



SOUTH DARLEY C.E. PRIMARY SCHOOL THEME OVERVIEW

Towers and Turrets (KS1)

Learning about castles – different types and why built as they were and why they were necessary. Identifying British diversity now and then.



Living as Children of Light: Our 'Shine' Curriculum

Key events:
6th Dec- Christmas fair and tree blessing
11th Dec - Nativity services 2pm and 6.30pm
18th Dec- Christmas festival at The Arc pm

Key Vocabulary

Object	Material
Waterproof	Absorbent
Transparent	Opaque
Sculpture	Model
Construct	Pastels
Line drawing	
Castle	Moat
Drawbridge	Battlement
Motte	Bailey
Keep	Invaders
Parable	

Moral dilemma for discussion:
Is it better to build a castle to keep people in or to keep people out?

History	Geography	Art	DT	Science	Literacy
<p>Study the Norman conquest of England in 1066. Discuss why William the Conqueror embarked on castle building across the country. When King Ethelred died, who would you have chosen to be king and why? Introduce children to what life would have been like in the Middle Ages. Create a banquet with children in roles as royalty/servants etc. Who would you have chosen to be in a castle? Who would feel safe? Who would not? Why?</p>	<p>Place some castles on a UK map using a simple key. What made it necessary to build them there? What made the geographical features of those sites suitable? Use atlases to identify UK countries, capitals and surrounding seas. Use aerial photographs to study castle designs and compare how/why they changed. Label parts of a castle.</p>	<p>Look at some of John Piper's pictures of Harlech castle. Which do children like best and why? Remind ourselves of the architectural elements of a castle and look at how to create them using pastels and strong lines or blending. Draw our own favourite castle in a similar style.</p> <p>Introduce the clay. Talk about what clay is, where it comes from and the way that it behaves. Talk about how if our hands are hot then what could happen to the clay? What conditions do we need to keep the clay in in order to work with it? What if it is too wet? Give the children a small slab of clay and a range of clay tools, knives, forks, paint brushes etc. Using these tools the children are going to experiment with mark making in the clay. How are they going to best create the patterns of tiles or columns, ridges etc. Use tools to carve, add shape, add texture and pattern. Use metallic paints to decorate. What about if they need to join clay pieces together – how are they going to do this? Use a piece of clay wrapped around a tube to create a castle shape and use slip to attach architectural features they have created.</p>	<p>Demonstrate the trebuchet with lolly sticks and spoons and create our own. Show a range of equipment they will have access to: art straws, wooden sticks, wooden construction DT equipment, balsawood, card, rubber bands, junk modelling equipment, wheels, etc. Explain that when they draw their design they should label the parts so they know what each part will be made from.. Explain that their catapult should stand-alone and be able to fling a marshmallow. What will make it more stable? Create our designs. At the end we will have a competition to test whose catapult can fling the stone furthest! Which designs worked best and why? What could you do to improve it?</p>	<p>Brilliant Builders: Comparing Materials ☑ Sort objects in the classroom according to these criteria: flexible, rigid, hard, soft, stretchy, stiff. Use materials selected for their properties to fix a torn umbrella. ☑ (Sorting, classifying and identifying, problem solving). ☑ Year 1 -Recap on how different objects are made from different materials. Year 2 -Discuss their selection of materials for fixing the umbrella: what properties does this material have that makes it a good choice? ☑ Investigate materials for their useful properties, considering questions e.g. how can we know that this material will not let the rain through? How can we test it? Use pipettes to simulate raindrops and test different materials (Observing over time, problem solving). ☑ Year 1 - Observe and record the results. Year 2 - Make hypotheses about why certain materials do not let water through. ☑ Consider question: Can 'hard' materials (wood, stone) absorb water? (Pattern seeking, testing) ☑ Year 1 - Consider what buildings are made of and why. Year 2 - Devise an investigation to test a variety of materials (plastics, metals, different types of wood, bricks) for their absorbent property and make predictions ☑ Are all makes of paper as good as each other? Investigate which papers are the most absorbent (Pattern seeking, problem solving). ☑ Year 1 - Make predictions about which paper would be best at mopping up a spillage of water. Year 2 - Understand the different reasons why people may need to use absorbent materials. ☑ Investigate the absorbency of fabrics by using a dropper. ☑ Year 1 - Investigate how to make the fabric waterproof. Year 2 - Observe and measure the number of drops and the time they stay on the cloth before being absorbed. Explore texture and various properties (absorbency, flexibility) by using materials to print with paint onto squares of cloth or card.</p>	<p>Fiction: A range of Christmas stories to inspire our writing!</p> <p>Non-fiction: Information texts</p> <p>Key texts – Great white man-eating Shark by Margaret Mahy <i>Rainbow Bear</i> by Michael Morpurgo <i>The Ice Bear</i> by Nicola Davies <i>Boris and Sid meet a shark</i> Hamilton Group Reader</p> <p>Information texts</p> <p>Poetry: Poems about animals</p> <p>Key Texts: <i>Hairy Tales and Nursery Crimes</i> by Michael Rosen <i>The Works</i> edited by Paul Cookson</p>

Maths	Music	Computing	PSHE	PE	RE
<p>White Rose Maths Units:</p> <p>Y1</p> <ul style="list-style-type: none"> Number- addition and subtraction (within 10) Geometry (shape) Place value (within 20) <p>Y2</p> <ul style="list-style-type: none"> Number- addition and subtraction (within 100) Geometry (shape) 	<p>Charanga Units: 'Rhythm in the way we walk' and 'Banana Rap'.</p>	<p>Y1.5 My Online Life (DL) (continued): This activity takes place over the course of the term. It covers all the DFE statutory requirements for digital literacy and online safety.</p>	<p>Derbyshire PSHE Matters Units:</p> <p>Being safe-looking at keeping ourselves in the home, including around medicines.</p>	<ul style="list-style-type: none"> Dance <p>P.E provided by Qualitas.</p>	<p>What do Christians believe God is like?</p>