Towers, Tunnels and Turrets Spring Term (1) 2018

Half Termly Planning Objectives KS1 (SM)

	8th – 12th Jan 2018 Engage -Memorable experience Looking at different features of a castle. Introduce characters from fairy tales.	15th – 19th Jan 2018 Engage / Develop - Towers Narratives and Recounts Featherstone Castle trip. Recount Rapunzel	22nd – 26th Jan 2018 Develop – Tunnels. Narratives The Tunnel by Anthony Browne	29th Jan – 2nd Feb 2018 Develop – Letters – The Three Billy Goat Gruff.	5th – 9th Feb 2018 Innovate and Express Trip to the Sill Nocturnal wildlife
Phonics	Letters and sounds ES, AR, TJ and EM booster group revisit phase 3 sounds and blending cvcc words. Phase 5c (alternative spellings for ai and c) SPAG- Year 1 - prefix –ing and -ed Year 2 – contractions.	Letters and sounds ES, AR, TJ and EM booster group revisit phase 3 sounds and blending cvcc words. Phase 5 c (alternative spellings for ee and ch) SPAG Year 1 suffix -s and -es Year 2- Possessive apostrophe	Letters and sounds ES, AR, TJ and EM booster group revisit phase 3 sounds and blending cvcc words. Phase 5c revision of all alternative spellings for sounds. SPAG Year 1 – using capital letters Year 2 – suffix -ly, -ment	Letters and sounds ES, AR, TJ and EM booster group revisit phase 3 sounds and blending cvcc words. Phase 5c (alternative spelling igh and f) SPAG Year 1 – suffix -ed and -ing Year 2- suffix less,	Letters and sounds ES, AR, TJ and EM recap phase 5 sounds. Phase 5c (alternative spelling for oa and m) SPAG Year 1 – write sentences using capital letters. Year 2 – Homophones
Maths	Multiplication and Division / Place value Year 1 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Multiplication and Division / Place Value Year 1 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number identify and represent numbers using objects and pictorial representations including the number line,	Multiplication and Division / Place value Year 1 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number identify and represent numbers using objects and pictorial	Multiplication and Division / Place Value Year 1 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Multiplication and Division Year 1 solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Make equal groups. And add equal groups. Children use stories, pictures and concrete manipulatives to explore making equal groups and write statements

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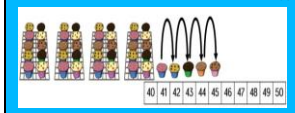
read and write numbers from 1 to 20 in numerals and words

Count forwards and backwards to 50. Use ten frames, how many groups of tens can we see in a number?



Use a number track to count back from 46 to 38

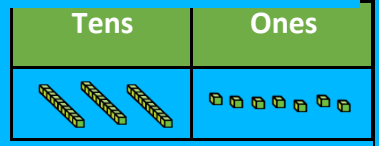
Count forwards from 35 to 49.

Count the muffins.

Solve reasoning questions linked to numbers to 50.

How many tens are shown?

Match the image to the right number.



Year 2

recall and use multiplication and division facts for the 2, 5 and 10

and use the language of: equal to, more than, less than (fewer), most, least

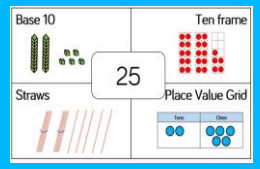
read and write numbers from 1 to 20 in numerals and words

Solve problems and reasoning problems.

Using base 10, make the following numbers on the place value chart. • 29 • 30 • 48
There are ___ tens and ___ ones in ___.

Using ten frames and counters, show: • 19 • 32 • 40
There are ___ tens and ___ ones in ___.

How many different ways can you represent the following numbers? Here is an example for 25
• 34 • 28 • 49



Kate says,
Explain the mistake Kate has made.

representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

read and write numbers from 1 to 20 in numerals and words
Compare and order numbers to 50.
Compare objects within 50.

Choose the correct numbers to make the sentences correct.
28 26 33 45
36 43 35 49
_____ is one less than 27
34 is one less than ____
_____ is one more than 44
50 is one more than

Craig and Emma each have some muffins.
_____. has the most muffins. ____ is more than ____ ____ > ____

Fill in the blanks: ____ < ___ ___ >___

read and write numbers from 1 to 20 in numerals and words
Count in 2s, 5s and 10s
Children build on previous learning of counting in twos and go beyond 20 up to 50
They will apply previous learning of one more and one less to counting forwards and backwards in twos. For example, two more than and two less than. The 1-50 grid will be used to spot and discuss patterns that emerge when counting in 2s.

Year 2

recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs

show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and

such as 'there are ___ groups of ___.' They will identify whether groups are equal or not. Children will look at groups that look different but are the same.

Year 2

recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs

show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication

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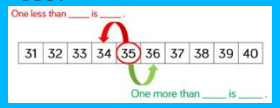
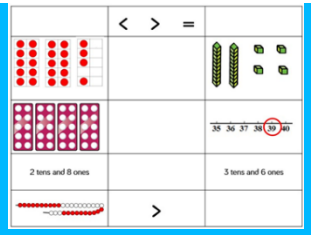
	multiplication tables, including recognising odd and even numbers **calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs** **show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot** **solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.** Use arrays to solve problems Use 10 cubes and create a multiplication ? x? = ? x? The 2 times tables. Complete number tracks and complete statements. Missing numbers in multiplication statements.	 Fill in the blanks: There are ___ donuts. One more than ___ is ___. There are ___ donuts. One less than ___ is ___. Find one more and one less:  Problems linked to one more one less. **<u>Year 2</u>** **recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers** **calculate mathematical statements for multiplication and division within the multiplication tables and write them using**	 Solve reasoning and problem questions linked to <, > and =. Compare two numbers. Use the number track to compare the two numbers using words and inequality symbols. Use the 1-50 grid to compare using <, >or = 12 <23 38 <19 40 <39 +1 Use a number track or 1-50 grid to complete 15 50 38 49 28 9 2 tens < 33 33 > 46 **<u>Year 2</u>** **recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers** **calculate mathematical statements for**	**multiplication and division facts, including problems in contexts.** Make equal groups Children divide by sharing to make equal groups using one to one correspondence. They need to do this in practical contexts then pictorially. Children will be introduced to the ÷ symbol. They will begin to see the link between division and multiplication.	**and division facts, including problems in contexts.** Divide by 2. Children should be secure with grouping and sharing. They will use this knowledge to help them divide by 2. They will be secure with representing division as an abstract number sentence using the division and equals symbol. Children should be able to count in 2s and know their 2×table And odd and even numbers.

		the multiplication (×), division (÷) and equals (=) signs **show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot** **solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.** The 5 times table Using pictures compare multiplications using <, > and =, Solving reasoning and problems linked to 5 times table.	**multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs** **show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot** **solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.** The 10 times table using pictures and solving reasoning and problem solving linked to 10 times. Missing numbers.		
English	**Speaking and Listening** **Spoken language**	**Speaking and Listening** **Spoken Language** Provide clear reasons or evidence for own answers or opinions.	**Write narratives about personal experiences and those of others (real and fictional).**	Evaluate their writing with the teacher and other pupils. **Evaluate their own writing with the teacher and their peers, identifying**	Write down ideas and/or key words, including new vocabulary. Read about and research a favourite amazing structure

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	Explain a task or experience, structuring talk so that the main points are clear. **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.** Look at and sort photographs of castles. talk about what they can see in the photographs either in small groups or as a whole class. Sort the photographs into groups according to their own criteria and explain how they have sorted them, perhaps into: parts of a castle. If they have visited a castle talk about their favourite activity or experience. Note Ask children to write sentences or a short paragraph about what they already know about castles. **Writing** **Write down ideas and/or key words, including new vocabulary.** With support, recognise the main features of a given model (e.g. recount) and create simple checklists for their own writing, including sentence level features (e.g. commas in lists). **Learn how to use sentences with different forms: statement, question, exclamation, command.**	Choose a character card from a sealed bag. Focus on the character's name and think about their part in the story. Talk with a partner to describe their role and, imagining they are that character, describe their point of view of events. Think about things they might have said about the story's events if they were interviewed by the newspaper. Share their ideas with the rest of the group. Character cards in the bag could include Rapunzel, the miller, the miller's wife, the enchantress and the prince. Writing Plan the content and structure of each sentence orally before writing (including using some simple conjunctions and adjectives). Practise how to use speech marks in reported speech, completing some given examples with omissions. Then, use their speech bubbles to write sentences using speech marks. Think of	**Write narrative (about real or fictional events) by developing a sequence of sentences, including some variation in sentence openings.** Read their reports to a writing partner to check on progress so far. Talk together about how they might improve or add detail to what they have written. Remember to include technical language to describe features seen at the castle, and to use time adverbials to link sentences or paragraphs. Recap on time adverbials before writing. Make a class list of useful adverbials to use in their writing: next, later, afterwards, meanwhile and minutes later are a few suggestions! **Write down ideas and/or key words, including new vocabulary.** **Draw pictures and note down ideas, key words**	**the main strengths and an area for improvement.** **Read aloud what they have written with appropriate intonation to make the meaning clear.** Complete their stories, reading them to a partner and talking in pairs about ways of improving them. Set out their writing neatly on a page using best and joined handwriting. Focus on making their opening sentences more exciting, looking at some examples for ideas. Word process their stories, downloading images from the web to illustrate them. Use comic writing software if available. Decide how to set out their stories and how they will divide up their page so that text and illustrations match. When completed, print a copy. Model some examples of ways to make opening sentences more exciting, such as using shorter sentences for impact, using a thesaurus or dictionary to find more exciting words and beginning with a question: 'I wondered, should I go in?' <u>Story Hunt</u> **Spoken language** **Provide clear reasons or evidence for own answers or opinions.**	using their initial research questions as a stimulus. Use information books, pictures and websites to gather their information and record it in notes and sentences. Provide the children with a range of resources including a good range of non- fiction books and internet access. If possible, walk to the local library and find out more from the books available. Ask around the school as there may be people who have visited one or more of these structures who would come and talk to the children about them! Plan or say out loud what they are going to write about. Talk through the content of what they are going to write about, considering the sequence of sentences. Experiment with different layout plans for their poster, considering how they will combine the images and text. Decide on their ideal layout then begin to design and create their posters.

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	Write narratives (about real or fictional events) by developing a sequence of sentences, including some variation in sentence openings. Write down what they imagine their character might say if interviewed by the newspaper. Use speech bubbles provided and display them around large cut outs or silhouettes of the characters. Draw around children to create life-sized silhouettes of each character and pin these on the wall. Place the children's speech bubbles around each character and practise reading them aloud and in character. When reading aloud, ask the children to explain how the character said what they said. Did they shout it? Exclaim it? Whisper it?	how their character might have spoken each sentence, reflecting on how they acted these out the day before. Consider the original newspaper report. Can the children suggest improvements to the reported speech? Read the report again, incorporating their suggestions. <u>After Castle visit</u> **Write down ideas and/or key words, including new vocabulary.** Begin to plan a simple recount of their castle visit using information gathered as well as their own experiences. Use a features checklist to help them compose their writing in pairs, helping each other as they write to remember the order of events. Begin by modelling features of successful recounts, including writing in the past tense, using the first or third person, using a clear introduction to set the scene	**and new vocabulary in a simple planning format.** Using pictures of tunnels, imagine they are about to step inside to follow a friend or sibling. Make an illustrated story map to plan what will happen in their adventure, adding notes and captions to explain what happens at each stage. Encourage the children to describe what (if anything) they can see inside the tunnel, what sounds they can hear, what they feel, what they think and what happens when they reach the other side. **Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).** **Proof-read to check for errors in spelling, grammar and punctuation**	**Articulate and justify answers, arguments and opinions.** Take part in an outdoor 'story hunt', finding a selection of clues to a traditional tale. Use their previous reading knowledge to identify the tale. Explain how they identified the story, then use the items as a prompt to retell it. Items to find could include: a container of cool, fresh grass, a toy bridge, three collars of different sizes, a model of a goat and a little troll! If the children guess before all of the items have been revealed, ask them what other items could be hidden to enable them to infer **Write down ideas and/or key words, including new vocabulary.** Look at an example letter of complaint sent from the troll to the (imaginary!) Board of Fairy Tales (BFT), available on **The Hub**. Explain why people might use a letter of complaint and the types of words and phrases that might be used in it. Using a writing frame where needed, draft ideas for a letter of complaint, imagining they are either the troll or one of the goats. Model examples of phrases often used in letters of complaint including 'I am writing to complain…, I am outraged to discover…, I would	Children might find it easier to word process their text, printing this out and sticking it on their papers. This will help them move text and images around until they are happy with their layout. **Participate in discussions, presentations, performances, role play, improvisations and debates.** **Present ideas, results and findings to the class.** Complete their posters, checking text for any grammatical or punctuation errors. Present their posters to an audience of parents, carers and maybe others too. Be prepared to answer questions from the audience about their amazing structure! Children and parents could vote for the place they would most like to visit and be asked to explain why!

		and writing events in sequence.	**(e.g. ends of sentences punctuated correctly).** Use their maps to write a narrative version of their story. Read their work aloud as they progress to make sure it makes sense and that it is correctly punctuated. Add any speech needed to complete the story, using speech marks. Allow children to work from their story maps to help them sequence their stories correctly.	appreciate it if…, I am very disappointed that…' **Evaluate their writing with the teacher and other pupils.** **Evaluate their own writing with the teacher and their peers, identifying the main strengths and an area for improvement.** Complete their letters, reading them aloud to an adult or peer to check for sense and to discuss ways of improving them. Ensure that formal conventions have been used, such as the use of a formal address (Dear Mr/Mrs/Sir), a reason for their complaint, what they want to happen next, and use of an appropriate closure (such as 'Yours sincerely' or 'Yours faithfully'). Where necessary, children could be provided with a writing template or checklist to use as a framework for their writing and ideas.	
Guided Reading	**Range of Non- Fiction texts.** **Be introduced to non-fiction texts that are structured in different ways.** **With some support, find information in non-fiction texts using features.**	**Discuss the sequence of events in books and how items of information are related.** Share a report from a fantasy newspaper, 'The fairy tale times', on the story of *Rapunzel*, available on **The Hub**. Read the report and	**Discuss the sequence of events in books and how items of information are related.** **Make simple/plausible attempts to explain meanings in the text, based on character's speech and actions.**	The Three Billy Goat's Gruff **Answer and ask questions.** **Explain cause and effect in both narrative and non-fiction (e.g. what prompts a character's behaviour in a story).** Listen to the story of *The Three Billy Goats Gruff*, joining in with any repetitive and predictable phrases. Take part in shared writing to create	**introduced to non-fiction books that are structured in different ways.** **With some support, find information in non-fiction books using features (e.g. contents page and index).**

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	Read a range of non-fiction books and leaflets about local castles and others across the UK. Collect five facts about castles, either remembered from the visit or read in the information provided. Record their facts in a numbered or bullet-pointed list. Compare facts found with others in the group. Who has the most amazing fact? **Year1** – look at contents and index page. Ask questions. **Year 2** – Find facts from the text and compare facts within the group. **<u>Note</u>** Establish a castle play area in the classroom that includes a model castle, small world figures, books, photographs, labels for parts of a castle and artefacts. Encourage purposeful play that uses technical language for parts of the castle. **Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.** Read and listen to the traditional fairy tale of *Rapunzel*, then sequence	talk about whether it covers all the story's important details and events. Look at features of the newspaper report, including the headline, captions, photographs and subheadings. Work in pairs to highlight the reported speech contained in the text. Prepare or source a simple report with reported speech. Children could highlight the words of different characters in contrasting colours. Make a list of the various words the report uses for 'said'.	Share Anthony Browne's book, *The Tunnel*, and talk about the story. Consider what they would have done if their brother, sister or friend crawled in to a dark tunnel… Would they follow or not? Talk about Rose's dilemma, responding to questions about what she could have done, what they would do, whether Rose was right to follow her brother and what might be on the other side. Order picture cards of the story up to the point at which Jack crawls into the tunnel. Ask a child to hot seat Rose and encourage the rest of the class to ask questions about how she feels. Repeat the task for her brother, Jack. **Ensure children are aware of dangers of playing in unknown places**	two lists (one for the troll and one for the goats), that give reasons for crossing the bridge. Think carefully about what each party might say and list their ideas. For example, the troll might say 'Those goats are too noisy, trip trapping over my bridge!' and the goats might say, 'But all the best grass is over the other side of the bridge!' You could use these suggestions to start to your list, adding the children's ideas to it. **Read aloud what they have written with appropriate intonation to make the meaning clear.** Read their letters aloud and in character to a BFT representative. Answer questions asked by the board representative about their views and opinions The representative could ask questions such as 'Why do you think that…? What do you think would be a fair resolution? Can we find a way of keeping everybody happy? Why are you so unhappy about…?'	Look at images which show a range of amazing structures. Work in pairs to write a list of questions they would like to find the answers to. See Geography on page 14, for some suggestions of amazing structures. Model some research questions to help children get started. For example 'On which continent is this structure? How tall/wide/long is this structure? When was it built? What is it built from? How is it used? What materials is it made from?' **Draw on what they already know or on background information and vocabulary provided by the teacher. Explain and discuss their understanding of what they have read, with growing confidence.** Look at a range of information posters and talk about their features and purpose. Respond to questions such as 'What are posters for? What do they tell us? Why and where are they displayed?' Choose a poster to read with a partner

	the story using picture cards and describe in their own words what happens at each point. Work together to act out the story, taking on the role of different characters or use software such as the Puppet Pals app (iOS) to retell the story. **Year 1 – to sequence sentences to retell the story.** **Year 2 – to discuss favourite words and phrases from the story.**				and feed back to the class what information they have gathered. Ask the children to consider what information they would put on a poster about their favourite amazing structure, then think about where and how it would be used.
Science	**Properties** Year 1 Objective- . **To describe the simple physical properties of a variety of everyday materials** **To compare and group together a variety of everyday materials on the basis of their simple physical properties.** Year 2 Objective - **identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses** **To find out how the shapes of solid objects made from some materials**	**Habitats** **Year 1 Objectives:** **identify and name a variety of common animals that are carnivores, herbivores and omnivores** **describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)** **Year 2 Objectives:** **notice that animals, including humans, have offspring which grow into adults** **To identify that most living things live in habitats to**	Bridges **Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns.** **Identify and classify** Collect images of bridges from a range of sources, including the web, books, magazines and photographs. Group the bridges and describe how they classified them. Then find a different way of grouping the bridges. Children could classify the bridges based on the materials they are made	Bridges **Do things in the correct order when performing a simple test and begin to recognise when something is unfair.** **Perform simple tests.** Investigate why bridges are shaped in different ways. Fold a piece of thick cardboard into thirds, form two 'legs' and a flat top and anchor the legs in blobs of sticky dough. Add a penny at a time to the flat top and find out how many pennies the bridge can hold before it bends or collapses. Then bend an identical piece of cardboard into an arch shape, again anchoring the ends, and check how many pennies it can now hold. Talk about which shape was strongest and why.	**Properties** Year 1 Objective- . **To describe the simple physical properties of a variety of everyday materials** **To compare and group together a variety of everyday materials on the basis of their simple physical properties.** Year 2 Objective - **identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses**

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	can be changed by squashing, bending, twisting and stretching. Test your fortress wall against attack! In groups, build a castle wall from wooden blocks. Investigate how the weight of a projectile thrown at the castle wall affects the damage done to it. Test using projectiles such as balls of scrunched paper, play dough, rubber or hollow plastic. Count the number of blocks knocked off the wall after five throws of each projectile type, recording and displaying the data using an appropriate chart or diagram. Assess which projectile did the most damage to the wall and explain why it worked so well. Describe any problems encountered during the investigation. Children could make simple catapults from sticks and rubber bands, using these to fire the projectiles (ballistas, mangonels and trebuchets – all weapons with a similar design to a catapult – were used to fire projectiles at castles). Alternatively, children could simply throw the projectiles from a defined position. **Before you begin, set very clear guidelines to ensure everyone's safety.**	**which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other** **To identify and name a variety of plants and animals in their habitats, including micro-habitats** Learn about tunnelling animals such as moles, rabbits, worms, ants and badgers. Choose an animal on which to focus, discovering key facts about their lifecycles and how tunnelling helps them. Find out whether these animals spend all, or just part of their time in their tunnels and which physical features help them to dig. Record their discoveries in a database or table. Children could search their local environment for signs of tunnelling animals, such as molehills, worm casts, and holes in the ground. The BBC	from, the style of bridge, their size or the obstacles they span. Perform simple tests.	Arches are generally much stronger than flat bridges and should hold more pennies. Model the strength of arches and domes by placing a pile of books on four half eggshells (one under each corner).	**To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.** Make a biscuit bridge! Plan a fair test to find out which biscuit is the strongest and makes the best bridge. Try using a crispbread, wafer, sponge finger, shortbread and arrowroot fingers. Record results and present them, showing the best to worst biscuits for bridge building. Provide children with wooden blocks to support the two ends of the biscuit and a variety of objects of increasing weight to test the biscuits' strength. Make sure that children plan their tests carefully and make predictions before starting.

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		has some superb video clips showing underground footage of burrowing animals (from their documentary, *The Burrowers*).			
Arts and Design	**D&T** **Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.** **Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.** Design a castle and decide on materials needed prior to building. Build a model castle using construction materials or other found and recycled materials. Choose whether to build it for small world figures or big enough to play in! Decide how many turrets to add, how high they will be and whether to construct a secret passageway somewhere inside! Decorate the castle, adding some typical castle features. Put up 'Work in progress' signs so that children can change and develop their castle over the course of the week.	**D&T** **Improve structures by making them stronger, stiffer and more stable.** **Children to look at castles. How can they improve them? What else do they need to add?** Build a new tower for Rapunzel using a variety of construction materials. Explore different ways to make the tower secure, using bases of different sizes and shapes and various ways of joining the pieces together. Find out who has made the tallest tower; would Rapunzel be safe in it? Children could use a range of construction kits including Lego, K'nex, blocks, Mobilo, brick sets, plastic crates or larger scale kits such as Toobeez.	**<u>Building tunnels in the Nature garden using willow kits</u>** Build structures, exploring how they can be made stronger, stiffer and more stable. Work outdoors to create tunnels using natural materials such as twigs, fallen branches and grasses. Work with an expert if possible, or buy a do-it-yourself willow kit to make a living willow tunnel. Make smaller-scale tunnels of various sizes through wet sand and find out what happens to the tunnel as it gets wider. Communicate effectively together so that they meet in the middle when tunnelling from either end. Living willow kits can be bought from online suppliers. Once established, your willow tunnels make great places for outdoor play and story time!	**<u>Building bridges with marshmallows and spaghetti</u>** **Build structures, exploring how they can be made stronger, stiffer and more stable.** Construct a bridge, to span a specified width, using marshmallows and dried spaghetti! Explore different ways of connecting and structuring, with each group using the same amounts of spaghetti and marshmallows. Use digital cameras to record bridge variations and then, using pennies as weights, test the load each bridge can support before it collapses. Record the number of pennies for each bridge on a class table or chart. When all the bridges have been tested, discuss with the children their observations about the strongest ones. Did the shapes used in the bridges make a difference? What was the best way to use the spaghetti and the marshmallows? How could you make the bridge span a	**Fed Up!** The three little pigs are sick and tired of the big, bad wolf pestering them and knocking down their houses. They have asked if you could help build them a safe fortress that will protect them from him… and from any other hungry predators!Their fortress will need to have a look out tower, a drawbridge, moat and a secret escape tunnel – just in case! DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. DT E 1 Explore and evaluate a range of existing products. DT D 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.

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				greater distance using the same materials?	DT D 2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. DT M 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).
R.E.	PPA to cover	PPA to cover	PPA to cover	PPA to cover	PPA to cover
History/ Geography	**History** **Order events in a period of history studied and begin to recall the dates of important festivals or celebrations.** **Learn about events beyond living memory that are significant nationally or globally.** Look at pictures of castles from different periods, from the earliest Saxon ditch and rampart castles to later motte and bailey and stone castles. Order the castles from oldest to newest and explain their sequence. Peg images on a washing line, sequence on a timeline or drag and drop into place using appropriate software to show the castles in historical order.	**Geography** **Name and locate the world's continents and oceans on a world map or globe.** **Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.** **Look at pictures and photographs of great towers from around the world. Match the tower to its location using world maps and globes.**	**History** **Learn about events beyond living memory that are significant nationally or globally.** **Ask and answer questions about a range of historical sources.** Listen to the true story of the World War Two 'great escape' made by the allied soldiers from the prisoner of war camp, Stalag Luft III. Learn about the three tunnels known as Tom, Dick and Harry and how the men dug and disposed of the earth from the tunnels in order to escape.	**Geography** **Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.** **Geography** **Describe and compare human and physical features seen in their local environment and other places in the world.** Working in groups, ask the children to think about the bridges in the local area – perhaps canal bridges, motorway bridges or rope bridges. Look at local maps to identify the symbol used to show a bridge on a map, and spot a number of bridges in their area. What are the different	**History** Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result. Listen to an account of the celebrated engineer, Isambard Kingdom Brunel, looking at some of the amazing structures he created. Make a comic strip storyboard about the life and times of Brunel, or hot

	Note You will need pictures of Iron Age hill forts, Saxon ditch and rampart castles, Norman motte and bailey castles, stone keep and curtain wall castles, concentric circle and courtyard castles and medieval fortified manor houses. Children should be able to determine the chronology of the castles by the simplicity of their construction, and perhaps by a castle's current condition.	**Provide children with of images of world-famous towers and their location, and challenge them to locate the towers on their map or globe. Include examples such as the CN Tower, in Toronto (Canada); Big Ben and the Shard, in London (England); the Leaning Tower of Pisa, in Italy; the Eiffel Tower, in Paris (France); and the Tokyo Skytree, in Japan.** **Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.** **<u>LINKED TO ICT use Uozobot to crete local map.</u>** **Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions.** Take a walk around the local community to locate any high	There are many pictures of the tunnels available online showing the men's ingenious methods. Sadly, of the 76 men who escaped, only three made it back to the UK, 23 were recaptured and 50 were shot. The animated movie *Chicken Run* is based on the story of the *Great Escape* and could be used to explore the story in a more light-hearted way.	bridges for? What are they made from and what shapes are they? Suggest to parents or carers that they take the children to explore their local area, finding and photographing bridges to report on in class.	seat him, asking questions about his work. The BBC History website has some good resources about Brunel including an enjoyable, interactive game about his different structures.

		points, including towers, chimneys and other tall structures. Make a simple sketch map or plan about what they have seen and where they have seen it. If the enchantress lived in our community, where would she have kept Rapunzel? Encourage children to use a simple key to identify on their maps and plans such features as chimneys, towers, trees, churches and footpaths.			
PSHE	**Recognise, name and deal with their feelings in a positive way.** **Think about themselves, learn from their experiences and recognise what they are good at.** **Learn how to set own goals.**	**Think about how you keep safe.** Link to being safe on the internet, safe on the streets. What does being safe mean?	**PSHE** **Consider social and moral dilemmas that they come across in everyday life. Explain how their actions have consequences for themselves and others.** Explore the word 'dilemma'. Work as a class to consider what real-life dilemmas they have faced. Think about a dilemma they had and talk about whether they feel they made the right decision and why. Respond to questions about whether they made the right decision and how it made them feel. Role play a real-life dilemma they have faced. This may reveal some sensitive issues such as	**Healthy eating.** Discuss what is meant by healthy eating. Why is it important to eat healthy?	**Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves).**

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			things children might be afraid of, peer pressure and 'right' and 'wrong' actions.		
Music					
P.E.	PE Participate in team games, developing simple tactics for attacking and defending. Use a range of simple tactics to aid attacking/defending. Play defend and attack games. Be a soldier attacking a castle, dodging 'arrows' (small balls or bean bags). Fire their 'arrows' through an arrow loop into a hoop or box. Play dodge games with an opposing partner and balance across a drawbridge! Set up a castle assault course so children practise travelling across beams (the drawbridge), under ropes (under the closing portcullis) and jumping across the moat! Children could help to plan creative uses of the equipment.	PE Participate in team games, developing simple tactics for attacking and defending. Use a range of simple tactics to aid attacking/defending. Play defend and attack games. Be a soldier attacking a castle, dodging 'arrows' (small balls or bean bags). Fire their 'arrows' through an arrow loop into a hoop or box. Play dodge games with an opposing partner and balance across a drawbridge! Set up a castle assault course so children practise travelling across beams (the drawbridge), under ropes (under the closing portcullis) and jumping across the moat! Children could help to	**Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. PE** **Move over, under and through spaces and obstacles outdoors.** Explore balance using beams and benches. Imagine they are traversing across a series of bridges, with a hungry troll ready to gobble them up if they fall! Make human bridges in twos and threes, involving a balance	**Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co- ordination, and begin to apply these in a range of activities. PE** **Move over, under and through spaces and obstacles outdoors.** Explore balance using beams and benches. Imagine they are traversing across a series of bridges, with a hungry troll ready to gobble them up if they fall! Make human bridges in twos and threes, involving a balance and using different contact points. Ask the children to demonstrate balancing on different numbers of body parts to warm up. This may require some demonstration!	**Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co- ordination, and begin to apply these in a range of activities. PE** **Move over, under and through spaces and obstacles outdoors.** Explore balance using beams and benches. Imagine they are traversing across a series of bridges, with a hungry troll ready to gobble them up if they fall! Make human bridges in twos and threes, involving a balance and using different contact points. Ask the children to demonstrate

		plan creative uses of the equipment.	and using different contact points. Ask the children to demonstrate balancing on different numbers of body parts to warm up. This may require some demonstration!		balancing on different numbers of body parts to warm up. This may require some demonstration!
ICT	**Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** Computing Organise, store, manipulate and retrieve data in a range of digital formats. Draw a castle using suitable drawing software. Use shapes to form the basic castle form, adding colours and textures to improve its appearance. Label the castle's key features and add interesting captions before printing and displaying. Take virtual tours of castles online to look at key features. Note Children could work individually or in pairs. Display images of castles, asking the children to identify 2-D shapes they can see to help inform their drawings	**Create and debug simple programs.** **Use logical reasoning to predict the behaviour of simple programs.** Create a map of Greenhead for the Ozobot to find bridges and towers in the area.	**Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** Computing Organise, store, manipulate and retrieve data in a range of digital formats. Draw a castle using suitable drawing software. Use shapes to form the basic castle form, adding colours and textures to improve its appearance. Label the castle's key features and add interesting captions before printing and displaying. Take virtual tours of castles online to look at key features. Note Children could work individually or in pairs. Display images of castles, asking the children to identify 2-D shapes they can see to help inform their drawings	**Year 1** **To recognise common uses of information technology beyond school** **Year 2** **To use technology purposefully to create, organise, store, manipulate and retrieve digital content** Take photos of the different bridges made from marshmallows and spaghetti and retrieve the photos from the computer.	

Other activities STEM			**Compare and order lengths, mass, volume/capacity and record the results using (>), (<) and (=).** **Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers and tape measures with increasing accuracy. Compare and order lengths/heights and record the results using >, < and =.** Stack sugar cubes to make towers. Using standard units, measure and record the height of each to discover who can build the highest tower. Then try to build a taller tower using a different approach, such as starting with a wider base (again measure and record the height using standard measures). Answer mathematical problems based on their		

			measurements, such as finding out the difference between the two towers, how many centimetres their two towers measure altogether and who made the tallest tower in the class. More able children could read and interpret data on the height of real world towers, making comparisons, finding differences and ordering from tallest to shortest. Data for this activity is readily available online. To make sugar cube towers last longer, use royal icing to glue the cubes together!		

This planning may change due to the children's interests, learning needs and creative partnership workshops.