

Once upon a time...



Areas of learning

As **Artists** we will be exploring materials and methods. Expressing our ideas and making choices about what we do. We will be drawing and painting our own coats of arms, using the ideas we find from our research to help us.

As **Musicians** we will be exploring how sounds can be changed as well as using our bodies in particular our voices (singing, chanting, speaking) to create new sounds. We will be noticing and describing changes in sounds as well as noticing repeated patterns.

As **Geographers** we will ask and answer questions about places and environments, we will describe the sorts of things we see in a place or environment. We will be creating maps of different story worlds as well as creating story maps to aid us with our story telling. We will be using maps, Google Earth and photographs to help us describe the places we are studying.

As **Historians** we will be placing events in the order that they happened. We will be looking at castles and finding out about the way of life of people in the past. We will research castle life, looking at coats of arms, knights, fighting, food and the design of castles.

As **Designers** we will select and use tools to manipulate materials with help, where needed. We will also be talking about our own and others work for example, explaining what we are making and the tools we are using to do so. We will be exploring mechanisms. We will look at how drawbridges and a portcullis work and then we will design and make our own. We will also be designing, making and tasting our own food products.

Learning Detectives

As Learning detectives we will:

Self assess and peer assess our work discussing what is good and any improvements we could make with a Talk Partner.

We will have opportunities to Look for Learning in other classrooms

Independent Learners

As independent learners we will:
We will continue to make sensible choices during our independent learning times. Taking charge of our learning journals remembering any work we are proud of can be put into them.

Using ICT we will:
Update our blog with news and interesting things we have been learning together so that parents can be involved. Be taking and printing our own photographs of our work or findings outside. Use our new Purple Mash software developing our mouse and keyboard skills (painting and labelling software)
Learn how to turn on and open specific age related programmes on the iPads.

Social and emotional

In our spiritual and moral development we will:

Continue to work together as a group of individuals to make our class a caring and happy place to be. We will consider one another's feelings and try to resolve any conflicts/issues ourselves using the methods we have talked about in class.

Immersion Activities

Wow: The dragon machine delivery
Use coats of arms and heraldry as a starting point for deciding what makes each one of us special. We will think of ways to represent this in images to create our own coat of arms.

Final: We will be cooking our own bread and soup to share with our parents at our own Medieval Banquet. Children will be dressed as either knights or princesses.

Using communication/Literacy

We will be reading and exploring fairy tales and traditional tales as well as alternative versions e.g. The little wolf and the three bad pigs. We will act out & retell traditional tales with masks, props etc. We will draw story maps and sequence stories.

Write repetitive stories.

This will all be alongside daily Letters and Sounds lessons. This is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven. We will begin by Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.

Guided reading sessions will also take place daily.

Guided reading is 'small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency'. This small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress.

Myself and My Relationships 3 - My Emotions

The children will learn to identify different emotions in themselves and other people and will begin to understand the different ways in which people express and show emotions. They will explore what causes emotions in themselves and other people and how this can be different for different people. They will begin to develop an understanding of how our feelings affect the way we behave. They will examine the feelings associated with different types of loss and change, including situations such as losing something special, moving house, experiencing something new, missing a friend or family member and experiencing the death of a pet. The children will explore simple ways of making themselves feel better when they experience an uncomfortable feeling which will include identifying trusted people within their Safety Circle. They will also explore ways of helping other people feel better when they experience uncomfortable feelings.

Using mathematics

Shape and sorting (1 week)	<ul style="list-style-type: none"> explore characteristics of everyday objects and shapes and use mathematical language to describe them shows an interest in shape and space by playing with shapes by sustained construction activity explore characteristics of everyday objects and shapes (focusing on 3-D shapes) use positional language use mathematical language associated with shape classify and sort everyday objects
Numbers within 10 (2 weeks)	<ul style="list-style-type: none"> say which number is one more or one less than a given number estimate a number of objects and check by counting count reliably with numbers from 1 to 10 develop an understanding of zero create representations for numbers 0-10 place numbers 0-10 in order recognise the numerals 0-10 use ordinal numbers: 1st, 2nd...last
Addition and subtraction within 10 (2 weeks)	<ul style="list-style-type: none"> estimate a number of objects and check by counting up to 10 add and subtract two single-digit numbers and count on or back to find the answer use quantities and objects to add and subtract two single-digit numbers
Money (1 week)	<ul style="list-style-type: none"> compare quantities and objects to solve problems use everyday language to talk about money, recognise coins up to 50p and their values compare the value of coins use quantities and objects to count on and back to add and subtract
Measures (2 weeks)	<ul style="list-style-type: none"> use everyday language to talk about size, weight, capacity estimate, measure, weigh and compare and order objects compare objects and quantities solve size problems involving weight and capacity explore measuring objects using non-standard units
Depth of numbers within 20 (2 weeks)	<ul style="list-style-type: none"> solve problems including grouping, sharing, doubling and halving Records using marks that they can interpret and explain (DM 40-60+) Begins to identify own mathematical problems based on own interests and fascinations (DM 40-60+)
Numbers beyond 20 (1 week)	<ul style="list-style-type: none"> say which number is one more or one less than a given number solve problems including grouping and sharing estimate a number of objects and check by counting count reliably to 50 explore counting on and back from any number within 50 place numbers from 0-50 in order estimate a number of objects and check by counting solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups