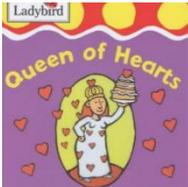
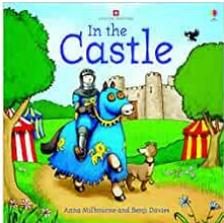
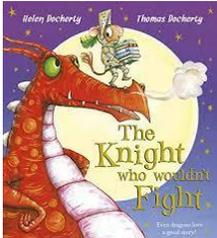
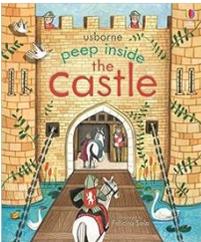
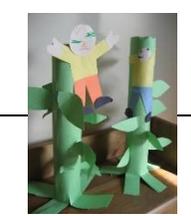


# All About Castles

Key Events	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p><b>Literacy</b></p> <p><b>Key texts:</b></p> <p>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>How to catch a dragon</p> <p><b>Writing focus</b></p>	<p>Focus text: <u>Queen of hearts</u> (Nursery rhyme)</p> <p><u>Instructions:</u> Children to make</p>  <p>jam tarts and write instructions using bossy verbs and time words.</p> <p>LO: To write instructions</p> <p>I <b>must</b> write the sounds I hear in words. I <b>should</b> use bossy verbs.</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:</u> Knights Wanted! 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>Peep inside the Castle</u></p>  <p><u>Information text:</u> Inside a Castle Following their Windsor Castle trip children to create an information text about the roles and responsibilities inside a castle.</p> <p>LO: To create an information text</p> <p>I <b>must</b> write the sounds I hear in words. I <b>should</b> write simple sentences.</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 retell a familiar story</p> <p>I <b>must</b> retell the story through the pictures I sequence.</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>LO: To plan and write the middle of a story</p> <p>I <b>must</b> make a plan. I <b>should</b> use my plan to write the middle of my story. I <b>could</b> spell some HFW correctly.</p>	

	I <b>could</b> use time words.	I <b>must</b> write the sounds I hear in words. I <b>should</b> write simple sentences. I <b>could</b> use capital letters and full stops.	I <b>must</b> write the sounds I hear in words. I <b>should</b> write simple sentences. I <b>could</b> use capital letters and full stops.	I <b>could</b> use capital letters and full stops.	I <b>should</b> write simple sentences. I <b>could</b> use capital letters and full stops.		
<b>Maths focus</b>	<p><u>LO: To count to 8</u> I <b>must</b> represent amounts to 8 on a ten-frame</p> <p>I <b>should</b> count out amounts from a larger group</p> <p>I <b>could</b> count on</p> <p>Digging deeper: I <b>could</b> make amounts in different ways</p> <p>SEND: Represent amounts on a five-frame</p>	<p><u>LO: To count to 10</u> I <b>must</b> count amounts to 10</p> <p>I <b>should</b> subitise</p> <p>I <b>could</b> count on</p> <p>Digging deeper: I <b>could</b> make amounts in different ways</p> <p>SEND: Represent amounts on a ten-frame</p>	<p><u>LO: To compare groups up to 10</u> I <b>must</b> identify which group has more or fewer</p> <p>I <b>should</b> say how many more or fewer</p> <p>I <b>could</b> find the difference between groups</p> <p>SEND: Matching numerals to their quantity. Counting forwards and backwards from 10</p>	<p><u>LO: To combine 2 groups to find the whole</u> I <b>must</b> identify parts and wholes</p> <p>I <b>should</b> add 2 groups to find the whole</p> <p>I <b>could</b> write the number sentence</p> <p>Digging deeper: I <b>could</b> find the missing part</p> <p>SEND: Count a group of objects accurately. Identify similarities and differences between 2 groups of the same type of objects</p>	<p><u>LO: To measure and compare objects</u> I <b>must</b> use key vocab to describe objects</p> <p>I <b>should</b> measure using non-standard units</p> <p>I <b>could</b> compare 2 items by length or height</p> <p>SEND: Explore and talk about towers of varying sizes made from multi-link cubes</p>	<p><u>LO: To compare objects</u> I <b>must</b> find items that are heavier and lighter than a given object</p> <p>I <b>should</b> use balance scales to check and describe the comparison</p> <p>I <b>could</b> order objects from heaviest to lightest</p> <p>SEND: Explore and talk about items that are <i>heavy</i> and <i>light</i></p>	<b>Assessment Week</b>
<b>KUOW</b>	<u>Comparing castles and homes</u>	<u>Who lives in a castle?</u> Medieval Banquet	<u>Castles in the past and present</u>	<u>Parts of a castle</u> LO: To identify and label parts of a castle	<u>Sorting materials</u> Linked to knight's armour	<u>Properties of materials</u>	<u>Scientific investigation</u>

	<u>LO: To compare castles and our homes</u>	<u>LO: To identify who lived in castles in the past and their roles</u>	<u>LO: To compare castles from the past and present</u>		<u>LO: To classify objects by their materials</u>	<u>LO: To identify the properties of materials</u>	Conductors or insulators? Linked to heat, fire, dragons. Which spoons/materials will let heat pass through.
<b>PSHE</b>	Our Learning Behaviours	My Roles and Responsibilities	Our Queen and Country	Who Is the Royal Family?	Children's Mental Health Week	Safer Internet Day	British Landmarks
<b>Art</b>	<p><u>LO: to understand what primary colours are</u></p> <p>Children discuss what are primary colours- create a flower garden with finger painting just using primary colours</p>	<p><u>LO: to know the artist Kandinsky</u></p> <p>Show ppt of artist and discuss colors and shapes he used. Children imitate his work</p> <p>Children cut and stick shapes inspired by his work (available from twinkl)</p>	<p><u>LO: To use a variety of tools for painting</u></p> <p>Children use sponges, fingers, twigs, brushes etc to create Kandinsky style shape painting</p>	<p><u>LO: To create a painting in the style of Kandinsky</u></p> <p>Children use their knowledge of primary and secondary colours to create his concentric circles painting</p>	<p><u>LO: To use collage materials to create a shield</u></p> <p>Use a template for a shield and children use collage materials to stick and create a pattern for a shield for a knight.</p>	<p><u>LO: To create a knight using collage materials</u></p> <p>Use a template of a knight so children can use tin foil and card to create a cut-out image. These</p>	<p><u>LO: To create a simple picture using printing objects</u></p> <p>Children use lego, deines and other objects to create prints for a castle</p>





**Heart Art**  
SYMMETRY PAINTING



## Music

In this unit of work children will be creating sounds and movements to accompany stories and match the mood of the story. For example: Little Red Riding Hood (LRRH) moving through the forest and meeting the wolf (scary sounds), Jack climbing up and down the beanstalk (fast and slow movements with accompanying sounds)

### EYFS Objectives:

- Chooses particular movements, instruments, sounds and materials for their own imaginative purposes
- Develop an understanding of how to create and use sounds intentionally.