

KS1 – Year One


Year 1 Sapphire and Kyanite	Term 4 Spring 2	Enquiry Theme	Turrets and Tiaras
		Enquiry Question	Why were castles built?
Role play	Inside	Castle/ Dungeon/ Palace	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English- reading</b> Predicting what might happen on the basis of what has been read so far ** refer to LTP for ongoing objectives	Shared Texts- writing Class read- Pie Corbett Reading Spine or 50 Recommended Reads List Guided- group targets and texts						
<b>English- writing Composition</b> Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher	<b>Cross-curricular – captions</b> <b>Writing – instructions – How to catch a dragon</b> <b>Hook and imitation</b> Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher. Discuss what they have written with the teacher or other pupils Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense	<b>Cross-curricular – captions</b> <b>Writing – instructions – How to catch a dragon</b> <b>Imitation</b> Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher. Discuss what they have written with the teacher or other pupils Saying out loud what they are going to write about Composing a sentence orally before writing it	<b>Cross-curricular – captions</b> <b>Writing – instructions – How to catch a dragon</b> <b>Innovate</b> Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher. Discuss what they have written with the teacher or other pupils – Saying out loud what they are going to write about Composing a sentence orally before writing it	<b>Cross-curricular – captions</b> <b>Writing – instructions – How to catch a dragon</b> <b>Independent application</b> Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher. Discuss what they have written with the teacher or other pupils Share their work with their peers and teachers. Saying out loud what they are going to write about Composing a sentence orally before writing it	<b>Cross-curricular – Instructions of how to build a castle/fortify/live/make food</b> <b>Sequencing</b> Sequencing sentences Read aloud their writing clearly enough to be heard by their peers and the teacher. Discuss what they have written with the teacher or other pupils Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense	<b>Cross-curricular – Instructions of how to build a castle/fortify/live/make food</b> <b>Independent application</b> Sequencing sentences Discuss what they have written with the teacher or other pupils Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense	<b>Consolidation week</b>

		Re-reading what they have written to check that it makes sense	Re-reading what they have written to check that it makes sense	Re-reading what they have written to check that it makes sense			
<b>English- phonics</b> Phase 3 P15-20 Phase 5A p.26-34 REAch2 Staple Diet	Refer to REAch2 Staple Diet Phase 5A Phase 3						
<b>English- spelling</b> Apply simple spelling rules and guidance Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular	Practising tricky words, linked to phonic input Practising use of suffixes -ing, -ed, -er, -est Plurals add -es add -s						
<b>English- vocabulary, grammar and punctuation</b> Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark High frequency word list practise Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and						
<b>English- handwriting</b> Practising long-legged giraffe letters, one armed robot letter and curly caterpillar letters Practising zig zag monster letters Writing words zz Mixing all of the letter families Practising all of the capital letters Practising all of the numbers 0-9 Writing words with ck and qu Practising long vowel phonemes ai, igh, oo Practising vowels with adjacent consonants ee, oa, oo	Practising long-legged giraffe letters, one armed letters, and curly caterpillar letters Practising zig zag letters	Writing words with double zz Mixing all of the letter families	Practising with capital letters Practising 0-9	Writing words with ck and qu Practising long vowel phonemes ai, ee, igh, ea, oo, ue, oa, ay,	Practising vowels with adjacent consonants: ee, oa, oo	Recap of letters found tricky	Consolidation week
<b>Maths</b> Measurement:	Counting in 2s and 5s	Compare lengths and height	Measuring	Weight and mass	Capacity and volume	Exploration of measurements	Consolidation week

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<p>Length and Height Measurement: Weight and Volume</p>							
<p><b>Science</b> Everyday materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Distinguish between an object and the material from which it is made</p>	<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  Link to history – castles and palaces.</p>		<p>Describe the simple physical properties of a variety of everyday materials  Link to history – castles and palaces. What has changed? Explore other castles and the materials used. What is the difference between a castle and a palace?</p>		<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Consolidation week</p>
<p><b>History</b> Enquiry interest link- not skills progression</p>	<p>Hook- Engage – cross curricular Castles and palaces</p>	<p>Queen Elizabeth II – significant events – her coronation, where does she live? Windsor castle</p>		<p>How has Windsor Castle changed? What materials were used? What materials are now used? Why?</p>		<p>Link to literacy – building a castle. What do we need to think about?</p>	<p>Consolidation week</p>
<p><b>Geography</b> Enquiry interest link- not skills progression</p>	<p>Looking around the UK at different castles</p>	<p>Where does the Queen have residences? Explore them. Pinpoint on map.</p>	<p>Commonwealth and how it relates to the Queen. What oceans are they near? What continents are they in?</p>	<p>Consolidation week</p>			
<p><b>Art and design</b> Use tools to explore thick/thin and curved lines. Use colour for a purpose and articulate this. Use a range of materials creatively to design and make products. Use drawing and painting to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, line, shape, and form. Know about the work of Kandinsky, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Colour mixing Mondrian – create a piece of art relating to Mondrian. How can we use lines to create an abstract piece of art.</p>	<p>Link to computing. Using the iPad use different features of castles to build your own collage.</p>	<p>Link to history and literacy – design your own castle. Label and use colours to create a castle/palace.</p>	<p>Consolidation week</p>			
<p><b>Design and Technology</b> <i>design purposeful, functional, appealing products for themselves and other users based on design criteria.</i> Investigate and analyse a range of existing products. Use a range of materials and components, including constructions materials, textiles and</p>	<p>Link to science – create a bridge using paper on water. Does it work? What do they need from materials? (properties)</p>	<p>Link to science- materials and the properties that are needed. Strength. Sort different bridges and what could travel over them. Suspension bridge, rope bridge etc</p>	<p>Link to history – draw bridges and how they have changed. What material is better used now? Design a draw bridge. What is important?</p>	<p>Consolidation week</p>			

ingredients according to their characteristics. Generate, develop, model and communicate their ideas through discussion, diagrams, drawings, templates, mock-ups and computer aided design. Evaluate their ideas and products against design criteria.							
<b>Music</b> <b>Unit 8</b> Explore sounds on instruments and find different ways to vary their sound Identify metre by recognising its pattern <b>Unit 9</b> Play fast, slow, loud, and quiet sounds on percussion instruments Understand how music can tell a story	<b>Unit 8</b> Explore sounds on instruments and find different ways to vary their sound Identify metre by recognising its pattern			<b>Unit 9</b> Play fast, slow, loud, and quiet sounds on percussion instruments Understand how music can tell a story			Consolidation week
<b>Computing</b> Unit 1.4 We are collectors- finding images using the web	Plan an idea for an ebook (cross curricular to castles)	Find images and import these for their ebook	Plan facts about the castles	Record audio and create ebook	Discuss and think about privacy, copyright and improving work.		Consolidation week Consolidation week
<b>PE</b>	<b>U Sports</b> OAA (Outdoor Activities and Team Building) Invasion Games (Hockey Focused)						
<b>RE</b> Palm Sunday – Christianity Why was Jesus welcomed like a king or celebrity by crowds on Palm Sunday	What would you do if the Queen came to visit?	Tell the Easter story up to Palm Sunday. Discuss how Jesus was welcomed. Discuss how they would welcome Jesus to school if they were Christians. What is the same and what is different between Jesus’ welcome and that of the Queen?			Why was Jesus welcomed as king or celebratory? Sequence the events.	Who would you invite as someone special to you? Why would they be welcomed in such a way?	Consolidation week
<b>PSHE and Citizenship</b> Healthy Me	Being Healthy	Healthy choices	Clean and healthy	Medicine safety	Road Safety	Happy, healthy me	Consolidation week
<b>MfL</b> Musical instruments I play. Parts of the body.	Learning instrument names	Learning instrument names	Learning instrument names	How to say ‘I play the...’	Revising all musical instruments		Consolidation week
Visits/ visitors	Windsor Castle						
REAch2 11 before 11 Promises	 <b>10 good deeds</b>						



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