



Castles

Medium Term Teacher Focussed Planning Summer 1

Characteristics of Effective Learning	PLAYING AND EXPLORING	ACTIVE LEARNING	CREATING AND THINKING CRITICALLY
	<p>Finding out and exploring <i>Showing curiosity about objects, events and people</i> <i>Using senses to explore the world around them</i> <i>Engaging in open-ended activity</i> <i>Showing particular interests</i></p> <p>Playing with what they know <i>Pretending objects are things from their experience</i> <i>Representing their experiences in play</i> <i>Taking on a role in their play</i> <i>Acting out experiences with other people</i></p> <p>Being willing to 'have a go' <i>Initiating activities, seeking challenge</i> <i>Showing a 'can do' attitude</i> <i>Taking a risk, engaging in new experiences, and learning by trial and error</i></p>	<p>Being involved and concentrating <i>Maintaining focus on their activity for a period of time</i> <i>Showing high levels of energy, fascination</i> <i>Not easily distracted; Paying attention to details</i></p> <p>Keeping on trying <i>Persisting with activity when challenges occur</i> <i>Showing a belief that more effort or a different approach will pay off</i> <i>Bouncing back after difficulties</i></p> <p>Enjoying achieving what they set out to do <i>Showing satisfaction in meeting their own goals</i> <i>Being proud of how they accomplished something – not just the end result</i> <i>Enjoying meeting challenges for their own sake rather than external rewards or praise</i></p>	<p>Having their own ideas <i>Thinking of ideas</i> <i>Finding ways to solve problems</i> <i>Finding new ways to do things</i></p> <p>Making links <i>Making links and noticing patterns in their experience</i> <i>Making predictions; Testing their ideas</i> <i>Developing ideas of grouping, sequences, cause and effect</i></p> <p>Choosing ways to do things <i>Planning, making decisions about how to approach a task, solve a problem and reach a goal</i> <i>Checking how well their activities are going</i> <i>Changing strategy as needed</i> <i>Reviewing how well the approach worked</i></p>

Prime Areas of Learning	Personal, Social and Emotional Development	Physical Development	Communication and Language
	<p>How do you feel? How do your actions affect others? <u>How do we know right from wrong and what is good behaviour?</u></p>	<p>Can you throw, strike, catch or kick a ball? Can you dodge? Can you control a ball?</p>	<p>What happened at the beginning, middle, end of story? Can you tell your own story? Can you pronounce words in the past tense?</p>
	<p>Success Criteria: Week 1: I can talk about what worrying means, I worry because... Week 2: I can talk about strategies to use when I am worried Week 3: I can revisit zones and build a toolkit for sadness, anger and worrying Week 4: I can talk about right and wrong Week 5: I can talk about resilience Week 6: I can talk about how my friends feel and why good behaviour helps everyone feel safe and happy</p>	<p>Success Criteria: Week 1: I can send a ball with some accuracy I can share a space and run with my head up Week 2: I can strike a ball with 1 hand whilst airbourne I can jump 1 foot to 2 feet and 2 feet to 2 feet Week 3: I can strike and volley a ball with some accuracy I can throw accurately Week 4: I can strike a ball with an open palm and send it back I can run within a lane Week 5: I can strike a small ball with an open palm with some accuracy I can jump for height</p>	<p>Success Criteria: Week 1: I can explain how I made my castle, I can listen and ask questions in response to what is said Week 2: I can explain how I made my castle, I can listen and ask questions in response to what is said Week 3: I can make up my own story and with help act out the story Week 4: I can work in a group to make a castle Week 5: I can talk about how I made the castle Week 6: I can ask and answer questions about our castle</p>

		Week 6: I can throw with accuracy and power I can throw a variety of equipment well	
	Activities: Castle themed role play- Jack and the Beanstalk castle, knights and princess castle. Introduce castle to small world. Use junk boxes to build castle walls. Continue to use the 'zone of regulation', circle time- sharing	Activities: Play Net and wall games Yoga PE Passport	Activities: Explain how they made their castle at home Children will tell own stories, each story will be acted and shared with others- 'helicopter stories' Learn about castles- introduce new vocabulary. Children will work in groups to build castles.
	ELG Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Managing Self <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. Building Relationship <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. 	ELG Gross Motor Skills <ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing. Fine Motor Skills <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	ELG Listening, Attention and Understanding <ul style="list-style-type: none"> 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 and ask questions to clarify their understanding. Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Literacy	Mathematics	Understanding the World
Specific Areas of Learning	Jack and the Beanstalk Nick Sharratt Little Red Bethan Woollvin		
	Why did Jack climb the beanstalk? Was it the wolf's fault?- Red Riding Hood What do traditional tales have in common?	How many...? How long is the shoot after 1 week, 2 weeks, 3 weeks? What is the difference between + - = signs? How many ways can you make 5, 10?	What happens when we plant seeds? What do seeds need? How big is my seed? Do all seeds look the same? What toys do we play with? Are they the same or different to toys from the past? What are they made of? Knights and buildings from the past
	Success Criteria: Week 1 I can listen to our new topic book- Nick Sharratt Jack and the Beanstalk COLD Task independent sentence Week 2 I can learn actions and words to Jack and the Beanstalk Week 3 I can order the story and plan a way to say sorry through drama Week 4 I can write 1-3 sentences in a letter to the cow	Success Criteria: Week 1: I can count on Week 2: I can take away by counting back Week 3: I can count to 20 Week 4: I can double numbers Week 5: I can half and share Week 6: I can find odd and even numbers	Success Criteria: Week 1: I can talk about what Knights wore long ago Week 2:I can look closely at seeds and talk about what they need to grow, including weather and season Week 3: I can plant different types of seeds and look after them over a period of time, observing changes Week 4: I can talk about what a seed needs to grow

<p>Week 5 I can write 1-3 sentences in a letter to the seller Week 6 HOT Task I can write a letter to Mum and read back my writing</p>		<p>Week 5: I can sort toys from today and the past Week 6: I can order toys from oldest to newest</p>
<p>Activities: Children will read and watch a range of Traditional Tales with a castle link. Identify different versions of the same story. Look for repeated phrases. Identify story language eg Once upon a time, happily ever after, long ago etc. Recap beginning, middle and end of the stories. Label castles, knights, princesses. Story writing. Write letters from Jack and the Beanstalk to Mum, children will choose people to write letters to- simple sentences. Introduce this half terms' Author Sarah McIntyre</p>	<p>Activities: Counting beyond 10- count seeds, golden coins, golden hen eggs Counting on and back Use part whole model and tens frame, looking for combinations to 10 Learn bonds to 10 Doubling and having Odds and evens</p>	<p>Activities: Look at toys now and in the past- link to Chirk castle trip Jobs around the house – now and in the past Children will take part in gardening activities, grow their own seeds and look after them.</p>
<p>ELG Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p>ELG Number</p> <ul style="list-style-type: none"> • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`. 	<p>ELG Past and Present</p> <ul style="list-style-type: none"> • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
<p align="center">Expressive Arts and Design</p>	<p align="center">Festivals, Celebrations and books</p>	<p align="center">Parent/Community Links</p>
<p>Can you change the song? Can you make your own shield?</p>	<p>Father's Day</p>	<p>Stay and Play</p>

<p>Success Criteria: Week 1: I can listen and respond to Big Bear Funk I can dress up and tell stories in our role play castle Week 2: I can learn to sing Big Bear Funk I can look closely at different shields Week 3: I can sing Big Bear Funk and respond to pulse I can sketch and design my own shield Week 4: I can sing Big Bear Funk and play a rhythm game I can use my design and draw my shield Week 5: I can sing Big Bear Funk and explore pitch I can paint my shield Week 6: I can perform Big Bear Funk I can make my sword with a repeat pattern</p>		
<p>Activities: Look at shield designs, use viewfinder and sketch shields. Design own shield, choose colours, add texture. Children will continue to junk model and experiment with instruments. Learn Jack and Beanstalk song and use percussion instruments to accompany.</p>	<p>Text Fiction Jack and the Beanstalk Nick Sharratt Little Red Bethan Woollvin The Three Pigs Billy Goats Gruff What's the time Mr Wolf Goldilocks and the Three Bears Little Red Riding Hood The Boy Who Grew Dragons Andy Shepherd & Sara Ogilvie You Can't Eat a Princess! Gillian Rogerson & Sarah McIntyre How to Catch a Dragon Caryl Hart</p>	<p>PSE Vocab- Feelings- Happy, Sad, Angry, Worried, Upset Perseverance, resilience, goals, rules</p>
<p>ELG Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being imaginative</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. 	<p>Non-Fiction See Inside Castles Katie Daynes and David Hancock</p> <p>Poetry The Booktime Book of Fantastic First Poems edited by June Crebbin</p>	<p>Communication & Language Vocab- Explain what a good listener does- sit still, face front, stop talking, listen with ears, remember Question words- what, why, when, how</p> <p>Physical Development Vocab- PE- Push, pat, catch, kick, control, dodge, space yoga</p> <p>Phonics Vocab- Phoneme, digraph, trigraph, grapheme Blend, segment Tricky word Sound buttons</p> <p>Book Vocab- Non fiction- contents page, index Fairy tales-Once upon a time, happily ever after, once there was, long ago</p> <p>Number Vocab- Whole part model Bonds to 10 Double Numbers</p> <p>Understanding the World Natural World Seeds Soil Grow Light Water</p>

			<p>Heat Root Stem Leaf Castle vocabulary- Portcullis, Drawbridge, Tower, Moat, Dungeon, Sword, Suit of armour Present and past- Before I was born More recent Past Present In the olden days</p> <hr/> <p>Expressive Arts and Design Art Vocab- Sketch Texture Pattern Percussion instrument</p>
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