

	<p>Year group: Reception</p>	<p>Area/topic: Once upon a time (Summer 1)</p>
<p>(Objectives from NC/ELG/Development matters)</p>		
<p>Understanding the world:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. <p>ELG:</p> <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Last half term the children in Reception looked at their town and discussed how the shops have changed. 	<ul style="list-style-type: none"> • The children will learn more about castles and the parts of a castle in more depth in Year 1 during their Kings and Queens's topic.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children to listen to lots of stories that involve castles. • Children to look at different photographs of castles and discuss some features (moat, drawbridge).

Key vocabulary

- **Castle** - A building made for royal and noble people to live in.
- **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.

- Children to look at where King Charles lives now and address the misconceptions.
- Children to make and label their own castles.

Common misconceptions

- 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.

Books linking to this area

- Jack and the beanstalk
- The King's Pants - Nicholas Allen
- The Queen's Knickers - Nicholas Allen

Memorable first hand experiences

- 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.

Opportunities for communication

- Lots of discussion about castles using stories and photographs as a stimulus.
- Cinderella Ball Day will allow the children to step into the role of a King, Queen, Prince or Princess for the day.

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Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• <i>Visual aids</i>• <i>Pre-teaching the vocabulary</i>• <i>Picture timelines</i>• <i>Consider alternative ways of recording the information</i>• <i>Role play opportunities</i>	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• <i>Picture word banks</i>• <i>Writing frames</i>• <i>Videos to support understanding and learning</i>• <i>Additional thinking time</i>• <i>Opportunities to verbalise rather than write their ideas and responses</i>• <i>Consider alternative ways of recording the information e.g. talk tiles</i>• <i>Use a visualiser to enlarge images and text</i>• <i>Thicker lines on sheets for writing responses</i>• <i>Role play opportunities.</i>• <i>Opportunities to handle real artefacts to support learning.</i>
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• <i>Now and next boards</i>• <i>Allow a quiet space</i>• <i>Give a special role to increase self esteem</i>• <i>Provide visual support - what to do if you are stuck</i>• <i>Movement breaks</i>	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• <i>Consider carpet space position during input</i>• <i>Reduce background noise</i>• <i>Enlarge images and writing</i>• <i>Consider alternative ways of recording the information</i>• <i>Where possible, use artefacts rather than images to allow the child to be more hands on</i>