



Impact

By the end of this unit, children will...

'An eye for an eye makes the whole world blind.'
Mahatma Gandhi

During this unit, children will learn about the history of medieval castles and the Normans. They will learn how castles were structured and where they were built, who lived in them and how they were used as a form of protection. The children will explore the treatment of peasants at this time including some of the reasons for the peasants' revolt. This will lead to the children understanding some of the reasons people need protection in our world today and whose responsibility it is to stand up for those in need of protection.

Intent

It is our vision that the children of St. Mary's recognise that we are all brothers and sisters and that it is our responsibility to stand up for those in need. Throughout this unit, the children will learn that everyone is not always treated equally and some of the consequences of people being greedy for land and money. They will explore the steps that people took to protect their land and homes in medieval times. They will learn how we can be instruments of peace whilst also standing up for those in need of protection.

Building the Kingdom

How can we care for God's creation?

Further questions to explore:

- Are some people more important than others are?
- Why do people fight for land and money?

Catholic Life Pledge:

Count your blessing jar:
Praying for our neighbours.
(The Common Good)

Catholic Social Teaching

Showing we care (Solidarity) & Promoting Peace

God created us as one global family called to support our brothers and sisters. We can be God's instruments of peace through seeking justice.

'Blessed are the peacemakers, for they shall be called sons of God.'
Matthew 5:9



Core Subjects

English

During this term, pupils will write:

- Character/setting descriptions – using adjectives to describe either the character or setting in the focus text.
- Retell– retelling a story in their own words.
Information booklet- informing on a chosen topic from the focus text

Spelling: Phase 3-5 Letters and sounds. Year 1 Common exception words.

Skills focus: Writing sentences using capital letters, finger spaces and full stops. Include adjectives. Extend sentences using 'and'.

Maths

2D and 3D shapes

- Names of 2D shapes
- Names of 3D shapes

Numbers to 20

- Recognising and ordering numbers to 20.
- Tens and ones
- One more and one less
- Comparing numbers of objects
- Ordering numbers and objects

Foundation Subjects

History / Geography

Castles:

Throughout these lessons, the children will use simple texts and photographic sources to find out about people and events of the past. They will learn how some countries and groups fought over land, how they used castles as a form of protection and the hierarchy of people within the castles.

- Understand that people fight battles to take control of a country.
- Explore how castles were built as fortresses and can explain why this was necessary.
- Understand the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.
- Explain how uses for castles have changed over time.

Art / Design technology

Castles (Art & Design Technology):

- Use drawing and painting to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques.
- Design purposeful, functional, appealing products based on design criteria.
- Generate, develop, model and communicate their ideas.
- Select from and use a range of tools and equipment to perform practical tasks.
- Select from and use a wide range of materials and components.

Music

Collect, make, compare, change and combine sounds. Discuss musical elements such as Dynamics (loud/quiet), Tempo (fast/slow) whilst singing/playing/listening. Recognise 4/4 time.

Computing

Coding & Spreadsheets:

Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children are able to sort, collate, edit and store simple digital content. Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.



Core Subjects

Science

Materials:

Pupils identify, compare, classify and describe different materials. They will become familiar with different types of material and how some materials are better suited for different purposes than others. Children are introduced to different properties of materials.

Identifying plants:

Pupils observe, identify, compare, classify and describe UK plants. They will become familiar with different types of plants, including wild plants, garden plants and trees.

Pupils should be taught: To find out what a plant is, to identify and describe garden plants, to identify and describe wild plants, to identify and describe a range of trees, to identify the different parts of a plant and to make observations of growing plants.

Religious Education

Lent:

This unit is designed to develop the children's knowledge and understanding of Lent as a time of change and of growing to be more like Jesus by following his example. In the unit the children will explore various aspects of Jesus' message and ways in which Christians can apply these to real life situations.

Holy Week:

This unit is designed to develop the children's knowledge and understanding of the important events of Holy Week and how they tell of the last days of Jesus' life on earth. The unit focuses on Palm Sunday, the Last Supper and the Stations of the Cross.

Easter:

This unit is designed to develop the children's knowledge and understanding of the season of Easter as a celebration of the Resurrection of Jesus. The unit focuses on the importance of the Resurrection and its message.

Oracy

Retell a story to a small group. Recognise when events are out of sequence and self-correct. Independently take turns and ensure all members contribute. Speak clearly and confidently when presenting learning to the class or explaining learning to an adult. Give answers, which match what has been asked (relevant and appropriate). Independently speak in sentences using specific, provided vocabulary e.g. lighter/heavier rather than bigger/smaller. Confidently use language to express needs and feelings e.g. rather than snatching.

Foundation Subjects

Physical Education

Ball Skills:

In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.

Athletics

In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.

French

Shapes (Les Formes)

RSHE / PSHE

- Module 2 Unit 2, Session 2 (Treat others well...).
- Module 2, Unit 2, Session 3 (...and say sorry).
- Being with others assessment.
- Module 2, Unit 3 Safe or unsafe? Assessment
- Module 2, Unit 3, Session 1 (Being Safe).
- Module 2, Unit 3, Session 2 (Good secrets and Bad secrets).
- Module 2, Unit 3, Session 3 (Physical contact).