



Class: Jackson (Year 1)

Term: Summer 2

Topic: Why does Falmouth have a castle?

Launch Day: Visit to Pendennis Castle

Trips/Visitors:

Literacy topics/Guided Reading Book/Texts:

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<u>Early Learning Goal: Understanding the World:</u> The natural world Children know about similarities and differences in relation to places, objects, materials and living things. (Year 1) – Prior learning in Autumn 2	<u>Early Learning Goal: Understanding the world; past and present</u> Children understand the past through settings, characters and events encountered in books – discussing castles & why they were built and different people who lived/worked in castles. Children know some similarities and differences between things past and now – exploring this through role play, construction and sand/water play.	N/A	(Year 1) - How to look after materials and tools for painting - What outcomes will come from mixing different paints - What a primary colour is and why this is important for mixing tones	N/A	(Year 1) - The meaning of key vocabulary such as algorithm, decomposition and abstraction - What a given command will do How to plan and input a simple program How to find more than one solution to a problem	See music curriculum map	(EYFS) – Think about the wonders of the natural world, expressing ideas and feelings Say how and when Christians like to thank their Creator Talk about what people do to mess up the world Talk about ideas of new life in nature Express a personal response to the natural world. (Year 1) - Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Retell the story of creation from Genesis 1:1–2:3 simply	
Knowledge	Key Question: How can we describe and group different materials? The children will know: Recap – How to identify and name a variety of everyday materials, including	Key Question: The children will know: Explain the history of a castle in the local area. - Recognise the uses of castles.		Key Question: The children will know: <u>See art sequence of learning for individual lesson details.</u> Potential project idea – Recreating Paul Klee’s ‘Castle and the Sun’		Key Question: The children will know: Programming animations How to choose a command for a given purpose	See music curriculum map Key Question: The children will know:	Christianity - God Key Question: 1.9 How should we care for the world and for other, and why does it matter? The children will know: Make sense of belief:	https://peplanning.org.uk/ Athletics and Rounders

	wood, plastic, glass, metal, water, and rock - Recap – The difference between an object and the material from which it is made How to describe the simple physical properties of a variety of everyday materials (hard/soft, stretchy/stiff, shiny/dull, waterproof/non-waterproof, opaque/see-through) How to compare and group together a variety of everyday materials on the basis of their simple physical properties	- List the jobs available in a castle. Understand how the uses of castles have changed over time		- What impact mixing different colours together will have on the tone - Different geometric shapes and what happens when they are combined		That a series of commands can be joined together The effect of changing a value - That each sprite has its own instructions - How to design the parts of a project How to use an algorithm to create a program		- Identify a story or text that says something about each person being unique and valuable - Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) - Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understand the impact: - Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories - Give examples of how Christians and Jews can show care for the natural earth - Say why Christians and Jews might look after the natural world Make connections: - Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world - Give good reasons why everyone (religious and non-religious)	
Skills	Children will be able to: - Ask simple questions and recognise that they can be answered in different ways - Perform simple tests Use their observations and ideas to suggest answers to questions	Children will be able to: - Talk, draw and write about the past. - Ask basic questions about the past. - Explain what life was like in a Tudor castle. - Compare life in a castle from then to now.		Children will be able to: Painting - Appraise a piece of art based on one criteria - Select a tool to produce a desired outcome when painting - Mix colours to produce an intended tone of paint - Analyse a geometric painting to see		Children will be able to: Using ‘logic’ to determine the steps required on a command - Find which commands move a sprite Use commands to move a sprite - Compare different programming tools Use more than one block by joining them together	Children will be able to:	Children will be able to: - I can talk about the different ways people show they care - I can talk about stories from the bible that reflect care shown. - I can talk about my personal beliefs.	Children will be able to:

				which shapes it contains • Select a background colour to generate a particular response from the viewer • Critique their own piece of learning and a partner’s to see what they are pleased with or would try to improve next time		• Use a Start block in a program • Find blocks that have numbers • Change the value • Show that a project can include more than one sprite • Delete a sprite • Add blocks to each of my sprites • Choose appropriate artwork for my project • Decide how each sprite will move • Use sprites that match my design • Add programming blocks based on my algorithm • Test the programs I have created			
Components (teaching sequence)	• I can identify different materials • I know the difference between an object and material • I can group different objects and materials • I can observe and describe different materials and properties. Topic outcome: Egg box test to try different materials. Test to see what the materials do.	• I can show where you can find castles in Cornwall. • I can explain who built Pendennis castle and what was it used for. • I can talk about what life was like in Pendennis castle. • I can compare life is different now in Pendennis castle. Topic outcome: Children will produce a poster/leaflet about Pendennis castle.		• I can make different tints of primary colours. • I can identify different shapes. • I can discuss the artists individual style. • I can critique and compare my own work to others and the artists. Topic outcome: Create a castle and sun picture inspired by Pendennis Castle.		• I can talk about my aims of my programming. • I can discuss and critique the artwork made. • I can use the correct terminology and vocabulary. Topic outcome: To create a artwork piece from my programming.	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:
Key Vocabulary		Castles Timeline Turret Towbridge Ramparts Tower Dungeon Moat Past Long ago Chorological order Knights Pendennis Banquets							