


Summer 1 Overview - I'm the king of the castle!

Topic outcome: Apply knowledge of different types of castles to build their own castle during a castle building workshop
Apply knowledge of different roles within the castle for a Banquet

	Literacy	Numeracy	Other Curriculum subjects	Any other events
<u>Week 1</u>	<p>READING SATS</p> <p>Cold task- Leaflet</p> <p>Cold task- story</p> <p>Application- explanation about how something in the castle works</p> <p>Unpick model text leaflet- Marwell zoo. Look at features of leaflets. Box up and create toolkit.</p>	<p>Addition and subtraction, mental methods</p>	<p>Geog: <i>I can draw maps and plans identifying different features. I can identify and describe what places are like.</i></p> <p>Following visit to Arundel castle, Draw a picture map, or draw a plan of the castle using your own symbols. Talk about the <u>scale</u> of the objects on you plan or places on your map using words like bigger/smaller, <u>Writing opp- label/use a key to identify different places. Describe the physical features of the place e.g. land, seashore, sea, flat, grassy.</u> NB <u>Maps</u> - shows the geographical shape and size of any place e.g. the outline of Arundel Castle in relation to the surrounding area i.e. show where the road is in relation to the outline of the castle etc. <u>Plans</u> - a scale drawing of a structure. It is more detailed and more close-up than a map e.g. a birds eye view of what is within Arundel Castle's outer walls. Use agreed symbols on a simple map e.g. <u>Key to Map</u></p> <p>  </p> <p>Use agreed symbols on a plan d=door, w=window, s=steps. Show the different sizes of objects and their relation to each other e.g. the grave stones are drawn much smaller than the church etc.</p> <p>History: <i>I can ask questions I would like to find out the answer to.</i> Prior to school trip watch Espresso: Castles big book (English 2) Introduce the topic of castles. Share '<u>Inside the castle</u>' ppt to give the children additional imagery to consider. Also share '<u>Features of a castle</u>' ppt to support features of the castle.</p> <p>Discuss the castle we have already visited. Brainstorm with children what they already know and what they would like to find out about during this topic. <u>Shared writing opportunity- Generate list of historical questions they would like to find out. Begin to record some of the answers the children have found out about castles already today.</u></p> <p>COOL time History-practise writing some castle words using different coloured pens, read castle books, label a castle pic. Geog- Draw your own map with a key, look at google maps on laptops, ipads, look at atlases.</p> <p>Homework: Finding out homework (reading and writing link) finding out and answering questions relating to our topic.</p>	<p>22nd Arundel Castle</p>

<p><u>Week 2</u></p>	<p>Innovation- Create own leaflet about Arundel Castle.</p>	<p>Shape, (L3 symmetry) fractions of shape and fractions</p>	<p>Geog: <i>I can identify and describe where places are. I can use different sources to find out information.</i> Ask the children to use a map and atlas to locate the nearest castle- esp Portchester/ Arundel castle. What do children notice about the location of castles on maps? Identify and describe e.g. town, countryside, seaside, and represent the information pictorially or in written form. Use secondary sources of information to make observations about <u>where</u> castles are located. Ask and answer geographical questions about this. Find out why castles are located on hilltops. What are the features of the environment there? (Motte and bailey info on Castles ppt) Maths opportunity: Positional language e.g. map, north, south, east, west, N, S, E, W, horizontal, diagonal. Map coordinates/ Writing opportunity: Label features of the environment <u>on the hilltop</u>. Short explanation as to why they are located there. <u>THIS COULD BE APPLICATION OF EXPLANATION!!!?</u></p> <p>History: <i>I can use different sources of information to find out information.</i> Use different sources of information to find out some of the answers to the questions posed during previous session. ICT, books, Pictures, photos Reading opportunity- finding out information. Writing opportunity: Record information they have found out.</p> <p>COOL time History- look at pictures of castles- Make a list of features you can see. Castles word search. Geog- Draw your own map of the school with a key, Locate different items on a map.</p> <p>Homework: Maths homework. 'Talk it solve it homework?'</p>	<p>Friday 1st INSET DAY</p>
<p><u>Week 3</u></p>	<p>Traditional Tales 'Billy the brave knight'. Imitation stage (not writing). Toolkit- Hooking your reader/ paragraphs</p>	<p>Fractions, x and division</p>	<p>Geog: <i>I can identify physical features of the environment.</i> Share the Castle defences ppt. Recap features of the castle and why the castle has these features. Writing opp- Children to draw a selection of features and write why they were used in the castle and what they were used for.</p> <p>History: <i>I can identify similarities and differences between buildings and identify their purpose.</i> Show the powerpoint of different types of castles. Tell children the first castles that were built were called Motte and Bailey castles. Ask children what do they think a moat is used for? In TP children discuss what they think it might be for. Show the children a picture of a Stone Keep castle. In TP children to talk about the differences and similarities of both castles. POSE THE QUESTION- Which was the best castle to live in and why? Model creating a list of advantages and disadvantages to both castles. Draw both castles, label the different parts. Writing opportunity: a caption to accompany identifying advantages and disadvantages of each.</p> <p>COOL time History- Junk modelling castle. Sort the castles based on different criteria. How have you sorted them? E.g those that have moats and those that don't.</p>	<p>4th BANK holiday</p>

			<p>Geog- Map work activity x 2</p> <p>Homework: Writing link- Innovate another traditional tale. Give the children the plot e.g. A character has something but loses it!</p>	
<u>Week 4</u>	<p>Traditional Tales 'Billy the brave knight'. Innovation Toolkit- Hooking your reader/ paragraphs</p>	X and division	<p>Geog: <i>I can use a key to identify features on a map.</i> Ask the children to design their own castle. What features does it have? Label map with a key.</p> <p>History: <i>I can identify differences between ways of life in the past at different times. I can use different sources of information to find out information.</i> In talk partners ask the children to write a list on a whiteboard of all the people that they think they might find that live or work in a castle. Feedback to the rest of the class and teacher to scribe a list. Show the children the ppt (roles of the castle ppt and Jobs people did ppt) of some of the different types of jobs/people that can be found in a castle e.g. knights, squires. Ask the children What is a knight? What do they do? Role play challenge: Ask the children in talk partners to think of one person they would like to be and role play what that person might do. Partner to guess who they are. Hotseat some children and children to guess who they are by asking relevant and suitable questions. Use different sources of information to find out specifically about different people and roles within the castle. Writing opportunity: <i>Make fact file about different types of roles in the castle.</i></p> <p>COOL time History- Draw a range of people who live in the castle. Write a secret diary as a person in the castle. Geog- Positional language activity</p> <p>Homework: Maths homework - Doubling/halving game?</p>	Friday 15 th 1.30 PM - Castle Building workshop with parents
<u>Week 5</u>	<p>Traditional Tales 'Billy the brave knight'. Invention. Toolkit- Hooking your reader/ paragraphs</p> <p>Hot task about Billy the brave knight</p>	<p>MATHS SATS</p> <p>Data handling (guidance suggests this should not be taught in MATHS time) possible comprehension GR activities at interpreting info or cool time activity.</p> <p>Catch up week. Use as afl.</p>	<p>RE: <i>See separate plan</i></p> <p>History: <i>I can identify differences between ways of life in the past at different times. I can talk about the lives of significant people. (BANQUET)</i></p> <p>Data handling questions to solve.</p> <p>Homework: Finding out / preparation for next half term.</p>	Thursday 21 st PM - Banquet and dressing up

Ongoing:

PE: Invasion Games, Country Dancing

Music: Using instruments

RE: Special Places