



Reception Medium Term Planning  
Turrets & Tiaras

Overview of the Learning: In this unit children will explore castles within their locality to develop an understanding of buildings from the past and why they were built. They will investigate the different roles of the people who lived in and around the castle. The children will make comparisons of buildings from past to present and look for similarities and differences in roles, clothing, food and entertainment. They will enjoy a range fictional stories set in medieval times and explore information texts about castles, people from the past, myths and legends.

Core Aims

- To use everyday words and phrases relating to the passing of time
- To talk about how the past is different from today.
- To make comparisons and identify reasons why people's lives were different in the past.
- To know about similarities and differences in relations to places, objects and materials.
- To begin to talk about key people from the past who are important and what they did.
- To begin to use some historical sources e.g. books, pictures, stories to find out about the past.
- To begin to talk about what is fact and fiction when thinking about the past.

Characteristics of Learning. They will:

- ask simple questions.
- observe closely, using simple equipment
- identify and classify
- use their observations and ideas to suggest answers to questions.
- represent their experiences in play.
- initiate activities.
- make links and notice patterns in their experiences. Children will:
- Explore a range of fiction and non-fiction texts.
- Use pictures and photographs to observe and compare similarities and differences.
- Identify key features of a castle.
- Investigate the different roles of people who lived in the castle.
- Use drama to create and retell stories.
- Work as a team to design and build a castle using a range of materials.
- Listen with concentration and understanding to high quality recorded music (medieval music) ☑ Play un-tuned musical instruments to create medieval music.
- Learn a range of medieval dances.
- Use a range of media and materials to create their own coat of arms.
- To plan, organise and create a medieval banquet.



#### Expectations

Children can:

- Identify the features of a castle.
- Use language relating to the passing of time.
- Make comparisons of buildings, people and their roles and identify similarities and differences.
- Understand the difference between fiction and non-fiction texts.
- Use a range of media and materials to create settings and objects from the past.
- Represent ideas through art, music, dance, role play and stories.

Cross Curricular links:

History – comparing settings and jobs from then and now

Music – dancing to medieval music

D&T – making medieval props and together building a castle

Building Cultural Capital: experiencing another historical period, baking bread, understanding how life has changed

Key Texts:

The Paperbag Princess - Robert Munsch and Michael

Martchenko

Resources:

Cardboard, instruments, dress up, bread making ingredients



Irresistible Hooks for Learning:  
Knights, prince and princess dress up  
Castle building competition  
Cooking/baking

Key Subject knowledge & Skills:

Literacy – Reading	Literacy - Writing	C&L	Mathematics
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<p>Blend the sounds in simple words and knows which letters represent some of them.</p> <p>Read some 1 syllable words by blending using some of the grapheme-phoneme correspondence I have learnt.</p> <p>Beginning to read simple sentences.</p> <p>Read and understand simple sentences.</p> <p>Can use my phonic knowledge to decode common words and read them aloud accurately. Read some common exception words.</p> <p>Suggest what a story might be about from the title, blurb or illustrations.</p> <p>Say who the main characters are in a familiar story. Retell simple familiar stories in the correct order. Read phonically common words of more than one syllable.</p> <p>Read phonically many irregular but common words. Confidently read by sight the Stage 1+ and 2 common exception words.</p> <p>Begin to read unfamiliar words by blending using some of the grapheme-phoneme correspondence that have been learnt.</p>	<p><b>Transcription:</b></p> <p>Talk about the marks they have made when drawing, writing.</p> <p>Break the flow of speech into words.</p> <p>Label an object/picture with the initial sound.</p> <p>Label an object/picture with the end sound.</p> <p>Segment sounds in simple words and blend them together.</p> <p>Write the grapheme to the sound I hear.</p> <p>Write labels and captions and talk about what I have written.</p> <p>Attempt to write short sentences in meaningful contexts Use phonic knowledge to write words in a way which matches how they say the sounds.</p> <p>Write some irregular common words.</p> <p>Write simple sentences that can read by themselves and others.</p> <p>Spell correctly simple regular words.</p> <p><b>Handwriting:</b></p> <p>Sitting correctly at a table, holding a pencil comfortably and correctly.</p> <p>Beginning to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Beginning to form capital letters.</p> <p>Understanding which letters belong to which handwriting 'families' (i.e. letters</p>	<p><b>Listening &amp; Attention:</b></p> <p>Maintaining attention, sitting quietly and concentrating for longer periods during whole class and focused learning.</p> <p>Listening and 'doing' for short periods.</p> <p><b>Understanding:</b></p> <p>Following a story without pictures or props.</p> <p>Listening and responding to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking:</b></p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>Linking statements and stick to a main theme or intention.</p> <p>Introduce a storyline or narrative into their play.</p>	<p><b>Numbers:</b></p> <p>Have an understanding of numbers to 20, linking names of numbers, numerals, their value, and their position in the counting order.</p> <p>Subitise (recognise quantities without counting) up to 5. Recall number bonds for numbers 0 – 5 and for 10, including corresponding partitioning facts.</p> <p>Count reliably with numbers from one to 20 forwards and backwards.</p> <p>Use quantities and objects up to 20.</p> <p>Recognise and name numbers 1 – 20.</p> <p>Solve problems, including doubling, halving and sharing.</p> <p>Recall double facts up to 5 + 5.</p> <p>Explore patterns of numbers within numbers up to 10, including evens and odds.</p> <p><b>Shape, Space &amp; Measures:</b></p> <p>Describe my relative position such as 'behind' or 'next to'. Use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</p> <p>Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes.</p>
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<p>Describe the characters, setting and main events in simple stories that have been read. Predict what might happen next based on what has been read or heard.</p>	<p>that are formed in similar ways) and to practise these.</p>		<p>Select a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models. Recognise and name 3D shapes (cube, pyramid, sphere, cone and cuboid). Talk about the features of 3D shapes (faces, edges, solid).</p>
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Understanding the World	Expressive Arts & Design	PD	PSED
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<p><b>The World:</b> Looking closely at similarities, differences, patterns and change.</p> <p><b>People and Communities:</b> Knowing the difference between past and present events in own life and some reasons why people's lives were different in the past.</p> <p><b>Technology:</b> Completing a simple program on a computer. Using ICT hardware to interact with ageappropriate computer software.</p> <p><b>History</b> <b>Historical Enquiry:</b> I can ask questions about why things happen and give explanations I can talk about differences between old black and white photos and colour photos of the present day <b>Investigation and Interpretations of history</b> I can ask questions about why things happen and give explanations <b>Range and depth of historical knowledge</b> I can talk about a past event in the correct order <b>Chronological Understanding</b> I can talk about a past event in the correct order</p>	<p><b>Being Imaginative:</b> Developing a preference for forms of expression. Using movement to express feelings. Engaging in imaginative role-play based on own firsthand experiences. Building stories around toys. Using available resources to create props to support imaginative-play.</p> <p><b>Design:</b> Begin to use the language of designing and making, e.g. join, build and shape Learning about planning and adapting initial ideas to make them better.</p> <p><b>Make:</b> To learn to construct with a purpose in mind. Selects tools and techniques needed to shape, assemble and join materials. <b>Technical Knowledge:</b> To learn how to use a range of tools Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Evaluate:</b> Begin to talk about changes made during the making process.</p> <p><b>Music</b> <b>Moving and Dancing</b></p>	<p><b>Moving &amp; Handling:</b> Using simple tools to effect changes to materials. Handling tools, objects, construction and malleable materials safely and with increasing control. Showing a preference for a dominant hand. Beginning to use anticlockwise movement and retrace vertical lines. Beginning to form recognisable letters.</p> <p><b>Health &amp; Self-Care:</b> Showing an understanding of how to transport and store equipment safely. Practising some appropriate safety measures without direct supervision.</p>	<p><b>Making Relationships:</b> Initiating conversations and attend to and takes account of what others say. Explaining my own knowledge and understanding and can ask appropriate questions of others <b>Self-Confidence &amp; Self-Awareness:</b> Describing self in positive terms and talk about own abilities. <b>Managing Feelings &amp; Behaviour:</b> Being aware of the boundaries set, and of how to behave in the setting. Beginning to be able to negotiate and solve problems without aggression.</p>
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	<p>Replicates familiar choreographed dances Combines moving, singing and playing instruments Exploring and Playing Sing songs, make music and dance, and experiment with ways of changing them.</p>		
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Learning Objectives	Suggested Learning Opportunities	Resources
<p>D&amp;T</p> <p>To work together to build a castle</p> <p>To use tools to make a medieval shield</p> <p>To design a medieval crown</p> <p>To cook medieval food</p>	<p>Have a look at a range of medieval castles, compare the similarities</p> <p>Design your own castle</p> <p>Work together in groups to make cardboard castles</p> <p>Join using a range of tools and media</p> <p>Design and make a medieval shield – what shape will it be? Size? What material would be best?</p> <p>What types of crowns/headgear did they wear?</p> <p>When learning about the food they ate in history look at the importance of bread</p> <p>Follow instructions to make bread for a medieval banquet</p>	<p>Cardboard</p> <p>Tapes</p> <p>Bread making ingredients</p>
<p>Music</p> <p>To dance to medieval music</p> <p>To create a piece of medieval music using instruments</p> <p>To choreograph a medieval dance</p>	<p>Listen to medieval music</p> <p>What instruments can you hear? Listen and comment on the tempo, pitch, etc</p> <p>Explore different types of moving to the music</p> <p>Watch and learn medieval dances</p> <p>Explore a range of instruments to see which sound similar to those they can hear in the medieval songs</p> <p>In groups create a piece of music</p>	<p>Instruments</p> <p>Medieval music and dance videos</p>
<p>History</p> <p>To make a timeline from medieval times to now</p>	<p>Understand when medieval times were</p> <p>How many years ago?</p> <p>What did the environment look like? Compare similarities and differences</p> <p>Compare the types of jobs that were around then and now</p> <p>Would you have liked one of those jobs?</p>	<p>Clothing from the time</p> <p>Food from the time</p>





<p>To talk about the similarities and differences between medieval times and now</p> <p>To talk about what jobs there were in medieval times</p> <p>To look at the types of food they ate in medieval times</p>	<p>What kind of lifestyle do you think each person lived?</p> <p>Look at the typical diet of a poor and rich medieval family – how does it differ from ours now? Did they have fast food? What were their main foods?</p> <p>What would we include in a medieval banquet?</p>	
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