



Year 1; Spring; Castles



Geography

Knowledge	Skills
<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: season and weather</p>	<p>Use maps and globes to locate the UK. Be able to identify the 4 countries and label the capital cities. Explain the purpose of a capital city and form opinions on how this affects population size. Ask questions about the weather and seasons. Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. Express opinions about the seasons and relate the changes to changes in clothing and activities</p>

History

Knowledge	Skills
<p>To recognise and identify who Richard III was and be able to recall basic events related to the Battle of Bosworth.</p> <p>To describe the basic events of The Great Fire of London.</p> <p>To recognise and identify that different events can be represented by different things (e.g. photos, stories, pictures, adults talking)</p>	<p>To know that different events can be represented by different things (e.g. photos, stories, pictures, adults talking). To know that different events can be represented by different things (e.g. photos, stories, pictures, adults talking). To know that different events can be represented by different things (e.g. photos, stories, pictures, adults talking). To know that different events can be represented by different things (e.g. photos, stories, pictures, adults talking) To know that different events can be represented by different things (e.g. photos, stories, pictures, adults talking)</p>

Hook/Celebration

Tamworth Castle

Whole School Events

Wellbeing Week
 World Religions Day
 STEM Week
 Online Safety Week
 Tell a Fairy Tale Day
 World Book Day
 Mother's Day
 Class Assemblies
 Easter

Stand Alone Subjects

Computing (Warwickshire)

Programming

PE (Twinkl Move)

Invasion games, Dance, Team building,

Music (Charanga)

In the Groove, Round and Round, Seasonal Songs

RE

Who is a Christian and what do they believe? Easter

PSHE (Jigsaw)

Dreams and Goals, Healthy Me

Science

Animals and Humans, Seasonal Change

Key Texts

Where the wild things are, There was an old dragon who swallowed a knight, Puffin First Poems, Claude and the City, The Book of Butterflies

Art & Design: 3D Clay/Portraits

Knowledge	Skills
<p>To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and shape. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work:</p>	<p>Draw carefully in line from observations. Experiment and investigate using a variety of tools. Explore tones using different pencils, pastels and chalks. Use a variety of drawing techniques such as scribbling and blending. - Observe and draw a landscape. Observe and draw patterns. - Create single patterns using simple rubbings using hard and soft materials – cork, pen lids, cotton reels, sponges.- Make simple prints – mono-printing.- Expressing opinion on size - Cutting, tearing, sticking, to collage - sort according to specific qualities</p>

Design & Technology: Food/Moving drawbridge

Knowledge	Skills
<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p>Design products that have a clear purpose and intended use. Make products, refining the design as work progresses. Use computing software to design. Name the tools they are using. Describe what they need to do next. Create 3D structures using different materials. Cut strip wood/dowel using a hacksaw and bench hook with full support. Continue to join different materials using glue and tape. Mark out materials to be cut using a template. Cut materials safely using scissors. Use a hole punch. Insert paper fasteners for card linkages. Create hinges. Evaluate by discussing how well it works in relation to the purpose. Identify strengths and weaknesses of their own product. Answer questions about what they have made and how they created it. Group familiar food products. Cut, peel, grate and chop a range of ingredients. Work safely and hygienically. Understand the need for a variety of foods in a diet. Begin to assemble or cook ingredients.</p>