

EYFS Medium Term Plan – Castles, Knights and Dragons

Summer Term



This term we will be returning to the olden days of knights and dragons, kings and queens. We will begin by exploring how castles are different to our own homes and will enjoy finding out who lived and worked in them. The children will then train to become knights and will have plenty of missions to complete, we might even meet some dragons along the way! To end the topic, we will be having our very own Cinderella's ball, with lots of dancing and plenty of delicious treats to eat at our very own banquet.

Hands on learning opportunities:

- Visit to a local castle (Raby Castle)
- Cinderella's ball

	Objectives to be delivered	Key knowledge & skills including vocabulary
PSED	<p>See themselves as a valuable individual Show resilience and perseverance in the face of challenge Express their feelings and consider the feelings of others</p> <p><u>My Body and My Health</u></p> <ul style="list-style-type: none"> • Why are girls' and boys' bodies different? • What do we call the different parts of girls' and boys' bodies? • Why and when do I need to wash my hands? • How do I keep myself safe in the sun? 	<p>Children will explore what being brave means. They will share their own experiences and will talk about how they felt before, during and after the event. We will also be discussing how it feels to be scared, how we know someone might be feeling scared and what we could do to help them.</p> <p>During our PSHCE topic we will be discussing the similarities and difference between girls' and boys' bodies and will learn the name for these body parts</p> <p>We will read 'I don't want to wash my hands' to help the children understand the importance of washing hands to get rid of germs and what will happen if you don't. The children will then learn about all the different ways to stay safe in the sun (drink water, find shade, apply sun cream, wear sunglasses, cover up) and will discuss what happens when you don't (sunburn). We will discuss UV radiation</p>
CL	<p>Use talk to help work our problems and organise thinking and activities explain how things work and why they might happen Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Give their own explanations and instructions</p>	<p>During this topic the children will enjoy discussing what they already know about castles and will learn lots of new vocabulary through non-fiction books as well as visiting a castle and taking part in our very own ball and banquet.</p> <p>Introduce new vocabulary Castle - tower, turret, stone, bricks, drawbridge, portcullis, moat, battlements (including merlon and crenel) coat of arms, kingdom Royalty – king/queen, prince/princess, knight, jester, guard (Armour, shield, sword, crown/tiara, Mythical creatures – dragon Entertaining - banquet, feast, toast, guests, ball</p>

PD	Develop the foundations of a handwriting style which is fast, accurate and efficient. Combine different movements with ease and fluency Know and talk about the different factors that support their overall health and wellbeing Further develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming) Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball		The children will develop their handwriting, ensuring that all letters are correctly formed and are of the right size and height. We will talk about ascenders and descenders . We will also continue to develop the children’s skills with regards to throwing, catching, kicking, passing, batting and aiming . During our knights training the children will be combining different movements with a focus on ease and fluency.
Literacy	Recognise and read digraphs, trigraphs on their own and in context Read a simple instruction and follow in the environment independently. Have a love of reading and want to continue Become aware of nonsense/alien words Read common exception words from Phase 4 Re-read what they have written to check it makes sense Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Use correct pencil grip all the time and be able to write on a line Writing starting to become more uniform in size Form all lowercase and capital letters correctly Write short sentences independently using known letter-sound correspondences Use finger spaces, a capital letter at the beginning of a sentence and a full stop at the end of a piece of work.		The children will learn to read words with adjacent consonants as well as the following tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today. The children will be using their phonic knowledge to read instructions to help a dragon find their missing eggs The children will use their knowledge of digraphs and trigraphs to make phonetically plausible attempts when: <ul style="list-style-type: none">labelling castle drawingswriting jobs for a knightcreating wanted dragon posterswriting invitations to a ballCreating their own fairy story using small world props to act them out Introduce Vocabulary Fairy tale, story, adventure, beginning, middle, ending, page, page number. Recap - cover, title, illustrate/ illustrator, author, capital letter, finger space, full stop, word
Maths	In Reception, we follow White Rose planning. As well as whole class, adult directed tasks we provide opportunities to consolidate what they have learnt through our provision.		
	To 20 and beyond <ul style="list-style-type: none">– Building Numbers- Beyond 10- Counting Patterns- Spatial Reasoning- Match, Rotate- Manipulate First Then Now <ul style="list-style-type: none">– Adding More- Taking Away- Spatial Reasoning- Compose and decompose	Find my Pattern <ul style="list-style-type: none">– Doubling- Sharing and Grouping- Even and Odd- Spatial Reasoning- Visualise and Build On the Move <ul style="list-style-type: none">- Patterns and Relationships- Spatial Reasoning- Mapping	Build and identify numbers to 20 (and beyond) using a range of resources. Understand that the numbers 1-9. repeat after every full 10 Count on and back beyond from different starting parts Place sequences of numbers in order, saying what comes before or after a given number Use real objects to see that the quantity of a group can be changed by adding more/taking items away. Create mathematical stories in meaningful contexts Learn that double means ‘twice as many’. They will build doubles using real objects / mathematical equipment Share items equally and ensure everyone has the same. Understand that some quantities will share equally into 2 groups and some won’t. Select and rotate shapes. Explain why they chose a particular shape Match arrangements of shapes, using positional language to describe where the shapes are in relation to one another. Use shapes to complete picture boards or tangram outlines. Understand that shapes can be combined and separated to make new shapes Investigate how many different ways a given shape can be built using smaller shapes. Replicate simple constructions/models. Use positional language to describe where objects are in relation to other items.

EAD	<p>Explore and engage in music making and dance, performing solo or in groups</p> <p>To create complex stories during their small world play</p> <p>To make imaginative and complex 'small worlds' with blocks and construction kits</p> <p>To use their creations in the classroom areas</p> <p>To make their own creations within the current theme in class</p> <p>Use more complex equipment to create models</p>	<p>During this topic the children will create a variety of things such as a castle made out of constructions sets/wooden blocks/junk modelling (learning how to place the blocks so they are more stable). They will also make props to support them in their role play (crowns, tiaras, coat of arms, shields, swords, armour)</p> <p>During their small world play the children will also create their own stories using characters such as king/queen, prince/princess, dragon, knight.</p> <p>The children will learn a simple ball room dance and perform it at our royal ball. We will also enjoy listening to a range of medieval music</p>
UTW	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Show interest in different occupations</p> <p>Recognise some environments that are different to the one in which they live</p>	<p>The children will explore all the different homes that people can live in</p> <p>Vocab – terraced, semi-detached, detached, bungalow, cottage, windmill, castle, caravan, flat, tent, igloo,</p> <p>The children will find out what it would be like to live in a castle. They will learn to identify features that are similar/different to their own homes as well as comparing old and modern artefacts (lighting, heating, cooking tools etc...)</p> <p>We will look at different jobs associated with a castle and whether these jobs are still around today.</p>

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Personal, Social, Emotional Development

- Encourage the children to work together to create castles in the block/construction area.
- Castle themed role play area
- After reading 'Peep inside the castle' discuss the following - Did you like the castle? Why? Who would you like to be that lives/works in the castle? Why? Who would you not like to be? Why? How is a castle different to your house? Which would you prefer to live in? Why? Have you ever been to a castle?

Mathematics

- Create a 2D shape castle. Encourage children to talk about the different shapes and sizes of the pieces they use and make links to the properties of the different shapes.
- Draw a chalk moat for children to cross. Encourage children to place numbered stepping stones to cross the moat and read the numbers as they walk along the path.

Physical Development

- Support children to construct a large sturdy bridge over a moat. Encourage the children to travel over the bridge in a variety of different ways.
- Children to use a variety of construction materials to make castles

Communication and Language

- Share the story 'Peep Inside the Castle' encourage children to answer the questions throughout the story
- Talk about whether the children would want to live in a castle. Why?
- Set up a castle role play/small world area with moat.
- Look at pictures of castles with the children. Point out features such as turrets, towers, the size of the windows, and the drawbridge. Look at the stonework.
- Talk about things that are important to them and their families and design coat of arms to represent them.

Week 1 - 3



Castles

Understanding the World

- Explore different castles around the world and different homes. What is your house like? Do you live in a flat/terraced/semi-detached/detached?
- Look at pictures/videos of different castles. Learn about the different parts of a castle.
- Learn about how life was different for people who lived in castles. Discuss how their lives and amenities are different to how we live now. Look at old items such as a suit of armour, a chest, an old case, a candlestick, a sword, shield, copper jugs, bowls etc. Compare old and modern artefacts
- Use a paint/drawing program on the IWB for children to draw pictures of castles

Literacy

- Write letters/notes on old parchment type paper.
- Mark making with quills and ink.
- Draw and label pictures of castles.
- Write own facts and make own peep book.

Expressive Arts and Design

- Design and make their own coat of arms.
- Provide strips of paper for children to decorate and make into crowns
- Encourage children to design a flag to go at the top of a castle.
- Encourage children to try printing techniques to create a brick wall pattern for a castle.
- Children to design their own castle. Talk about who might live in their castle.
- Listen to medieval music, encourage the children to play instruments to make their own medieval music and/or dance to the music.

Events & Educational Visits:

Castle visit during the summer term.

EYFS Medium Term Plan – Castles, Knights and Dragons

Summer Term



Personal, Social, Emotional Development

- Talk to the children about being brave – like knights. What does being brave mean? When were the children brave? Remind the children that being brave means that they can still ask for help when needed but that they try new things and persevere with challenges.
- Encourage children to think about how a knight kept safe using armour and special equipment like shields and helmets.

Communication and Language

- Listen to a range of stories about knights such as 'Good Knight, Bad Knight, The Wrong Kind of Knight, The Knight who wouldn't Fight' and respond with their thoughts
- Introduce new vocabulary based around knights – armour, shield, sword, helmet.
- During small world play create their own stories and adventures about knights

Literacy

- Create a list of jobs for knights to complete
- Use their phonics to read missions
- Write a story about a knights adventure

Week 4 - 5



Knights

Physical Development

- Play a movement and directions game with the children. Encourage the children to pretend that they are knights and have to follow the king's/queen's instructions
- Create some split pin knights – children will cut out the shapes and use a whole punch
- Provide some tinfoil for children to tear, shape and mould around some toys to create suits of armour.
- Provide some hobby horses for children to use. Encourage them to be knights!
- Create a knight-themed obstacle course for children to complete. Add some hoops to jump in, hobby horses to ride, dragon targets to hit with beanbags and drawbridge benches to walk along.
- Set up a Knight training area, with an obstacle course of things for 'knights' to do e.g. jousting, climbing a princess tower etc.

Understanding the World

- Look at some pictures of armour and discuss what material the children think was used to make the strong armour.
- Children to use magnetics to sort objects depending on whether they are magnetic. What do they notice?
- Use a paint/drawing program on the IWB for children to draw pictures of knights

Mathematics

- Have swords with numbers on, can the children match to the correct numicon piece/count out the correct number of counters onto the sword?
- Ordering swords by length and shields by size.
- Design a pattern on a shield using 2D shapes, can the children name the shapes they have used?

Expressive Arts and Design

- Provide some instruments for children to use to create marching music for knights to move to.
- Make swords/shields/helmets using junk modelling materials.

Events & Educational Visits:

Knights in training – children will wear masks and perform lots of different tasks (in school)

EYFS Medium Term Plan – Castles, Knights and Dragons

Summer Term



Personal, Social, Emotional Development

- Provide some toy dragons and a bowl of soapy water. Encourage children to bathe the baby dragons that have got soot (charcoal) on them after learning how to breathe fire!

Expressive Arts and Design

- Use various construction materials to make a home for a dragon/dragon's egg.
- Make dragons out of junk modelling.
- Listen to the song Puff the Magic Dragon, try to learn the words of a few verses or the chorus. Encourage the children to come up with actions to go with the song.

Physical Development

- Laminate some dragon pictures and put them in an upright plastic tray. Add some foam flames using shaving foam and food colouring. Encourage children to put out the dragon flames using spray bottles filled with water.
- Place some pom-poms or small plastic eggs into a bowl and challenge children to use large tweezers to move the 'dragon eggs' from one 'nest' to another.
- Make dragon eggs – children to use pipettes to hatch them – discuss what is happening
- Pretend to be dragons, how many different ways can you move like a dragon?
- BBC Lets Move – The Dragon Hunt

Literacy

- Children to make wanted posters for a dragon
- Draw pictures of dragons and label the parts of the dragon.
- Write keywords in 'Dragon Scales' (sequins).
- Hide pictures of dragons around the room with letters/numbers/HFW's on for children to spot and read/copy down onto a treasure hunt type sheet.

Communication and Language

- Choose a child to close their eyes whilst a toy dragon is hidden. The group then give audible clues to the seeker to find the hidden dragon. When the seeker is near the dragon, the group make loud 'roar' noises. When the seeker is far away, the group make quiet 'roar' noises.
- Read dragon stories such as 'The trouble with dragons', 'Zog'.
- Make a small world with various dragons, mountains, caves, water and sand – children to create their own stories
- Use a toy castle to introduce and discuss prepositions, such as 'in', 'on top', 'behind'. Hide a toy dragon in different positions such as in the castle, behind the castle and on top of the castle. (Also link with new vocab - moat, portcullis etc..)

Week 6 - 7



Dragons

Understanding the World

- Use a paint/drawing program on the IWB for children to draw pictures of dragons
- Look at real life dragons, watch video clips of them, using technology to research about them and learn more.
- Remind chn of the Chinese dragon when we were learning about Chinese New Year

Mathematics

- Make some 'dragon eggs' by wrapping stones of different weights in tissue paper. Provide a balance scale for children to weigh the 'eggs' and compare them.
- Hide some coloured dragon eggs around an outside area. Challenge children to find, sort and count the eggs of different colours.
- Place the numbered dragon posters around the outside area – the number shows how many eggs they would like in their nest. Challenge children to find the correct number of eggs or egg pictures to give each dragon.
- Create 'dragon' eggs that are broken in half - one half to have a number, the other to have the quantity, children to match the egg halves.

Events & Educational Visits:

EYFS Medium Term Plan – Castles, Knights and Dragons

Summer Term



Communication and Language

- Do the children already know the story of Cinderella? What do they already know? Read the story of Cinderella. Use props/masks to help act it out. Allow the children to use these/props masks so that they can re-enact the story themselves
- Create a Cinderella role play/small world.
- Encourage the children to make up their own fairy tales, based on ones they already know - children to think about who will be in their story, how it will begin, and a title. Look at the story language used at the beginning of the familiar stories, such as 'Once upon a time'
- Read Prince Cinders

Physical Development

- Cinderella's Ball - Play ballroom music and encourage the children to dance in pairs in this style.
- Using tweezers to place gems onto a template of a glass slipper (link to mathematical development by having different shoes with numbers on, children to place the correct number of gems).
- Hammer golf tees into a pumpkin (carriage).
- Create a healthy feast for the banquet at the ball.

Personal, Social, Emotional Development

- Discuss themes from the story such as were the step sisters/step mother kind? What did they do that wasn't kind? What could they have done to be kind? How do you think they made Cinderella feel? Has anyone ever been unkind to you? How did it make you feel?

Literacy

- Children to create their own fairy tale
- Write invitations to the ball.
- Write thank you letters to the fairy godmother.
- Mark making in 'fairy dust' using wands.
- Lost shoe posters.

Week 8 - 9



Cinderella's Ball

Understanding the World

- Where do people get married – visit local church (If possible, have a pretend wedding)

Mathematics

- Measure footprints of fairy tale characters to see whose would fit in the glass slipper. Extend to measuring own feet with non-standard/standard units.
- Remind children of where they have heard about midnight before (New Year) – Remind children of clock face and hands and the difference in the size of hands (big/little). Children to set clocks to o'clock times.
- Create maps of the kingdom and use directional language to tell Cinderella how to get home.

Expressive Arts and Design

- Use junk modelling to create a carriage/crown for Cinderella/wands for the fairy godmother.
- Fabrics out for dressing up.
- Design a dress for Cinderella.

Events & Educational Visits:

Cinderella's Ball and Banquet
Visit to church for a pretend wedding