



St Chad's CofE Nursery and Infant School – Spring Medium Term Plan (Year A)



Rule Britannia! *Who lives in a castle?*

Key Vocabulary:

History: castle (and parts of a castle) knight sword armour helmet shield, jester

Geography: globe, island UK (England Wales Scotland Northern Ireland) country, capital city (London Cardiff Edinburgh Belfast) continent (Europe) North Sea and Irish Sea

Art: collage, colour, pattern, shape, cut/ snip, roll, coil, twist, tear, curl, print

Design and technology: vehicle (and types of vehicles) wheel, axle, chassis, body, cab (parts of a vehicle), tools (scissors/ stapler/ hole punch) cut and join, design, make and finish, evaluate

Science: habitat, animal (names) herbivore, carnivore and omnivore, flowering plant (names) tree (deciduous and evergreen) plant structures (seed, bulb, leaf, flower, blossom, petal, fruit, root, bud, trunk, branch, stem) germination



Core Values Justice / Trust

Immersive Resources:

Photographs/ nonfiction texts: castles, life in a castle. A castle/accessories. Indoor plants (daffodils/ tulips/ hyacinths) Gardening tools/ watering can. A variety of vehicles with wheels/ axles. Cardboard wheels/ pegs Collage materials and printing tools. Henri Matisse art pack.

Bug hotel (school field)

Role Play: At the castle- and, in the royal gardens (garden centre) George and the Dragon

Quality Texts:

George and the Dragon
The Pea and the Princess (Mini Grey)
The Queen's Handbag (Steve Anthony)
Mrs Noah's Garden (Jackie Morris)
Big Book of Blooms (Yuval Zommer)
Non-fiction texts about castles

Significant individuals

Queen Elizabeth and immediate royal family
Saint George
Henri Matisse
Kirstie Adamson (local artist)

Coherence (*head*)

What are the connections to my previous learning?

History

- Used a wide vocabulary of everyday historical terms to develop an awareness of the past

Geography

- Used maps

Art

- Asked interesting questions about a piece of art (painting)
- Be inspired by an artist- then, started to create own artwork using appropriate materials/ tools/ techniques

Design and Technology

- Explored moving vehicles through play
- Some experience- design/ make/ evaluate a product
- Developed some basic skills (cutting/ joining/ finishing)

Science

- Worked scientifically
- asked and answered questions

What are the connections to my future learning?

History

- Inspire curiosity, ask/ answer questions about the past
- Use stories, and understand key features of events

Geography

- Locational knowledge- introduction to continents/ oceans
- Use globe, locate continents/ oceans of the world

Art

- Be more creative, using knowledge about materials, tools and techniques used in collage/ printing

Design and Technology

- Use construction kits to build a framework
- Use basic tools (scissors/ hole punch/ stapler) and construction materials to make a named product
- Different methods used to join materials (glue/ staples)

Science

- Working scientifically
- observe closely, using simple equipment
- perform a simple test

Credibility (*head*)

What will I learn?

History

- Who was Saint George?
- Why do we celebrate Saint George's Day?
- Why do we have castles? Who lives in a castle?
- How have castles changed over time?

Geography

- Can I use a globe to identify the United Kingdom and its countries?
- Can I name the four countries in the United Kingdom?
- Can I name the capital cities of these countries?

Art (collage and printing)

- How can I develop techniques for collage? (colour, pattern, shape)
- How can I manipulate the materials for my collage? (cut, roll, coil)
- How can Henri Matisse inspire my own paper collage?
- How can I create a printed piece of art, using familiar materials?

Design and Technology (wheels and axles)

- Can I think of an idea and make a sensible plan?
- Can I select appropriate tools and materials to make my product?
- Can I talk about my work and explain what went well?

Science (plants/ animals in the local environment)

- Can I identify/ name common plants/ trees in my garden (field)?
 - Can I describe the parts of a flowering plant?
 - Can I identify/ name animals in my garden habitat (field)?
 - How do animals obtain food in this habitat? Diet? Food chain?
 - Can I describe the lifecycle of a frog?
 - Can I work scientifically
- Love to Investigate: How does grass grow/ How do leaves change

Creativity (*hands*)

How will I be inspired to learn?

Big Start: There is a dragon at St Chad's!

How will I celebrate my learning?

Big Finish: Royal Garden Party

Community (*hands, heart*)

How will my learning help me to connect to the world around me?

Local links

Community visitors:

- Gardener
- Kirstie Adamson

Local trips

- Arboretum Park (flower beds)
- Normanton Allotments

Wider links

- Tutbury Castle

Compassion (*heart*)

How will my learning help me to become the best version of myself?

- Learning to do the right thing
- Seeking justice (responsibility and care)
- Fostering a strong sense self-belief: we can make a difference; our opinion and voice matters
- Beginning to appreciate the 'wider world'
- Developing empathy / gratefulness for people who have helped to shape our world