

 <b>Redcastle Family School</b>						
Year Group 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Main theme /topic	Our capital London	The Gunpowder plot	Kings and Queens	Castles	Toys	Travel & Transport
<b>English key texts 3 to 4 weeks each Unit</b>	<i>Padding bear</i>  <i>The town and county mouse</i>  <i>The fire cat by Pippa Goodart</i>	<b>The Gunpowder Plot (Beginning History) by Liz Goge</b>  <b>Guy Fawkes (Popcorn: People in History)</b>  by Stephen White-Thomson	<b>Katie Morag Collection - Mairi Hedderwick</b>  <b>Little Mouse's Big Book of Fears -Emily Gravett</b>  <i>The Great fire of London - Ladybird series</i> <i>The Great Fire of London :Anniversary edition Emma Adams</i> <i>The Great fire of London Activity book</i> <i>Great Fire of London -Liz Gogerly</i> <i>The Great Fire of London - Usborne Young Readers</i> <i>The Great events 6 book collection set including Gunpowder Plot by Gillian Clements</i>	<i>George and the Dragon Level 1 Usborne series Louie Stowell</i> <i>Castles -Colin Thompson</i> <i>Look out ! It's a dragon Johnny Lambert</i> <i>St David Patron Saint of Wales – Lion children s book</i> <i>St Andrew patron saint of Scotland</i> <i>St Patrick patron saint of Ireland</i> <i>St George Patron saint of England</i> <i>The Knight and the dragon by Tomie de Paola</i> <i>Small Knight and George Ronda Armitage</i> <i>Small Knight and George and the Royal Chocolate Cake Ronda Armitage</i> <i>See Inside Castles -Usborne series</i> <i>The story of castles Usborne Young readers series</i>	<i>Traction man Mini Grey</i> <i>Toys in space Mini Grey</i> <i>Lost in the toy museum - David Lucas</i> <i>The wonderful pigs of Jillian Jiggs -by Phoebe Gilman</i> <i>The Tin soldier Hans Christian Andersen</i>	<i>Mr Grumpy's Motor Car, Oi Get Off Our Train: John Burningham; The Journey Home: Frann Preston Gannon; The Naughty Bus: Jan Oke; Lost and Found: Oliver Jeffers; The Snail and the Whale: Julia Donaldson; Betty and the Yeti: Ella Burfoot; The Journey Home: Alison Lester</i>
<b>Poetry 1 to 2 weeks each unit</b>	Paul Perro's Fire of London poem	Firework poems  5th of November		Castles and knights shape poem	Favourite poem poem	Learn and perform familiar poems and have opportunities to change words and lines of poetry in order to write their own.

<b>Grammar</b> Word Groups		Recount: time connectives	Sentence level starters focused on the inclusion of adjectives and connectives			
<b>Writing</b>  <b>Non-Fiction writing linked to Topic/Hist/Geog/ Science</b>	Children could write a:  <b>Factsheet</b>  <b>Persuasive poster</b>  <b>Describing the setting</b>  <b>Recount:</b> An day out in London	Children could write a:  <b>Newspaper report:</b> The Gunpowder  <b>Non-Chronological report</b> – The Gunpowder plot  <b>Wanted poster</b> – Guy Fawkes	Children could write a:  <b>Narrative-</b> King or Queen for the day  <b>Non-Chronological report</b> – Queen Elizabeth II  <b>Factsheet about famous Kings</b>	Children could write a:  <b>William the Conqueror- sequence events from a story.</b>  <b>-Retell a story in detail.</b>  <b>-Write a character profile, including detail on appearance and character.</b>  <b>- Write a recount of trip to Norwich castle</b>  <b>- Learn about and use the features of non-fiction books</b>	Children could write a:  <b>My favourite toy</b>  <b>-Traditional stories Goldilocks and the 3 bears, 3 little pigs</b>  <b>-Instructions</b>  <b>-Making toys Stories with familiar settings</b>	Children could write a:  <b>- Write an alternative ending for a familiar stories</b>  <b>- Write as an explorer (Amelia Earhart on a journey.</b>  <b>- Labels, lists, captions Incorporate this into turning the classroom into a museum or gallery</b>  <b>- Invitations Invite parents/rest of the school to a celebration assembly, art gallery, class museum etc.</b>
<b>Maths</b>  <b>All White Rose taught by 2nd Term</b>  <b>3<sup>rd</sup> Term to consolidate</b>	Number: place value (within 10) <b>4 weeks</b>  Number; Addition and subtraction (within 10) <b>4 weeks</b>	(continue) Number; Addition and subtraction (within 10)  Geometry: Shape <b>1 week</b>  Number: place value (within 20) <b>2 weeks</b>	Number; Addition and subtraction (within 20) <b>4 weeks</b>  Number: place value (within 50) <b>3 weeks</b>	Measurement: Length and Height <b>2 weeks</b>  Measurement: Weight and Height <b>2 weeks</b>	Number: Multiplication and division <b>3 weeks</b>  Number fractions <b>2 weeks</b>  Geometry: Position and direction <b>1 week</b>  Number: place value (within 100) <b>2 weeks</b>	(Continue) Number: place value (within 100) <b>2 weeks</b>  Measurement: Money <b>1 week</b>  Measurement: Time <b>1 week</b>

<p><b>Science</b> <b>Rising Stars</b></p>	<p><u>Seasons and weather</u></p> <p>variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>		<p><u>Plants</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p><u>Animals including Humans</u></p> <p>Animals, including humans, have offspring which grow into adults.</p> <p>Identify and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Explain the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Everyday Materials</u></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	
<p><b>History</b></p>	<p>Great Fire of London Retell and order the story</p> <p>Identify the key people involved with the events? Where did they take place?</p> <p>Timeline of events</p>	<p>Retell and order the Gunpowder Plot story</p> <p>Identify the key people involved with the events? Where did they take place?</p> <p>Timeline of events</p>	<p>Recognise the current and historical role of kings and queens.</p> <p>To understand what the Magna Carta is and why it was signed.</p> <p>To understand the concept of a knighthood.</p>	<p>William the Conqueror</p> <p>Bayeux Tapestry</p> <p>Castles through time – sequence on timeline</p> <p>Parts of castles and their function</p> <p>Castle floor plans</p> <p>Castle life – banquets, jousting</p>	<p>Toys from the past</p> <p>Ask and answer questions about toys from the past</p> <p>To know how to decide whether a toy is old / new</p> <p>To play playground games from the past</p>	<p>Transport from the past Locomotive, Viking, Longboat, Rocket</p> <p>Ameila Earhart – learn about her life in aviation</p>

				Castle defence and attack		
Geography Digimaps resource to be provided (ICT link) Geographical Association membership to be obtained to purchase Schemes	Padding bear explores London-  Capital of England- maps  Comparing London to Thetford	Use a map to locate where the main events took place in London. Why did these events happen?	Locate where King and Queens live	William the Conqueror Journey of William from France to England  Castles around the British Isles – Find and locate castles using maps and Digimaps	To locate toys/ games from around the world  Toy workshop where does your favourite toy come from?	- Local Journeys – Plan your journey (mapwork)  - Plan your holiday journey, Tourism
RE	Intro to Christianity	Nativity	Miracles	Easter	Parrables	Judaism Followers are called the Jewish people or Jews Become familiar with the story of the Exodus Moses leads the Hebrews out of Egypt Understand important places,holidays,symbols and features : Israel ,Hannukah (Chanukah) Torah,synagogue,symbol of the Star of David
IT Rising Stars	We are Painters 1.3	We are Treasure Hunters 1.1	We are TV Chefs 1.2	We are Collectors 1.4	We are Storytellers 1.5	We are Celebrating 1.6
Art/DT	Design and make a house that would of burnt down.	Splatter and blow painting, and printing to create different layers of texture in their firework painting.	Portraits of famous King and Queens.	Design and create a symmetrical coat of arms.  Paul Klee’s ‘Castle and Sun’.  Plan, design and make, using salt dough, a crown.  Plan and design a castle	Observational drawings of favourite toys. Investigate a range of materials and processes. Design your own toy	Design and make transport  View from my car, plane, hot air balloon etc

	<p><b>Children will develop the following key skills across the year:</b></p> <ul style="list-style-type: none"> <li>● design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</li> <li>● use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>● understand computer networks including the internet;</li> </ul>					
Suggested visits/other texts	Oxburgh Hall must visit before October Open Feb-Oct Ancient House Museum	Local fire station	Gressingham Hall – check for what’s on  Sandringham	Visit to Swaffham museum - Howard Carter Norwich Castle Fitzwilliam museum Cambridge Framingham castle	Ancient house Museum  Gressingham Hall	
Outcome	History time line Art gallery Art mural	Exhibition and presentation on Guy Fawkes	Play to perform to other classes /parents	Castle exhibition – parents invited to come and look at them	Toys the children have made – parents welcome to look	Turn the whole classroom into a transport museum and incorporate the children’s work as they produce it. As a final celebration the children could open the museum to ‘the public’ and invite parents and other classes to view their work.