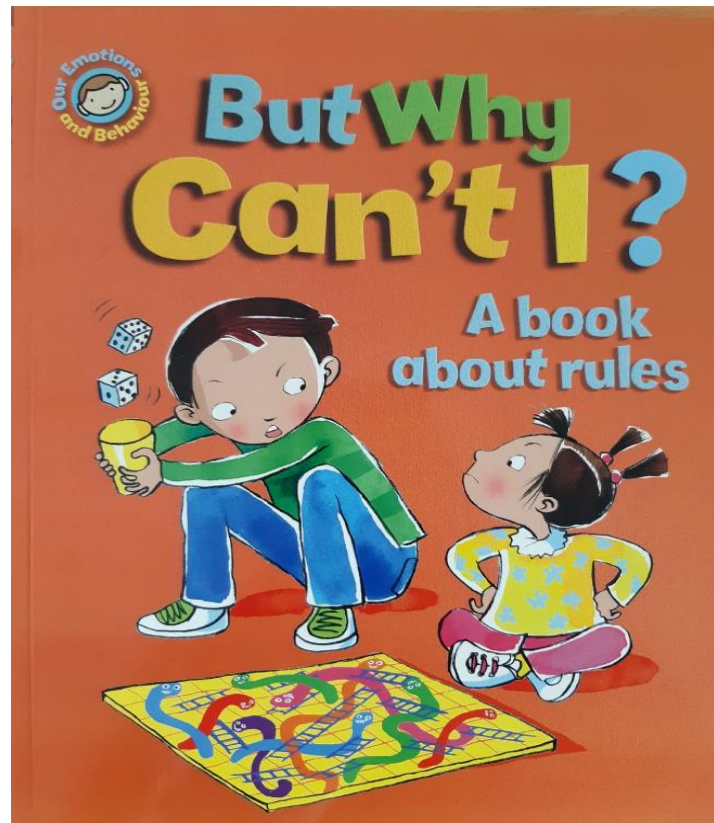


But Why Can't I?

*By Sue Graves*



**Key Stage 1 Autumn Term 1 Planning**

## Autumn One Planning – Year 1 and 2

### Topic: Laws and Lawbreakers

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight
<b>English</b>	Recount Writing- Weekend news, every Monday recount writing to develop basic literacy key skills.							
<b>English (Y1)</b>	<p>What did you do over the holidays? – Initial assessment piece. School and Classroom Rules.</p>	<p>Text: But Why Can't I? Add in missing punctuation (C.L and full stops) to sentences from the book and writing/sticking them in the right order.</p> <p>Writing speech bubbles for some of the characters. Look at the page about sleep – what other rules do we follow to keep us fit and well?</p> <p>To link what they hear and read to their own experiences.</p> <p>To compose a sentence orally before writing it.</p> <p>To re-read what they have written to check it makes sense.</p> <p>Begin to punctuate sentences with a capital letter and a full stop. Leave spaces between words.</p>	<p>Text: But Why Can't I? Writing different sets of rules, focussing on simple sentence structure. For example: Play a game and write instructions for it, Instructions for keeping us safe when crossing the road. Focus on simple sentence structure. Express own opinion about sticking to the rules.</p> <p>To compose a sentence orally before writing it.</p> <p>To re-read what they have written to check it makes sense.</p> <p>Begin to punctuate sentences with a capital letter and a full stop.</p> <p>Leave spaces between words.</p> <p>To link what they hear and read to</p>	<p>Text: The Highway Rat Write a character description of the Highway Rat. Without reading the end of the story, predict what will happen next to the Highway Rat.</p> <p>To compose a sentence orally before writing it.</p> <p>To re-read what they have written to check it makes sense. Begin to punctuate sentences with a capital letter and a full stop.</p> <p>Leave spaces between words.</p> <p>To predict what might happen, based on what has been read so far.</p>	<p>Text: The Highway Rat Teach prefix un, and compare the Highway rat to Robin Hood by using the prefix un. Robin Hood was kind; the rat is unkind. Robin Hood was healthy; the rat is unhealthy. Write a letter from one of the animals to a friend, talking about what the Highway rat did. Build in the prefix un.</p> <p>To spell words using the prefix un. Begin to punctuate sentences with a capital letter and a full stop.</p> <p>Leave spaces between words. To re-read what they have written to check it makes sense</p>	<p>Text: The Highway Rat Plan a new page of the Highway Rat, choosing a new animal and new foods for him to take. Plan their story, then write independently as an assessment piece.</p> <p>Begin to punctuate sentences with a capital letter and a full stop. Leave spaces between words.</p> <p>To re-read what they have written to check it makes sense</p> <p>To sequence sentences to form short narratives.</p>	<p>Text: Poetry: 'My Rules' by Shel Silverstein. Read and analyse the structure of the poem – emphasise that it is a joke poem – the author is not being serious!</p> <p>Analyse the last line – what does that mean? Write own versions: If you want to be my friend, here's what you'll have to do...</p> <p>Make up joke rules to complete the poem, and adapt the last line.</p> <p>Y1: Listen to and discuss poems. Learn to appreciate poems. Begin to punctuate sentences with a capital letter and a full stop. Leave spaces between words.</p>	<p>Time for catch up, consolidation and finishing.</p>

			their own experiences.				Y2: To listen to and express views on poetry.	
<p><b>English (Y2)</b></p> <p><b>Additional Text: The Worst day of my life, ever! Can be used for reading comprehension.</b></p>	<p>Diary entry from your favourite day in the Summer Holidays. – Initial assessment piece. School and Classroom Rules.</p>	<p>Text: But Why Can't I? Look at conjunctions and use them to expand the simple sentences in the book into compound or complex sentences.</p> <p>Look at the features of a letter, and write a letter from Jenny's boss explaining the rules of her job and what will happen if she breaks them again!</p> <p>To learn how to use subordinating (when, if, that, because) and co-ordinating (or, and, but) conjunctions.</p> <p>To develop positive attitudes and stamina for writing for a different purpose.</p> <p>To write down ideas and/or key words including new vocabulary.</p> <p>To proof-read to check errors in spelling, grammar and punctuation.</p>	<p>Text: But Why Can't I? Diary entry from Rosie's point of view – how frustrating it is when someone doesn't follow the rules, and how life is affected for those who do.</p> <p>Investigate sentence starters, punctuation, vocabulary, WAGOLL, WABOLL.</p> <p>Plan, write and edit over the course of the week.</p> <p>To use capital letters, full stops, question marks and exclamation marks.</p> <p>To write for different purposes.</p> <p>To plan what they are going to write about.</p> <p>To write down new ideas and/or key words including new vocabulary.</p> <p>Make simple additions, revisions</p>	<p>Text: The Highway Rat Create a WANTED poster for the Highway rat, including a character description using expanded noun phrases.</p> <p>To use expanded noun phrases to describe.</p> <p>To use familiar punctuation correctly.</p> <p>To write for different purposes.</p> <p>To plan what they are going to write about.</p> <p>To choose and understand grammatical terminology (noun, noun phrase, adjective)</p>	<p>Text: The Highway Rat Writing a diary entry from the Highway Rat's point of view, using expanded noun phrases to describe the food he has taken.</p> <p>What does the Highway Rat feel about his actions? Hot-seating opportunity.</p> <p>To use capital letters, full stops, question marks and exclamation marks.</p> <p>To write for different purposes.</p> <p>To plan what they are going to write about.</p> <p>To write down new ideas and/or key words including new vocabulary.</p> <p>Make simple additions, revisions and corrections to their own writing.</p> <p>To use expanded noun phrases.</p>	<p>Text: The Highway Rat Reimagining the story. Look at the ending of the story, where the duck takes the Highway rat's horse. What if the duck becomes The Highway Duck?! Plan a new version of the story with the Highway Duck, planning which animals she will hold up and what she will take from them. Plan their story and then write independently as an assessment piece.</p> <p>To use capital letters, full stops and exclamation marks.</p> <p>To plan what they are going to write about.</p> <p>To proof-read to check errors in spelling, grammar and punctuation.</p> <p>To use expanded noun phrases to describe.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To write poetry.</p>	<p>Time for catch up, consolidation and finishing.</p>

			and corrections to their own writing.		To use spoken language to develop understanding through imagining and exploring ideas.			
<b>Mathematics (Y1)</b>		Place Value			Addition and Subtraction			
	<ul style="list-style-type: none"> <li>Count to and across 100, forwards, beginning at 0 and any given number.</li> <li>Check children's number formation and orientation.</li> <li>Number songs, counting forwards and backwards.</li> </ul>	<ul style="list-style-type: none"> <li>Count to ten (or above) forwards and backwards, beginning with 0 or 1 or any given number.</li> <li>Count, read and write numbers to ten (or above) in numerals and words.</li> <li>Given a number, identify one more or one less.</li> <li>Identify and represent numbers using objects and pictorial representations including the number line.</li> <li>Use the language of equal to, more than, less than (fewer), most, least.</li> </ul>			<ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 10.</li> <li>Read, write and interpret mathematical statements involving addition, subtraction and equals signs.</li> <li>Add and subtract one digit numbers to 10 (or more) including zero.</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</li> </ul>			
<b>Mathematics (Y2)</b>		Place Value			Addition and Subtraction			
	<p>Represent numbers in different ways</p> <p>Number investigation – making different numbers to 100 in different ways:</p> <ul style="list-style-type: none"> <li>Straws</li> <li>Cubes</li> <li>Base 10</li> <li>Playdough</li> <li>Numerals and words</li> </ul>	<ul style="list-style-type: none"> <li>Read and write numbers to at least 100 in numerals and words</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>Identify, represent and estimate numbers to 100 using different representations including the number line.</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>Use place value and number facts to solve problems.</li> <li>Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward</li> </ul>			<ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one digit numbers.</li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> <li>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> </ul>			

<p><b>Science Materials</b></p> <p>See working scientifically objectives throughout.</p>		<p>What do we know? Mind map on materials that are in our classroom. What do we want to find out?</p> <p>Yr1: Identify and name a variety of different materials, including wood, plastic, glass, metal, water and rock. To distinguish between an object and the material from which it is made.</p> <p>Yr2: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>To sort and classify materials. To group materials based on their properties.</p> <p>Yr1: To identify and name a variety of everyday materials... Compare and group together a variety of everyday materials on the basis of their simple physical properties. Describe the simple physical properties of a variety of everyday materials.</p> <p>Yr2: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>To sort and classify materials. To group materials based on their properties.</p> <p>Yr1: Compare and group together a variety of everyday materials on the basis of their simple physical properties. Describe the simple physical properties of a variety of everyday materials</p> <p>Yr2: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>Which are the best materials for making a product (e.g.: a coat/hat/shelter) for the highway rat or Robin Hood? Investigate and explain which materials to use and why.</p> <p>Yr1: Describe the simple physical properties of a variety of everyday materials.</p> <p>Yr2: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>Assessment: materials questions (Twinkl)</p>	<p>To test and evaluate our coats and the materials used.</p> <p>Yr1: Performing simple tests. Using their observations and ideas to suggest answers to questions.</p> <p>Yr2: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Performing simple tests.</p> <p>Using their observations and ideas to suggest answers to questions.</p>	<p>To test and evaluate our coats and the materials used.</p> <p>Yr1: Performing simple tests. Using their observations and ideas to suggest answers to questions.</p> <p>Yr2: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Performing simple tests.</p> <p>Using their observations and ideas to suggest answers to questions.</p>
<p><b>History</b></p>	<p>To find out about Robin Hood and consider whether he is a hero or a villain. What can we learn about Robin Hood? Who is Robin Hood? When did he live? What did he do?</p> <p>To know about the lives of significant</p>	<p>To find out about Robin Hood and consider whether he is a hero or a villain. What can we learn about Robin Hood? Who is Robin Hood? When did he live? What did he do?</p> <p>To know about the lives of significant individuals in the past.</p>	<p>To find out about Robin Hood and consider whether he is a hero or a villain. What can we learn about? Did he make the right choices?</p> <p>To know about the lives of significant individuals in the past.</p>	<p>To find out about Robin Hood and consider whether he is a hero or a villain. What can we learn about? Did he make the right choices?</p> <p>To know about the lives of significant individuals in the past.</p>	<p>Assessment: quiz</p>	<p>Compare Robin Hood to another similar character from History or Fiction such as Dick Turpin, Dr Ozel Clifford Brazil, or DC Comic's Green Arrow. How are they similar? How are they different?</p>		

	individuals in the past.					To know about changes within living memory and how these reveal aspects of change in national life (Dr Brazil)		
<b>Geography</b>	<p>Describe where my school is and locate my school on a map.</p> <p>What do I know about my school? Drawing, location, labels.</p> <p>Comment on: location, traffic, people, size.</p> <p>Explain school location in terms of a map - Ponterfract, Yorkshire, England, uk etc.</p> <p>Show map and globe.</p> <p>To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environments.</p>	<p>Describe the local area and it's features.</p> <p>School walk – fill in locations on basic map print out.</p> <p>To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environments.</p> <p>To use basic geographical vocabulary to refer to key physical features... key human features.</p>	<p>Use of symbols – look at how symbols are used on a variety of maps.</p> <p>Design own symbols for photographs taken on school walk.</p> <p>To devise a simple map and use and construct basic symbols in a key.</p>	<p>Create a map of the school grounds. And design a key using symbols.</p> <p>To devise a simple map and use and construct basic symbols in a key.</p>	<p>Write a letter to a child in another school in a non-European country describing our school and the surrounding areas, and asking questions about the physical and human features of their school and area.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of the UK and of a small area in a contrasting non-European country.</p> <p><b>**If you have your own contact in a non-European school, feel free to use them, otherwise please contact Charlotte or Sarah at Larks Hill and we can arrange contacts in either Hawaii or Kuwait**</b></p>	<p>Using their maps, children have the challenge of designing a treasure hunt for the highway rat to follow around school to find some hidden treasure.</p> <p>Children to plan directions and use their maps/keys designed the previous weeks.</p> <p>To use locational and directional language to describe the location of features and routes on a map.</p>	Assessment: quiz	<p>Follow up to the letters sent by comparing the replies from the other school.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of the UK and of a small area in a contrasting non-European country.</p>
<b>Art</b>	Learn how to show different textures of materials (such as	Learn about the architect Freidensreich Hundertwasser and	Use their sketches of the school completed in week 1 to re-	To make a room in Hundertwasser's		Evaluate finished shoeboxes against		

	brick, metal) using pencil techniques (e.g. shading). Observe closely and draw an area of school or the whole school.  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space.	explore his style and philosophy. Create a list of key aspects of Hundertwassers' style. Link to topic of 'lawbreakers' – he doesn't follow the 'usual' building rules.  To learn about the work of a range of artists, craftspeople and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.	design an area of school in Hundertwasser's style.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	style using a shoebox.  To use a range of materials creatively to design and make products.		Hundertwasser's key style aspects.		
<b>DT</b>					Design and create a product for the Highway Rat/Robin Hood by selecting appropriate materials. (Science Link)  To design purposeful, functional and appealing products for themselves or other users based on a design criteria. To select from and use a range of tools and equipment. To select from and use a wide range of materials and components according to their characteristics.	Assessment: Test and evaluate the effectiveness of my coat and the materials used.  To evaluate their ideas and products against the design criteria.		
<b>Music</b>	Singing and chanting songs and clapping rhythms Robin Hood 1950s TV Theme Song							
<b>RE</b> <b>What do Christians believe?</b>		Introduce religion and discuss with children what they know about Christianity. Does anybody go to church? Been christened? Been to a wedding, funeral? Look at vocabulary	Read the creation story.  Create a booklet showing the creation story with pictures and labels/sentences.	Discuss how Christians believe God created the world and wants people to look after it.	Read the story of Jesus and the children and discuss why God sent Jesus to earth. Quick intro to nativity which children will be familiar with.	Look at an everyday life of a Christian child. – books, videos.	Assessment: quiz.	

		surrounding Christianity.		Create a poster showing how you can help look after the world.				
<b>ICT</b>		Discuss classroom rules about being on the internet. Model making good choice and how long to spend online. Play and discuss some appropriate games. Look at different kinds of websites.	<p>Discuss how some games can be played with others. Discuss sharing personal information. Can children say what personal information is?</p> <p>Discuss the need for polite communication on line and in real life.</p> <p>Read digiducks big decision.  <a href="http://www.kidsmart.org.uk/teachers/ks1/sourcesDuck2/index.htm">http://www.kidsmart.org.uk/teachers/ks1/sourcesDuck2/index.htm</a>          discuss who we can go to for help.</p>	As a class create an e-safety poster. Introduce colour magic and tools to draw and write a rule each in pairs. Cut and stick onto large poster.	<b>Opportunities for ICT</b> Use google maps To google different places/aspects of Ponterfract and the local environment.		Assessment: E-Safety quiz	
<b>PSHE</b>	<p>Set the rules of circle time and ensure everyone understands. Getting to know each other.</p> <p>Go around the circle and share something exciting you did in the summer holidays.</p>	<p>Round: I feel happy at school when... Creating a community.</p> <p>What does a learning school look like?</p> <p>What do you want from our classroom to make it a fun place to learn?</p> <p>Look at whose responsibility it is to: share, take turns, put hands up, look after property, try our best.</p>	<p>How do you do? Walk around class asking questions when the music stops.</p> <p>Solving a problem. Give the class problems to solve that could occur in our classroom (Pg.9).</p>	<p>Building community. Come to the circle if you... give a range of options to show how children belong to different groups. Focus on feelings.</p> <p>Explain how we could have new children join our class this year. Use puppet to model this happening.</p> <p>Discuss different feelings and</p>	<p>Round: 'I am special because...' Calming down.</p> <p>Discuss ways to calm down if you are angry, stressed, scared, upset. Look at our keep calm area.</p> <p>Create 'credit cards' of ways to calm down.</p> <p>Laminate for children to take away with them.</p>	<p>How do you do. Self-awareness.</p> <p>Children to decorate a strip of paper with name and 3 special things about themselves.</p> <p>Fasten together to show how to class is a chain, if one link breaks the class will, we need us all to be strong and to look after one another.</p>		



		<p>Class song to 'mulberry bush' to reinforce ideas.</p> <p>Pg7- PSHCE book.</p>		<p>examples of when you felt like this.</p> <p>Sort puppets feelings of different events during the day</p> <p>Create feelings fan - Pg10</p>		<p>Display in class.</p>		
<p><b>Useful Resources</b></p>	<p>Books</p> <p>Robin Hood</p> <p>Dick Turpin</p> <p>Cops n Robbers</p> <p>Burglar Bill</p> <p>YouTube Links</p> <p><a href="https://www.youtube.com/watch?v=9ElmcJefy8E">https://www.youtube.com/watch?v=9ElmcJefy8E</a> Robin Hood</p> <p><a href="https://www.youtube.com/watch?v=WYU-vSh7ORA">https://www.youtube.com/watch?v=WYU-vSh7ORA</a> Horrible Histories – Dick Turpin</p> <p><a href="https://www.youtube.com/watch?v=4nd42ISTOJI">https://www.youtube.com/watch?v=4nd42ISTOJI</a> What materials are waterproof? BBC Teach</p> <p>Twinkl has a range of resources available linked to Materials, Christians, Dick Turpin and Robin Hood.</p> <p>Opportunities for visits</p> <p>York Castle</p> <p>Ponterfract</p> <p>Police to visit / Police Station / Prison Service</p>							

### Hundertwasser History

Friedensreich Regentag Dunkelbunt Hundertwasser (born as Friedrich Stowasser) is an artist, environmental activist and architect born in Austria in 1928. He died in 2000.

He chose to change his name based on his core values – translated, it means Peaceful (Friedensreich) Rainy Day (Regentag) Multicoloured (Dunkelbunt) Hundred-Water (Hundertwasser). The Hundertwasser name links to his love of the natural world.

Hundertwasser believed that humans should be able to live in harmony with the natural environment, and valued the power of individuality. His buildings feature very few straight lines and an abundance of non-conformist features. For example, in most of his buildings, no two windows are the same size or shape. The theory is, each window is as individual as the occupant who lives behind it. Floors are often uneven, and trees and vegetation feature heavily, often protruding through floors or into rooms. Nature is very much part of the architecture, and not an afterthought.

**“If man walks in nature’s midst, then he is nature’s guest and must learn to behave as a well-brought-up guest”** Hundertwasser 1972

Hundertwasser wanted to pass a law giving residents of apartment buildings a ‘window right’, meaning that they legally owned the space an arm’s reach from their windows and were able to paint it however they chose, so each window would reflect the individual. The law was never passed.

### Key Vocabulary

Uneven	Primary Colours
Architect	Artist
Designer	Undulating (uneven)
Colour / Colourful	Vegetation
Unique	
Individual	
Curve	

### Hundertwasser Style Checklist:

- Minimal use of straight lines.
- Colourful (often primary)
- Different shaped windows
- Vegetation prominently featured.



### Investigate!

How are objects similar / different based on the materials they are made from?

How are materials similar / different to each other?

Can you sort **natural** materials from **man-made** materials?

What is the best material for the Highway Rats coat?

What is the best material for a lining in the coat?

What material would not work well and why?

### Useful Information

What is a highway?

A main road, especially one connecting major towns or cities.

The Highway Rat is based on Dick Turpin - a famous highwayman from the 1800's.

Who is Julia Donaldson? English writer, playwright and performer. She is best known for her popular rhyming stories for children which include The Gruffalo and Room on the Broom.

### Which materials are some objects made from?



### What words can I use to describe materials?



### Which materials are natural and which are man-made?

Some materials are natural while others are man-made.

Natural materials are materials which are found in nature.

Man-made materials are materials which have been produced by humans.

### Key Vocabulary

absorbent	material that soaks up liquid easily
bendy	an object that bends easily into a curved shape
brick	rectangular blocks of baked clay used for building walls, which are usually red or brown
dull	a colour or light that is not bright
elastic	a rubber material that stretches when you pull it and returns to its original size and shape when you let it go
fabrics	cloth or other material produced by weaving together cotton, wool or other threads.
foil	sheets of metal as thin as paper
glass	a hard transparent material
metal	a hard substance such as iron, steel, gold, or lead
opaque	if an object or substance is <b>opaque</b> , you cannot see through it
plastic	a material which is light in weight and does not break easily
rock	the hard substance which the Earth is made of
rough	uneven and not smooth
shiny	things are bright and reflect light
smooth	no roughness, lumps, or holes
soft	not rough or hard
stiff	firm or does not bend easily
stretchy	slightly elastic
transparent	If an object is <b>transparent</b> , you can see through it
waterproof	does not let water pass through it
wood	the material which forms the trunk or branches of a tree.

## Ponterfract

Ponterfract is a historical market town located in West Yorkshire.

Ponterfract has several landmarks, some of which are historical and others more modern:

- Ponterfract Castle
- All Saints Church
- Ponterfract Market
- Ponterfract Town Hall
- Ponterfract Racecourse
- Xscape
- Valley Gardens



## Key Vocabulary

### Locality area

The area surrounding a given position.

### Environment

The surroundings in which we live.

### Town

A built-up area with lots of homes, people and other buildings but isn't as large as a city.

### County

How the country is divided into different areas.

### Features

The different buildings and things we see in an area.

### Map

A representation of an area. They give us information.

### Key

Explains what the different symbols on a map mean.

### Directions

Explains how to get from one point to another.

### Compass

A device which shows the direction of North, East, South and West.

### Features:

Modern, old, historical, detached house, semi-detached house, bungalow, terrace houses, fields, hedges, lawns, gardens, traffic, roads, paths, bridge, railway.

### Who were Robin Hood's merry men?

Many of Robin Hood's merry men are mentioned throughout the stories. They were his friends and companions. It is not known exactly how many merry men are included in all of the stories, but here are a few of them:

**Will Scarlett** A skilled swordsman and also Robin's nephew.

**Friar Tuck** A kind hearted priest, he would give the money that Robin took to the poor people.

### Useful Information

#### Was Robin Hood real?

People's thoughts and opinions are divided. Some people believe that Robin Hood is a fictional character from stories, ballads and poems.

Others believe that he really did exist and it is thought he was a popular character during the medieval times because of his generosity to the poor.

### Who was Robin Hood?

There are lots of stories about Robin Hood that have been passed down through the generations. He is thought to have lived in Sherwood Forest in medieval times.

The stories state that Robin Hood was an outlaw. An outlaw was someone who had broken the law. It is said that he lived in the forest with other outlaws, who were known as his merry men.

The sheriff of Nottingham was in charge of looking after Nottingham for the King of England, King Richard I, while he was away fighting in another country. The sheriff was thought to be an unkind and greedy man. He made people pay taxes, which he said he would spend on looking after Nottingham and making it a nice place to live. However, the sheriff increased the taxes more and more, making it impossible for some people to afford them. When they couldn't pay he made them homeless.



Robin and his merry men did not think this was fair at all and many stories say that they robbed money and treasures from the rich people and gave them to the poor people who had nothing. This is why Robin Hood was known as an outlaw.

### Key Vocabulary

#### Medieval

Relating to the Middle Ages.

#### Sherwood Forest

A royal forest in Nottingham, England. It is famous from the legend of Robin Hood.

#### Bow

A weapon for shooting arrows- it is made from a piece of curved wood joined with taut string.

#### Outlaw

A person who has broken the law.

#### Archer

A person who shoots with a bow and arrow, especially at a target.

#### Legend

A traditional story handed down through generations which is believed to be historical.

### PSHE

Throughout the half-term, children will learn to understand and share their feelings and to appreciate other's feelings. We intend for children to be able to regulate their emotions and be self-aware, therefore children will learn how to solve problems when they occur and develop ways which they can handle negative emotions to calm themselves down.

Things children need to retain:

To know that actions can have an effect on people  
Self-regulation skills.

### Literacy

When 'Reading for purpose' children in Year 1 will be applying their phonics skills to read and decode the story and developing their comprehension by exploring the vocabulary in the text and other related texts. In Year 2, children will be using the text as a stimulus for developing their comprehension skills in the different types of questions (e.g. retrieval, inference).

In Year 1 children will develop basic writing skills including handwriting, spelling and application of phonics. They will have 'weekly news' lessons each Monday to develop these skills and their recount writing over the half term. They will also learn the skills of descriptive writing by learning to use adjectives, the 'er' suffix and their senses to describe settings and characters. In Year 2 will learn to use expanded noun phrases, a wider range of suffixes, whilst embedding basic skills developed throughout Year 1.

### **But Why Can't I?**

### Science

During 'Reading for productivity' children will be reading scientific texts around materials to develop their science knowledge and reading skills.

In Science, children will begin by naming different objects and their materials and exploring their properties. They will develop their skills in classifying by grouping materials by their properties. Once children have a good understanding of the properties of each material they will apply this knowledge to select materials for a purpose. Children will need to design on the purpose of their product and which material best fulfils this. Children will then design, make and test their product and material.

### Geography

During 'Reading for productivity' children will be reading historical texts around Robin Hood and Dick Turpin to develop their historical knowledge and reading skills.

After thinking about the rules which apply to them in school and the wider world, children will study some significant 'rule-breakers' in history to consider 'Are they heroes or villains?' Children will use core skills to debate this question.

Things children need to retain:

- The skills of researching and enquiring and to evaluate the reliability of different sources.
- To be able to see things from different points of view

Awareness of the past and that rules were different and have evolved.

