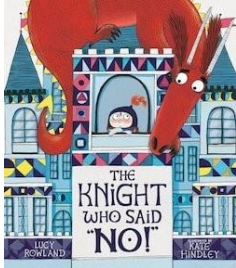
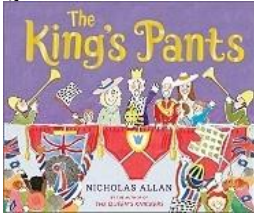


Enquiry questions- If you were the King for the day, what rules would you put in place and why? What role/ job would you like in the castle and why?

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"> • Describe characters • Use conjunctions to tell the reader more • Write missing posters applying adjectives • Retell narratives from different points of view • Change characters and story plots to write their own royal stories • Raiding the reading and using language features in their own writing <p>Poetry: As poets the children will:</p> <ul style="list-style-type: none"> • Explore language choices by authors • Use vocabulary for different effects <p>Non-fiction: As information writers the children will:</p> <ul style="list-style-type: none"> • Write a fact file about the King • Write labels and captions • Write about castle and their features • Use subheadings to organise information 	<p>The Knight who said No – Lucy Rowland</p>  <p>The King's Pants – Nicholas Allen</p> 	<p>Fractions</p> <ul style="list-style-type: none"> • Understand halves (2 equal parts) • Recognise ½ of an object, shape or quantity • Understand quarters (4 equal parts) • Recognise ¼ of an object, shape or quantity <p>Position and direction</p> <ul style="list-style-type: none"> • To understand position, direction & movement • To understand half, quarter and ¾ turns in relation to fractions <p>To use measures</p> <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes • Sequence events in chronological order e.g. morning afternoon and evening. Yesterday, today and this evening • Recognise days of the week and months of the year • Tell the time to o'clock and half past – drawing hands on the clock face • Compare and solve practical problems involving the following: Length = longer/shorter • Weight = heavier / shorter • Capacity = more than / less than / half full / quarter full • Measure and begin to record: Length, Mass / Weight, Capacity / Volume <p>Place value of numbers to 100</p> <ul style="list-style-type: none"> • To use know and use numbers to 100 • Count on and back to 100 • Read and write numbers to 100 • 1 more 1 less to 100 • Order and compare numbers to 100 • Understand value of each digit
Science	Geography	Physical Education
<p>As scientists we will be learning about Plants and the Seasons.</p> <p>Plants:</p> <ul style="list-style-type: none"> • Identify and name plants/trees in our local area (park/school grounds) • Understand the changes that plants/trees go through between the seasons 	<p>As geographers we will be learning about the UK and London. This will include:</p> <ul style="list-style-type: none"> • Use maps and atlases to locate UK and its countries • Use maps to identify the capital cities of the countries in the United Kingdom • Identify human and physical features of London and compare these to Redditch 	<p>Send and return:</p> <ul style="list-style-type: none"> • to send the ball over to our partner • to track and stop a moving object using both hands • to send balls accurately from different positions • to spot space in a playing area • to play a game with a partner <p>Football:</p> <ul style="list-style-type: none"> • To explore the skills of dribbling, passing, shooting

Music	History	
<p>As musicians' children will be exploring the music: Firebird by Igor Stravinsky.</p> <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes • Sing collectively and at the same pitch • Listen to live and recorded performances • Be exposed to pieces of music from different traditions and cultures • Create musical sounds and sequences • Recognise how graphic notation can represent created sounds • Explore and invent own symbols • Play tuned and untuned percussion instruments to demonstrate a celebration. • Recognise the importance of a clear ending. • Perform sensibly as part of a group in front of an audience • Provide constructive feedback to others • Evaluate their own performances 	<p>As historians the children will explore the enquiry question: <i>'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?'</i></p> <p>As historians the children will:</p> <ul style="list-style-type: none"> • 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 	