

# Kings Queens and Castles

**Year: 1**

**Term: Spring 2**

**2023/2024**

**Queen Elizabeth 1 & Queen Victoria**



<u>Tier 1</u> <u>(Known Words)</u>	<u>Tier 2</u> <u>(Sentence and Visual)</u>	<u>Tier 3</u>
<p>Past</p> <p>Present</p> <p>Future</p> <p>Timeline</p> <p>Family tree</p> <p>Change</p> <p>Date</p> <p>Castles</p>	<p>Queen Victoria was Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death in 1901. Her reign of 63 years and 216 days was longer than that of any previous British monarch and is known as the Victorian era.</p>  <p>Queen Elizabeth 1 was Queen of England and Ireland from 17th November 1558 to 24th March 1603. She's regarded as one of the greatest monarchs of England.</p>  <p>Monarch</p> <p>The ruler of an absolute monarchy or the head of state of a constitutional monarchy</p> <p>Significant people from the past.</p> <p>Achievements made by significant people from the people.</p>	<p>Similarities</p> <p>Differences</p> <p>Tudor</p> <p>Elizabethan</p> <p>Victorian</p>

**English (Objectives)**

**GPS:**

- Use capital letter for the personal pronoun I. Use capital letters for names of people, places and days of the week. Identify and use question marks. Identify and use exclamation marks.
- Extend range of joining words to link words and clauses using but and or.
- Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper.
- Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.

**Reading Comprehension**

- Listen to and discuss a range of poems, stories and non-fiction at a level beyond that at which they can read independently. Link what they have read to own experiences.
- Recognise and join in with predictable phrases.
- Enjoy and recite rhymes and poems by heart.
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.
- Discuss the title and how it relates to the events in the whole story.
- Make basic inferences about what is being said and done.
- Make predictions based on what has been read so far.
- Participate in discussion and take turns.
- Listen to what others say.

**Writing (Objectives and Outcome):**

**Composition**

- Say out loud what they are going to write about. Compose a sentence orally before writing it.
- Sequence sentences to form short narratives to describe or re-tell.
- Write Character descriptions
- Write a setting description
- Writing a letter to the Queen

**Maths (Red Rose Maths Mastery)**

Length and Mass  
 Addition and Subtraction  
 Fractions  
 Position and Direction  
 Time

**Science (Objectives) Animals**

Identify name draw and label the basic parts of the human body and say which part is associated with each sense.  
 Recognise that humans are animals  
 Recognise that humans have many similarities.  
 -To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  
 To identify and name a variety of common animals that are carnivores, herbivores and omnivores. - To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

**Skills:**

**Questioning** Asking simple questions and recognising that they can be answered in different ways.  
**Recording** Gathering and recording data to help in answering questions. identifying and classifying.  
**Concluding**

**Humanities (History- Objectives)**

Kings Queens and Castles: The lives of significant individuals in the past who have contributed to national and international achievements. Identify some similarities and differences between ways of life at different times. Compare aspects of lives in different periods e.g Elizabeth 1 & Queen Victoria

**R.E (unit)**

**Hindu Dharma**  
 What do Hindus believe about God.

**DT – Self portraits**

Drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art.

**Design**

- Use pictures and words to convey what they want to design/make. Propose more than one idea for their product.
- Select appropriate technique explaining First... Next... Last....

**Make**

- Discuss their work as it progresses.
- Select materials from a limited range that will meet the design criteria. Select and name the tools needed to work the materials.
- Talk about their design as they develop and identify good and bad points. Note changes made during the making process as annotation to plans/ drawings.

**Evaluation**

Say what they like and do not like about items they have made and attempt to say why.  
 Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.

**PSHE (Unit)**

**Money and Work.**

- Strengths and interests; jobs in the community

**P.E (Unit)**

Games and Dance

**ICT (Rising Stars Unit)**

- Grouping data

**Music - Sing**

- Musical conversations .
- Who stole my chickens and Hens.

**Enrichment (Visits/Visitors/Parent Showcase)**

International Mother tongue week 27<sup>th</sup> February  
 World Book Day 2<sup>nd</sup> March  
 Parents Evening 23<sup>rd</sup> March