

Castles, Knights and Dragons

Summer Two 2023



Texts we will be reading:

In the castle - Anna Milbourne

What were castles for? Phil Roxbee Cox

Meg's Castle - Helen Nicoll and Jan Pienkowski

The knight who wouldn't fight - Helen Docherty

How to catch a dragon - Caryl Hart

George and the dragon - Chris Wormell

Dragon Stew - Steve Smallman

Zog - Julia Donaldson

The Dragon with a blazing bottom - Beach

Summary:

During this topic the children will have the opportunity to develop their story telling skills. They will be able to retell familiar stories and then create and write their own ones based on books we will be

Topic key vocabulary:

Understanding of the World - castle, turret, dungeon, moat, window, flag, tower, drawbridge, knight, shield, sword, coat of armour, lance, helmet, brave, enemy, fight, banner, dragon, flames, snout, breathing, wings, mythological animal, scales, flying, fire-breathing

Literacy - story, fiction, non-fiction, sequence, retell, beginning, middle, end, first, then, next, after, finally, once upon a time, a long time ago, happily ever after, vocabulary, inference, predict, retrieve, explain, summarise, adjective, setting, scene, character, author, illustrator,

Mathematics - subatiscing, sorting, matching, comparing, composition, ordering, patterns, relationships, repeating, symmetrical, representing, printing, spatial reasoning, maps and plans, mazes, doubling, sharing and grouping, equal groups, same, different, share, even and odd, quantities, half, position, positional language - above, below, under, next to, beside, in front, behind, view, verbal instructions, visualise

Computing - algorithm, beebot, directions, instructions, tinker, hardware, program, game, mouse, button, log off, login, pointer, cursor, tablet, camera, switch, screen,

Personal, Social and Emotional Development - share, take-turns, friend, empathy, co-operation,

Expressive arts and design - colour, collage, paint, mix, colour, pattern, invent, adapt, sequence, narrative, story, recount, role-play

Physical development - hop, jump, skip, run, throw, aim, catch, target, line, land,

Communication and Language - listen, talk, sentences, speak clearly, question, answer, recount, Who?, What? Where? When? Describe, adjectives, explain,

In Physical Development the children will be learning to:

- Negotiate space and obstacles safely with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Hold a pencil effectively to develop a fluent handwriting style.
- Begin to show accuracy and care when drawing

At the end of the topic I will be able to:

- Move around the school, classroom and playgrounds safely.
- Move energetically in a variety of ways; running, jumping, climbing, hopping, skipping and dancing.
- Hold my pencil in a tripod grip.
- Use small tools, scissors, paintbrushes and cutlery with control.
- Use a ruler to draw straight lines to create a castle.
- Draw a knight with some detail and control.



In Communication and Language the children will be learning to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard ask questions to clarify their understanding
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction and poems when appropriate.

At the end of the topic I will be able to:

- Be able to hold a conversation about an area of the topic using correct vocabulary.
- Listen attentively in small groups and whole class discussions.
- Name parts of a castle and understand what the different features were used for.

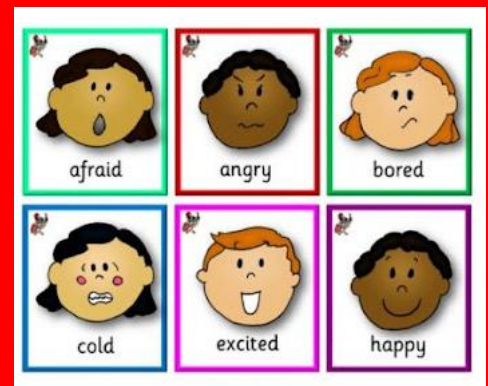


In Personal, Social and Emotional Development the children will be learning to:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

At the end of the topic I will be able to:

- Follow daily classroom expectations.
- Show empathy towards others and understand different feelings through discussions of characters
- Discuss what makes a good friendship and how we can be good friends.



In Literacy the children will be learning to:

- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Write a caption or simple sentence that can be read by others.
- Write a simple story based upon stories shared in class.
- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Use recently introduced story language and vocabulary.

At the end of the topic I will be able to:

- Read words consistent with their phonic knowledge by sound-blending.
- Re-read what I have written to check that it makes sense.
- Retell and sequence a familiar story using story language.
- Write a narrative with a beginning, middle and end.



In Understanding the World the children will be learning to:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Understand the effects of changing seasons on the natural world around them.

At the end of the topic I will be able to:

- Name parts of a castle and know why they were built and what the different parts were for.
- Understand how to identify some events took place in the past by looking at lifestyles, clothing and the way people lived.



In Mathematics the children will be learning to:

- To double and half numbers
- Share amounts of objects equally
- Count beyond 20.
- Subitise - recognise quantities up to 5 or 10 without counting.
- Understand and use positional language.

At the end of the topic I will be able to:

- Share amounts up to 20 equally.
- Recognise quantities up to 5 or 10 without counting.
- Use positional language to give instructions.
- Use positional language to describe where an object is on a map or in real life.



In Expressive Arts and Design the children will be learning to:

- Share their creations, explaining the process they have used
- Invent, adapt and recount narratives and stories with peers and their teacher.

At the end of the topic I will be able to:

- Draw, paint, print and collage pictures of castles and dragons independently and explain how they have created them.
- Tell a story based upon one shared in class
- Join in with whole class role-play of a narrative.



In Computing the children will be learning to:

- Use simple computer programmes to navigate an educational game through a variety of different devices.
- Program a Beebot.
- Take photos using the iPad

At the end of the topic I will be able to:

- Play games such as; BusyThings, NumBots, Mouse Studio and Phonics Play.
- Give clear instructions and make a Beebot move backwards and forwards.
- Take a photograph using a tablet.



How you can help at home:-

Read regularly with your child and discuss the text and new vocabulary.

Help your child practise their letter sounds, digraphs and trigraphs

Read weekly Bug Club books.

Allow your child to become more independent in dressing themselves and in their personal self-care. (taking off and putting on shoes, cardigans and jumpers, using a knife and fork and toileting)



~~Castles, Knights and Dragons~~

~~Summer 2. 20~~



~~Texts we will be reading:~~

~~In the castle — Anna Milbourne~~

~~What were castles for? — Phil Rexbee Cox~~

~~The knight who wouldn't fight — Helen Docherty~~

~~St. George and the dragon story~~

~~George and the Dragon — Chris Wormwell~~

~~Zog — Julia Donaldson~~

~~Summary:~~

~~During this topic the children will have the opportunity to develop their story telling skills. They will be able to retell familiar stories and then create and write their own ones based on books we will be sharing in class.~~

~~Topic key vocabulary:~~

~~Understanding of the World — castle, turret, dungeon, knights, drawbridge, castellation, banquet, feast, duel, joust, shield,~~

~~Mathematics — 3D shapes, cube, cuboid, prism, pyramid, sphere, cylinder, add, plus, altogether, minus, take away, subtract,~~

~~Computing — algorithm, beebot, directions, instructions, tinker, hardware,~~

~~Personal, Social and Emotional Development — feelings, behaviour, rules, cooperation, empathy, sensitivity, friendships,~~

~~Expressive arts and design — colour, collage, paint, mix, colour, pattern, invent, adapt, sequence, narrative, story, recount, role play~~

~~Physical development — move, run, speed, jog, slow, balance, co-ordination, obstacles, space, spatial awareness~~

~~Communication and Language — listen, talk, sentences, speak clearly, question, answer, recount, Who?, What?, Where?, When?, Describe, adjectives, explain,~~

In Physical Development the children will be learning to:

- ~~Negotiate space and obstacles safely with consideration for themselves and others~~
- ~~Demonstrate strength, balance and coordination when playing~~
- ~~Use a range of small tools, including scissors, paintbrushes and cutlery.~~
- ~~Hold a pencil effectively to develop a fluent handwriting style.~~
- ~~Begin to show accuracy and care when drawing~~

At the end of the topic I will be able to:

~~— Hold my pencil in a tripod grip.~~

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- ~~Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.~~
- ~~Make comments about what they have heard ask questions to clarify their understanding~~
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- ~~— Listen attentively in small groups and whole class discussions.~~
- ~~— Name parts of a castle and understand what parts were used for~~

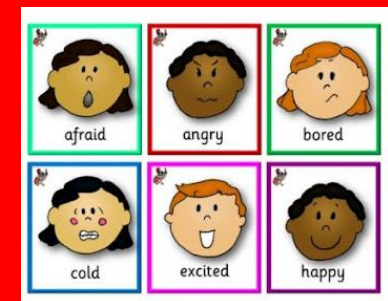


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Cultural capital

- Critiquing works of art that have a focus on castles, knights or dragons
- Take part in a whole-class role-play to represent a castle banquet

In Understanding the World the children will be learning to:

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At the end of the topic I will be able to:

- Name parts of a castle and know why they were built and what the different parts were for.
- Understand how to identify some events that took place in the past by looking at lifestyles, clothing and the way people lived.



In Mathematics the children will be learning to:

- To know and use some 3D shapes to create pictures

At the end of the topic I will be able to:

- recognise 3D shapes in buildings and other structures



In Expressive Arts and Design the children will be learning to:

- Share their creations, explaining the process they have used.
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