

Trimley St Mary Primary School Medium Term Plan		Key Stage 1	Year Two	Spring Term 2022	 Trimley St Mary PRIMARY SCHOOL		
Topic Title:- Medieval Mayhem <i>The BIG question - Would you rather live in your house or a castle?</i>		Sparkling Starter:- Meet Norman the Knight and learn about all his quests!		Fabulous Finisher:- Knights and Princesses Medieval Dance and Banquet - Parents invited into school			
Curriculum Drivers:-	Community	Mindfulness	Initiative	Diversity			
<b>As Readers and Writers we will:-</b>			<b>As Communicators we will:-</b>		<b>As Programmers we will:-</b>		
<ul style="list-style-type: none"> <li><b>Traditional Stories</b> - Sleeping Beauty / Jack and the Beanstalk (compare different versions)</li> <li>Use Pie Corbett storytelling words, actions and story mapping to <b>tell</b> and <b>repeat</b> stories.</li> <li>Create own stories using Story Bags</li> <li><b>Information Texts - Castles</b></li> </ul> Identify key features of a non-fiction text Use of contents, index and glossaries. <ul style="list-style-type: none"> <li>Resilient Reader</li> <li>Reading Spine - Pumpkin Soup, Not Now Bernard, Frog and Toad Together, Willa and old Miss Annie.</li> <li>Page-Turner - The BFG - Roald Dahl</li> </ul>		<b>Poetry</b> <ul style="list-style-type: none"> <li>Memorise and perform a variety of poems about Knights and Dragons.</li> <li>Create poems about Dragons (Acrostic/Rhyming)</li> <li>Learn and recite My Invisible Dragon - Kenn Nesbitt</li> </ul> <b>Information Texts</b> <ul style="list-style-type: none"> <li>Create posters - All about Castles (History Link)</li> <li>Create information leaflets to <b>organise</b> facts about Framlingham Castle</li> </ul>		<ul style="list-style-type: none"> <li>Mantle of the Expert - Set up Knights and Princesses Grand Tour of Castles</li> <li>Travel back in time</li> <li>Drama/role Play/re-enact key events / freeze-frame / hot-seating</li> <li>S&amp;L - use of storytelling, story sacks, small world. ELKLAN - Question Hunts linked to a variety of texts.</li> </ul>		<b>Purple Mash</b> <ul style="list-style-type: none"> <li>2:4 - <b>Questioning</b> - learn about the importance of phrasing questions and that certain data-handling resources are limited in the answers they can provide.</li> <li>2.5 Effective searching- research on the Internet effectively and safely.</li> <li>Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul> <b>E-Safety</b> <ul style="list-style-type: none"> <li>Participate in class social accounts (See-Saw)</li> <li>Understand online risks and the age rules for sites.</li> </ul>	
<b>As Mathematicians we will:-</b>			<b>As Scientists we will:-</b>				
<ul style="list-style-type: none"> <li><b>Investigate</b> co-ordinates on maps - plot the castle and the grounds - use of grid references (Geog Link)</li> <li>Identify, describe, classify and compare 2d and 3d shapes - Make symmetrical shields.</li> </ul> <b>Investigate</b> ½ and ¼ shapes and turns. Create 3d Castle Models. <ul style="list-style-type: none"> <li>Inspire Maths Scheme</li> <li>BMBT and CLIC</li> </ul>		<ul style="list-style-type: none"> <li><b>Measure</b> with scales for ingredients for Castle Cooking.</li> <li>Apply skills to solve problems involving Money - Buying 'souvenirs' / paying for tickets - calculate change, totals for our Grand Tour of Castles event.</li> <li>AWESOME Maths - Fluent in Four</li> <li>Explain methods - I know it's that because .....</li> </ul>		<b>Forces and Movement</b> <ul style="list-style-type: none"> <li><b>Investigate</b> and explain concepts of different forces and understand that different forces can make moving objects go faster, change direction, speed up or slow down. (DT/History Link - Moving Vehicles/Weapons)</li> <li><b>Investigate</b> floating and sinking and link with castle moats</li> </ul>		<ul style="list-style-type: none"> <li><b>Classify</b> and categorise different forces in and around the castle</li> </ul> <b>Working Scientifically</b> <ul style="list-style-type: none"> <li><b>Design</b>, plan and carry out simple experiments - answer questions, make predictions and write simple conclusions.</li> <li><b>Solve non-routine problems</b> (use of POP tasks) to apply Scientific skills acquired.</li> </ul>	
<b>As Artists we will:-</b>		<b>As Designers we will:-</b>		<b>As Musicians we will:-</b>		<b>In PE we will:-</b>	
<ul style="list-style-type: none"> <li><b>Describe</b> and appraise the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> <li>Respond to ideas and starting points when creating dragon images.</li> <li>Explore ideas and collect visual information when creating castle drawings and paintings.</li> <li>Investigate dip-dye techniques/wax rubbings to create flags/castle tapestries</li> </ul>		<ul style="list-style-type: none"> <li><b>Design</b> wheeled vehicles from Medieval Times with a clear purpose and intended use.</li> <li>Refine and modify designs as the work progresses (DME)</li> <li>Explore wheels and axles to identify likes and dislikes of the designs.</li> <li>Investigate and explain how they move and work.</li> <li>Food Technology - To follow recipes/instructions and create gingerbread based on old recipes</li> </ul>		<ul style="list-style-type: none"> <li><b>Charanga Units - I Wanna Play in a Band / Zaatime</b></li> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> <li>Create short musical patterns.</li> <li>Take part in singing, accurately following the melody, when performing songs about Dragons/ Castles</li> </ul>		<ul style="list-style-type: none"> <li>Perform dances using a range of skills</li> <li>Copy and recall moves and positions, careful control and coordination, sequences of actions; communicate a mood or idea. (Country Dancing / Tudor Dancing)</li> <li>Knights Tournament with carousel of old games/challenges</li> </ul>	
<b>As Geographers we will:-</b>		<b>As Historians we will:-</b>		<b>In RE we will:-</b>		<b>In PSHE we will:-</b>	
<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) to summarise key features of Framlingham Castle.</li> <li>Communicate geographically and create simple maps of Framlingham Castle and its grounds.</li> <li>Investigate places and use world maps, atlases and globes to identify the United Kingdom and its countries; illustrate and label where castles in the UK are located</li> </ul>		<ul style="list-style-type: none"> <li>Observe/handle different sources of evidence to ask questions and find answers about the past.</li> <li>Ask basic questions such as - What is a castle? What features does it have? What went on inside castle walls? What was it like to live in a castle?</li> <li>Hypothesise about what life was like long ago - Travel back in time and take on roles within the castle</li> <li>Describe and summarise facts about William the Conqueror / Henry VIII</li> <li>Organise key events of Framlingham Castle and create a timeline</li> <li>Design and create information book and posters (Eng Link)</li> </ul>		Describe some of the main festivals, celebrations and teachings of Christian and Islam Religion. Recognise, name and describe religious artefacts, places and practices. Name and explain the meaning of religious symbols. <b>The Emmanuel Project Units</b> <ul style="list-style-type: none"> <li>Islam - 'Mercy &amp; Compassion'. How do some Muslims show Allah is compassionate and merciful?</li> <li>Christianity - 'Resurrection and Joy'. What are the best symbols of Jesus' death and resurrection at Easter?</li> </ul>		<b>Valuing Difference</b> What makes us who we are? How do we make others feel? My special people. When someone is feeling left out. An act of kindness. Solve the problem. <b>Being My Best</b> You can do it! My day. Harold's postcard - helping us to keep clean and healthy. Harold's bathroom. What does my body need? What does my body do?	

