



Once Upon a Castle

Year 1



Topic web

Year 1 Autumn Term 1

LITERACY

We are starting our literacy focussing on key writing skills such as handwriting, using and applying our sounds and full stops.

We will be looking at the story of The Magic Porridge Pot and writing instructions after helping her make her bread. We will also be looking at castles, writing an application to be a knight and using the book 'George and the Dragon' as a stimulus for some of our writing.

Key vocabulary – Capital letter, sounds, handwriting.

THE ARTS AND DT

ART & DT:

We will be learning about primary and secondary colours. How to draw straight lines with a ruler and how to choose the appropriate paint brush. We will be looking at the artist Paul Klee.

Key vocabulary – Primary colour, secondary colour, mixing.

MUSIC: We will be exploring body percussions and how different sound types can make up feel. We will be using percussion instruments to match sounds to emotions.

Key vocabulary – tempo, short sounds, long sounds, hard sounds, soft sounds.



ROLE PLAY – Fairy tale castle and home corner
SMALL WORLD – Castles and puppet theatre

MATHS

We will be learning the sequences of events in a day including days of the week and months of the year. We will be teaching the children about 2D shapes.

We will be doing lots of number investigation and consolidating skills learnt in year R with a focus on using resources to represent numbers in different ways.

We will also be learning our number bonds of number up to 10, and that a whole number can be split into part e.g. $8=4+6$.

We will be learning to use a number line to add and subtract. In our mental maths, we will be focussing on 1 more and 1 less.

Key vocabulary – more than, less than, compare, bond, altogether, partition, add, addition, plus, tens, ones

ONCE UPON A CASTLE.



KEY FACTS

- The first castles were built by Normans and were called motte and bailey castles
- The main parts of a castle (we focus on) are the drawbridge, portcullis, turret, tower, keep, battlements and the arrow slit windows.

HUMANITIES

RE

We will be learning about harvest and being thankful. We will also be learning about special places and that different religions have special places.

Key vocabulary – Harvest, crop, farm, mosque, temple, church.

History:

We will be learning about castles and how life was very different in the past. We will be learning how to sequence events from the past. We will be describing the main features of a castle and find out answers to questions.

Key vocabulary – castle, knight, portcullis, keep, parapet.

Cupernham Infant School

SCIENCE – Animals including humans

This half term we will be looking at ourselves. We will be naming parts of the human body, talking about how to stay fit and healthy. We will also be looking at how to be hygienic. We will be exploring our senses and the parts of the body that are linked with each sense. We will be learning that animals have offspring which grow into adults.

Key vocabulary – common animals and their offspring e.g. cow and calf. Basic body parts e.g. eyes, mouth, knees, and elbow. Hygiene, smell, taste, touch.

PSHE

This year we are starting use Jigsaw which is a whole school approach. This half term we are learning about 'Being Me in My World'. We will be learning about our rights and responsibilities, class rules and how to be calm.

COMPUTING

We will be learning how to turn the computers on and off, where to save our work and how to make a pictogram on '2Graph'.

Key vocabulary – On, off, shut down, save.

PE

This half term we will be consolidating the children's gross motor skills by practising balancing, jumping and skipping. We will also be learning a medieval dance.

Key vocabulary – balance, gesture, pattern

OUTSIDE LEARNING

We will be going on welly walks around our school grounds and looking at our local area.

Curious questions for our topic

We display our subject logo which drives the topic and supports the children to identify their learning.

- ▶ Our children decided on some questions they wanted answers to throughout our topic.
- ▶ Each class has a curious questions area where the children can post these questions.
- ▶ Throughout the learning journey we find out these answers together and learn as we go.

The bulletin board is titled "CURIOUS QUESTIONS" in large, white, outlined letters. In the center is a poster titled "List of question words" with a large red question mark and speech bubbles containing the words: who?, why?, what?, how?, when?, which?, and where?. Surrounding the poster are several yellow sticky notes with handwritten questions:

- How do you put the bow and arrow in the sets?
- Castles have a moat.
- How does the bridge go up?
- Dungeons are inside a castle.
- Castles have battlements.
- Princesses can live in castles.
- What are castles made out of?
- Will we learn about castles?
- How many people live in a castle?
- Castles have knights.
- Are princesses and queens real?
- Kings and Queens have crowns.
- We had a Queen and now a King, what changes?

There is also a small illustration of a castle on the right side of the board.

Knowledge Organiser

- ▶ With each new topic, every half term, we send home a knowledge organiser.
- ▶ These are intended to allow discussions to open up between the children and their adults to understand the focus of their learning.


Once Upon a Castle

Key Questions:
What are the main features of a castle?
Who lived in a castle?
How was life different a long time ago to now?

Key Vocabulary
*Battlements * Tower *Arrow Slit
* Drawbridge * Moat *Knight

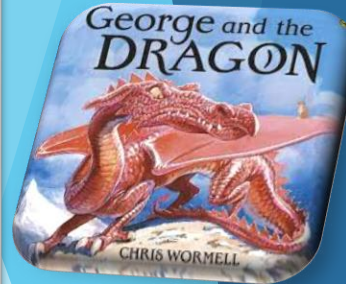
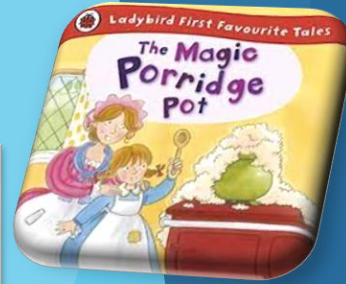
Parts of a Castle

The diagram shows a castle with a central tower, a drawbridge leading to a barbican, and a moat surrounding the main structure. Labels point to Battlements, Moot, Arrow Loops, Tower, Bailey, Portcullis, Drawbridge, and Barbican.

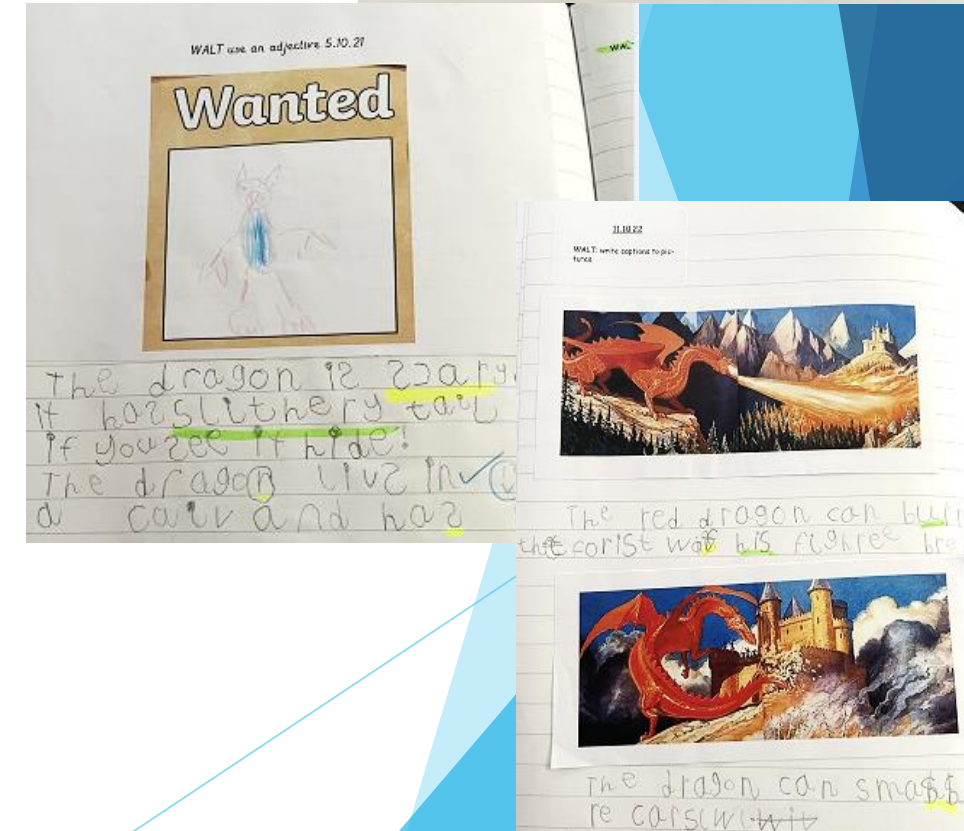
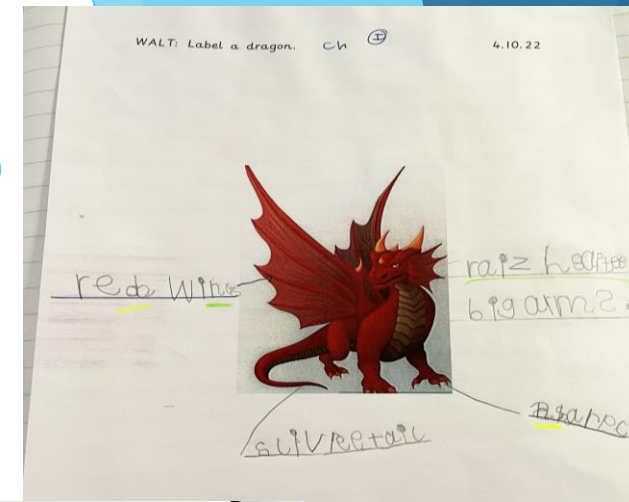


Our Literacy Journey

- ▶ We use a book stimulus for our literacy journey's.
- ▶ To start with in Year 1, we looked at the magic porridge pot. The children received a letter from King Charles III telling the children he had lost his magic porridge pot and that they needed to find it. The outcome of this text driver was the children writing instructions on how to make porridge using the time words 'first', 'next' 'then' and sequencing the story.
- ▶ Our second book began with a dragon hook! A dragon appeared in the school grounds and small footprints lead up to the dragons' lair. The children had to write wanted posters to catch the dragon using adjectives to describe what the dragon looked like. Our text driver for this was 'George and The Dragon'.



Literacy planning example and outcome





Year 1: Hummingbirds, Robins, Owls		Week 6		
Day/ WALT	WILF	Main Teaching	Activities	
MONDAY HOOK WALT: describe a dragon.	WILF: WOW words.	TW/WK/CK → set up the hook in hall CH/NM/MC → hand writing curly caterpillars HOOK!!!! First thing → Set up hall to have dragons eye/scales visible through the door and dragon noises coming from the hall computer. Use flour to make mouse foot prints leading up to the door! JT/Duncan to come running in saying there is a dragon on the loose and there are some footprints leading to the hall!! Are the children feeling brave to come and look? Take children to follow the footprints and see what they can see. Help them to deduce that it's a dragon and the footprints are a mouse.		
MONDAY lesson WALT: label a dragon.	WILF: Word wall 00 Focus	Tell the children the dragon has now escaped and that we need to find him. Come back to class and describe the dragon. Decide with the children that we are going to make a wanted poster. We need to describe the dragon for other people to be able to find him.	Children to label a dragon. SEN - orally blend sharp teeth, wings. Try to then write these words. Encourage use of word wall where the words will be. Everyone label what they can see. 'red wings', 'spiky horns', 'sharp teeth' etc.	Orally blend 'sharp' claws
WEDNESDAY WALT: label a dragon.	WILF: Word wall 00 Focus C Full stops	Show WAGOLL of wanted poster and get the children to discuss what they like about it. Point out starting a sentence with 'It' instead of 'The dragon'. Model to the children how we are going to write a wanted poster to put up round our school of the dragon to help find it.	CH/NM/MC → write with HA and HMA writers this day to set them up independently for Thursday writing. Yellow HA 'mistakes' at the end of the session but children not to make changes today but tomorrow independently. TW/WK/CK → keep up	Put name on labelling and talk about using these in literacy tomorrow.
THURSDAY WALT: write a wanted poster for a dragon.	WILF: C The dragon has... It has... Full stops Target cards	Remind children of the work from yesterday and how we need to write a poster to find the dragon. Go over the WAGOLL and recap our WILF.	CH/NM/MC → LA/LMA/SEN. Expectation of one sentence or 2 words for SEN/sounding out orally and matching what they hear to the sound on the sound mat. Write words down and correct letter formation of what's been said. Dictated sentences if they are able to push beyond a word or two. TW/WK/CK → set off HA independent table. Tell them they need to work through and edit their yellows. Explain their next step is to add 1 more sentence using adjectives and the conjunction 'and' independently. Go back to keep up but keep an eye children are on task and dip in between keep ups to mark and initial.	Wave if you met your target.

Accompanying subject driver... HISTORY.

- ▶ History was a big focal point for this topic.
- ▶ The children have been learning all about medieval times, including medieval roles in a castle setting, the different features of a castle and The Battle of Hastings.



 History Medium Term Planning Autumn 1- Knights and Castles 			
Learning Objectives	Introduction	Main Activity	Plenary
Skills Progression Understands that the world was different in the olden days. Sequencing images of themselves as baby, toddler and infant → see science planning Can sort pictures and objects, matching them to babies, children and adults → see science planning Children can see how life must have been different in the past because the nursery rhymes, kettles without plugs, wells for water etc Find answers using pictures Children can describe the main features of an artefact (Portchester Castle and the Falcon experience) Children can make deductions about artefacts spotting clues to function and use and can talk about them eg: in role play Children can find answers to questions about objects by looking in books. Can label/annotate simple illustrations showing aspects of life in the past. Increasing specific use of period specific vocabulary orally. Children show awareness of significant features not seen today. Children include some period specific vocabulary or detail in their writing. Hear the main concept of then and now – children should spot significant differences.			
Friday morning WALT: name the main parts of a castle. WALT: ask questions to find out information. WILF: history language, labels, word mat.	Discuss features of castles. Display picture of castle on IWB- can you name any part of the castle? Write words on whiteboard. Look at 'features of a castle' power point... ...thing you might need to know! ☺ Portcullis: heavy grided iron door protecting the main entrance of the castle. The portcullis could be raised or lowered quickly by means of chains or ropes attached to an internal winch. There was a quick release to close the portcullis if the castle was under attack. Keep: Self-sufficient structure that castle defenders could retreat to as a last resort during a battle. Sometimes the keep served as a prison, so the word dungeon soon developed as slang for the keep. Parapet: protective wall at the top of a fortification, around the outer side of the wall-walk.	Group Activity: Label the main parts of a castle. CH/MC/NW Outside: Building castle using building blocks. Building sand castles. Junk modelling/Create and make: How could we make a castle? Construction: Building castle using Duplo or Lego. Use labels to show different parts of the castle. Writing Table: (post-its) write labels to stick on your friends! Role Play: Medieval Castle- Knights/princess costumes. Post-it's for labelling different characters. Small world: Labels for sticking on the castle. Book/listening station: Castle information books- add your fact to the castle wall. Computers: 2point - drawing castles. C&M: Drawing castles. Use labels to show different parts of the castle.	Can we answer any of our questions from topic wall yet?

We end this topic and history learning, celebrating all we have learned with a medieval banquet which the children cook themselves and present our medieval dances.

Accompanying subject driver... HISTORY.



<p>Friday pm We are finding out what we already know about castles.</p> <p>WILF: history thinking, listening to others, offering ideas</p>	<p>Introduce new topic. Discussion in talk partners:</p> <p>What do we know about castles? (Post-it in one colour) PROMPTS: What is a castle? Who lived in a castle? What jobs did they do? What would you like to find out about castles?</p> <p>What do we want to know about castles? (Post-it in another colour)</p> <p>Add post-its onto working wall!</p>	<p>Challenge the children to draw a castle on paper to go into their topic folders. This is an independent challenge so just look at your own - encourage the children to label it using morning knowledge!! CH/MC/NM</p> <p>Call the children over in groups to draw a castle. Think about the detail they need on it</p> <p>Do we think our drawings of castles will get better as we become castle experts?</p> <p>Chn need to know that castles changed over time: Show the power point of the different types of castles. Explain that we will be looking at different castles from the oldest to the newest. Why do you think these castles were built on a hill? What do you think a moat was used for?</p>	<p>Explain that as we become experts about castles and answer our questions we can add it to our working wall.</p>
<p>pm WALT: understand that life in the past is different to now.</p> <p>WALT: talk about the roles of different people who lived in a castle.</p> <p>WILF: history thinking, history language.</p>	<p>Knights!</p> <p>Introduce the knights power point to chn- explain the process of becoming a knight.</p> <p>Talk about how knights and medieval times are in the past.</p>	<p>Table Top: Shields/coats of arms CH/MC/NM</p> <p>Outdoor area: Building castles</p> <p>Role Play: Quest! A scroll found in role play with details of a quest for the knights.</p> <p>Construction: Build a jousting tournament stadium.</p> <p>Small world: Knights jousting tournament- remember to keep score.</p> <p>Book/listening station: Castle information books- add your fact to the castle wall. Castles matching game.</p> <p>Computers: 2Publish</p> <p>C&M: Using junk modelling to create armour for being a knight.</p>	<p>Talk about and share the children's homework learning about someone from the past. Talk about the questions we have asked and what answers we have found out.</p>
<p>Week 3 Fri am WALT: understand that life in the past is different to now.</p> <p>WALT: talk about the roles of different people who lived in a castle.</p>	<p>People/roles</p> <p>Around the room have pictures of different people who lived and worked in a castle. I reads out role and chn have to walk to the person who they think the role belongs to.</p>	<p>Writing Table: Writing job application form for working in a castle. CH/MC/NM</p> <p>Role Play: Medieval Castle- acting out different roles of people in castles.</p> <p>Construction: Build a castle. Use labels to show different parts of the castle.</p> <p>Small world: What characters are in the small world? What are they doing?</p> <p>Book/listening station: Castle information books- add your fact to the castle wall.</p> <p>Computers: Draw yourself someone who worked/lived in a castle carrying out a typical activity (e.g. cook, falconer and bird, jester entertaining etc).</p>	<p>Who said what? Match speech bubbles to the different people in the castle.</p>

<p>WILF: history thinking, history language.</p> <p>Wk 4 Friday pm WALT: know a famous historical battle.</p> <p>WILF: history thinking, good listening.</p>	<p>Show children the Bayeux Tapestry 'I wonder' Flipchart picture. Can they say what is happening? What do they notice? Do they have any questions about what might be going on in the picture?</p> <p>Watch the Animated Bayeux Tapestry on Youtube? Explain about the tapestry being made to tell the story.</p>	<p>C&M: Design clothes/colouring different people who live in a castle. Outdoor area: Draw/build large floor plan of a castle.</p> <p>TOPIC activities</p> <p>CH/MC/NM - hear readers</p> <p>MUST DO: Castle labelling</p>	
<p>Wk 5 Tuesday am WALT: know a famous historical battle.</p> <p>WILF: history thinking, good listening.</p>	<p>Long, long ago in the year of 1066 there was a battle, it happened in a place called Hastings. Show map on second flipchart page. Point out Romsey - not too far from here. Tell the story of the 'Battle of Hastings' (use main points as guidance). Show children the second map of where the Normans came from.</p>	<p>Children to make their own shield for the battle - choosing between a round shield for the Saxons or a tear shaped shield for the Normans. CH/MC/NM</p> <p>Table Top - Castle books, paper and pencils C&M - Resources for children to make their own armour. Role Play - Castle, dressing up. Construction - Castle building Small world - Castle, knights and battles</p> <p style="text-align: center;">After playtime head into battle!</p>	<p>What do you think the knights would have been feeling like? How do you think William was feeling in the end when he won the battle?</p>
<p>MEDIEVAL DAY WALT: understand that life in the past is different to now.</p> <p>WALT: act in role of different people who lived in a castle.</p>	<p>Medieval banquet day- see separate plan.</p>	<p>Main activity: Pack a suitcase as your character. CH/MC/NM</p>	<p>Sort objects into different suitcases as to who would have needed them.</p>

Accompanying subject driver... PE.



- ▶ For PE this term, the children took part in learning a class medieval dance using simple movement patterns.
- ▶ The children had to adopt a chosen medieval role for this dance and learned about freeze frames and moving to the count of 8.



Physical Literacy - Dance Medium Term Planning Autumn 1- Once Upon a Castle					
Learning Objectives	Success Criteria	Warm up	Main Activity	Cool Down	Resources
<p>WALT: use movement imaginatively when listening to music.</p> <p>WALT: change the rhythm and speed of our movements.</p>	<p>WILF: I can move in time with the music and change the rhythm, speed and level of my movement.</p>	<p>Warm up in circle. Stretches in circle.</p> <p>Introduce importance of counting in 8 when dancing</p> <ul style="list-style-type: none"> • BOB UP AND DOWN to the slower beat to focus the children (could ask the children to count with you). • MARCH ON THE SPOT to the slower beat until the all the children are marching along with you • MARCH AROUND THE ROOM to the slower beat, encourage children to be like knights, could even salute when pass the teacher or their friends. Practice this for 2 - 3 minutes, encourage strong big movements and a good posture • JUMP UP AND DOWN to the slow beat: use a theme like jumping beans (could ask the children to count with you) 	<p>Show the children a selection of pictures of different roles within a castle. Children are to work in small groups to practice making these positions. Rotate around all of the roles.</p> <p>The children create freeze frames that represent their chosen castle role.</p> <p>Move around the room like their chosen castle role (using facial expressions)</p> <p>Use creative words such as dart, spring, run, sharp, smooth etc and explore these using movements.</p> <p>Use of different heights and the floor for movement.</p> <p>Add all of these together and shouting out freeze and go get the children moving around the room practicing everything that they have learnt.</p>	<p>Play knights and archers.</p> <p>Children work in pairs (one knight and one archer) Take it turns to be the leader and copy the actions of the leader - using heights, speed etc.</p>	<p>Medieval music.</p> <p>Pictures of different roles from a castle.</p>
<p>WALT: create and perform dances using simple movement patterns.</p> <p>WALT: create and perform</p>	<p>WILF: I can create and perform a dance using the skills I have learnt.</p> <p>Eg:</p>	<p>Warm up in circle. Stretches in circle.</p> <p>Play the hoop game -</p> <p>Spread 4 different colour hoops around the floor space. Children move around the space (run, skip, crawl etc.) until teacher shouts "hoop".</p> <p>The adult covers their eyes and counts</p>	<p>Reflect on last week's work. Encourage the children to remember all types of different movements they learnt and created last week. Remind the children about change of direction, level, speed etc.</p> <p>Talk about starting positions. POSTURE Do the children want to start in one place or in groups in different points of the hall? (Encourage independent choice).</p> <p>Count for 8 beats to count them in - remind the children of the first session - (children are frozen with heads down at this point).</p>	<p>Curl up inside an imaginary box and count down from 3 - on three the children get into a freeze frame of something linked to castles. Teacher has to guess what it is!</p>	<p>Medieval music</p>

dances from a different time.	direction, rhythm, speed, level etc.	<p>slowly to 3. Children have this time to run to a hoop.</p> <p>The adult says the colour of one hoop. Everyone in this hoop is out. Repeat until you have a winner.</p> <p>Children who are out can close their eyes and select the hoop colour.</p>	<p>When the 8th beat counts get them to move to their frozen castle role position and freeze again. Continue this for each group.</p> <p>The children then move around in their castle role for 16 beats TRAVEL until the teacher calls freeze and they stand in position two, face the front and freeze. BALANCE</p> <p>Practice the dance a couple more times.</p>		
<p>WALT: create and perform dances using simple movement patterns.</p> <p>WALT: create and perform dances from a different time.</p>	<p>WILF: I can create and perform a dance using the skills I have learnt.</p> <p>Eg: direction, rhythm, speed, level etc.</p>	<p>Warm up in circle. Stretches in circle.</p> <p>Number game →</p> <ol style="list-style-type: none"> 1 - crouch down 2 - cross arms strong pose 3 - one leg balance with lance and shield 4 - own pose 	<p>Recap on work from previous session. Remind the children of the importance of sharp movements.</p> <p>Remind the children of their starting positions and the first part of the dance (see above)</p> <p>Today the children will be learning the taught dance.</p> <p>Lift heels and bounce x 4</p> <p>Cross arms across chest x 2</p> <p>Push out right arm</p> <p>Push out left arm</p> <p>Push out right leg</p> <p>Push out left leg (getting armour on)</p> <p>Body ripple to put on chest plate</p> <p>Lift up (imaginary) helmet from the floor and place on head</p> <p>Lunge to the left to pick up shield</p> <p>Turn around on the spot TURN</p> <p>Partner dance</p> <p>Down arm arm jump up.</p> <p>Circle spin</p>	<p>Create still images of resources you would find in a castle.</p> <p>Eg: in groups of 4 make a drawbridge.</p> <p>In groups of four make a castle etc.</p>	<p>Medieval music.</p>

Accompanying subject driver... Art.



- ▶ In art we have taken part in an artist study on Paul Klee.
- ▶ The children started by thinking about colour mixing and understanding primary and secondary colours. We moved on to creating art using 2D shapes influenced by Paul Klee's 'Castle and Sun' artwork.

 Art Medium Term Planning Autumn 1- Colour mixing and Paul Klee. 			
Learning Objectives:- WALT: begin to name red, blue and yellow as primary colours. WALT: begin to name green, purple and orange as secondary colours. WALT: mix two primary colours to make a secondary colour. WALT: name 2D shapes. (maths target) WALT: draw lines using a ruler. WALT: choose a suitable cutting tool and use a selection of sticking techniques.			
Learning Objectives	Introduction	Main Activity	Plenary
WALT: begin to name red, blue and yellow as primary colours. WALT: begin to name green, purple and orange as secondary colours. WALT: mix two primary colours to make a secondary colour.	Introduce primary and secondary colours to children. Discuss how secondary colours are made.	Main activity: On strips of paper chn print two fingerprints in two primary colours. Then they mix the 2 colours together in their hands and handprint the secondary colour they have created. Write this using + and =. CH/MP? Independent activity: pencil colouring activity using primary and secondary colours. Computers: painting flags on the computers using primary and secondary colours.	Recap primary and secondary colours - have colours around the room. Ask chn to find a primary colour, and then a secondary colour etc.
WALT: set up a painting station WALT: practise our painting skills.	Discuss what resources you need when you are painting. What should a painting station look like? Organised so your painting can be a good quality.	Main activity: Chn to set up a painting station with clean water, paper towel, paintbrushes and paints. Complete the painting skills activity (zig zag line sheet). Talk about choice of brush - fatter or thinner. Cleaning paintbrush carefully when you change colour. Drying paintbrush on paper towel, how much paint to use on your paintbrush, how to hold a paintbrush etc. CH/MP?	Recap primary and secondary colours.
WALT: mix two primary colours to make a secondary colour. WALT: draw lines using a ruler.	Demonstrate main activity. Teach how to use a ruler - hold still with one hand - which hand would be easier to hold it with? Etc. ALL DAY	Main activity: Chn to draw five straight lines on their flag to create a pattern. Chn choose 2 primary colours and decide which colour will be the 'base' colour and which will be the 'mixing' colour. Chn now need to set up their painting station. Then they paint one section on their flag in the 'base' colour. Then add one brush full (separate brush) of 'mixing' colour into the 'base' colour and mix it together. Then paint another section on the flag (section cannot be next to their previous section). Continue process until all sections are painted. CH/MP?	Chn to show their flags to each other.
WALT: choose a suitable cutting tool. WALT: use a selection of sticking techniques.	Introduce Paul Klee (See power point). Q How has he created his picture (from shapes) Q What shapes can you see? Q What colours has he used? Explain the activity to the class.	Main activity: each child to have a shape (pre-cut out) and to collage their shape. As a class you will create a whole class recreation of Paul Klee's 'castle and sun'. This will make a display to go outside (?) your classroom. CH/MP?	Chn to check they are happy with their collage. Q Have they covered their whole shape?




Home learning

- ▶ Each week we send a home learning sheet out to parents. This displays what the children have been learning 'this week', 'next week' and 'last week'.
- ▶ At the start of every half term we also send out a dip and pick of activities which children can choose to do with their adults. These are intended to further engage the children and enhance their learning experience.

Date: 14/10/22

HOME LEARNING



Last Week:

- In literacy we were learning about adjectives.
- In maths we were adding two numbers together between 0-20.

Next Week:

- In literacy we are writing job applications for roles in a medieval castle using the glue word 'because'.
- In maths we are continuing to explore adding 2 numbers together using number lines and introducing part-whole models.

This Week:

- In literacy we are writing captions using the personal pronoun 'he' and 'they' about a dragon and a princess.
- In maths we are learning about adding 2 numbers together using number lines.

Phonics: The Phase 5 sounds 'oy, ou, ay, ea'.

If anybody has any junk modelling please bring this in next Thursday as we will be building castles then.
Thank you

Pupil voice on the topic

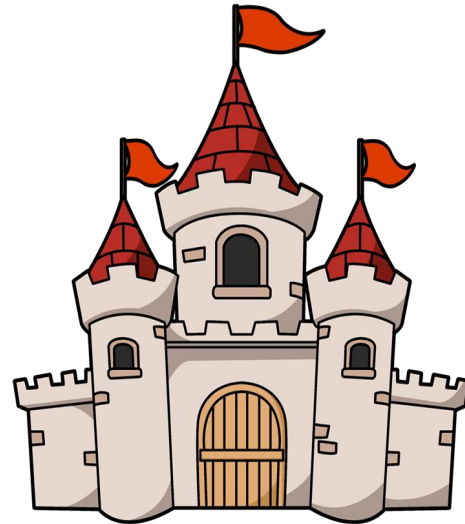


I loved learning about castles and I want to be a knight.

I enjoyed working with my friends to make a castle.

I liked learning the dance.

I liked the George and the Dragon story.



The king sending a letter was the coolest ever!