

## Continuous Provision Opportunities

CONTINUOUS PROVISION will include (not an extensive list)

- CAN YOU BUILD A TOWER/BRIDGE TO HOLD THE OBJECTS?  
Newspaper, tape, heavy/light objects
- WHERE DO THE BUILDINGS/STUCTURES BELONG?  
Map of the World/UK and pictures and labels of different structures/castles/buildings to stick in the right places, post it notes for them to label themselves?
- STORY TELLING BOX  
Puppets, face masks, costumes, books
- KNIGHT SCHOOL  
Paper, card, crayons, pens etc to make masks, shields, swords
- IPADS  
Games – explore a castle and Mine world where children can build own castles, towers, etc
- TIMELINE  
Pictures of castles from different periods of history – children to sort into a timeline
- DESIGN A CASTLE  
Planning sheet, clipboards, pencils, rulers
- CONSTRUCT CLAYHANGER

Materials, building blocks, toy cars, paper to create roads, build bridges etc.

## KS1 - Autumn Term

### Towers, Tunnels and Turrets



See the castle ahead? Get ready to invade its mighty walls! Shoot a projectile with an archer's aim! Head across the drawbridge, over the moat and up to the top of the tower...

Meet Rapunzel who lives in a tall, tall tower. Let's build a new one...

What's that sound? I hear little hooves going trip, trap, trip, trap over the rickety bridge. Watch out for the troll underneath..

Make sure your bridge is sturdy enough to get us to the other side.

And finally... meet three little pigs who need your help to build a strong fortress! Inside its walls they'll be safe from the big, bad wolf!

No huffing and puffing will blow your fortress down!

# Our learning will include:

## Mathematics

### Year One

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, fewer, most, least
- Read, write and interpret mathematical statements involving addition, subtraction and equal signs.
- ☑ Represent and use number bonds and related subtraction facts with 20.
- ☑ Add and subtract one digit and two digit numbers to 20 (9+9, 18-9), including 0
- Solve simple one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

### Year Two

- **Count in steps of 2, 3 and 5 from 0, and count in 10s from any number, forward or backward.**
- Use place value and number facts to solve problems.
- Identify, represent and estimate numbers using different representations, including the number line.
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- **Add and subtract numbers using concrete objects, pictorial representations, and mentally, including, a 2 digit number and ones, a 2 digit number and tens, two 2 digit numbers and adding 3 one digit numbers.**
- **Show that addition of 2 numbers can be done in any order and subtraction from one number from another cannot.**

☑ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. **Show that addition of 2 numbers can be done in any order and subtraction from one number from another cannot.**

## English

Phonics will be done in groups appropriate to our previous learning. We follow the Letters and Sounds document guidance in order to plan for phonics.

We will be reading a range of fairy tales and stories which have castles, turrets or tunnels in them.

We will focus on these Year 1 achievement statements:

- I can sit at a table and hold my pencil correctly
- I can write lower case letters the way my teacher has shown me
- I write from left to right
- I can write capital letters
- I can write the letters of the alphabet in response to hearing the sounds
- I can write most of my work in simple sentences
- I can use a full stop to end my sentences when someone reminds me
- I can say a sentence before I write it

And these Year Two achievement statements:

- I can spell many words correctly by segmenting them
- I always leave spaces between words when I write
- I use capital letters to start my sentences
- I use capital letters for names and for 'I'
- I can group my ideas together in logical sequence
- I write sentences that have a subject and a verb (e.g. The boy ran)

We will have weekly sessions of Guided Reading in small groups. Reading books will also be sent home weekly for us to continue our learning at home.

## History and Geography

Through the topic of Castles we will be aiming to achieve these skills:

### Year One

- I can show my knowledge, skills and understanding in studies at a local scale.
- I can recognise and make observations about physical and human features of localities.
- I understand the different between present and past in my own and other people's lives.
- I can place a few events and objects in order.
- I can use common words and phrases about the passing of time.
- I know and can recount episodes from stories about the past.

### Year Two

- I can explore ideas.
- I can investigate and use a variety of materials and processes to communicate my ideas and meanings, and design and make images and artefacts.
- I can place a few events and objects in order.
- I can use common words and phrases about the passing of time.
- I can recognise that my life is different to the lives of people in the past.
- I am beginning to understand that there are reasons why people in the past acted as they did.

## Science

Our topic across the key stage is:

### 'Everyday Materials'

Year One will be attempting to compare and group together a variety of everyday materials based on their properties.

Year Two will be identifying and comparing groups of materials for particular uses.

We will think about what Castles, Towers and Tunnels are made from and discuss why these materials were chosen.

## PE

Our PE this term will follow the whole school topic of

'I can work as a Team'

Our children will be encouraged to develop their PE skills alongside developing their teamwork knowledge. They will eventually show a good understanding of this by working together to develop their own Games and Rules.

## Art and Design Technology

Through our continuous provision afternoons the children will be taught the skills required for the Key Stage One curriculum. They will then have the opportunity to develop these skills in a way personal to them accessing the continuous provision.

- I can respond to ideas.
- I can use a variety of materials and processes to communicate my ideas and meanings, and design and make images and artefacts.
- I can explore ideas.
- I can investigate and use a variety of materials and processes to communicate my ideas and meanings, and design and make images and artefacts

## RE

Year One will be thinking about

'What we can learn from stories and prayers about Jesus.'

This unit enables pupils to examine some stories of Jesus. Christians believe he was the perfect expression of God; 'The Christ'; Son of God; Saviour. The focus is on God as a source of power as revealed through the stories, actions and teachings of Jesus in Christian belief and Scripture. Pupils will learn about the meaning of the Lord's Prayer and its place in Christian prayer today. Opportunities are provided to explore the use of prayer in empowering Christians and to consider how pupils can be empowered to bring about change in their lives.

Year Two will be discussing

'Sikhism'

This unit enables pupils to begin to learn about the Sikhs. It is appropriate in different ways both for schools where many Sikh pupils learn, and for those where there are few or no pupils from Sikh families. Using stories, symbols and the special manner in which Sikhs emphasise equality and shared life, the unit enables children to make progress in learning about Sikhism and to build some learning from Sikhism on the gathering of information. They will acquire and develop knowledge and understanding of Sikh beliefs, experiences and practices, as well as reflecting on their own beliefs, values, perceptions and experiences in the light of their learning. The unit sets the foundations

## Learning and Life Skills (PSHE)

Our whole school topic for these sessions is:

'Learning with others'

Following whole class discussion our class next steps and targets are decided. We then follow a range of fun and exciting activities to support us in Learning together in the classroom. The children will be assigned specific roles within each lesson and will grow together as a team.

## Computing

By the end of Key Stage One we need to be able to:

- **understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions**
- **use logical reasoning to predict the behaviour of simple programs**
- **create and debug simple programs**