



## Springdale First School – Medium Term Overview



# YEAR ONE - Up with the Drawbridge.



Our new topic “Up with the Drawbridge” will enable us to explore and use common words and phrases relating to the passing of time. We will learning about Castles and finding out how important they are in our history. For our Sparkly Starter, we will have a special package arrive and we will be investigating where the package came from and how it can be used. We will be using a range of non-fiction texts to write facts about castles. At the end of the topic, our Fab Finish will be a medieval day where the children will be able to come to school dressed up as a knight, king, princess or a servant to experience life in medieval times.

### NATIONAL CURRICULUM:

#### ENQUIRY QUESTIONS;

- What is a castle and who lived in a castle?
- What different jobs needed to be done in a castle?
- Can you name the different parts of the castle?
- Can you think of a castle local to us?
- Can you use words that tell us that events happened in the past?

English				Mathematics	
Text	SPAG Focus	Spelling focus	Writing focus	Specific	Other (afternoons / cross curricular)
The Kiss that missed.  A range of non-fiction books.	<ul style="list-style-type: none"> <li>• Full stops and capital letters.</li> <li>• “And” to join sentences</li> <li>• Question marks at the end of questions.</li> <li>• Capital letters for days of the week, names, places.</li> </ul>	<ul style="list-style-type: none"> <li>• Spellings to take home and learn will be coming home this term. These will be linked to the phonics that your child is learning each week.</li> <li>• Days of the week.</li> <li>• Numbers in words – one to twenty.</li> <li>• Words ending in “ED”</li> </ul>	Write an alternative ending for “The Kiss that Missed”  Non-fiction writing – Facts about castles	Addition and subtraction  Shape, space and measure.  Place value  Counting coins and money	Directions.  Measuring length linked to making castles
<b>Topic objectives (Focus Subjects)</b>				<b>Activities to meet objectives</b>	

<p><b>DT focus:</b> <b>Making Hinges</b></p> <ul style="list-style-type: none"> <li>• Select materials from a limited range that will meet the design criteria</li> <li>• Select and name the tools needed to work the materials</li> <li>• Join appropriately for different materials and situations</li> <li>• Create simple hinges</li> <li>• Use drawings to record their ideas as they are developed</li> <li>• Say what they like and do not like about the items they've made and try and say why</li> <li>• Explain what they are making and which materials they are using</li> <li>• Describe what they need to do next</li> <li>• Select and name the tools needed to work the materials</li> <li>• Select appropriate technique</li> <li>• Use pictures and words to convey what they want to design and make</li> <li>• Mark out materials</li> <li>• Roll paper to create tubes</li> <li>• Cut along lines, straight and curved</li> <li>• Investigate joinings, temporary, fixed and moving</li> </ul>	<ul style="list-style-type: none"> <li>• Make a plan of their castle and label their design.</li> <li>• Make a castle using a range of Junk modelling.</li> <li>• Measure length to make doors and hinges.</li> <li>• Use a range of construction apparatus to make different models.</li> </ul>
<p><b>History focus:</b></p> <ul style="list-style-type: none"> <li>• Use common words and phrases to do with the passing of time</li> <li>• Ask and answer questions about the past by observing or handling sources of information</li> <li>• Sort artifacts then and now</li> <li>• Know what people did in the past</li> <li>• To begin to identify and recount some details of the past from sources (pictures, stories, internet)</li> <li>• Answer simple questions about the past using sources of information</li> <li>• To show what they know in different ways</li> <li>• To understand how the past has been represented</li> <li>• Remember some parts of key historical events and memories about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Write a non-fiction book about Castles.</li> <li>• Label a time-line with significant events.</li> <li>• Draw and label a Castle.</li> <li>• Learn a medieval dance.</li> <li>• Medieval Day – write using quill. Medieval banquet.</li> </ul>
<p><b>Other curriculum areas</b></p>	
<ul style="list-style-type: none"> <li>• Outdoor P.E – Ball control</li> </ul>	<ul style="list-style-type: none"> <li>• Indoor P.E - Dance</li> </ul>
<ul style="list-style-type: none"> <li>• Computing – Control and Instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT – Non-fiction page for a class book</li> </ul>
<ul style="list-style-type: none"> <li>• Art – Silhouette of castles</li> </ul>	<ul style="list-style-type: none"> <li>• R.E – The Creation Story</li> </ul>
<ul style="list-style-type: none"> <li>• Music – Pitch and tempo</li> </ul>	<ul style="list-style-type: none"> <li>• PHSE – Rainbow Seal. Going for Goals</li> </ul>
<p><b>HOW CAN YOU HELP?</b></p> <ul style="list-style-type: none"> <li>• Support your child in learning their weekly spellings. Have a go at putting the words into simple sentences for your child to write.</li> <li>• Take a trip to your local library and find a non-fiction book about castles.</li> <li>• Visit a local castle or historical building in our area.</li> <li>• Count different values of coins. How many 10p are in £1?</li> </ul>	

- Spot numbers in the environment and count back to 0 from that number.

