
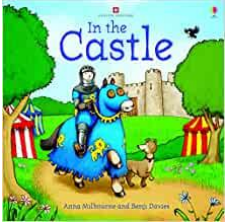
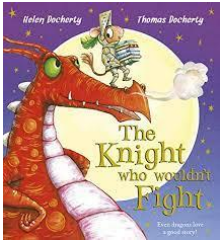



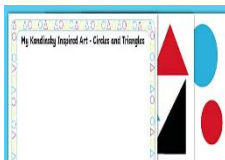






Who lives in a castle?

Key Events	Week 1 3-day week	Week 2	Week 3	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>Writing focus</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>LO: To plan and write the middle of a story</p>	<p style="color: red;">ASSESSMENT WEEK</p> <p>Phonics Assessments High Frequency Word Assessments</p>

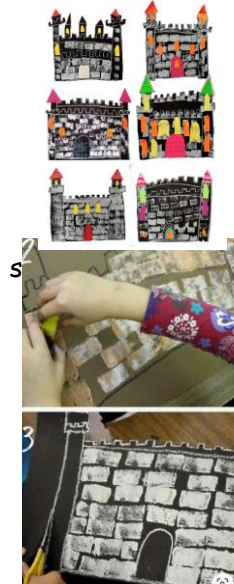
Maths focus	<p>LO: To count to 8</p> <p>Children continue to apply the counting principles when counting to 6, 7, and 8.</p> <p>Children represent 6, 7 and 8 in different ways and can count out the required number of objects from a larger group.</p>	<p>LO: To count to 8</p> <p>Children continue to apply 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 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>LO: To sequence important times in my day</p> <p>Children continue to order and sequence important times in their day and use language such as now, before, later, soon, after, then, and next to describe when events happen.</p> <p>Children describe significant events in their lives and talk about events they are looking forward to.</p>	ASSESSMENT WEEK
UTW	<p><u>Who lives in a castle?</u></p> <p>LO: To identify who lived in castles in the past and their roles</p>	<p><u>Castles in the past and present</u></p> <p>LO: To compare castles from the past and present</p>	<p><u>Castles around the world</u></p> <p>Medieval Banquet LO: To compare castles from around the world</p>	<p><u>The British Royal Family</u></p> <p>LO: To identify members of the British Royal Family</p>	<p><u>Properties of materials</u></p> <p>LO: To identify the properties of materials</p>	<p><u>Scientific investigation</u></p> <p>Magnetic or non-magnetic? Linked to materials found in castles. <i>Which materials are magnetic?</i></p>

<p>PSHE</p>	<p>Our Learning Behaviours</p> <p><i>Independence Resilience Caring Creative Critical Thinking</i></p>	<p>My Roles and Responsibilities</p> <p><i>What is a responsibility? What do you do at home to help?</i></p>	<p>King and Country</p> <p><i>Who was our King? Who is in the royal family? What country does he rule over? What responsibilities does he have?</i></p>	<p>British Landmarks</p> <p><i>Identifying British landmarks. Have you been to any of these places before? Do you know what makes these places so special? Where might you have seen these places before?</i></p>	<p>Safer Internet day</p> <p><i>How can we stay safe online? Who can help us stay safe online?</i></p>	<p>Children's Mental Health Week Theme: My Voice Matters</p> <p><i>Emotional well-being- What feelings can you recognise? How can we use our voice to help ourselves? How can we use our voice to help others?</i></p>
<p>PD</p>	<p>Body parts</p> <p>L1 - To develop balancing whilst stationary and on the move</p>	<p>Feelings</p> <p>L2 - To develop running and stopping</p>	<p>Our senses</p> <p>L3 - To develop changing direction</p>	<p>Ways we look after ourselves</p> <p>L4 - To develop jumping and landing</p>	<p>My favourite things</p> <p>L5 - To develop hopping and landing with control</p>	<p>It's good to be me</p> <p>L6 - To explore different ways to travel</p>
<p>Art</p>	<p>Inside: Children discuss what are primary colours- create a flower garden with finger painting just using primary colours.</p> 	<p>Inside: Show ppt of artist and discuss colors and shapes he used. Children imitate his work. Children cut and stick shapes inspired by his work (available from twinkl).</p> 	<p>Inside: Children to cut different sized circles to create a layered concentric circle artwork in the style of Kandinsky.</p> 	<p>Inside: Children use their knowledge of primary and secondary colours to create his concentric circles painting. Children to use a variety of tools - brush, finger, twigs etc.</p> 	<p>Inside: Use a template for a shield and children use collage materials to stick and create a pattern for a shield for a knight. Children to make symmetrical patterns on their shields.</p> 	<p>Collage materials</p> <p>Inside: Children to create simple castle pictures by tracing around objects to create shapes. Children to cut and arrange to create a castle.</p> 

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



Outside: children to draw castles onto black paper with chalk, and stamp brick patterns on it using paint and



Outside: children to create British flags using crumpled up tissue paper and paper straws as the pole.



Outside: children to paint a portrait of King Charles using photos as a stimulus.



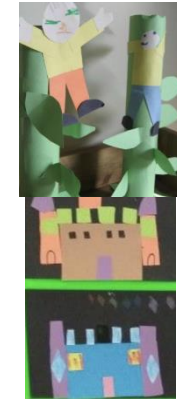
Outside: children to make tiaras and crowns



using paper strips. Children to cut shapes and decorate their crowns by making patterns with pompoms and glitter.



Outside: children to make scenes from the story Jack and the Beanstalk. Children to create a beanstalk 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						