

Year 1/2 Spring 1



# Castles

This half term the children will be learning all about castles. They will be using maps to find all the castles in our local area, compare them and think about what is special about castles both now and in the past.

Grange View C.E  
Primary School



## KUW

### History

#### Similarities and differences:

Identify similarities and differences between ways of life in different periods, including their own lives

#### Interpreting history:

Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays

### Geography

#### Gather information:

Use basic observational skills

#### Audio/Visual

Recognise a photo or a video as a record of what has been seen or heard

Use a camera in the field to help to record what is seen

#### Using maps

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

### Science

#### Year 1:

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

#### Year 2:

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

### KUW— Skills based objectives to focus on:

#### Geography Skills—Knowledge (including map knowledge) Understanding human and physical geography (including vocabulary understanding)

Use basic geographical vocabulary to refer to

- Key physical features

-Key human features

#### Geographical skills and fieldwork

-use maps

-use simple compass directions and locational and directional language to describe the location of features and routes on a map

-Use aerial photographs and plans to recognise landmarks and basic human and physical features.

#### History Skills - Understanding (historical concepts)

#### Knowledge (historical content)

#### Historical Content:

Changes within living memory

Changes beyond living memory

Significant historical events, people and places in their own locality.

#### Process of enquiry (historical skills of enquiry)

#### Ask and investigate questions

Y1: Begin to ask basic questions about past events and the people involved. What happened? Who was involved?

Y2: Ask and begin to answer questions about past events and people e.g. When? What happened? What was it like...? Why? Who was involved?

#### Science Skills -

#### Working scientifically:

Y1: using their observations and ideas to suggest answers to their questions

Y2: ask simple questions and recognise that they can be answered in different ways

Y2: gather and record data to help in answering questions

#### Everyday Materials

Y1: Distinguish between an object and the material which it is made

Y1: Identify and name a variety of everyday materials

Y1: Describe the simple physical properties of a variety of everyday materials

Y1: Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Y2: Identify and compare the suitability of a variety of everyday materials

Y2: Investigate how the shapes of solid objects made from materials can be changed by squashing, bending, twisting and

## Week 1 and 2

Computing— What do the buttons do on a beebot?

Geography—Where are castles built?

Science — What do you know about materials?

Computing— How do we make a beebot change direction and move backwards?

History—What are the parts of a castle?

Science— Can we find natural materials in the outdoor environment?

## Week 3 and 4

Computing—How do we make the beebot move in 4 different directions?

History — What jobs were in castles?

Science—What are our 5 senses?

Computing— How to programme a beebot to get to a specific place?

History—How did a castle keep people safe?

History—How was a castle defended?

RE— Who is Muslim and how do they live?

-What is a Muslim?

What are the 5 pillars?

Why are the 5 pillars so important?

What is Ramadan?

How do Muslims live?

## Mathematical Development

### Length and height

- Measure length using objects
- Measure length and height in centimetres and metres
- Order lengths and heights

### Money

- Recognise and name coins and notes
- Count pounds and pence
- Compare amounts of money
- Calculate with money
- Make a pound

## PSHE

- To know who keeps me safe in school
- To know who keeps me safe at home
- To know who can keep me home outside
- To know about the jobs of people who keep me safe

## Physical Development

Creating games—creating games on own, with a partner and in a small group.

NUFC: Athletics and fitness

## Communication Language and Literacy

### Genre-

Fiction writing: Story writing

Non-fiction writing: letter

### SPaG:

#### Year 1:

Leaving spaces between words

Joining words and joining clauses using and

Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Using a capital letter for names of people, places, the days of the week, and the personal pronoun I

#### Word

Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

#### Sentence

How words can combine to make sentences

#### Punctuation

Separation of words with spaces

#### Year 2:

Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Sentences with different forms: statement, question, exclamation, command

Expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]

The present and past tenses correctly and consistently including the progressive form

Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Some features of written Standard English

#### Word

Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs

#### Sentence

Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

#### Punctuation

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

## Creative Development

### Art

To know about the work of a range of artists

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

#### Art and Design skills: Applying techniques:

#### Painting (colour)

Y1: use paint to show ideas, painting pictures of settings

Recognise warm and cold colours

Y2: create washes to form backgrounds

Link colours to natural and manmade objects

#### DT

To design purposeful, functional, appealing products for themselves and other users based on design criteria.

#### Design and Technology skills: Developing, planning, communicating:

Y1: explain what they are making and which materials they are using

Use drawings to record ideas as they are developed

Y2: use pictures and words to convey what they want to design and make

Add notes to drawings to help explanations

**Communication Language and Literacy**

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**Stories that raise issues and dilemmas** —reading, studying and then writing own stories

**Persuasive Texts**—reading, studying and then writing own persuasive texts

Using a range of media to create oral and visual versions of persuasive texts

**Big writing**—working on target : To write imaginative and thoughtful texts.

**SPAG**: Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

**ICT- School 360—logo**

To develop and refine ideas by bringing together and organizing text, images and sound as appropriate

To be sensitive to the needs of the audience and think carefully about the content

To talk about what they could improve in future work