

# Spring 1: Dragons and castles

Children will learn about tales from a variety of cultures, research into the history of castles and materials they are made out

## Possible activities

- Children will be confident with the value of tens and ones to be able to begin doubling and halving with good basic understanding of number.
- Mental maths challenges - especially for multiplications.
- Role play to encourage understanding through play.
- Problem solving and reasoning will underpin all that we do so that the children have opportunities to apply new knowledge in a variety of contexts.

## Mathematical Development (Place value, addition, multiplication and division)

- Year 1
- Identify and represent numbers.
  - Understand the value of numbers up to 100 in regards to tens and ones.
  - Understand doubling and halving using concrete objects.
  - Understand the meaning of '='
  - Count accurately.
- Year 2
- Recognise the value of tens and ones in a 2-digit number.
  - Use place value and number facts to solve problems.
  - Recall multiplication and division facts including 2,5 and 10 times tables.
  - Show multiplication of two numbers can be commutative.

## Communication, Language and Literacy (Speaking & Listening, reading, writing, MFL)

- English - Fiction, instructions
- Read common exception words
  - Retell tales whilst recalling sequences of events.
  - Make predictions in stories.
  - Link what they have read to their own experiences.
  - Independently compose sentences.
  - Use full stops and capital letters accurately.
  - Use conjunctions - and, but, so, because, when, if
  - Begin to make specific word choices
  - Tricky words are phonetically plausible.
  - Recognise language features
  - Use and apply taught spelling rules -ed., -ing, -y, -s, -es
  - Have an understanding of word class terminology.
  - Form upper and lower case letters correctly and begin joining.
- Italian
- Listen attentively, understand and respond to spoken language.
  - Ask and answer questions
  - Explore patterns and sounds of the language through songs and rhymes.

## Possible activities

- English
- Children will be exposed to a range of texts with a running theme - opportunities to create their own stories.
  - Daily phonics/ spelling and reading sessions - interactive activities available.
  - Spelling rule activities taught and explored as part of the lesson and separately to embed understanding.
  - Children will be encouraged to read more for pleasure to gain a broader vocabulary to support writing.
- Italian
- The children will learn basic vocabulary and phrases. They will be encouraged to listen to others and respond to questions posed by the teacher and pupils. The children will learn a range of songs to further develop their vocabulary and understanding.

## Possible activities

- ICT
- Create own video - story telling and linked to dragon fact file or instructions for DT.
  - Research into castles.
- Science
- Exploring best materials for different parts of castle - windows, doors, bridge, rope - how can we make these as strong as possible?
- History
- look at how castles have changed over time.
  - Who lived in castles and what were their roles?
- Geography
- Locate and name countries, cities and towns in the UK.

## Knowledge and Understanding of the World (Geography, History, Science, ICT)

- ICT - Lets find out about film
- Use an iPad to take videos.
  - Create voice recording to discuss making of castle / dragon - linked to creating instructions.
- Science - Materials
- Distinguish between an object and the material it is made from.
  - Name a variety of everyday materials and compare these based on properties.
- Geography - UK / History - Castles
- Children will have a greater understanding of places within the UK and famous castles, people who lived in them and their roles.

## Enrichment

Healthy eating week

World Book Day

## Physical Development (PE, growth and health)

- Indoor - gymnastics
- Confidently use the space and be aware of others around them.
  - Skip without a rope.
  - Travel safely in different directions and pathways.
  - Jump safe on the ground and off equipment.
- Outdoor - Team games
- Listen and respond to instructions
  - Throw and catch a ball
  - Bounce a ball with co-ordination and purpose
  - Catch with a partner.

## Possible activities

- Take part in a team game set by an adult.
- Create own team game with instructions
- Perform a routine with a partner
- Create a sequence of movements
- Watch and evaluate other children's performances.

## Possible activities

- RE
- Children will learn about different religions and what the words 'religion' and 'worship' mean.
  - They will be able to identify places of worship and how they are similar and different to each other.
- SEAL
- Discuss personal goals and targets - discuss how these will be different across the class.
  - Create own goals - with posters, charts and goal display as reminder.

## Personal, Social and Emotional Development (RE, SEAL)

- RE - What makes some places Sacred?
- Identify special places
  - Explore Christianity and Judaism and the religious sacred places.
  - Identification of what you would find within places of worship.
- SEAL - Going for goals.
- Understand that everybody can achieve
  - Compliment others on achievements
  - Persevere with tasks and not give up straight away.

## Creative Development (Art, DT, Music, Drama)

- Art & DT
- Children will be able to select from a range of tool for cutting shaping and joining.
  - Children will be able to evaluate ideas against a design criteria.
  - Children should be able to build a structure and explore how to make them stronger, stiffer and more stable.
- Music
- Use voices expressively to sing songs
  - Experiment with sounds.

## Possible activities

- Art & DT
- Design and make own castle or dragon.
  - Investigate into materials and the best types to use.
  - Evaluate own structure and find ways to improve next time.
  - Egg painting.
- Music
- Create own beat using a musical instrument.
  - Learn and perform songs
  - Use percussion instruments to create a beat.