2017-2018

**Overarching purpose of this topic is to…**

Go back in time to the olden days of knights and dragons, kings and queens. We will begin by exploring how castles are different to our own homes and we will enjoy finding out who lived and worked in them. The children will then train to become knights and will have plenty of missions to complete, we might even meet some dragons along the way! We will also be having our very own Cinderella’s ball, with lots of dancing and plenty of delicious treats to eat at our very own banquet. Children will have an understanding of passing time and compare how life was different long ago. They will learn lots of new vocabulary and this will be embedded in their continuous provision time.

We will continue to build on children’s personal, social and emotional development through reading lots of stories about dragons, knights, castles and princesses. Children will design their own coats of arms and flags to put on the castles that they construct and they will discuss why family is important to them. We will be encouraging children to retell narratives and ask and answer questions about what they have heard. Children will make their own probs to support retelling of stories and events. We aim for children’s listening skills, length that they can concentrate for and the ability to recall events or stories to improve over this term through these activities. We will support and model at every opportunity. The den building equipment will be available for children to build our own castles fit for a prince or princess, in turn, support physical development.

We will continue to attend our weekly Forest School sessions where children will continue to develop their skills in risk taking, perseverance and team work. They will also learn to show respect and tolerance for other members of their group.

**Skills**

We will apply new vocabulary in our learning.

We will continue to develop our handwriting skills ensuring our letters are formed correctly.

We will create castles out of construction sets/wooden bricks/junk modelling (learning how to place the blocks so they are more stable).

We will develop our dancing skills when imagining ourselves at a medieval banquet.

We will find out what it is like to live in a castle.

We will compare features that are similar/different to where we live.

We will compare old and modern artefacts (lighting, heating, cooking tools etc)

Putting on coats independently.

Zipping up coats.

**Core Knowledge**

We know what it means to be brave.

We know what it feels like to be scared.

We will discuss what we already know about castles.

We know who lives in a castle

We will use our knowledge of digraphs and trigraphs to make phonetically plausible attempts when writing.

We will create our own stories using characters such as kings, queens, princes, princesses, dragons and knights.

We know that people can live in lots of different types of homes.

We will find out what it is like to live in a castle.

We will know the names of the different parts of a castle.

We know what jobs a knight would do.

**Revisit and Review:**

**Links to Year 1 curriculum:**

**History-**

Changes in modern living history

**Geography-**

Map making

**Science**

Investigating materials

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| Week   * Organise trip to Belvoir castle | | | | Literacy | | Communication and Language | | Phonics | | Mathematics | | Physical Development | | Personal, social and Emotional Development | | | | | Expressive Arts and Design | | | | | Understanding the World | | |
| **Week 1**  **2nd Jan 2023**  **Peep inside the castle**  https://m.media-amazon.com/images/I/51PefomwyLL._SX421_BO1,204,203,200_.jpg  **Castle Vocab- Tower, turret, stone, bricks, drawbridge, portcullis, moat, battlements (including merlon and crenel) coat of arms, kingdom**  **Royalty- king/queen, prince/princess, knight, jester, guard, armour, shield, sword, crown/tiara.**  **Dragons, banquet, toasts, guests, ball** | | | | Write letters/notes on old parchment paper.  Mark making with quills and ink. | | What is it like in a castle?  Share the story ‘Peep inside the castle’ encourage children to answer the questions throughout the story.  Would they like to live in a castle? Why? Why not?  Talk about things that are important to them and thwir families and design a coat of arms.  Discussion, listening, answering questions | | Review  Day 4- oo | | Alive in 5 - introducing zero, compare numbers to 5, composition of 4 & 5.  Add, total, subtract, subitise, how many?, reasoning, problem solving | | Gymnastics Unit 1  Fundamentals 2  Can you make a sturdy bridge?  Support children to construct a large sturdy bridge over a moat. Encourage the children to travel over the bridge in a variety of different ways.  Working together, communication, problem solving, taking turns, listening to others | | Can you build a castle?  Work as a team.  Encourage children to work together to create castles in block/construction area.  After reading ‘Peep inside the castle’ discuss  Did you like the castle? Why? Would you like to be that person that lives/works in the castle?  How is the castle different to your house? Which would you prefer?  **THURSDAY CAROLE**  Working together, communication, problem solving, taking turns, listening to others, gross motor skills | | | | | Can you design a coat of arms?  Design and make their own coat of arms.  TUESDAY ALISHA  Design a flag to go at the top of a castle.  **Carole**  - Music- Kapow  Exploring sounds  Lesson 1 Vocal sounds  Design, fine motor skills, pencil grip, sharing ideas, discussion, | | | | | Can you name some key parts of a castle?  BB  Explore different castles around the world and different homes.  Look at pictures/video of castles. Learn about the different parts of a castle.  Purple Mash- use paint programme to draw a picture of a castle  Vocabulary, communication, discussion, sharing ideas, listening to others | | |
| Week | | | Literacy | | | | Communication and Language | | | | Phonics | Mathematics | | | Physical Development | | Personal, social and Emotional Development | | | | Expressive Arts and Design | | | | Understanding the World | |
| Week 2  **9th Jan 2022**  Peep inside the castle  https://m.media-amazon.com/images/I/51PefomwyLL._SX421_BO1,204,203,200_.jpg  **Castle Vocab- Tower, turret, stone, bricks, drawbridge, portcullis, moat, battlements (including merlon and crenel) coat of arms, kingdom**  **Royalty- king/queen, prince/princess, knight, jester, guard, armour, shield, sword, crown/tiara.Dragons, banquet, toasts, guests, ball** | | | Draw and label their own castle. Encourage children to include features that they have learnt so far.  Who would live in their castle?  Write some facts about castles | | | | Can you name some parts of a castle?  Look at pictures of castles. Point out features such as turrets, towers, size of windows, drawbridge and moats.  Recall, Vocabulary, communication, discussion, sharing ideas, listening to others | | | | Ar, ur, oo, or | Alive in 5 - Compare size and massCompare, measure, problem solve, subitise, reasoning | | | Gymnastics Unit 1  Fundamentals 2  Can you make a castle?  Use a variety of construction materials to make a castle.  This could be with small construction kits or outside on a larger scale.  Team work, sharing ideas, listening to others, problem solving | | Can you work together to make a castle?  TUESDAY ALISHA  Encourage children to work together to create castles in the construction area.  Team work, sharing ideas, listening to others, problem solving | | | | Can you use your imagination and dance to medieval music?  Listen to medieval music, encourage the children to play instruments to make their own medieval music and /or dance to the music.  Provide strips of paper for children to make crowns.  **Carole**  Exploring sound  Lesson 2-  Body sounds | | | | Can you compare how life is different from life now and long ago?  BB  Learn about how life was different for people who lived in castles. Discuss how their lives and amenities are different to how we live now. Look at old items such as suits of armour, a chest, an old case, a candlestick, a sword, shield, copper jugs, bowls. Compare old and modern artefacts. | |
| Week | | Literacy | | | | | Communication and Language | | Phonics | | | Mathematics | | Physical Development | | | Personal, social and Emotional Development | | | Expressive Arts and Design | | | Understanding the World | | | |
| Week 3  16th Jan 2023  The Knight who wouldn’t fight  C:\Users\becky.bagshaw\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\15AD9D1.tmp | | Write a list of jobs for a knight to do.  Use their phonics to read missions. | | | | | Can you recall some of the new vocabulary?  Read the story- introduce the new vocabulary based around knights, armour, shield, sword, helmet.  During small world play create their own stories and adventures about knights.  Communication, imagination, listening, | | Ow, oi, ear, air | | | Alive in 5 - Compare capacity CP- have swords with number on, can the children match to the correct numicon piece/count out the correct number of counters on the sword.  Compare, problem solve, reasoning, | | Gymnastics Unit 1  Fundamentals 2  Can you move confidently and negotiate space in safety?  Use hobby horses and pretend to be knights. | | | What does it mean to be brave?  THURSDAY CAROLE  Talk to the children about being brave- like a knight. What does being brave mean? When were the children brave? Remind children that being brave means that they can still ask for help when they need it but they try new things and persevere with challenges.  Team work, sharing ideas, listening to others, problem solving | | | Can you make a sword/shield out of junk modelling?  TUESDAY ALISHA  Make swords/shields/helmets using junk modelling materials.  **Carole**  Exploring sound  Lesson 3- Instrumental Sounds  Using imagination, problem solving, creativity, scissor skills, | | | Can you identify what materials are magnetic?  BB  Look at some pictures of armour and discuss what material the children think was used to make the strong armour. Use magnets to sort objects depending on whether they are magnetic. What do they notice?  Reasoning, sharing ideas, problem solving, listening to others | | | |
| Week | Literacy | | | | Communication and Language | | | | | | Phonics | | Mathematics | | | Physical Development | | Personal, social and Emotional Development | | | | Expressive Arts and Design | | | | Understanding the World |
| Week 4  **23rd Jan 2023**  George, the dragon and the princess  C:\Users\becky.bagshaw\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BBB85F76.tmp | Label a dragon  Make a wanted poster for a dragon.  Describe  Hide pictures of dragons around the room with letters/HRSW for children to spot and read read/copy down onto a treasure hunt sheet. | | | | Play hide the dragon game. Choose a child to close their eyes whilst a toy dragon is hidden. The group then give audible clues to the seeker to find the hidden dragon. When the seeker is near the dragon the group make a loud ‘roar’ noise. When the seeker is far away they make a quiet roar sound.  CP- make a dragon world- mountains, caves, water and sand- children to create their own stories.    Communication, imagination, listening, recall, role play, retell stories | | | | | | Ure, er, ow review | | Growing 6,7,8 – Objectives – Composition of 6,7,8; Using ten framesSubitise, compare, reasoning, problem solving, combining numbers Can you order the swords by length/height?  Cp – Order swords by length and shields by size.  Measure, compare | | | Gymnastics Unit 1  Fundamentals 2 | | Why do knights have to wear armour?  Encourage children to think about how a knight kept safe using armour and special equipment like shields and helmets.  Communication, imagination, listening, discussion, | | | | **Carole**  Kapow music  Exploring sound  Lesson 4  Environmental sounds | | | | Can you draw a picture using a paint app?  CP- Use purple mash to draw a picture of a knight.  Who is our King?  BB  Discuss the passing of Queen Elizabeth I and how we now have a new king. Make crowns and look at images of the Royal Family.  Recall, discussion, life in the past, |

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| Week | Literacy | Communication and Language | | Phonics | | Mathematics | Physical Development | | Personal, social and Emotional Development | Expressive Arts and Design | | Understanding the World | |
| Week 5  **30th Jan 2023**  How to catch a dragon  How to Catch a Dragon Pa By Caryl  Hart | Write instructions for catching a dragon.  Write how to care for a dragon. | What do you think it would be like to have a pet dragon? Where would you keep it? What would you feed it?  Use a toy castle to introduce positional language in, on top, behind etc- link with the new vocabulary.  Communication, imagination, listening, recall, role play, retell stories | | Assess and review | | Growing 6,7,8 – Objectives – Making pairs, Combining 2 groups.Subitise, compare, reasoning, problem solving, combining numbers CP  Match the numbered dragons to the correct number of counters. | Gymnastics Unit 1  Fundamentals 2  THURSDAY CAROLE  [Knights, castles and dragons. 1: The dragon hunt - BBC Teach](https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-knights-castles-and-dragons-dragon-hunt/zk4j4xs)  BBC Lets Move- The Dragon Hunt  CP Pompoms in a bowl (dragon eggs) and challenge children to use large tweezers to move the dragon eggs from one nest to the other. | | Why is it important to keep clean?  THURSDAY CAROLE  Provide some toy dragons and a bowl of soapy water. Encourage children to bathe the baby dragons that have got soot (charcoal) on them after learning how to breathe fire.  Hygiene, communication, discussion, listening to others, taking turns | Can you make a home for a baby dragon?  TUESDAY ALISHA  Use various construction materials to make a home for a dragon/dragon’s egg.  **Carole**  Exploring sounds  Lesson 5  Nature Sounds | | Can you design a trap to catch a dragon?  BB  Design a trap to catch a dragon.  Look at images of real life dragons. Watch video clips of them, research some more information about dragons.  Problem solving, team work, listening to others, perseverance, | |
| Week | Literacy | | Communication and Language | | Phonics | Mathematics | Physical Development | Personal, social and Emotional Development | | | Expressive Arts and Design | | Understanding the World |
| Week 6  **6th Feb 2023**  Cinderella  C:\Users\becky.bagshaw\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\DF351668.tmp | Write an invitation to the ball.  Lost shoe posters.  Write a shopping list | | Do the children already know the story of Cinderella? What do they already know? Use props and masks to re- enact the story.    Communication, imagination, listening, recall, role play, retell stories | | Review | Growing 6,7,8 - Length, Height and Measuring Can you create a map of the Kingdom?  BB  Create maps of the kingdom to tell Cinderella how to get home.  Introduce the term midnight and where the hands are on a clock face to show midnight. | The Sword and the Stone  CAROLE THURSDAY  [Knights, castles and dragons. 2: The sword in the stone - BBC Teach](https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-knights-castles-and-dragons-sword-in-the-stone/zx2p2v4)  Using tweezers to add gems onto a glass slipper(link to maths) Different shoes with different numbers.  Create a healthy feast for the ball. | What does it mean to be kind?  Discuss themes from the story such as were the step sisters/step mother kind? What did they do that wasn’t kind? Discuss if anyone has ever been unkind to them. How did it make you feel?  sharing ideas, listening to others, problem solving | | | Can you design a dress for Cinderella?  TUESDAY ALISHA  Design a dress for Cinderella.  Princess dresses for children to dress up in.  Using imagination, problem solving, creativity, scissor skills, | | Where do people get married?- visit the local church.  Imagination, keeping safe on roads, listening to others, |

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| Week | Literacy | Communication and Language | Phonics | Mathematics | Physical Development | Personal, social and Emotional Development | Expressive Arts and Design | Understanding the World |
| Week 7  **13th Feb 2023**  **C:\Users\becky.bagshaw\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\ACF290B6.tmp**  CINDERELLA PARTY | Write thank you letters to the Fairy godmother.  Describing some of the characters in the story.  Mark making in fairy dust | Encourage children to make up their own fairy tale stories- use familiar stories ‘Once upon a time’  Communication, imagination, listening, recall, role play, retell stories | Go over any phonemes that children are still struggling with. | Building 9 & 10 – Number 9 & 10, Comparing Numbers to 10Subitise, compare, reasoning, problem solving, combining numbers Who can fit in the slipper?  Measure footprints of the fairytale characters to see whose would fit in the glass slipper. | Can you dance to ballroom music?  Play ballroom music and encourage the children to dance in pairs in this style.  Lesson 3  [Knights, castles and dragons. 3: Robin Hood - BBC Teach](https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-knights-castles-and-dragons-robin-hood/z3v4vwx)  CAROLE THURSDAY | CINDERELLA PARTY AM | Can you make a fairy wand?  TUESDAY ALISHA  Make a wand for the fairy godmother. | CINDERELLA PARTY AM |