



## Topic-medium term Plan

**Year 1 Aut Spr, Sum ( 1 or 2)**

<b>Topic title</b>	We're the Kings and Queens of the Castle
<b>Enquiry Driver</b>	History
<b>Enquiry Enhancer</b>	Computing, Design Technology
<b>WOW starter</b>	A Right Royal Tea Party.
<b>National Curriculum Objectives</b>	<p><b>History:</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils will be taught the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Design and Technology Pupils will be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p><b>Computing:</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• use technology safely and respectfully, keeping personal information private;</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>

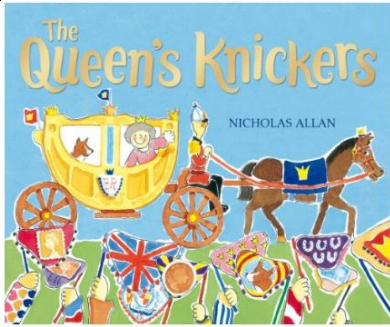


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<b>Key Knowledge and Skills (driver)</b>	<ul style="list-style-type: none"><li>• To know that Queen Elizabeth II is the longest reigning monarch.</li><li>• To know a simple timeline of events in Queen Elizabeth II's life.</li><li>• To know that I can use photographs, paintings, and videos of Queen Elizabeth II to find out information about her.</li><li>• To know the similarities and differences between Queen Elizabeth II's coronation and Queen Victoria's coronation.</li><li>• To know the close relatives in my own family and their position in the family tree.</li><li>• To know some of the close relatives in Queen Elizabeth II's family and their position in her family tree.</li><li>• To know some of the key similarities and differences in my own family and Queen Elizabeth's family.</li></ul>
<b>Key Knowledge and Skills (enhancer)</b>	<p>Design and Technology:</p> <ul style="list-style-type: none"><li>• I Know how to make 2 moving mechanisms (Pop up box &amp; sliding mechanism)</li><li>• I can say what I am going to make.</li><li>• I can explain what tools and techniques I will use.</li><li>• I can say how my pop up works well.</li><li>• I can say how I would improve my pop up.</li></ul>
<b>Sticky Learning</b>	<ul style="list-style-type: none"><li>• I know that Queen Elizabeth II is the longest reigning monarch.</li><li>• I know a simple timeline of events in Queen Elizabeth II's life.</li><li>• I know that I can use photographs, paintings, and videos of Queen Elizabeth II to find out information about her.</li><li>• I know the similarities and differences between Queen Elizabeth II's coronation and Queen Victoria's coronation.</li><li>• I know the close relatives in my own family and their position in the family tree.</li><li>• I know some of the close relatives in Queen Elizabeth II's family and their position in her family tree.</li><li>• I know some of the key similarities and differences in my own family and Queen Elizabeth's family.</li></ul>
<b>Supporting Text</b>	



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<b>Main Writing Genre</b> Type of writing Eg-Persuasive Writing, narrative, non chron. report etc.	A simple narrative <ul style="list-style-type: none"> <li>• Capital letters for the start of a sentence and names of people and places.</li> <li>• Simple sentences demarcated with full stop.</li> <li>• Early compound sentences using 'and'</li> <li>• 5 linked sentences. (opening, build up, complication, resolution, ending)</li> <li>• Story book language – patterned and predictable.</li> </ul>		
<b>Reflection of Learning</b>	Discuss the big question “Why is Chadderton great?”		
<b>Knowledge organiser</b>	See Knowledge Organiser document.		
<b>Experts/ Experiences/ visits/ visitors</b>	A Royal Tea Party		
<b>Additional Links</b>	<b>British Values</b>	<b>Outdoor Learning</b>	<b>Community /citizenship</b>
	Knowledge of the Queen and her role in constitution.	Fairy Tale role play, small word.	Knowing the place I am growing up in.
<b>Pupil Voice</b>	<b>Aspirations</b>	<b>Global Studies</b>	<b>Home Learning</b>
Answer questions for what I want to find out.			Common Exception Words Fairy Tale Challenge.