similarities and differences</li> </ul>	<p style="text-align: center;"><b>Knowledge Rich</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally e.g. The Gunpowder Plot</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Compare aspects of life in different periods</li> </ul> <p style="text-align: center;"><b>Skills Based</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Develop an awareness of the past</li> <li>Recognises the differences between past and present in their own and others' lives</li> <li>Find answers to simple questions about the past from sources of information e.g. artefacts</li> <li>Communicate their knowledge through: discussions, drawing pictures, drama or role play, making models and writing</li> </ul>	<p style="text-align: center;"><b>Knowledge Rich</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>To build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> <p style="text-align: center;"><b>Skills Based</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Think of their own ideas</li> <li>Explain what they are making and why</li> <li>Choose suitable materials to use and explain their choices</li> <li>Talk about their work linking it to what they were asked to do</li> <li>To describe differences in materials</li> </ul> <p><b>PRODUCT:</b> Castle with drawbridge Tree decoration –</p>	<p style="text-align: center;"><b>RE</b></p> <p><b>Who celebrates what and why? How do we show care for others? Why does it matter?</b></p> <p style="text-align: center;"><b>Festivals and Celebrations Knowledge Rich</b></p> <p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>About their uniqueness as a person in a family or a community</li> <li>About examples of caring for others and exploring characteristics such as goodness, kindness, generosity and sharing.</li> <li>Hear and consider religious teachings and stories.</li> <li>learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat.</li> <li>about the songs, worship, celebrations, stories, artefacts and food.</li> </ul> <p style="text-align: center;"><b>Skills Based</b></p> <p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>recall features of religious, spiritual and moral stories and</li> </ul>

<ul style="list-style-type: none"> <li>Identify and classify</li> </ul>	<p><b>FOCUS:</b> Guy Fawkes- The Gunpowder Plot Medieval Castles- parts of a castle, who lives in a castle? what was life like in a castle and how was it different from life today? The role of a knight, medieval banquet.</p>	<p>Levers and sliders Christmas Card and picture</p>	<p>other forms of religious expression.</p> <ul style="list-style-type: none"> <li>recount outlines of some religious stories</li> <li>recognise features of religious life and practice</li> <li>identify aspects of own experience and feelings, in religious material studied</li> <li>recognise and name features of religions and beliefs</li> <li>identify what they find interesting and puzzling in life</li> </ul>
<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><b>Knowledge Rich</b></p> <p>Pupils will be taught to: Develop a wide range of art and design techniques in using colour, pattern, texture. Learn about the work of a range of artists.</p> <p style="text-align: center;"><b>Skills Based</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Cut glue and trim material</li> <li>Use a range of media inc fabric, tissue, crepe paper etc.</li> </ul> <p><b>Artist: Paul Klee</b> <b>Collage</b></p>	<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Knowledge Rich</b></p> <p>Pupils will be taught to: 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.</p> <p style="text-align: center;"><b>Skills Based</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Use technology safely and respectfully - <b>The child can keep themselves safe while using digital technology.</b></li> </ul>	<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Knowledge Rich</b></p> <p>Pupils will be taught to: perform dances using simple movement patterns.</p> <p style="text-align: center;"><b>Skills Based</b></p> <p>Pupils will be taught to: Respond appropriately to a variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Develop control of movement using:</p> <p><b>Actions (WHAT)</b> – travel, stretch, twist, turn, jump <b>Space (WHERE)</b> – forwards, backwards, sideways, high, low, safely showing an awareness of others <b>Relationships (WHO)</b> – on own and with a partner by teaching each</p>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Knowledge Rich</b></p> <p>Pupils will be taught to: 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</p> <p style="text-align: center;"><b>Skills Based</b></p> <p>Pupils will be taught to: Find the pulse and understand it is the heartbeat of the song. Copy-back rhythms they hear Play 'C' accurately and in time as part of the performance. Rap and sing in time to the music.</p>

	<ul style="list-style-type: none"> <li>• Keep personal information private - <b>The child can understand that information on the internet can be seen by others.</b></li> <li>• Identify where to go for help and support when they have concerns about content or contact online - <b>The child can understand what to do if they see disturbing content online at home or at school.</b></li> </ul>	<p>other 2 movements to create a dance with 4 actions  <b>Dynamics (HOW)</b> – slowly, quickly, with appropriate expression          Use own ideas to sequence dance          Sequence and remember a short dance          Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo</p>	<p>Learn about voices singing notes of different pitches (high and low)          Learn that they can make different sounds with their voices.          Clap the rhythm of their name over the track.          Play 'C' accurately and in time as part of the performance.          Recognise and name two or more instruments they hear.          Compose a simple melody using simple rhythms (C+D played)          Look back at the recorded performance with the class saying how they feel about it.          Treat instruments carefully and with respect.</p> <p><b>Focus:</b></p> <p><b>Charanga:</b> Hey You!</p> <p><b>Harvest-</b> Cauliflowers Fluffy</p> <p><b>MMC-</b> Boom Chicka Boom</p>
<p><b>Core Texts and Authors:</b>  <b>Judith Kerr</b> : The Tiger who Came to Tea, Mog the Forgetful Cat, Mog and the V.E.T, Mog in the Dark, When Willy Went to the Wedding  <b>Julia Donaldson-</b> Zog, Zog and the Flying Drs</p>			
<p><b>Maths:</b>          Place Value to 10      Addition &amp; Subtraction to 10      Geometry – properties of shape</p>			