



Enterprise

Enrichment

World and Community

Spiritual and Moral

As a class we work together to turn our home corner into a castle. We will also plan a medieval feast, including planning a menu and sending out invitations to the parents.

We will take part in a variety of enrichment activities including music, weaving, gardening, role play and learning about our place in society.

As members of a community we will explore the rules of castle life, and find out what happens when rules are broken. We will explore how our community both in and out of school makes rules and why we have them.

In our spiritual and moral development we will use coats of arms to explore what makes each one of us special. We will think of ways to represent this when we design our own coats of arms.

Areas of learning

As **Historians** we will be studying the way of life of people in the past. We will research castle life, looking at coats of arms, knights, food and designs of castles. We will explore how castles have changed over the years and the use of different materials. We will be looking at factual evidence by visiting a castle. We will be finding out about Kings and Queens in the olden days and the present Royal family. We will compare real life stories to those made up.

As **Scientists** we will be investigating the uses and properties of different materials.

As **Geographers** we will be looking at where other castles are in England and why they were important to society. We will also look at the settings of the castles. We will use maps and photographs.

As **Designers** we will be exploring mechanisms. We will look at how a drawbridge and a portcullis work and try to design our own.

As **Artists** we will create our own castle from the home corner. We will paint pictures of kings and queens and we will create a piece of weaving. We will draw and paint our own coats of arms using research to give us ideas.

In PE we will be doing gym and multi-skills. In RE our topic will be Milestones in Family Life.

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

- Letters that describe an environment
- Non-chronological report about lifeboats and the RNLI
- Narrative: Settings at a coastal environment
- Persuasive posters informing people of the work of the RNLI
- Coastal erosion fact files
- Short talk on the work of volunteers
- News report of the sinking of the Forfarshire

Using mathematics

Modelling

- Predict sinking times for toy boats that have a hole in them, followed by stopwatch timing

Calculating

- A range of calculations using scales from maps (1 square = 1km: How far was it to...)
- Using fractions of distances with associated calculations (Half way to... is ...km)

Interpreting data

- Extract information from data about the number of rescues conducted by the RNLI

Justifying

- Using data as part of the persuasive poster to back up arguments (Did you know that £1 can...)

Using ICT

Searching

- Websites
- Databases

Developing ideas and making things happen

- Graphics
- Text
- Multimedia

Communication

- E mail and messages

Personal development

Learning and thinking skills

- Asking relevant questions
- Analysing information
- Planning how to go about presenting information
- Creating and developing maps and plans
- Creating ideas for persuasive arguments
- Recognising similarities and differences in environmental features
- Communicating using data and the written word
- Evaluating the impact of persuasive posters

Personal and emotional skills

- Identifying strengths and weaknesses in our work for others
- Setting goals for more active community involvement
- Working independently in written work
- Managing feelings and becoming self aware when discussing and finding out about how people sometimes put themselves at great personal risk when helping others

Social skills

- Listening and responding appropriately to those who tell us about their voluntary work
- Working collaboratively
- Giving constructive support and feedback to others

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.