

Year 1 and 2 Year A1 / Autumn 1 2023 7 weeks + 4 days	
Key Question	<i>Real or Fantasy: Castles and Dragons</i>
Hook/Trip	Castle Visit
English JC genres of writing Writing genres Key books	Story, Instructions, Recount Story, character profiles, information leaflets, lists and captions, poems NF Castles Big Book, The Dragon Machine, George and the Dragon, the Tale of Custard the dragon-poem
Maths	Y1 Place Value - within 10- sorting, counting, counting on and back, Addition and subtraction- bonds up to and within 10. Y2 - Place Value to 100, counting in 1s, 2s, 5, 10s and 3s Addition and Subtraction - Bonds 10, 20, 100
Science (7) Scientific Knowledge Working Scientifically	Animals. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Asking simple questions and recognising that they can be answered in different ways. identifying and classifying.
Computing (3)	Unit 4 Data and information - use technology purposefully to create, organise, store, manipulate and retrieve digital content; recognise common uses of information technology beyond school; understand the principles of programming;
Design & Tech (4)	Puppets -explore and design purposeful, appealing products for themselves and other users based on design criteria. generate, develop, model, communicate and evaluate their ideas through talking, drawing, templates and mock-ups. 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,textiles and ingredients, according to their characteristics.

Geography (3)

Castles. Use geographical vocabulary to refer to physical features in the landscape around a castle. Understand geographical similarities and difference through studying physical features. Name and locate and identify the four capital cities in the UK (and castles- Windsor Castle & Rockingham Castle). Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs

History (3)

Castles. Identify similarities and differences through studying how life in UK was different in the past- life in a castle to life now. Use stories and sources of information to learn about events beyond living memory. Learn about the lives of significant individuals- William Conqueror, Elizabeth I. Ask and answer questions about the past.

Music (4)	Unit 4 Pitch - To sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence. I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound- based and other creative responses.
PE (7)	Different movements, throwing catching, balancing and agility, coordination and team tactics.
PSHE (6)	C- Rights, rules and responsibilities - Name some adults in school who look after them and describe their responsibilities, Describe some of the responsibilities they have, Describe classroom ground rules and explain how they have been involved in making them, Understand why we have classroom rules, Share information, opinions and feelings and listen to those of others. Myself and My Relationships Beginning and Belonging be able to take part in discussions about behaviour that helps the classroom feel a safe and happy place to learn. Understand the agreed ground rules. Be able to name the other children in their class and to take part in relationship building activities. Be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome. Be able to identify people in their 'Network of Support' who can help them if they are worried or need support, and know how to ask for help. Be able to show some simple strategies for helping other people who need support.
Religious Ed. (6)	Leics. Syllabus. Who is Jewish and how do they live? Recognise the words of the Shema as a Jewish prayer; Retell simply some stories used in Jewish celebrations (e.g. Chanukah); Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like; Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah); Make links between Jewish ideas of God found in the stories and how people live; Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). Reflect on what they have learned.
Key Vocabulary	birds, fish, reptiles, mammals, invertebrates, group, classify, carnivores, herbivores, omnivores, group, classify, habitats, offspring, babies, adults, food chain, predator, habitats, dependence, dead, alive, Jewish, Jew, Star of David, mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, kosher food, seder plate, matzah cover, kippah, Shabbat, Shema, Torah, Hebrew, Mezuzot, spice box, Havdalah candle, Kiddush prayers, Chanukah, compare, Queen, monarch, reigning, keep, moat, motte and bailey, drawbridge, battlements, portcullis, arrow slits, pulse, rhythm, drone, pattern, note, timing, staccato, tempo, internalised words, rest, Paul Klee, shape, orientation, squares, rectangles, triangles, pentagon, hexagon, circles, 2-D shapes, tessellation, lines, pencil, oil paster, colour wash, ink, paint, Castle, settlement, sea, hill, river, cliff,