



Duxbury Class St. Joseph's Theme Overview



Spring Two Theme – Knights and Castles

This project teaches children about medieval times and what it was like when castles were around which links to our traditional tales theme in English. In history we will look at the Bayeux Tapestry which tells the story of the battle of Hastings in 1066 and we will explore the development of castles and what the earliest castles looked like. In D.T, we will use of knowledge of castles and the Bayeux Tapestry to create a moving mechanism picture book. In science, we will identify and label different parts of the body and use our senses on nature walks.

Learning Challenge Questions:

Computing: What are the steps to creating an animated cartoon? How will you know that you have been successful?

Science: What are the 5 senses?

History: What is it like to live in a castle and how have castles changes over time?

Core Subjects

READING

During Reading the children will experience a wide range of texts. They will look at traditional tales and recipes.

- Read aloud accurately books that are consistent with their developing phonic knowledge.
- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Recognise and use the different ways of pronouncing the same grapheme; e.g. i in fin and mind; er in farmer and her; g in giant and grand; ear in pearl and hearing.
- Read words with contractions e.g. I'm, I'll, we'll.
- Develop fluency, accuracy and confidence by re-reading books.
- Recognise and join in with language patterns and repetition in stories, e.g. fairy stories, traditional tales and stories by well-known authors.
- Orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.
- Discuss key vocabulary, linking meanings of new words to those already known.
- Discuss the title and predict what the story might be about.
- Develop and demonstrate their understanding of characters and events through role play and drama.
- Identify and discuss the main events in stories using words like first, next, after that, later on, at the end.

WRITING

During Writing the children will experience writing for a real purpose and audience. They will look at traditional stories and instructional writing (recipes)

- Say, and hold in memory whilst writing, sentences that can be read by themselves and others
- Use capital letters, finger spaces and full stops to demarcate simple sentences.
- Use capital letters for names of people, places and days of the week.
- Use the joining word **and** to link clauses, e.g. Jack chopped down the beanstalk and it tumbled to the ground.
- Use the joining word because to extend sentences.
- Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.
- Use time conjunctions 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.
- Re-read every sentence to check it makes sense.
- Orally compose and sequence their own sentences to write short narratives.
- Read their writing audibly to a small group.

COMPUTING

Pupils will create their Animation in Puppet Pals.

The children will learn to create a Cartoon Animation and explore techniques to bring the images to life through storytelling.

Animation - Creating a Cartoon

- I know how to add my own pictures to my story animation using Puppet Pals.
- I know how to create a simple animation to tell a story including more than one character.
- I know how to create an animation to tell a story with more than one scene.

<ul style="list-style-type: none"> • Make predictions based on what has been read so far and give simple reasons. • Answer 'why' questions requiring basic inference, e.g. Why do you think he said...? Why do you think he did that? • Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. 		
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>phoneme, grapheme, digraph, tri-graph, tricky words</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Capital letter, full stop, finger space, question mark, exclamation mark, joining words, adjective, verb, noun, start, middle, end</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Design, apply, refine, evaluate, share, cartoon, animation, characters</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Reading for 10 minutes every night from your home reading book and read tricky word flashcards.</p> <p>Helping your child to learn to read the appropriate phase 5 tricky words and high frequency words for your child.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Helping your child to learn to read and spell the appropriate phase 4, 5 tricky words and high frequency words for your child.</p> <p>To be able to hold a sentence in my memory before writing it and then read it back to check it makes sense.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Download the app at home or Scratch Jr and make an animation to share on Seesaw.</p>
<p style="text-align: center;"><u>MATHS</u></p> <p>During Maths the children will learn about place value to 50, and measure length, height, mass and capacity through the use of standard and non-standard units.</p> <ul style="list-style-type: none"> • To recognise the numbers to 50. • To represent the numbers to 50 both pictorially and using abstract methods. • To be able to find one more and one less than a given number to 50. • To compare objects and numbers to 50. • To learn to count in 2's. • To learn to count in 5's. • Compare length and height • Measure lengths in standard and non-standard units • Measure and compare Mass using non-standard units • Measure and compare Capacity using non-standard units 	<p style="text-align: center;"><u>SCIENCE: Animals - Humans</u></p> <p>During Science the children will be able to label the different parts of the body.</p> <p>During Science the children will also recap the changing seasons and weather, recording what they find.</p> <ul style="list-style-type: none"> ■ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <ul style="list-style-type: none"> ▫ Recognise that humans are animals. ▫ Compare and describe differences in their own features (eye, hair, skin colour, etc.). ▫ Recognise that humans have many similarities. <p>Pupils will work scientifically by using their observations to:</p> <ul style="list-style-type: none"> • Compare and contrast animals (humans) at first hand or through videos and photographs. • Using their senses to compare different textures, sounds and smells. 	<p style="text-align: center;"><u>RE</u></p> <p>During the Meals Topic the children will learn that, families and groups share special meals. They will understand that Mass is Jesus' special meal.</p> <ul style="list-style-type: none"> • To be able to talk about their experience and feelings about meals which are special to them. • To be able to say what they wonder about why people share special meals. • To be able to ask and respond to questions about meals which are special to them. • To be able to recognise / retell the story of Jesus' special meal at the Last Supper. • To be able to use religious words to say what happens at Holy Communion during Mass. <p style="text-align: center;"><u>During the Lent / Giving Topic the children will learn that, we change and grow. Lent is a time to change in preparation for the celebration of Easter</u></p> <ul style="list-style-type: none"> • To be able to talk about their experience and feelings about changing and acquiring new skills. • To be able to say what they wonder about the ways in which change happens. • To ask and respond to questions about their own and others' experience and feelings about how we can change.

		<ul style="list-style-type: none"> To be able to recognise the stories of Palm Sunday, Good Friday and Easter Sunday as religious stories. To be able to recognise some religious signs and symbols of Ash Wednesday, Lent and Easter Sunday and use some religious words and phrases. To be able to recognise that people use the opportunity of Lent to change and make a new start.
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>number, count (on, back, to, from), more (than), less (than), fewer, greater, most, least, units, ones, tens, hundreds, exchange, digit, equal to, estimate, guess, roughly, about the same as +, add, more, measure, compare, more (than), less (than), equal to, estimate, guess, roughly, about the same as, weigh(s), balances, heavy, light, heavier, lighter, heaviest, lightest, balance, scales, mass/weight, double, half, thick, thin, longer, shorter, taller, higher ... and so on, longest, shortest, tallest, highest... and so on, far, near, close, metre, ruler, metre stick</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>observing, measuring, recording, asking questions, describing, arm, leg, head, shoulder, knee, foot, wrist, chest, ankle, toes, eyes, ears, mouth, nose, finger, thumb, senses, see, hear, smell, taste, feel</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>change, seasons, spring, growth, Lent, Ash Wednesday, Good Friday, Easter Sunday, Alleluia, Cross, Resurrection</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Learning to count forwards and backwards from any number to 50. Learn to count in 2's and 5's. Learning/using any important vocabulary</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Take your child on a nature walk to look at the different local habitats that animals might live. Visit a pet shop or zoo to explore animals not local to Chorley.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Talk to your child about special celebration and meals that you have had in your family. Discuss / read the Easter Stories and ways in which people make a new start during Lent. Learning/using any important vocabulary.</p>
Foundation Subjects		
<p style="text-align: center;"><u>PHSE: Health and wellbeing</u></p> <p>During PSHE the children will learn about living in the wider world. Money; making choices; needs and wants</p> <ul style="list-style-type: none"> What money is - that money comes in different forms How money is obtained (e.g. earned, won, borrowed, presents) How people make choices about what to do with money, including spending and saving The difference between needs and wants - that people may not always be able to have the things they want How to keep money safe and the different ways of doing this 	<p style="text-align: center;"><u>HISTORY</u></p> <p>During History the children will learn about Knights and Castles and the significant event of the Battle of Hasting by looking at the Bayeux Tapestry.</p> <ul style="list-style-type: none"> Ask some questions about the past Use historical vocabulary eg past, present, long ago, timeline Use artefacts, pictures, stories and online sources to find out about the past Describe and discuss historical events beyond living memory Describe significant people from the past Be introduced to different representations of the past and discuss similarities and differences 	

<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Money, choices, earned, won, borrowed, presents, needs, wants</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>past, present, older, newer, timeline, long ago, kings, queens, castle, monarchy, when I..., when my...</p>	
<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Talk to your child about what money is. Look at the different coins and take a trip to the local shop to discuss spending and saving.</p> <p style="text-align: center;">Learning/using any important vocabulary.</p>	<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Enjoy exploring the theme of 'Knight/Castle and Queens' in a creative way. Maybe through a piece of art, a poster, researching Queens and Castles, designing a Shield from recycled materials.</p>	
<p style="text-align: center;"><u>PE / Gymnastics</u></p> <p>During Gymnastics the children will learn to create a sequence on the floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping.</p> <p>During Games the children will learn to throw a ball overarm and apply the skills and tactics needed in a game</p> <ul style="list-style-type: none"> • To walk forwards and backwards. • To travel on hands and feet. • To make tall thin, star and tuck shapes. • To perform a pencil roll. • To jump in the air with a straight shape, tuck shape. • To perform an egg roll and rock and roll. • To be still during balances. • To link moves with different shapes to make a sequence. • To transfer a sequence from the floor to apparatus. • To throw an object overarm at, into and through a target. • To throw an object overarm with accuracy in different ways. • To run fast on the balls of my feet. • To use a simple tactic. • To apply the skill of throwing overarm in a simple game to outwit an opponent. 	<p style="text-align: center;"><u>MUSIC</u></p> <p>During this unit Round and Round the children will learn a song that was specially written for classroom use to teach children about different styles of music. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.</p> <ul style="list-style-type: none"> • To know 1 song off by heart. • To know and recognise the sound and names of some of the instruments they use. • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To know that music has a steady pulse, like a heartbeat. • Learn about voices, singing notes of different pitches (high and low). • To learn the names of the notes in their instrumental part from memory or when written down. • To learn the names of the instruments they are playing. • To learn to start and stop singing when following a leader • To treat instruments carefully and with respect. • To help to create a simple melody using one, two or three notes. • To choose a song they have learnt from the Scheme and perform it 	<p style="text-align: center;"><u>Design Technology: Mechanisms</u></p> <p>During DT (mechanisms) the children will learn to design, make and evaluate a simple product – Medieval pop- up book.</p> <ul style="list-style-type: none"> • Explore existing products eg home, school • Explore simple mechanisms such as leavers and sliders • Design simple products that work and look appealing • Discuss and draw ideas and use ICT to communicate • Use a range of materials and components eg construction • Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish • Discuss / evaluate own ideas and designs
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Travel, quick, light, high, low, turn, fast, slow, still forwards, backwards, run, roll</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Latin, appraising, arrangement, backing, balance, band, chord, chorus, cover, rhythm, pulse, instrument, phrase, grove, compose, lyrics, melody</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Design, make, evaluate, explore, investigate, leavers, sliders</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p>	<p style="text-align: center;"><u>Help me at Home by:</u></p>	<p style="text-align: center;"><u>Help me at Home by:</u></p>

Playing ball games to practise the skills of kicking.	Listening to music, discussing favourite music and the instruments they can hear etc.	Enjoy exploring structures at home by creating your own castle or shield from recycled materials.
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p style="text-align: center;">We will be exploring medieval life by hosting a medieval banquet. We will take a trip to our local supermarket to prepare for banquet.</p> <p style="text-align: center;">We walk to Astley park to look at their sensory garden and for signs for seasonal change.</p>		