

Inspiration/Theme: Castles		Curriculum Driver: History		Outcome of learning: Create and read own story in the style of a traditional tale, to the people of Trowbridge Oaks.	
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes	
<p>Spine Books The Princess and the Pea. </p> <p>George and the Dragon. Ssshhh. Knights in training. How to train your dragon. Sword in the stone.</p>		<p><u>Hook/Super Starter</u> Dress up day as kings and queens, with junk modelling and carousel of castle activities.</p> <p><u>Trips/Visitors/Marvellous Middle</u> Trip to Chepstow Castle.</p> <p><u>Celebration/Fabulous Finish</u> Going to Trowbridge Oaks to read stories and invite parents in to the class to read their stories to.</p>		<p>Junk model castles. Scrolls of stories.</p>	
Topic Table		Role play		Home Learning	
<p><u>Key artefacts</u> Clothing, historical artefacts, model castle, books.</p> <p><u>Key questions</u> What was life like a long time ago? What is the role of people who lived in a castle? Who lived in a castle? How has castle life changed? What is the same and what is different? Do we have castles now? Have you ever seen a castle?</p> <p><u>Key vocabulary</u> Features of a castle: keep, moat, portcullis, drawbridge, battlements, turrets, great hall, arrow sits, tower. Characters who lived in castles: queens and kings. Traditional fairy tales: 'Beauty and the Beast' and 'The Princess and the Pea'</p>		<p><u>Key questions</u> What are the special features of a castle and why? Who lived in a castle? What was life like in castles? Why did some castles get destroyed?</p> <p><u>Key images/artefacts</u> Castle role play area, small world castles and knights, books about castle, Banquet table with silver cups etc.</p> <p><u>Key vocabulary</u> Features of a castle: keep, moat, portcullis, drawbridge, battlements, turrets, great hall, arrow sits, tower. People who lived in a castle, speaking frames.</p>		<p><u>Key questions</u> What is this number? How many 1p's do you need to make £1?</p> <p><u>Key images/artefacts</u> Money. Money number line. Hundreds, tens and units grid.</p> <p><u>Key vocabulary</u> Money vocabulary. Tens, hundreds, ones.</p>	
				<p><u>Weekly Home Learning:</u></p> <ul style="list-style-type: none"> • Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. • Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing. • Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log. • Practice handwriting lowercase and capital letters. • Keep an eye on My Maths for any new homework set. • You might like to visit some English heritage/national trust properties. 	

English	Maths	Science	PE
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Create own traditional tale to read to the people Trowbridge Oaks and share with parents. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> We will learn how label the features of a castle. Describe story settings and characters using adjectives and similes. Plan our own story. Edit and refine our own story in discussion with peers and an adult. Publish our own story. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> To recognise numbers to 100. To recognise value of coins. To understand the value of tens and ones in a 2 digit number. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Use Dienes and other manipulatives to determine the size of 2 digit numbers by looking at the tens and ones. Count in 1s,2s,5s, and 10s. To recognise coins and notes. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> The children can name parts of their body (e.g. head, elbow) and can label parts of their body. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body linked with each sense. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> To learn the skills in order to play basketball. To learn the skills to participate in the athletics events on Sports Day. <p><u>Key Skills:</u></p> <p>Basketball To aim and throw a ball accurately at a target. To dribble a ball in order to move to a position. To control a ball.</p> <p>Sports Day Physical Literacy: Including sports day practise. Confidently perform a range of basic skills including running and changing direction, throwing, balance and agility jumping 2 feet to 2 feet safely. Competing: Co operate with peers. Celebrate own success. Indirect competition to achieve a personal best. Improving Performance: Name some things I am good at. Whole child: Children can talk about what makes them happy and proud.</p>
Art	RE	Music	Geography/History
<p><u>Outcome of learning:</u> To make a weave creating a pattern that may be on a castle.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Sort thread and fabric into different colours. Weave to create a pattern. Discuss why they have chosen to sort materials in a certain way. 	<p><u>Outcome of learning:</u> Children will listen to stories about the Muslim faith and Ramadan.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> To consider their own beliefs. To look at the similarities in religion. 	<p><u>Outcome of learning:</u> Exploring simple percussion instruments and to listen to medieval music with a view to composing a castle dance.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Control the percussion instruments. Composing a piece of music to fit a dance. To play different dynamics. 	<p><u>Outcome of learning:</u> Children learn and relate to games from the past (e.g. mock wedding, fence riding, blind man's buff, leap frog, the Popes seat). Children explore and compare differences of life in the past to the present, using artefacts from medieval period of time.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> To explain differences between past and present in their lifetimes from that of other children from a different time in history. To explain differences of the past from a different time in history.
Computing	PSHEE	DT	MFL
<p><u>Outcome of learning:</u> To save and store information that the children have created.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Opening files. Saving a file. Retrieving a file. Using a laptop/keyboard. 	<p><u>Outcome of learning:</u> To be involved in activities that support the understanding of how the body works and what happens when you exercise.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Identifying parts and functions of the human body. Recognising we all have a responsibility to keep our own body and mind healthy. Recognising the changes in your body when you exercise. 	<p><u>Outcome of learning:</u> To design and make a junk model of a castle.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Joining materials together. Designing. Thinking about moveable parts (drawbridge). 	<p><u>Outcome of learning:</u> Children will count to ten in French.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Children will complete the register in French. Children will count to ten in French through number games.

