



Charlie Cook's Favourite Book: Class 1

Essential Knowledge

By the end of this unit children will...

- Use maps and mapping skills
- Explore the castles and their history within the locality (Goodrich/Chepstow)
- Forest Schools:
- Know and be able to retell a variety of poems
- Investigate and use a range of non-fiction text types.
- Create their own story book
- Compare and contrast light and dark
- Develop their understanding of rules and responsibilities within school.
- Design and make their own shields
- Using IT equipment to research, record, access online text, program and control toys,

Launch

Book sharing
Children to bring in their favourite books to share

Explore

Bakery experience:
Making and designing their own shields.
Creating their own books.

Energise

Medieval Banquet
Castle visit: Goodrich/Chepstow
??
Library visit

Celebrate

Come and Share event —
inviting parents to celebrate
work.

Aspirations

I am in charge of my own learning
How to be a good pupils/help to follow the rules?

Enterprise

Pupil Voice
Taking responsibility for their own learning.

Knowledge of the world

Looking of maps of the local area/Europe and the world.
Where is.....??

Charlie Cook's Favourite Book: Class 1

Prime areas: Links to theme

Communication and Language

- Poetry Making with Poem of the Week.
- "All About Me" Box
- Turn taking (Circle Time)

Physical Development

- Swimming (Year 1 only)
- Games
- Dance (Reception only)
- Fine motor control skills

Personal, Social and Emotional Development

Spiritual

Considering the beauty of nature - different settings

Moral

Rules and Responsibilities– discussion of why we have rules, how they keep us happy and safe.
My Behaviour and how I follow rules

Social

How to be a good and helpful individual/citizen.
How to make decisions and take part in discussions.

Cultural

How rules vary/differ in different homes/places/societies.

Specific areas/ Core Subjects

Literacy/English

NF:

- ☐ Information texts including digital texts.
- Encyclopaedias
- Fact maps
- Lists
- Descriptions
- Instructions
- Newspaper articles
- ☐ Poems with a predictable pattern/rhyme.

Mathematics

- Positional language
- Co-ordinates and plotting routes
- Weight: Weighing and measuring
- Capacity
- Addition and subtraction
- Word problems
- 1 more/1 less
- Fractions

Specific Areas/Foundation Subjects

UTW: History, Geography and RE

History:

Castles – comparison of castles/ castles within the locality.

Geography:

- Maps and mapping skills
- Geographical language e.g. near, next to

EAD: Art and Design, Design Technology and Music

Art:

- ☐ Creating a castle picture in the style of Jan Pienkowski

Music:

- Exploring instruments and symbols (**Pirate Island**)

Design and Technology

- Making and designing shields

UTW: Science

- Light and Dark
- Seasons

UTW: Computing

We can understand messages
We are talkers
We are digital readers
We can count
We are designers

Charlie Cook's Favourite Book: Links to National Curriculum Framework

Core Subjects:

Communication and Language(prime) /English (Specific)

- Learn rhymes and poems and recite some by heart.
- Begin to recognise the pattern of fairy-tale stories and use this knowledge to develop their own.
- Use digital texts to find information
- Create their own non-fiction digital texts
- Explore and create a variety of non-fiction text styles including descriptions and instructions.

Mathematics (Specific)

- Measure and begin to record weight, capacity and volume.
- Use positional language and plot routes
- Solve problems using addition and subtraction

Science (Specific)

- Identify, explore and name sources of light.
- Shadows
- Describe the simple changes that begin to happen in nature during late winter and early spring.

Specific Areas

UTW: History, Geography and RE

Geography:

- Use basic geographical mapping skills to find locations and places
- Use locational language (e.g. near and far) to describe

History:

Use simple vocabulary relating the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'.

Use vocabulary to describe and investigate castles within the locality

EAD: Art, Design and Design Technology and Music.

Art and Design:

- Use drawing, painting and collage to share their ideas and imagination.

Design Technology:

- Use a range of materials to design and make products.

Music:

- Exploring sounds of instruments and symbols.
- Creating performances

PD: Physical Education (Prime)

Physical Education:

- Develop ball control skills and begin to investigate and explore simple games.
- Dance: Create and explore dance movements making their own individual and small group dances.
- Develop and increase fine motor control skills

UTW: Computing

- Organise and manipulate data in a range of digital formats.

Charlie Cook's Favourite Book: Assessment Opportunities/Tasks within theme

Core Subjects

English

- To retell poetry orally and begin to write them down.
- To create their own fairy-tale adventures.
- Begin to write for a variety of purposes, including, lists, descriptions and instructions.

Mathematics

- Begin to apply skills to real life.
- Solving word problems
- Weighing and measure

Science

- To name sources of light
- Know how shadows are created
- To know some of the seasonal changes associated with winter/early spring.

Specific Areas

History, Geography and RE

Geography:

- To recognise maps
- To find simple features on maps
- To compare different settings.

History:

- To compare castles from long ago

Art, Design and Technology and Music.

Art:

- To create own castle pictures in response to stimulus from Jan Pienkowski paintings.

DT:

- To design and make their own knights shield.

Music:

- To create own music to represent treasure Island.

Physical Education

PE:

- To develop their ball control skills and to be able to play simple games.
- To develop their repertoire of dance moves and participate in group/class dances.

Computing

- To create own voice recordings and digital book pages
- To access and use digital texts.