

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
History (Being Historians)		<ul style="list-style-type: none"> To understand how timelines work. To understand history is about the past. To know that everything in their life so far is history. To know key milestones in their early life. 	history timeline past	<p>Chronological understanding:</p> <ul style="list-style-type: none"> Describe and sequence key events in their lives Sequence photographs etc. from different periods of their life <p>Range and depth of historical knowledge:</p> <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives. 	<ul style="list-style-type: none"> To understand what is meant by the word history and what it means to be a historian. To talk about the past and how things have happened in the past which makes up our history. Can they discuss things that have happened in their past? Year 1 – Introduce the concept of a timeline and practically order photographs from the children's early life. Year 2 – Children to draw key events of their life so far and order on their own timeline. To revisit the timeline created in Year 1 and recap on the events previously studied.

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
History (Far, Far Away)	2. Events beyond living memory that are significant nationally or globally	<p>Kingdoms and Rulers</p> <ul style="list-style-type: none"> To know that a King or Queen ruled a kingdom. To know about the different roles in a castle and the hierarchy of power. <p>Conflict and Disasters</p> <ul style="list-style-type: none"> To know that castles were built to defend the rulers. To know the features of a castle and how this helped protect the people inside. To know some of the weapons used during medieval times. 	Castle Portcullis Bailey Drawbridge Tower Moat Battlements Arrow Loops King Queen Nobles Servants Banquet Protect	<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> To understand what a castle is and to ask questions about the features of a castle. To label the key features of a castle. To understand why castles were built and the different materials castles have been made out of. To understand what it would have been like to live in a castle. To do some hot seating of two opposing members of a castle e.g. the lady of the castle and a cook? To write down questions you would ask key people who live in a castle. To compare their way of living to our way of living. To hold a medieval banquet for the children and learn about the food that would have been eaten and activities like dancing.
Science	<p>Year 1 only</p> <p>Everyday Materials</p> <p>1.13 Distinguish between an object and the material from which it is made.</p> <p>1.14 Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p>1.15 Describe the simple physical properties of a variety of everyday materials.</p> <p>1.16 Compare and group together a variety of everyday materials on the basis on their simple physical properties.</p>	<ul style="list-style-type: none"> To know the name of the material an object is made from. To name and identify common and everyday materials. To use words to describe and compare the properties of materials. 	wood plastic metal glass paper fabric card rock strong transparent translucent opaque absorbent flexible stretchy waterproof durable	<p>Asking Questions & Planning Enquiries</p> <ul style="list-style-type: none"> Explore the world around them and raise their own simple questions. Experience different types of science enquiries, including practical activities. Begin to recognise different ways in which they might answer scientific questions. <p>Testing, Measuring & Recording</p> <ul style="list-style-type: none"> Carry out simple tests. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying). 	<p>Year 1</p> <ul style="list-style-type: none"> To go on a materials hunt around school. Split ch into groups and focus on one material a week: wood, metal, glass, plastic, fabric, paper ,rock. Can we find objects around school for each of these materials? To make feely boards of different materials and write down a property of each material. Investigation: A King writes a letter saying he needs a material to make a cloak which doesn't get his knight wet on patrol. Investigate which materials are waterproof. Investigation: The King needs some curtains for his castle and they need to let as little light through as possible. To introduce the terms: opaque, transparent and translucent. To investigate with torch and black card which materials let the most light through. Investigation: To investigate how stretchy different materials are. Thinking skills activity to sort materials into different groups. Can link to recycling. Can they sort objects into the correct recycling bin?

	<p>Year 2 only Uses of Everyday Materials 2.10 Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 2.11 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<ul style="list-style-type: none"> • To know that certain materials are best suited for certain tasks. • To know that some materials can be changed by squashing, bending, twisting and stretching. 	stiff rough smooth compare describe properties suitability squash bend twist identify	<ul style="list-style-type: none"> • With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. <p>Concluding</p> <ul style="list-style-type: none"> • Talk about what they have found out and how they found it out. 	<p>Year 2</p> <ul style="list-style-type: none"> • Complete a materials hunt around school and as part of homework to recap naming and identification of materials. • Make materials munchers using recycled cardboard boxes and feed each muncher objects made of their preferred material. • Ask questions about the materials objects are made of. Why are windows made of glass? Clothes made of fabric? • Write ridiculous materials poems imagining what it would be like if cars were made of jelly etc. • Write materials riddles by describing properties and ask children to identify the materials in each other's riddles. • Investigate objects that can be made of different materials e.g. a chair – metal, plastic, metal, wood, partly fabric etc. What would the pros and cons be for each? • Research castles and their features. What are they made of and why? Design your own castle, giving reasons for the materials you choose for different features. • Investigate different fabrics and which would be best for curtains in Sir Charlie's castle. They need to block out light but also the keep the place warm. Investigate which fabrics would make the best insulators. Add samples of the chosen fabric to your castle design. • Share Lauren Child's version of the princess and the Pea. The princess writes to the children to ask for help finding the best material for soaking up all the rainwater that she has dripped all over the castle. Absorbency investigation. • Understand that some materials can change shape when forces are applied to them and that some can also be changed back. Complete carousel investigation with different materials like play dough, foam, foil etc and complete a range of twists, squeezes etc. • Curly-Wurly investigation – Look at world record clip of someone trying to stretch a Curly-Wurly. Can you stretch it? How long? Children predict and then T demonstrates. Can it be put back into original shape?
Art	<p>1 – To use a range of materials creatively to design and make products. 2 - To use sculpture to develop and share ideas, experiences and imagination. 3 – To develop range of techniques using shape, form and space.</p>	<ul style="list-style-type: none"> • To know what a silhouette is and how to create is. • To know what man-made and natural forms are. • To know what a coat of arms is. • To know that castles had stained glass windows that showed scenes from the past. 	castle silhouette model materials drawbridge join construct man-made natural collage overlay stained glass window	<p>Exploring/ Evaluating and developing ideas</p> <ul style="list-style-type: none"> • Work from observations and known objects • Ask and answer questions about starting points for their work • Develop and share their ideas, try things out and make changes • Begin to think what materials best suit the task <p>Form (Sculpture)</p> <ul style="list-style-type: none"> • Use both hands and tools to build • Cut shapes using scissors • Make simple joins by manipulating modelling material or pasting carefully • Construct to represent personal ideas • Use materials to make known objects for a purpose • Explore shape and form • Able to shape and form from direct observation 	<ul style="list-style-type: none"> • Design own coat of arms/shield. • Create own castle. <ul style="list-style-type: none"> - Look at images of castles and study their shape and form. - Create silhouette pictures of castles, following study of form. Use paint to create wash background and card to construct castle shape silhouette. - Understand that there are man-made forms and compare to natural forms. - Use construction blocks and materials to build castles, experimenting with different shapes and forms. - Design and plan how to construct own castle, thinking about how to join parts, what materials are best for the task. - Construct own castle using junk materials. Share ideas with others about what works and what does not. - Add a moving drawbridge (think about materials to use for this purpose) - Apply paint, papers and decorative materials to your castle to create finish. - Evaluate castle when finished and share ideas with others about what worked well and what did not. • Apply layers of tissue paper to create stained glass windows for our castles. Note effect of overlaying different colours. • Make crowns/hats for banquet. Use a range of techniques to decorate – overlaying paper, applying decorative items such as fabric, sequins etc.

				<ul style="list-style-type: none"> Use a range of decorative techniques: applied, impressed, painted, etc Construct from found junk materials Awareness of natural and man-made forms and environments Expression of personal experiences and ideas in work Begin to form own 3D pieces 	
DT	<p>4a - Build structures exploring how they can be made stronger, stiffer and more stable.</p> <p>4b - Explore and use mechanisms (for examples, levers and sliders) in their products.</p>	<ul style="list-style-type: none"> To know what materials a castle can be made out of. To know which materials to use to construct their own castle. To understand the importance of finishing their product to make it appealing. To know which tools or materials are best suited for each element of the task. To know that a lever can be used to make an element move. To know that a slider can move objects. 	castle slider lever plan design evaluate model template product materials tools strength strong join attach fold structure	<p>Technical Knowledge</p> <ul style="list-style-type: none"> Use own ideas to try to make product stronger. <p>Technical Knowledge (Mechanisms)</p> <ul style="list-style-type: none"> Use levers or sliders. 	<ul style="list-style-type: none"> Create own castle (see Art Activities/ Tasks) To do the following tasks once the castle has been made. <ul style="list-style-type: none"> To make a lever to lift a flag from the top of the castle. To make a slider to move a knight along the battlements.
Writing	Refer to Writing Progression Sheets for relevant year group objectives.	See writing progression sheets.	See writing progression sheets.	See writing progression sheets.	<p>Year 1</p> <ul style="list-style-type: none"> Recount of the summer holidays Character description of Sir Charlie Stinky Socks by Kristina Stephenson Retell Sir Charlie Stinky Socks or short story linked to castles/knights etc Retell the story of George and the Dragon -hot seat both George and the dragon to get different perspectives Write a letter using book 'Dear Dragon' by Josh Funk. Can they write a letter to the dragon pretending they are pen pals. Dragon, dragon poem describing what dragons do. Design invitations and a menu for our Medieval banquet. <p>Year 2</p> <ul style="list-style-type: none"> Recount of summer holidays. Retell the story of George and the Dragon -hot seat both George and the dragon to get different perspectives. Write riddles describing materials . Write poems about ridiculous materials – What if cars were made of jelly? Share Princess and the Pea by Lauren Child and write character description of the princess. Write a letter back to the princess following the absorbency investigation. Share other stories such as 'Sir Charlie Stinky Socks' and 'Small Knight and the Chocolate Cake'. Write a setting description of the castle.

					<ul style="list-style-type: none"> • Make gingerbread for the banquet and write instructions. • Create own fantasy/fairy story using given start and using castle photo from Pobble365 • Design invitations and a menu for our Medieval banquet. • Make gingerbread for the banquet and write instructions.
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Science Autumn Y1	<p>Seasonal Changes</p> <p>1.17 Observe changes across the four seasons.</p> <p>1.18 Observe and describe weather associated with the seasons and how day length varies.</p>	<ul style="list-style-type: none"> • To name the four seasons. • To know the characteristics for the season autumn. • To know that daylight hours become shorter in the autumn. • To know that the weather starts to get colder. • To know that deciduous trees lose their leaves in the autumn. • To know that animals often hibernate in the autumn. 	autumn season daylight weather colder rain deciduous hibernate	<p>Testing, Measuring & Recording</p> <ul style="list-style-type: none"> • Observe closely using simple equipment With help, observe changes over time <p>Concluding</p> <ul style="list-style-type: none"> • With guidance, they should begin to notice patterns and relationships • Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> • Create a signs of autumn display with a season tray in the classroom and collect seasonal items found in nature to observe and discuss in the classroom. • Could create a class big book entitled 'Our school through the year' where the class can add to it and annotate to show their understanding of the seasons. • In autumn investigate why some leaves change colour (Nicky Waller Science book pg 60). • Around the end of October, children should observe the mornings and evenings are getting darker and the days are getting shorter. To talk about what time it starts getting dark on the evening. Can link to time and Y1 maths objectives.
Science Autumn Y2	<p>Seasonal Changes</p> <p>1.17 Observe changes across the four seasons.</p> <p>1.18 Observe and describe weather associated with the seasons and how day length varies.</p>	<ul style="list-style-type: none"> • To recognise weather patterns associated with autumn. 		<p>Testing, Measuring & Recording</p> <ul style="list-style-type: none"> • Observe closely using simple equipment With help, observe changes over time • Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data • Record simple data. <p>Concluding</p> <ul style="list-style-type: none"> • With guidance, they should begin to notice patterns and relationships • Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> • Plant bulbs which should appear in the spring. • At the start of the year, 'adopt' a tree in the school grounds and take photos, sketch, paint, discuss what they notice about the tree later and compare to past seasons. Could start a four part sketch, drawing the same tree each season. • Photograph this tree all year, maybe once a week and combine photos to make a time lapse video showing changes throughout the year. • Complete a weekly temperature chart and record temperature each week for comparison over the year. • Complete signs of autumn sheets where children have to spot signs of the seasons. • To collect pinecones and notice that cones are usually open and learn about how this enables the seeds inside to be dispersed by the wind. Compare an open cone to what happens when they hold one under water for several minutes. Why does this happen?