
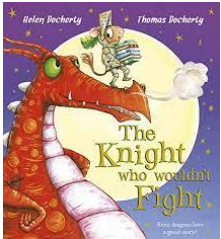


All About Castles

Key Events	Week 1	Week 2 <i>Bikeability Workshop</i>	Week 3 Fencing workshop EYFS Royal Banquet	Week 4	Week 5	Week 6
<p>Literacy</p> <p>Key texts: The queen of hearts</p> <p>In the castle</p> <p>The knight who wouldn't fight</p> <p>Peep inside the Castle</p> <p>Jack and the beanstalk</p>	<p>Focus text: <u>Queen of hearts</u> (Nursery rhyme)</p>  <p><u>Instructions:</u> Children to make jam tarts and write instructions using bossy verbs and time words.</p> <p>LO: To write instructions</p>	<p>Focus text: <u>In the castle</u></p>  <p><u>Medieval Banquet Invitation:</u> Children to create invitations for their friends for the royal banquet. Children to dress up, create menus and decorations for the royal banquet.</p> <p>LO: To write an invitation for a medieval banquet</p>	<p>Focus text: <u>The Knight who wouldn't fight</u></p>  <p><u>Job Letter: Knights Wanted!</u> Can you write a letter explaining why you wish to be a knight? What knightly qualities do you have? What jobs will you be great at doing?</p> <p>LO: To write a letter for a job</p>	<p>Focus text: <u>Jack and the beanstalk</u></p>  <p><u>Retell a familiar story:</u> Can you sequence the story? What happened in the beginning, middle and end of the story?</p> <p>Lo: To sequence and retell a familiar story</p>	<p>Focus text: <u>Jack and the Beanstalk</u></p>  <p><u>Story Innovation:</u> Children to plan the middle of their story. Children to re-write the middle of the story using their plans. Children to change characters in the story to people who live/work in a castle. What could happen in the castle? Jack climbed up the beanstalk and...</p>	<p>ASSESSMENT WEEK</p> <p>Phonics Assessments High Frequency Word Assessments</p>

<p>Writing focus</p>					<p>LO: To plan and write the middle of a story</p>	
<p>Maths focus</p>	<p>LO: To count to 8</p> <p>Children continue to apply the counting principles when counting to 6, 7, and 8.</p> <p>Children represent 6, 7 and 8 in different ways and can count out the required number of objects from a larger group.</p>	<p>LO: To find and make pairs</p> <p>Children build on their earlier work on matching to find and make pairs. Children arrange small quantities into pairs and notice that some quantities will have an odd one left over with no partner.</p>	<p>LO: To work with numbers 9 and 10</p> <p>Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards).</p> <p>They represent 9 and 10 in different ways.</p> <p>Children continue to conceptually subitise these larger numbers, and explore their composition.</p>	<p>LO: To compare numbers to 10</p> <p>Children make comparisons using 1:1 correspondence.</p> <p>Children understand that a set can have more items, fewer items, or the same number of items as another set.</p> <p>Children begin by comparing 2 quantities, and progress to ordering 3 or more quantities.</p>	<p>LO: To combine 2 groups</p> <p>Children begin to combine 2 groups to find how many altogether.</p> <p>Children continue to subitise, and count in ones to find how many altogether</p>	<p>ASSESSMENT WEEK</p>

UTW	<u>Who lives in a castle?</u> LO: To identify who lived in castles in the past and their roles	<u>Castles in the past and present</u> LO: To compare castles from the past and present	Banquet	<u>The British Royal Family</u> LO: To identify members of the British Royal Family	<u>Properties of materials</u> LO: To identify the properties of materials	<u>Scientific investigation</u> Magnetic or non-magnetic? Linked to materials found in castles. <i>Which materials are magnetic?</i>
PSHE	<u>Safe Relationships</u> Identify and name feelings in themselves and others		<u>Safe Relationships</u> Seek Adult support to help them in managing emotions and conflicts	<u>Families and Friendships</u> Show empathy toward their peers	<u>Respecting ourselves and others</u> To talk positively about themselves and what they can do Begin to understand and discuss consequences of behaviour	<u>Families and Relationships</u> Solve small conflicts through speaking to each other and being assertive
PD	Body parts L1 - To develop balancing whilst stationary and on the move	Feelings L2 - To develop running and stopping	Our senses L3 - To develop changing direction	Ways we look after ourselves L4 - To develop jumping and landing	My favourite things L5 - To develop hopping and landing with control	It's good to be me L6 - To explore different ways to travel

Art

Castles around the world

Medieval Banquet
LO: To compare castles from around the world Add flags around the world from KU lesson

Inside:

Children to draw a portrait of Queen Camilla and to use oil pastels



Outside: Children manipulate cardboard toilet rolls into heart shapes and stamp onto card.



Inside: children to

collage tiaras and crowns using paper strips. They will cut shapes and decorate their crowns by making patterns with pompoms, gems and glitter.



Outside: children to work as a group to create a large junk model of castles from around the world



Inside:

Children to cut around a template of a shield. Then they will collage materials to stick and create a symmetrical pattern for a knight.



Outside:

Children to use bubble wrap to print scales on a dragon and then to print their hands to create the wings.



Inside:

Children to design a beanstalk, placing cotton wool clouds and a handprint castle at the top

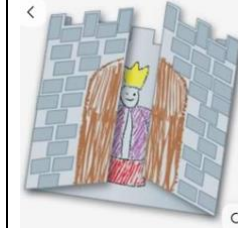


Outside:

children to create British flags using crunched up tissue paper and paper straws as the pole.



Inside: Children to print brick patterns using paint, Lego and sponges. Inside they will create themselves at the king or queen

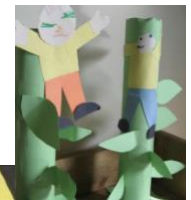


Outside: As a group to create a sculpture of a beanstalk using salt dough. Then to cut out leaves from tissue paper and stick them using pipe cleaners.



Collage materials

Inside: On a template of a knight children to add foil to represent the amour



Outside:

children to scenes the story and the Beanstalk. Children to a beanstalk

make from Jack



create using card and drawing and sticking on leaves. Children to draw Jack and the giant, and stick them on. Children to use props made to retell the story.



Music	Sing and perform the song: <i>Giving Sadaqah</i> To create sounds and movement to accompany stories and match the moods of stories					