



Spring 1 Medium Term Plan – Magnificent Monarchs

Intended Outcome of Topic: For the children to have a concrete understanding of monarchy and the royal family, to recognise significant monarchs from the past and to consider the contributions of monarchs on our society today.

SMSC Links:

English:

- represent, explore and reflect on their own and others' inner life in {story, poetry,} drama and the discussion of texts and ideas
- give expression to personal thoughts, beliefs and feelings through speaking and writing
- connect and empathise with characters in stories and plays
- experience and come to an appreciation of the beauty and musicality of language and words, as expressed in poetry, literature and the spoken word
- give expression to personal views and opinions through speaking and writing
- recognise and discuss 'good' and 'bad' characters in stories and plays - and characters with both 'good' and 'bad' characteristics
- collaborate with others to write stories or poems
- hear/read/write stories or plays about a wide range of relationships (e.g. friendships, families, gangs)
- use factual texts which reflect the multicultural nature of Britain

Maths:

- engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution (arriving at the 'Eureka!' moment!)
- develop understanding of ways in which statistics can be used to misrepresent or mislead
- see that by working [co-operatively] on complex mathematical tasks, the result is often better than any of them could achieve separately
- solve mathematical problems in collaboration with others
- explore practical applications of maths for social purposes (e.g. conducting and analysing surveys)
- recognise that mathematicians from many cultures have contributed to the development of modern day mathematics

Science:

- See the need to draw conclusions using observation and evidence rather than preconception or prejudice.
- Reflect on and wonder at the order, regularity and pattern in the natural and physical world, the incomprehensible.
- vastness of the universe and the variety of life forms within
- Recognise how the formation of opinion and the justification of decisions can be informed by experimental evidence.

HISTORY

- appreciate the achievements of past societies (e.g. the pyramids, cathedrals, illuminated manuscripts)
- consider the lives, writings and influence of inspirational figures from the past
- appreciate the tremendous influence of religion on human societies past and present
- recognise that actions have consequences by considering the results of events and decisions
- consider different political structures (e.g. democratic, autocratic, hierarchical)
- learn how our present society has been shaped by the past.

RELIGIOUS EDUCATION

- learn about the beliefs and practices of Christianity and other major world religions
- learn from religion and evaluate the truth claims made by Christians and other religious believers
- learn about the moral teachings of Christianity and other religions (e.g. the teaching of Jesus, the Ten Commandments)
- learn about similarities and differences regarding the moral stances of different religions
- explore moral issues through a range of religious stories, including the parables of Jesus
- develop understanding and respect for those holding views, beliefs and values different from their own
- appreciate how our society is enriched by a variety of religions and cultures
- explore Christian and other religious teachings on relationships and the family
- develop their understanding of the multifaith, multicultural nature of contemporary Britain
- appreciate how people's religious beliefs affect the way they live their lives, in matters such as food and dress as well as their outlook and what they believe

PHYSICAL EDUCATION

- understand that human beings are a unity comprising body, mind and spirit, and that these are intimately connected
- enjoy and know the quality of stillness
- gain a sense of fair play based on rules and the conventions of activities
- develop positive sporting behaviour
- develop social skills in activities involving co-operation and collaboration

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English	Recounting the Christmas holiday Non-fiction – King Charles III	Non-fiction – King Charles III	Non-fiction – Buckingham Palace and the Crown Jewels	Fiction – Queen Victoria's Knickers by Nicholas Allan	Fiction – Queen Victoria's Knickers by Nicholas Allan	Reciting poems by heart – A.A Milne Buckingham palace and The Queen of Hearts		
Spelling	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?		
Handwriting	Writing numbers 1-100	Introducing diagonal join to anticlockwise letters: ea	Introducing diagonal join to anticlockwise letters: igh	Introducing diagonal join to anticlockwise letters dg, ng	Introducing diagonal join to anticlockwise letters dg, ng	Introducing diagonal join to anticlockwise letters: oo, oa		
Reading – through guided reading	Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.	Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.	Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.	Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.	Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.	Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.		
Maths	Unit: Multiplication and Division Scheme: Ark Maths	Unit: Multiplication and Division Scheme: Ark Maths	Unit: Multiplication and Division Scheme: Ark Maths	Unit: Multiplication and Division Scheme: Ark Maths	Unit: Time Scheme: Ark Maths	Unit: Time Scheme: Ark Maths		
Science	Everyday Materials Identify different materials and their uses.	Everyday Materials Understand how to select the right	Everyday materials Explore and test the stretchiness of materials	Everyday materials Understand that materials can change their shape by twisting,	Everyday Materials Learn about Charles Macintosh and explore how materials are	Everyday Materials Learn about road textures and the effects on vehicles.		

		materials to build a bridge.		bending, squashing or stretching.	suitable for different purposes.			
Computing	Unit: Programming 2 Using Scratch Jr	Unit: Programming 2 Creating an animation	Unit: Programming 2 Making a musical instrument	Unit: Programming 2 Programming a joke	Unit: Programming 2 The Three Little Pigs			
Geography								
History	What is a monarch and why are they important?	Who are some of the monarchs that have ruled throughout British History and why are they significant?	What does the Royal Family look like in the modern day?	What impacts have the actions of monarchs had throughout their reign?	Why was Queen Victoria seen as such a significant British monarch?			
Art & Design		Focus: Painting Primary and Secondary Colours		Focus: Painting Mixing different tints and shades.		Focus: Painting Exploring different mediums of paint and styles.		
Design Technology								
Religious Education –		How do Christians belong to their faith family. ✓ Identify how Christians beliefs impact on their worship and sense of belonging. ✓ Identify some Christians symbols and artefacts. ✓ Identify different ways in which Christians show they belong to their faith family. ✓ Recognise that some people call themselves Christians.		How do Christians belong to their faith family. ✓ Identify how Christians beliefs impact on their worship and sense of belonging. ✓ Identify some Christians symbols and artefacts. ✓ Identify different ways in which Christians show they belong to their faith family. ✓ Recognise that some people call themselves Christians.		How do Christians belong to their faith family. ✓ Identify how Christians beliefs impact on their worship and sense of belonging. ✓ Identify some Christians symbols and artefacts. ✓ Identify different ways in which Christians show they belong to their faith family. ✓ Recognise that some people call themselves Christians.		
PE- Games	Gymnastics (indoor) Tag Rugby	Gymnastics (indoor) Tag Rugby	Gymnastics (indoor) Tag Rugby	Gymnastics (indoor) Tag Rugby	Gymnastics (indoor) Tag Rugby	Gymnastics (indoor) Tag Rugby		
CPHSE	1. Goals to Success	2. My Learning Strengths	3. Learning with Others	4. A Group Challenge	5. Continuing Our Group Challenge	6. Celebrating Our Achievement		
Music								
Other Details e.g. visits								

