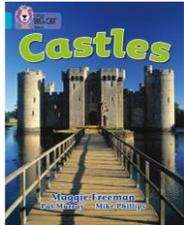


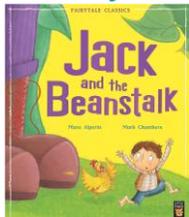
**Quality texts:**

**Non-fiction:**

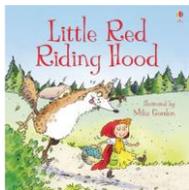


**Fiction:**

**Nursery**



**Reception**



**First Hand / Real Life Learning Experiences**

*UW – Working Scientifically / Geographical Development*

Talk about who lived in castles in the past. Why did they build/live in castles?

Talk about house numbers on homes, Can they say what house they live at?

Small world – Different types of buildings.

Technology: Children to program the Bee Bot to travel to different points on the mat.

Talk about building their own houses. Think about their dream/fantasy house, where would they like to live? What would it have inside? What would be special about it?

Growing beans and measuring the height



**CL**

Understand 'why' questions.

Ask questions to find out more and to check they understand what has been said to them

Use a wider range of vocabulary

Use new vocabulary in different contexts.

Start a conversation with an adult or a friend and continue it for many turns

Connect one idea or action to another using a range of connectives

Engage in non-fiction books

Enjoy listening to longer stories and can remember much of what happens

Retell the story, some as exact repetition and some in their own words.

**Key Vocabulary**

Castle, Cottage, house, past, present, knights, protect, guard, turret, drawbridge, safe, look after, beanstalk, giant, poor, sell, steal, once upon a time, tricked, deceived, unkind,

**Key Questions**

Why did people live in castles?

Why do castles have a moat and a drawbridge?

What were castles used for in the past?

Why did Jack steal the golden harp and the hen?

**EAD / Art Processes and Techniques**

Colour and decorate a picture of a castle.

Mix a new colour to paint wolf and talk about how they made the colour.

Paint pictures of their houses.

Provide some long strips of paper and brushes or shaped sponges and encourage the children to design and create wallpaper for a role-play house.

**EAD / Designing and Making Techniques**

Use construction toys, junk modelling materials, playdough or paper and card to make a castle, beanstalk and cottage.

**EAD / Being Imaginative**

Can I take on the role of a character from the story?

Can I build a castle/Grandma's cottage?

**Writing Genres**

**Reception**

Labelling a castle

Information booklet

Story retelling/Story writing

**Nursery**

Initial sounds/ Name writing

Labels

Story sequencing

**EAD / Music**

Use percussion instruments to match the feelings of the characters at different parts of the story.

Looking at instruments/music from the past.

