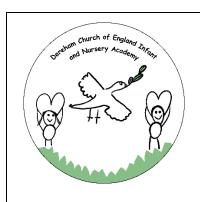
Dereham Church of England Infant and Nursery Academy- History





Year group: Reception

Area/topic: Once upon a time (Summer 1)

(objectives from NC/ELG/Development matters)

Understanding the world:

• Comment on images of familiar situations in the past.

ELG:

- 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.

Prior learning	Future learning		
Last half term the children in Reception looked at	The children will learn more about castles and		
their town and discussed how the shops have	the parts of a castle in more depth in Year I		
changed.	during their Kings and Queens's topic.		

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
 Children to understand what a castle is. Children to begin to identify some parts of a castle (moat, drawbridge). Children to understand that a lot of the castles we see in our fairy tale books are castles from the past. Compare castles from the past to Buckingham palace. 	 Children to listen to lots of stories that involve castles. Children to look at different photographs of castles and discuss some features (moat, drawbridge). 	

Reg Williams		
 Castle - A building made for royal and noble people to live. Moat - A deep, wide ditch surrounding a castle. Drawbridge - A bridge that can be pulled up. Stone - A material old castles were made from. Buckingham Palace - Where the King lives some of the year. 	in.	King Charles lives now and address the misconceptions. Children to make and label their own castles.
Common misconceptions	Books linking to this	area
 King Charles lives in a castle such as those they seen in storybooks (medieval style castles). That King Charles only lives in Buckingham Palace. All castles have moats and a drawbridge. 	 Jack and the bear The King's Pants The Queen's Knick 	
Memorable first hand experiences	Opportunities for com	munication
 Designing and making castles using photos as guidance. Some can label their castles. Cinderella's Ball Day. The children explore simple castle roles by dressing up as a King, Queen, Prince or Princess and learn a dance to perform. 	and photographs • Cinderella Ball Da	y will allow the children to of a King, Queen, Prince or

• Children to look at where

Key vocabulary

Dereham Church of England Infant and Nursery Academy Reasonable adjustments for pupils with SEND

Communication and Interaction

- Visual aids
- · Pre-teaching the vocabulary
- Picture timelines.
- Consider alternative ways of recording the information
- Role play opportunities

Social, Emotional and Mental health

- Now and next boards
- Allow a quiet space
- · Give a special role to increase self esteem
- Pravide visual support what to do if you are stuck
- · Movement breaks

Cognition and Learning

- Picture word banks
- · Writing frames
- Videos to support understanding and learning
- Additional thinking time
- Opportunities to verbalise rather than write their ideas and responses
- Consider alternative ways of recording the information e.g. talk tiles
- Use a visualiser to enlarge images and text
- Thicker lines on sheets for writing responses
- · Role play opportunities.
- Opportunities to handle real artefacts to support learning.

Sensory and Physical

- · Consider carpet space position during input
- Reduce background noise
- Enlarge images and writing
- Consider alternative ways of recording the information
- Where possible, use artefacts rather than images to allow the child to be more hands on