



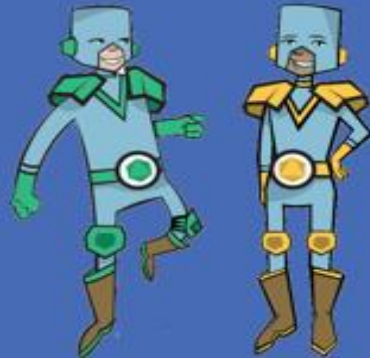
# FS2 Summer 2 Curriculum

## Knights, Castles and Dragons!



### Commitment

We are brave,  
enthusiastic  
and  
motivated.



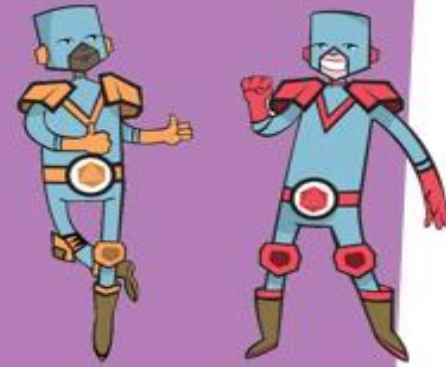
### Aspiration

We are  
encouraging,  
ambitious and  
proud.



### Nurture

We feel happy,  
safe and  
welcome.



# Topic Overview

In this topic, children will talk about the **lives of people around them and their roles in society**. They will begin to know some **similarities and differences between things in the past and now** and will develop this knowledge and understanding through **settings, characters and events encountered in books read in class**. They will use this to **express their ideas in the past, present and future tenses**.



## Possible Enhancements and Activities

Provide resources for the children to build their own castles. Encourage them to use the vocabulary of the roles inside the castle (e.g mason) during their roleplay. Provide opportunities for children to make signs for their castle, supporting the development of their writing skills.

Provide opportunities for children to explore the roles inside a class support. Support the children in understanding whether these roles still exist today and compare these roles to jobs others have in society.

Provide the children with a real life experience of visiting a castle to support them in applying and having a deeper understanding of the knowledge they have learnt in school.

Support the children in comparing houses today looking at how they are built, who lives inside of them and how they keep us safe. Support the children in understanding the similarities and differences of life in the past and now.

Using the Jubilee as a stimulus, support the children in understanding the role of the Queen in England. Use maps to locate Buckingham Palace on a map. Celebrate the success of the Queen by holding a tea party and provide opportunities for children to write invites to their family members.

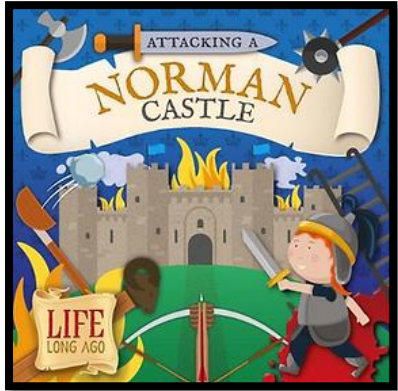
Using the Queen as a stimulus, look at the different members of royalty and their relationship to each other. Support the children in drawing and talking about their own family tree and the people in their lives who are important to them.

Commitment

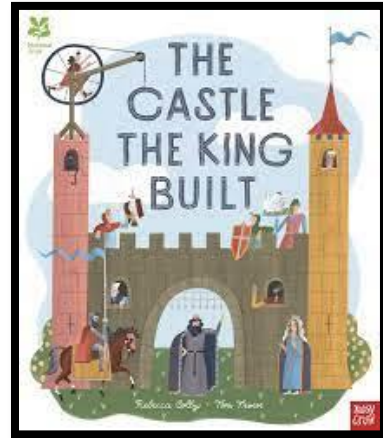
Aspiration

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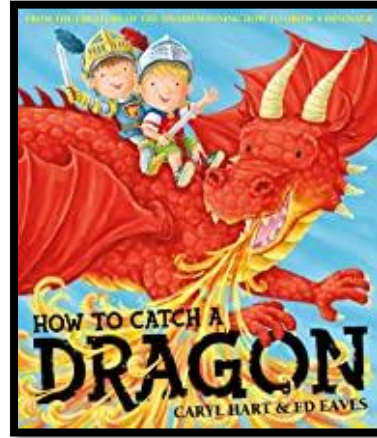
# Book Hooks



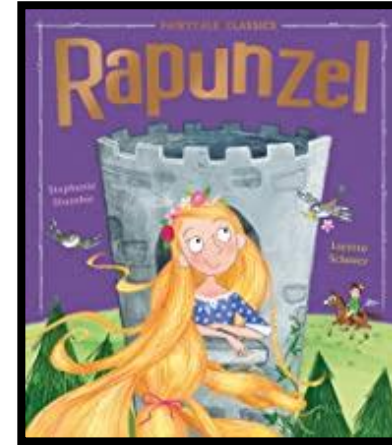
To support the children in understanding how castles protected people and the armour that was used.



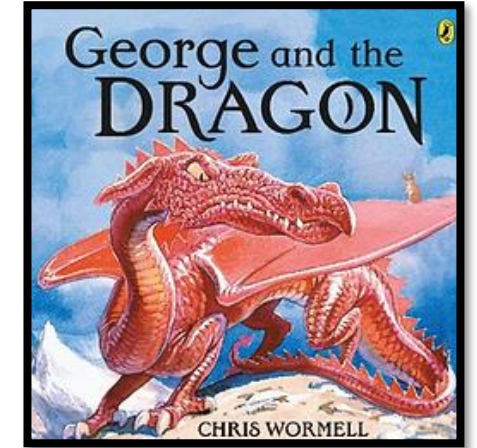
To support the children in understanding the roles of people inside the castle.



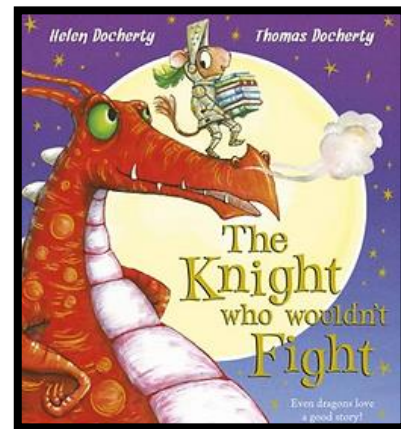
To support the children in understanding real and made up events through a story stimulus.



To support the children in understanding real and made up events through a story stimulus.



To support the children in understanding how to build their confidence through a story context.



To support the children in understanding the roles of people inside the castle through a story context.



To support the children in understanding the life of Queen Elizabeth.

# Curriculum Links – Prime Areas

	Reception children will be learning to:	Examples of how to support this:
C & L	<ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use C&amp;L time as an opportunity to introduce new vocabulary and ideas. Encourage and provide children with the opportunity to question why things happen. Use these questions as an opportunity to find the answers using non-fiction texts, explaining to the children the difference between them.</li> <li>• Continually model using conjunctions throughout the day, exaggerating the use of a conjunction and explaining. 'I put sun cream on this morning <b>because</b> it was hot, I went to the shops <b>and</b> I bought an ice-cream'.</li> <li>• Use the environment to promote talk around the topic. Encourage children to engage in a back and fourth dialogue centered around their play, using and elaborating on new vocabulary that has been introduced.</li> </ul>
PSED	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the feelings of characters when discussing books. Use this as a prompt to discuss how they have felt in similar situations.</li> <li>• Provide children with a regulation box so that they can begin to independently regulate their behaviour in the classroom. Have an open discussion with the children about how they feel, why they feel like this and what they can do to make them feel better. Link this to how they can use this learning the next time they feel like this.</li> <li>• Encourage children to plan what they would like to do during their child initiated learning time. Observe and interact with the children during their play, supporting and encouraging them to achieve the goal that they set out to.</li> </ul>
PD	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to create their own obstacle courses that provide themselves with a level of challenge that encourages them to balance at height.</li> <li>• Support the children in creating games using the resources provided, working collaboratively and cooperatively with each other. Encourage children to create and write rules to support the games that they have created.</li> <li>• Continue to model and support the development of children's letter formation through guided teaching opportunities. Use the opportunities to provide immediate feedback and support to rectify errors in formation. Continue this immediate feedback in the continuous provision and adult directed activities to ensure that errors are addressed and bad habits are not formed.</li> </ul>

# Curriculum Links - Specific Areas

	Reception children will be learning to:	Examples of how to support this:
L	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide children with a weekly stimulus to write about. Support children through guided writing opportunities to write about the even they were involved in. Encourage children to take this learning to continue writing about the encounter and other encounters they have experienced. Support children to form the complete sentence before writing. Help children memorise the sentence before writing by saying it aloud. For sentences that have words that include unknown GPC's, write these words for the children and encourage them to write words they are confident with.</li> <li>• Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Find opportunities within the timetable for 1:1 and small group reading sessions using the Bug Club Phonics Books.</li> <li>• Support children to read 'Be a Cress Barber' (Bug Club), to understand that instructions can be read and followed. Children to use this to grow their own cress seeds.</li> </ul>
M	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Verbally count beyond 20, recognising the pattern of the counting.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	<ul style="list-style-type: none"> <li>• Use the environment for support the children in applying their math's learning. Set up 'playful activities' e.g. beanbags into a hoop that will encourage the children to count, compare, add, write etc. This will support the children in independently applying their skills to solve a range of real life problems.</li> <li>• Draw attention to counting during different times of the day e.g. counting the children in the line so that you encourage children to count beyond 20. Emphasise saying teen numbers and the 20 in the 20 numbers so that children can start to identify patterns in the number system.</li> <li>• Using playful activities, encourage children to apply their number bonds e.g. using 10 skittles. How many have you knocked down, so how many will you have left? Store items in the classroom in groups of 10 e.g. we only have 8 scissors, how many more have we go left to find?</li> </ul>
UTW	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide children with the opportunity to apply their learning through role play experiences. Support them in using and applying the new vocabulary learnt through these experiences.</li> <li>• Provide children with visuals or real artifacts from the past. Discuss with the children what it is and what it was used for. Have these available for the children to use within their play. Support the children in comparing these to objects we used today.</li> <li>• Provide opportunities for children to sort objects and photos into past and present. Provide stem sentences for the children to explain their decisions as to how they have sorted the objects and photos.</li> </ul>
EAAD	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>• Use books as a stimulus for roleplay, supporting the children in choosing characters to be from the book. Discuss with the children the main events from the book to that they can act these events out. Use this as an opportunity to discuss how life is different now. e.g. 'who would protect us now if we felt unsafe? Do people still fight for land?'</li> <li>• Provide children with visuals or real artifacts from the past. Discuss with the children what it is and what it was used for. Have these available for the children to use within their play. Support the children in comparing these to objects we used today.</li> </ul>

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# Knowledge Organiser

\*Key Vocabulary

History	Geography	Art	D.T	Music	Science	PSHE	R.E
<ul style="list-style-type: none"> <li>• A <b>mason</b> built the castle.</li> <li>• A <b>carpenter</b> built things out of wood.</li> <li>• A <b>blacksmith</b> made things from metal.</li> <li>• The <b>knight</b> fought for the King to protect his land.</li> <li>• The <b>servants</b> waited on people.</li> <li>• <b>Castles</b> were built to keep everyone inside safe.</li> <li>• We used to have a <b>Queen</b> but she died on 8<sup>th</sup> September 2022. <b>Prince Charles</b> became the <b>King</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>King</b> of <b>United Kingdom</b> is <b>King Charles</b>.</li> <li>• One of the <b>Kings palaces</b> is in <b>London</b>. This is called <b>Buckingham Palace</b>.</li> <li>• <b>King Charles</b> son is <b>Prince William</b>. He will be the <b>King</b> one day.</li> <li>• <b>London</b> is the <b>capital city</b> of <b>England</b>.</li> <li>• There are lots of big buildings called <b>skyscrapers</b> in <b>London</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Materials such as <b>sand</b> can be used to add <b>texture</b> to a painting.</li> <li>• <b>Texture</b> makes parts of the painting stand out and look how it would <b>feel</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Join</b> materials and select <b>resources</b> for a <b>purpose</b> to create props. <b>Plan, do, review</b> props that have been made and make <b>improvements</b> after reflecting.</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>National Anthem</b> is sung to celebrate the country and its people.</li> <li>• Know the words and <b>sing</b> the <b>National Anthem</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• When some materials get hot they <b>melt</b>. We can make them <b>solid</b> again by <b>freezing</b> them.</li> </ul>	<ul style="list-style-type: none"> <li>• In our families we might have <b>mums, dads, brothers, sisters, grandparents, aunties</b> and <b>uncles</b>.</li> <li>• Everybody's family is <b>different</b> and <b>special</b> to them.</li> </ul>	
<p>PSHE and R.E - Specific links to the curriculum should be taught alongside the schools scheme of learning (Jigsaw, Derby City Syllabus)</p>							

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