

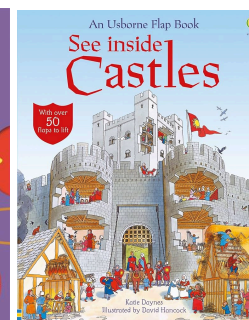
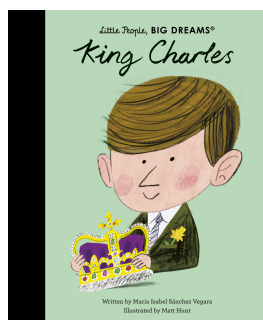
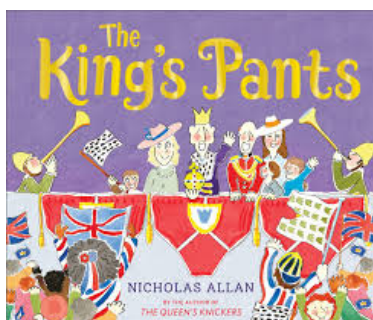
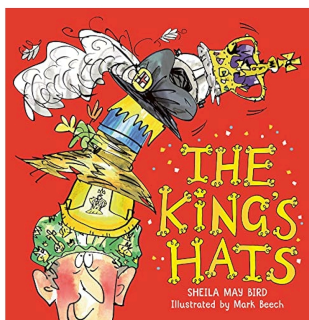
**Prior Knowledge/Skills:**

- The children know that we have a king called Charles III and that the royal family primarily live in our capital city of London.
- The children have explored plant growth and know they need sunlight to create food and water to grow. They can name some common trees, including evergreen and deciduous, along with some plants.
- Children have made a moving toy which included an axle as the main supporting structure.

**New Knowledge/Skills:**

- Children will learn about the role of a monarch and how they become king or queen through a coronation ceremony. They will also learn about William the Conqueror and the function of castles in the past.
- Children will use appropriate materials and construction techniques to make a stable throne for the king.
- Children will sequence the stages of a plant's life cycle, recognise the importance of healthy plant growth and describe the influences humans have on plants in the environment.

**Key Texts:**



**Wow Beginning:**

Receive an invite to take part in a royal garden party. Start planning and making preparations.

**Celebration:**

Royal garden party on the school field. Dress up as members of the royal family.

<p><u>The Learning Journey</u></p> <p>What is a Monarch?</p>								
Subject	Vocabulary	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Assessment
<b>History</b>  <b>What is a Monarch?</b>	king, monarchy, power, queen, ruler	<b>What is a Monarch?</b> To explore monarchy by finding out about King Charles III.	<b>Who is our Monarch today?</b> To explore coronation ceremonies.	<b>How did William the Conqueror become King of England?</b> Exploring the Bayeux Tapestry.	<b>How did William the Conqueror rule?</b> Investigation of Norman castles.	<b>How did castles change?</b> To analyse how effective castles were by exploring their features.	<b>What was a monarch in the past?</b> To evaluate how the monarchy has changed.	
<b>DT</b>  <b>Design a throne for the king.</b>	design criteria, man-made, natural, properties, structure, stable, shape, model, test	<b>Exploring stability.</b> To explore the concept and features of structures and the stability of different shapes.	<b>Strengthening materials.</b> To understand that the shape of the structure affects its strength.	<b>Making a throne.</b> To make a structure according to design criteria.	<b>Fixing and testing the throne.</b> To produce a finished structure and evaluate its strength, stiffness and stability.			
<b>Science/ Outdoor Explorers</b>  <b>Plant Growth</b>	bulb, diagram, energy, flower, germinate, growth, leaf, life cycle, measure, nutrient, observe, seed, shoot, stem	<b>What do seeds need to grow?</b> To understand that seeds need certain conditions for growth,	<b>Seeds and bulbs.</b> To recognise that seeds and bulbs contain what they need to grow into a plant.	<b>Germination.</b> To describe what seeds need to germinate.	<b>Light and plant growth.</b> To describe the effect of light on plant growth.	<b>Plant life cycle.</b> To identify stages of a plant's life cycle.	<b>Plant care.</b> To recognise what plants need for healthy growth.	

<b>Music</b>  <b>Structure: Myths and Legends</b>	one beat notes, composition, paired half beat notes, legend, myth, notation, pulse, rest, rhythm, structure, tempo, thinking voice	<b>Reading and clapping rhythms.</b> To read and clap a rhythm based on a line from a story.	<b>Clapping and writing rhythms.</b> To hear, write and clap rhythms based on a line from a story.	<b>Structure.</b> To use a rhythm in different ways to demonstrate structure.	<b>Compose with structure.</b> To create a structure using rhythmic patterns.	<b>Rehearse and perform.</b> To perform a group composition.		
<b>ICT</b>	artificial intelligence (AI), augmented reality (AR), digital device, virtual reality (VR), World Wide Web	<b>Technology in school.</b> To identify technology in school.	<b>Technology in the home.</b> To recognise different types of technology in the home.	<b>A world of information technology.</b> To understand why technology is used.	<b>What's the use of information technology?</b> To understand that information technology helps us in many different ways.	<b>The story of information technology.</b> To understand how information technology has changed and developed over time.	<b>Information technology of the future.</b> To begin to think about how information technology may develop in the future.	
<b>PSHE</b>	practice, encourage, goal, achieve, challenge, choose, choices, healthy, unhealthy, vaccination, injection, disease, hygiene, germs, dental hygiene, brain, heart, lungs, stomach, small and large intestine, first aid, risk ,accident, danger, hazard, emergency	<b>You can do it!</b> To develop a positive attitude that supports wellbeing.	<b>My day.</b> To understand and explain that there are healthy and unhealthy choices.	<b>Keeping clean and healthy.</b> To describe simple hygiene routines.	<b>Harold's bathroom.</b> To explain the importance of good dental hygiene.	<b>What does my body do?</b> To name major internal body parts and describe how food, water and air get into the body and blood.	<b>Basic first aid.</b> To understand the concepts of basic first-aid and how to deal with common injuries.	
<b>PE</b>  <b>Athletics and Tennis</b>	throw, catch, run, ready, racket, underarm, bounce, balance, cradle, forehand, backhand, points, control, doubles, team, throw, race, run, jump, personal best, safe,	<b>How do we cooperate in a team?</b>  <b>How can you throw and catch a ball?</b>	<b>How can you run fast?</b>  <b>How can you bounce and catch a ball?</b>	<b>How can you throw a range of objects accurately at a range of targets?</b>  <b>How can you control a ball with a racket?</b>	<b>How can you perform a long jump with balance and control?</b>  <b>How can you control a ball on the floor?</b>	<b>How can you throw an object for distance?</b>  <b>How can you perform a forehand and backhand in floor tennis?</b>		

	speed, accuracy, distance, measure							
RE  Who is Jewish and how do they live?	synagogue, Mezuzah, Shema, Jewish, Shabbat, Torah, Dreidel. Chanukah, Star of David	What is precious to Jewish people? What does a Mezuzah remind Jewish people about?	What is precious to Jewish people? What does a Mezuzah remind Jewish people about?	How and why do Jewish people celebrate Shabbat?	What stories do people tell from the Torah?	What might the story of Chanukah make Jewish people think about?		