

Great Kingshill CE Combined School
Long Term Planning

Year Group: 1

Topic: Captivating Castles

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow</p> <p>Forces and space: seasonal changes</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Name the four seasons in order and describe the typical weather in each. Name some activities and events in the four seasons. Describe the appearance of a tree's leaves in each season. Recall that summer has the most daylight hours and winter has the least daylight hours. Record data about the temperature across the four seasons. Label a map of the UK with capital cities and seasonal weather symbols. 	<p>Knowledge To identify how the weather changes across the four seasons.</p>	<p>Knowledge To identify events and activities that take place in different seasons.</p>	<p>Knowledge To recognise how trees change across the four seasons.</p>	<p>Knowledge: To recognise that daylight hours change across the four seasons.</p> <p>Working scientifically: To record data in a pictogram.</p>	<p>Knowledge To observe changes across the four seasons.</p> <p>Working scientifically To gather and record data about how seasons change over time.</p>	<p>Knowledge To plan and carry out a weather report.</p>	
<p>Computing Digital Literacy</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private identify where to go for help and support if I have any concerns recognise common uses of information technology beyond the classroom. 	To pause and think online.	To understand how technology may make me feel.	To know how to stay safe online.	To understand how to stay safe online.	To find and understand examples of where technology is used in school.	To record examples of technology used outside of the classroom.	To review my knowledge of technology and using it safely.
<p>Music <i>Charanga Scheme</i> Hey You!</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> Know that music has a steady pulse, like a heartbeat. Rap and sing in time to the music Play accurately and in time as part of the performance. 	To listen and respond to hip-hop music and identify how it makes me feel.	To find, keep and move to the steady pulse in music.	To copy and perform simple rhythms using words, claps and percussion instruments.	To sing songs accurately and confidently with others.	To improvise simple musical patterns using my voice and percussion instruments.	To perform a song as part of a group, keeping a steady pulse and rhythm.	
<p>PSHE <i>Jigsaw Scheme</i> Being Me in My World.</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> Explain why my class is a happy and safe place to learn. Give different examples where I or others make my class happy and safe. 	To discuss feelings and emotions.	To know that I belong and my role in my class.	To explore how we like to learn.	To know I am valued.	To understand how my actions lead to consequences.	To reflect and represent my role at school.	To discuss and draw my role as a member of our class.
<p>ART & Design <i>Plan Bee Scheme</i> Colour Creations</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> develop a wide range of art and design techniques in using colour. discuss the work of a range of artists and making links to their own work. 	To create a representation of a castle using varied materials.	To identify colours and the objects that are associated with them.	To identify primary colours.	To create light and dark shades of colour.	To create light and dark shades of colour.	To produce art based on the work of Kandinsky.	
<p>Geography Captivating Castles</p> <p>Enquiry: How have castles changed since medieval times?</p> <p>Concept: Similarities and differences</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Use world maps, atlases and globes to identify the United Kingdom and its countries. 	To identify the countries of the UK on a map.				To discuss the locations of different castles in the UK.	To create a labelled map of the UK.	Trip to Windsor Castle.

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<ul style="list-style-type: none"> Use aerial photographs to recognise landmarks and basic human and physical features. 						
<p>History Captivating Castles</p> <p>Enquiry: How have castles changed since medieval times?</p> <p>Concept: Similarities and difference</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> Identify changes within living memory. Identify events beyond living memory. Identify significant historical events, people and places in their own locality. 		<p>To show what I know about castles.</p> <p>To design my own castle.</p>	<p>To understand why castles were built and who lived there.</p>	<p>To identify defensive features of a castle.</p>		
<p>RE <i>Jigsaw RE</i> Christianity</p> <p>Key question: <i>What do Christians believe about God?</i></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> say how it felt to take care of something or somebody remember some Christian beliefs about God and talk about them express an opinion about some Christian beliefs about God 	<p>To respect the work of a creator</p>	<p>To retell the Christian Creation story</p>	<p>To tell you how Christians think God wants them to behave (towards the world)</p>	<p>To say some ways Christians believe God wants them to behave (towards others)</p>	<p>To say how it felt to take care of something or somebody</p> <p>To remember some Christian beliefs about God and talk about them</p> <p>To express an opinion about some Christian beliefs about God</p>	<p>To say how it feels to take care of the world or somebody</p>
<p>PE <i>PE Passport</i> Personal Challenges</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> Work safely within a defined space Communicate effectively and work well with others Show awareness of boundaries and rules 	<p>To retain my focus</p> <p>To know the importance of a good start</p> <p>To show a sense of anticipation to begin work</p> <p>To react quickly</p> <p>To demonstrate agility, balance and coordination</p>	<p>To cushion my knees when landing</p> <p>To know the technique for different types of jump</p> <p>To jump in a variety of ways</p> <p>To coordinate a run with a jump</p>	<p>To know how to improve my technique to increase the height and distance of my jumps</p> <p>To know the difference between a leap and a jump</p> <p>To discover and develop different styles of jumping</p> <p>To leap, jump and hop</p>	<p>To know why core strength is important in most sports</p> <p>To know why stamina is very important in some sports</p> <p>To know how determination and perseverance</p> <p>To run for a period of time, maintaining a good pace</p>	<p>To know how to develop all round strength for my body</p> <p>To know why relaxation and stretching is an important part of all athletes training</p> <p>To perform a variety of exercises demonstrating good technique</p> <p>To work with determination</p>	<p>To know what different parts of my body should be doing when I am sprinting.</p> <p>To know how to start and finish a sprint race</p> <p>To start and finish a sprint race with good technique</p> <p>To demonstrate good sprinting technique</p>
<p>PE <i>PE Passport</i> Striking and Fielding Game Skills 2</p> <p>By the end of unit pupils will be able to:</p> <ul style="list-style-type: none"> Warm up safely prior to exercise and can sustain performance over periods of time Apply basic skills competently in a range of physical activities Know what success looks like - self and others 	<p>To know where to strike a ball in a game to then get the most runs</p> <p>To strike a ball off a tee</p>	<p>To listen carefully to instructions and focus on the task</p> <p>To how to strike a ball off a cricket tee</p>	<p>To throw / strike into space to help score more runs.</p> <p>To know how to throw overarm to a teammate</p>	<p>To know why I should strike the ball into space</p> <p>To know how to strike a ball into space</p>	<p>To know where to strike the ball to get the maximum runs</p> <p>To know how to bowl a ball underarm</p>	<p>To know when to stop running in a game so I am not run out</p> <p>To know how to use simple tactics in different games</p>
<p>Forest School Autumn</p>	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> know the rules and routines of Forest School identify seasonal changes – Trees and Plants within our local area, Weather explore living things in our forest on a scavenger hunt – Trees, Plants, Minibeasts understand the risks and safety instructions of fire – make S’mores safely 					

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