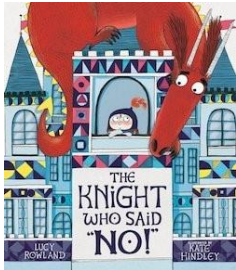
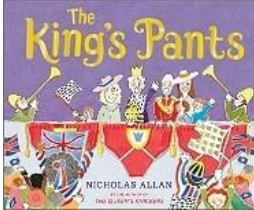
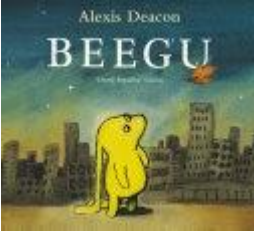



**Castles and Crowns- Enquiry questions- If you were the King for the day, what rules would**

**you put in place and why? What role/ job would you like in the castle and why?**

English	Our Key Texts	Maths
<p>This term our focus is on the Royal family and Castles.</p> <p>Narrative: As story tellers the children will:</p> <ul style="list-style-type: none"> <li>Describe characters</li> <li>Use conjunctions to tell the reader more</li> <li>Write missing posters applying adjectives</li> <li>Retell narratives from different points of view</li> <li>Change characters and story plots to write their own royal stories</li> <li>Raiding the reading and using language features in their own writing</li> </ul> <p>Poetry: As poets the children will:</p> <ul style="list-style-type: none"> <li>Explore language choices by authors</li> <li>Use vocabulary for different effects</li> </ul> <p>Non-fiction: As information writers the children will:</p> <ul style="list-style-type: none"> <li>Write a fact file about the King</li> <li>Write labels and captions</li> <li>Write about castle and their features</li> <li>Use subheadings to organise information</li> </ul>	<p><b>The Knight who said No – Lucy Rowland</b></p>  <p><b>The King's Pants – Nicholas Allen</b></p>  <p><b>Beegu - Alexis Deacon</b></p>  <p><b>Grandad's island – Benji Davies</b></p> 	<p><b>Maths</b></p> <p><b>To multiply and divide</b></p> <ul style="list-style-type: none"> <li>Children begin counting in 2s</li> <li>Double numbers to 10</li> <li>Begin to group quantities (multiplication questions and problems)</li> <li>Counting in 5s</li> <li>Begin to group quantities (multiplication questions and problems), using CPA approach for 2x table.</li> <li>Children count in 10s and 5s – can they count objects grouped in these amounts?</li> <li>Solve one step problems involving 10x and 5x table using CPA approach</li> <li>Begin to share quantities involving division using CPA approach</li> <li>Begin to share by 2 – CPA approach making and drawing 'division dots'</li> <li>Recognise sharing by 2 is halving</li> <li>Solve one step division problems involving sharing by 2</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Understand halves (2 equal parts)</li> <li>Recognise <math>\frac{1}{2}</math> of an object, shape or quantity</li> <li>Understand quarters (4 equal parts)</li> <li>Recognise <math>\frac{1}{4}</math> of an object, shape or quantity</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>To understand position, direction &amp; movement</li> <li>To understand half, quarter and <math>\frac{3}{4}</math> turns in relation to fractions</li> </ul> <p><b>To use measures</b></p> <ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes</li> <li>Sequence events in chronological order e.g. morning afternoon and evening. Yesterday, today and this evening</li> <li>Recognise days of the week and months of the year</li> <li>Tell the time to o'clock and half past – drawing hands on the clock face</li> <li>Compare and solve practical problems involving the following: Length = longer/shorter</li> <li>Weight = heavier / shorter</li> <li>Capacity = more than / less than / half full / quarter full</li> <li>Measure and begin to record: Length, Mass / Weight, Capacity / Volume</li> </ul> <p><b>Place value of numbers to 100</b></p>

		<ul style="list-style-type: none"> <li>To use know and use numbers to 100</li> <li>Count on and back to 100</li> <li>Read and write numbers to 100</li> <li>1 more 1 less to 100</li> <li>Order and compare numbers to 100</li> <li>Understand value of each digit</li> </ul>
<b>Science</b>	<b>Geography</b>	<b>Physical Education</b>
<p>As scientists we will be learning about Plants and the Seasons.</p> <p>Plants:</p> <ul style="list-style-type: none"> <li>Identify and name plants/trees in our local area (park/school grounds)</li> <li>Understand the changes that plants/trees go through between the seasons</li> <li>Name and label the parts of a flowering plant and tree</li> <li>Categorise trees e.g. deciduous and evergreen</li> </ul> <p>Seasons:</p> <ul style="list-style-type: none"> <li>To explain what happens to the length of days in summer.</li> <li>To explain what happens to the length of the nights in summer.</li> <li>To explain what we wear in summer.</li> <li>To explain how to keep safe in the summer sun</li> <li>I can record what a tree looks like in summer.</li> </ul>	<p>As geographers we will be learning about the UK and London. This will include:</p> <ul style="list-style-type: none"> <li>Use maps and atlases to locate UK and its countries</li> <li>Use maps to identify the capital cities of the countries in the United Kingdom</li> <li>Identify human and physical features of London and compare these to Redditch</li> <li>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.</li> </ul>	<p><b>Send and return:</b></p> <ul style="list-style-type: none"> <li>to send the ball over to our partner</li> <li>to track and stop a moving object using both hands</li> <li>to send balls accurately from different positions</li> <li>to spot space in a playing area</li> <li>to play a game with a partner</li> </ul> <p><b>Football:</b></p> <ul style="list-style-type: none"> <li>To explore the skills of dribbling, passing, shooting</li> </ul> <p><b>Run, Jump, Throw:</b></p> <ul style="list-style-type: none"> <li>to start and stop moving at speed.</li> <li>to use our arms when running at different speeds.</li> <li>to take off on two feet to jump at distance.</li> <li>to use the correct technique to throw different objects for distance.</li> </ul> <p><b>Kick Rounders:</b></p> <ul style="list-style-type: none"> <li>Understanding and following rules of a game</li> <li>Develop co-ordination and movement</li> <li>Show control of a ball</li> <li>Apply skills and tactics in simple games</li> </ul>
	<b>Religious Education</b>	<b>Art</b>
	<p>This term the children will be learning about Christianity. This will include learning about:</p> <ul style="list-style-type: none"> <li>That Christians believe God created the world.</li> <li>That Christians say 'thank you' to God for Creation.</li> <li>That Jews also believe there is a Creator of the world story</li> <li>Give examples of how Christians and Jews can show care for the natural earth.</li> <li>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> </ul>	<p>As Artists the children will be studying paper Sculptures. We will be studying the work of the Artist: Samantha Stephenson</p> <p>As artist the children will:</p> <ul style="list-style-type: none"> <li>create a range of textures using paper and card as materials.</li> <li>roll and fold paper.</li> <li>cut shapes from paper and card.</li> <li>cut and glue paper to make 3D structures.</li> <li>decide the best way to glue something.</li> <li>create a variety of shapes in paper, eg spiral, zig-zag.</li> </ul>
<b>Computing</b>	<b>Personal, Social and Health Education</b>	<b>Design and Technology</b>

In computing, the children will be developing their skills using Purple Mash.  
As programmers the children will:

**Unit: 1.7 Coding**

- To understand what instructions are and predict what might happen when they are followed
- To use code to make a computer program.
- To understand what object and actions are.
- To understand what an event is.
- To use an event to control an object.
- To begin to understand how code executes when a program is run.
- To understand what backgrounds and objects are
- To plan and make a computer program.

**Unit: 1.9 Technology Outside School**

- To walk around the local community and find examples of where technology is used.
- To record examples of technology outside school

The children will be learning about their healthy lifestyles and emotions using Jigsaw.

**Relationships:**

- Who is in my family.
- Making friends
- Greeting people
- People who help us
- Being my own best friend
- Celebrating relationships

**Changing Me:**

- Lifecycles
- Changing me
- My changing body
- Learning and growing
- Coping with changes

As designers the children will be focusing on healthy eating and how to build a healthy lifestyle. We will be designing and making our own fruit smoothies.

The children will be developing their skills of:

**Investigate:**

- To research products based on the design criteria.
- To acquire/develop new skills which will be used to create and develop the final product.
- To design a product based on the criteria and explain what makes it healthy

**Create:**

- To safely use a range of tools and equipment to perform practical tasks – cutting

**Evaluate:**

- explore and evaluate a range of existing products
- evaluate their ideas and products

**Music**

**History**

In Music, the children will be developing their skills using Charanga

Summer 1: Your imagination- Pop

Summer 2: Reflect, Rewind & Replay- Classical

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- To know that music has a steady pulse, like a heartbeat.
- To confidently sing or rap five songs from memory and sing them in unison.
- Learn the names of the notes in their instrumental part from memory or when written down.
- Play a tuned instrumental part with the song they perform.
- Help to create a simple melody using one, two or three notes.
- Choose a song they have learnt from the Scheme and perform it.
- They can add their ideas to the performance.
- Record the performance and say how they were feeling about it

As historians the children will explore the enquiry question:  
*'If you were the King for the day, what rules would you put in place and why?' and 'What role would you like in the castle and why?'*

As historians the children will:

- Compare their family tree to that of the Royal family
- Recall facts about the royal family and their residences
- Use timelines to compare and contrast
- Label the parts of a castle.
- Explain how castles kept people safe.
- Explore the different roles and jobs inside a castle

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