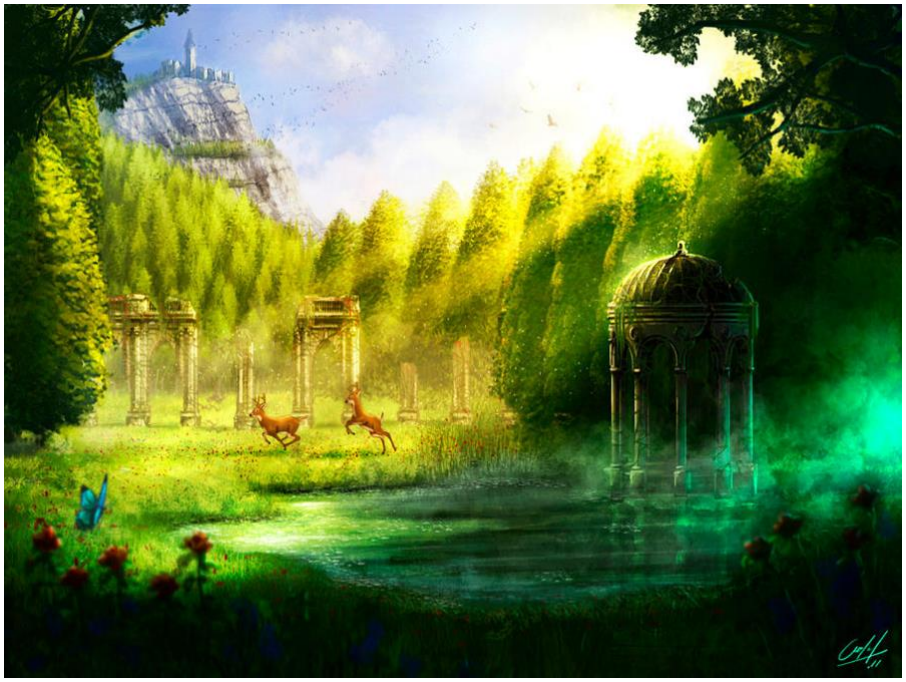
Pilgrim Federation

EYFS & KS1

Learning Theme:



Once Upon a Time

Links to Other Learning Themes:
This Learning Theme links to: Homes and Houses Where We Live The British Isles

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NURSERY PHONICS

Little Wandle Rhyme Time units:

Humpty Dumpty

Jack and Jill

The Grand Old Duke of York

EYFS (Nursery & Reception) Medium Term Planning
Learning Theme: Once Upon a Time
Big Question: What makes a good story?

<table>
<tr><td colspan="2">Focus of Learning (INTENT):
Within this topic, the children will develop ways in which they can communicate as they are exposed to famous traditional tales. Children will be immersed into the world of books, providing them with opportunities to look at various different books, whilst also giving them opportunities to mark make, write and develop words and sentences.</td><td colspan="2" rowspan="2">Prior Learning/Links to Learning Themes:
• Children may be familiar with listening and responding to a variety of stories.
• Some children will be able to answer simple questions based on what they have heard.
• Children make recognise some key elements of a story with support.
• Some children may recognise the key parts of a story and how this is sequenced.</td></tr>
<tr><td colspan="2">Key Questions for Teaching:
• What is a traditional tale?
• Can you retell a famous traditional tale?
• What are the key parts of a story?
• What was the dilemma in each tale?
• How was the dilemma resolved?
• Who were the main characters in each tale? How are they similar and different?
• Which was your favourite traditional tale and why?</td></tr>
<tr><td>Focused Literacy Texts:</td><td>• The Gingerbread Man
• Little Red Riding Hood
• The Three Little Pigs
• Goldilocks and the Three Bears
• The Elves and the Shoemaker</td><td>Texts that Link (these can be read at story time and used in provision):</td><td>• The Gigantic Turnip
• The Elves and the Shoemaker
• The Three Billy Goats Gruff
• The Three Little Wolves and the Big Bad Pig
• Hansel and Gretel</td></tr>
<tr><td>Role-Play Opportunities</td><td colspan="3">• Cottage from the story
• Bakery
• Greengrocers</td></tr>
<tr><td>Nursery Rhymes & Songs</td><td colspan="3">Five Currant Buns; When Goldilocks Went to the House of the Bears; There Was a Princess Long Ago; Gingerbread Song; Two Little Legs; One, Two Buckle My Shoe; One Finger, One Thumb Keep Moving; When Goldilocks Went to the House of the Bears.</td></tr>
</table>

Key Text and Week	Communication and Language	Physical Development Enhancements	Personal, Social and Emotional Development	Literacy Autumn Term Summer Term	Maths	Expressive Arts & Design	Understanding of the World
Week 1 Settling In **Autumn Term Only**	N – Spend time getting to know the children throughout the day. Learn their interests. R – Circle Time – Talk about themselves using new vocabulary to describe them as a person. Talk about their families - Who is in their family? What special things do they like to do with their family? N/R – Sing nursery rhymes.	N/R – Sing Head, Shoulders, Knees and Toes - Can they identify parts of their body? N/R – Provide the children with chalks to draw around each other. N/R – Make nature faces using seasonal materials.	N – Support the children to regular their emotions within the setting by developing a positive relationship. R – Think about what makes us all unique through looking at photographs of each other. Look at similarities/differences between us all. N/R – Discuss the classroom rules and why we have them. How do they keep us safe?	N/R – Share books with children about starting school e.g. Starting School by Janet & Alan Ahlberg. N/R – Take part in regular reading sessions and allow the children to choose books of interest to share. N – Children to draw a picture of their family. R – Children to draw a picture of their family. Can they add labels to their pictures?	N/R – Sing nursery rhymes and read books involving number. R - Encourage children to sort objects by colour and size. R – Make comparisons through play using mathematical vocabulary e.g. more than/less than.	N/R – Create self-portraits using different media. R – Draw something that they like to do. Can they describe it? Mix together different coloured paints. Can they paint their hands and feet?	N/R – Use a treasury basket to explore the five senses. Go on a sensory walk around the setting/village. Use magnifying glasses and explore natural objects.

Key Text and Week	Communication and Language	Physical Development Enhancements	Personal, Social and Emotional Development	Literacy Autumn Term Summer Term	Maths	Expressive Arts & Design	Understanding of the World
Week 2 The Gingerbread Man	N/R - Make stick puppets and retell the story using language to imagine and recreate roles and experiences in play situations. Why was the Gingerbread Man running away? How did the Wolf trick the Gingerbread Man?	N/R - Make a bridge to cross the river using large apparatus. Build an obstacle course for the Gingerbread Man.	N/R - The old lady likes to eat gingerbread. Ask the children to tell you some of the things they like to eat. Use it as the beginning of a discussion on healthy eating. Talk about the different characters from the story and the things they are good at. For example, the old lady is good at baking, the Gingerbread Man is good at running, the fox is good at cunning plans. Can the children say something they are good at?	N – Discuss the key parts of the story, identify the beginning, middle and end. Retell the story using pictures and props. R – National Oak Academy Unit – The Gingerbread Man N – Look at the story and highlight the key parts, discuss the syllables of words, sequence the story using pictures, mark make letters to label the gingerbread man. R - Write a sentence about where they think the Gingerbread Man	Following White Rose Maths	N – Decorate gingerbread biscuits. R – Make gingerbread stick puppets. Make boats.	N - Fill a cloth bag with different objects associated with 'The Gingerbread Man'. This could include a gingerbread man biscuit, buttons, root ginger and ground ginger. Invite children to use their senses to touch, feel and smell the objects. Model new vocabulary. R –To be able to explore floating and sinking.

				was running away to. R - Retelling the story – can they change the ending?			Test out different types of biscuits. What happens to the Gingerbread when he gets wet?

Key Text and Week	Communication and Language	Physical Development Enhancements	Personal, Social and Emotional Development	Literacy Autumn Term Summer Term	Maths	Expressive Arts & Design	Understanding of the World
Week 3 The Three Little Pigs	N/R - Rhyme Find rhyming words linked to the story e.g. pig, stick, pot, straw.	N/R - Large scale building of the houses. Blowing bubbles outside.	N/R - Ask the children to think of rules for the wolf to follow. Discuss why it is important to have rules and what might happen to the wolf if he breaks the rules.	N – Look at different versions of the story throughout the week. Which version do they prefer and why? Retell the story using props. Explore the rhyming words big and bad. As a group, write speech bubbles based on what the characters say. Write a group letter to the wolf, asking why he blew the houses down and asking if he is feeling sorry. R – Explore the text. Retell using props.		N – Huff Puff Paintings – Use blow paints. R – Make houses from different materials.	N - Make a house using season materials e.g. fallen leaves, conkers, acorns or petals? Do they think they would make good houses? R - To be able to explore the suitability of materials for houses. Children to explore the suitability of different materials by building houses. Do they get blown down?

				Sequence the story. Draw and label the characters. Label with initial sound or full word if sounds have been taught e.g. pig. Create their own 'books' using pictures and adding meaning through marks. R - Writing facts about wolves. R - Fact File.			

Key Text and Week	Communication and Language	Physical Development Enhancements	Personal, Social and Emotional Development	Literacy Autumn Term Summer Term	Maths	Expressive Arts & Design	Understanding of the World
Week 4 Goldilocks and the Three Bears	N/R - Look at a selection of teddy bears and describe them using new vocabulary. Use the mud kitchen to make porridge and encourage language. Small World Use dolls and props to tell the story.	N/R - Playdough bears Large story map of the text.	N/R - Explore Goldilocks' behaviour in the story and how her behaviour made others feel. What choices should Goldilocks have made? What could Goldilocks do now? Have they ever had to say sorry?	N – Create a collection of bear books for the children to explore and share. Which is their favourite and why? Provide children with different media and materials. Can they retell the story using marks? Make marks with meaning or letters to label the three bears e.g. 'mummy' 'daddy'. Provide the children with picture cards from making the porridge. Can they sequence them? R – Read text. Provide the children with a set of teddy bears. Children to write		N – Teddy Bears Picnic R – Sketching different types of bears in detail.	N/R - Children to make porridge by following instructions (links to C&L)

				name tags for the teddy bears using initial sounds of taught lessons. Children use marks and recognisable letters to write a list for making porridge. Make porridge. Sequence making the porridge using pictures and marks. Children write instructions using marks and recognisable letters. Example – Get oats (provide the oa digraph). Add milk. Mix. R - Simple instructions on how to make porridge using a five-			

				day sequence of learning similar to above.			

Key Text and Week	Communication and Language	Physical Development Enhancements	Personal, Social and Emotional Development	Literacy Autumn Term Summer Term	Maths	Expressive Arts & Design	Understanding of the World
Week 5 Little Red Riding Hood	N/R - Talk about if the wolf is bad or not. Why does he behave like he does?	N/R - Playdough food for Grandma's house. Different craft materials and resources to make baskets.	Use the story to start a discussion with the children about keeping safe. Did Little Red Riding Hood do the right thing? What should you do if a stranger talks to you?	N – Read the story and discuss how this story is similar to others (wolf). Have a tea party – children to create invitations. Grandma is sick – children to take part in role-play to make Grandma better. Find rhyming words that rhyme with red. Create a sensory tray with small world props. Can the children use them to retell the story? R – Children to make a wolf through drawing or using media. Can		N - Make baskets using craft materials. R – Make baskets using paper weaving.	N - Bake biscuits or cupcakes for Grandma. R - To be able to explore maps. To be able to create a simple map. Children to explore different types of maps. Children to map the route that Little Red Riding Hood took to Grandma's house.

				they label it using describing words? Children to explore words that rhyme with red – children to record these (CVC words). Children to make a get well soon card/postcard/letter for Grandma, leaving her a message. Children to draw characters and write speech bubbles with key refrains from the text. N – Exploring the story. Retelling the story and sequencing.			

				Making books using pictures and marks. R - Story maps and retelling the story. Children can make their own books to retell. Writing in full sentences underneath each picture.			

Key Text and Week	Communication and Language	Physical Development Enhancements	Personal, Social and Emotional Development	Literacy Autumn Term Summer Term	Maths	Expressive Arts & Design	Understanding of the World
Week 6 Jack and the Beanstalk	N - Set up a Jack and the Beanstalk small world scene. Through play, encourage children to understand questions or instructions, such as 'Please can you pass me the cow?' or 'Why is Jack taking the cow to market?' N/R - Encourage children to solve problems and evaluate activities during a small group challenge to build a beanstalk. Ask the children to build a tall beanstalk	N/R - Provide the children with shallow trays of shaving foam 'clouds'. The children can use their fingers to create patterns and marks in the shaving foam. N/R - Provide the children with hole-punched paper leaves and a long length of green pipe cleaner. Support the children to thread the leaves onto the pipe cleaner to create a beanstalk.	N/R – Plant some beans seeds. Encourage responsibility by asking the children to look after them so that they grow. N/R – Read the story and talk about how the characters might feel. N/R - Using a puppet or through hot seating, introduce the giant and explain to the children that he is feeling angry. Have the children ever felt angry before? Can they share their experiences?	N – Play a 'What's in the Box? Initial Sounds Game' with the children. Show the children a selection of items/pictures from the story which all begin with different initial sounds (such as bean, hen, cow and egg). Add them to the box, say the initial sound of one of the items and see which children can work out the chosen item. Provide children with green leaves for them to write part or all of their names on. Add this to a beanstalk.		N – Allow children to explore instruments and find sounds that remind them of Jack and the giant. Which instrument would make a loud, stomping sound? How about a soft, tiptoeing sound? R – Create the giant's castle from junk-modelling materials.	N/R – Plant beans in pots. Record the growth overtime. What changes do they see? R – Explore the life cycle of a bean.

	out of bricks, blocks or tubes. Can they think through any problems and answer questions, such as 'I wonder what would happen if…?'	N/R – Provide large scale apparatus to encourage children to act out climbing up a beanstalk!		Retell the story using props and small world resources. Rehearse new vocabulary like enormous and bellowed. Label pots with initial sounds. Use items and see if the children can match them to the correct pot (Twinkl have a version of this). R – Read the story and explore the text. Retell the story using pictures. Make a beanstalk and add describing words to it. Rehearse bold and interesting vocabulary first.		Show the children different types of castles and allow them to draw a plan of theirs before creating it. Children to evaluate their techniques.	

				Adults to scribe where necessary. Draw the giant and describe him using key words/initial sounds. Children to independently sequence the story using pictures. Children to retell the story (simplified). Jack lived with his mum. He saw a giant. He cut the beanstalk. N – **Same as above differentiated based on the child.** R - Read the story and explore the text. Retell the story using pictures. Can the children add key			

				captions underneath the pictures? Make a beanstalk and add describing words to it. Rehearse bold and interesting vocabulary first. Draw the giant and describe him using key words. Add a sentence(s) underneath. The giant is… Retell the story using a beginning, middle and end.			

Key Text and Week	Communication and Language	Physical Development Enhancements	Personal, Social and Emotional Development	Literacy Autumn Term Summer Term	Maths	Expressive Arts & Design	Understanding of the World
Week 7 The Enormous Turnip	N/R - Create a garden centre or greengrocers for role-play. Visit a shop. Look at the fruit and vegetables on display. What do they sell? How is it displayed? Visit a local farm shop or go fruit picking.	N/R - Pushing and pulling. How can things be changed? Pouring seeds into containers. Using tweezers to pick them up. Provide different sized seeds.	N/R - Find out about a balanced diet and talk about what type of food a turnip is. What other types of food might be added to turnip soup or a turnip stew?	**Both Autumn & Summer Term** N – Share different versions of 'The Enormous Turnip' story with the children. This will allow them to spot repeated phrases used in each version and notice any differences between them too. Use marks to label different fruits and vegetables. Sequence making soup using photographs. R – Share the story. Labelling different fruits and vegetables.		N – Vegetable Printing R – Painting turnips focusing on mixing colours and colour changing.	N/R - Talk about different vegetables and how they grow. Encourage the children to try growing their own. N/R - Making Soup Look at vegetables (preferably vegetables from the story). Name the vegetables and discuss where they grow. Taste the vegetables.

				Make a list for making soup. Sequencing making the soup using pictures and captions. Instruction writing for making soup (using taught sounds). **Consolidate skills from previous week.**			

***Please continue to follow your PE plan for your class, but consider the above suggestions to enhance your provision to support children's fine and gross motor development.**

EYFS Areas of Learning Weekly Plan

Class:		Date:		Topic:	

Area of Learning	Indoor Enhancements	Outdoor Enhancements	Key Vocabulary and Questions	Children's Learning and Interests
Communication and Language				
Personal, Social and Emotional Development				
Physical Development				
Literacy				
Mathematics				
Understanding the World				
Expressive Arts and Design				

KEY STAGE 1

By the end of the piece of learning about 'Once Upon a Time' children will be able to answer the following questions on <u>castles</u> focusing on foundational knowledge and understanding:

1. **What was a castle for?** (Focus: Purpose and function)
   - *Expected Answer:* To keep people safe, to be a home for kings and queens or important people, to defend against enemies. (Encourage simple explanations related to protection and living).

2. **Who lived in a castle?** (Focus: Inhabitants and roles)
   - *Expected Answer:* Kings, queens, knights, servants, sometimes their families. (Introduce basic roles and hierarchy in a castle).

3. **What were some of the important parts of a castle?** (Focus: Key features and their names)
   - *Expected Answer:* Walls, towers, gates, maybe a keep, a courtyard. (Encourage them to identify and name basic structural elements).

4. **How was a castle different from their own home?** (Focus: Comparison and understanding change over time)
   - *Expected Answer:* Bigger, made of stone, had high walls for protection, didn't have things like TVs or computers. (Encourage simple comparisons of materials, size, and everyday life).

5. **Can you name one way people might attack a castle?** (Focus: Understanding defence and attack)
   - *Expected Answer:* By climbing over the walls, by trying to break down the gates, by shooting arrows. (Introduce basic concepts of siege and warfare in a simple way).

6. **What might it have been like to live in a castle a long, long time ago?** (Focus: Empathy and understanding the past)
   - *Expected Answer:* Cold, maybe dark inside, busy with lots of people working, different food and clothes. (Encourage imaginative thinking about daily life in the past).

By the end of the piece of learning about 'Once Upon a Time' children will be able to answer the following questions that encourage children to engage with fairy tales on different levels, from simple recall to more thoughtful reflection:

1. **Can you name some of the characters in this fairy tale?** (Focuses on **identification** and **recall** of key figures within the narrative. It helps them understand that stories have actors who drive the plot.)

2. **What was the main problem or challenge in the story?** (Focuses on **understanding plot** and **identifying conflict**. It encourages them to think about what makes the story interesting and what the characters need to overcome.)

3. **Where did the story mostly take place? Can you describe the setting?** (Focuses on **understanding setting** and using **descriptive language**. It helps them visualize the environment of the story and how it might influence events.)

4. **How did the main character try to solve the problem? What happened in the end?** (Focuses on **understanding plot progression** and **resolution**. It encourages them to follow the sequence of events and understand how the conflict is resolved.)

5. **Can you tell me one thing that made this a fairy tale?** (Focuses on **identifying genre conventions**. This could include magical elements, talking animals, clear good vs. evil characters, a "happily ever after," or a lesson learned.)

6. **Who was your favourite character and why?** (Focuses on **personal engagement** and **reasoning**. It encourages them to think critically about the characters and form an opinion based on their actions or qualities.)

Other questions to consider:

What is a fairy tale, and what makes it different from other stories?
Can you name some characters you often find in fairy tales, like princesses or dragons?
What is your favourite fairy tale, and why do you like it?
What kind of magical things happen in fairy tales?
How do fairy tales usually start and end? (Hint: Think about "Once upon a time" and "happily ever after.")
Can you create your own fairy tale character and tell a short story about them?

Key Vocabulary

Here's some key vocabulary for Key Stage 1 pupils based on the Learning Theme of **'Once Upon a Time'**, broken down for clarity and with simple explanations:

Castles

People:

King: The male ruler of a country.
Queen: The female ruler of a country, or the king's wife.
Prince: The son of a king or queen.
Princess: The daughter of a king or queen.
Knight: A brave warrior, often wearing armour and riding a horse.
Lord: A powerful and important man, often owning land.
Lady: An important or noble woman.
Guard: Someone who protects the castle.
Jester: A funny person who entertains the king and queen.

Parts of a Castle:

Castle: A large, strong building, usually old, where kings, queens, or lords lived.
Wall: The strong, high outer part of the castle.
Tower: A tall, thin part of the castle, often used for looking out.
Turret: A small tower on top of a castle.
Gate: The big door of the castle.
Drawbridge: A bridge that can be pulled up to stop people getting in.
Moat: A deep, wide ditch filled with water around a castle.
Battlement: The top part of the castle wall with gaps for soldiers to shoot from.
Dungeon: A dark, underground prison in a castle.
Great Hall: The main big room in a castle where people ate and had parties.
Portcullis: A strong, heavy grating that slides down to block the castle entrance.

Other Castle Words:

Armour: Special strong clothes worn by knights to protect them.
Shield: A flat piece of metal or wood carried by knights to protect themselves.
Sword: A long, sharp weapon.
Flag: A piece of cloth with a design on it, often flown from a castle.

Fairy Tales

Characters:

Hero: The good person in the story, often brave.
Heroine: The good female person in the story, often brave.
Villain: The bad person in the story.
Witch: A woman with magical powers, often evil.
Wizard: A man with magical powers.
Fairy: A tiny magical creature with wings.
Giant: A very, very big person.
Dragon: A large, scaly, fire-breathing creature.
Dwarf: A very small person, often living underground.
Elf: A small, magical creature with pointed ears.

Ogre: A big, ugly, and often mean creature.

Magical/Story Elements:
Magic: Special powers that can do amazing things.
Spell: Magic words that make something happen.
Wand: A stick used by witches or wizards to do magic.
Potion: A magic drink.
Enchanted: Under a magic spell.
Transform: To change into something else.
Kingdom: A country ruled by a king or queen.
Once upon a time: How many fairy tales begin.
Happily ever after: How many fairy tales end.
Moral: The lesson or message of the story.

Settings/Objects:
Forest: A big area with lots of trees.
Cottage: A small, simple house.
Palace: A very grand house where a king or queen lives.
Pumpkin: A large round orange fruit (think Cinderella).
Glass slipper: A shoe made of glass (think Cinderella).
Mirror: Something that shows you your reflection (think Snow White).
Beanstalk: A very tall plant stem (think Jack and the Beanstalk).

When introducing these words, it's helpful to:
Use pictures and visual aids.
Act out some of the words.
Read stories that feature the vocabulary.
Encourage children to use the words in their own sentences.

Art & Design

Art & Design objectives for Key Stage 1 pupils focusing on the theme of 'Castles':

Overall Aim: To enable pupils to explore, create, and appreciate art and design through the theme of castles, developing their understanding of materials, techniques, and visual elements.

Learning Objectives (Pupils will be able to...):
1. Exploring and Developing Ideas:
Observe and discuss features of castles: Identify and talk about different parts of a castle (e.g., turrets, battlements, drawbridges, flags, walls) from images, books, or models.

Generate ideas from observations: Think about what a castle looks like and begin to draw or describe their own castle ideas.

Share ideas with others: Talk about their castle designs and listen to their classmates' ideas.

2. Using Materials and Techniques:

Experiment with a range of materials: Explore different art materials suitable for castle creation (e.g., drawing pencils, crayons, pastels, paint, collage materials like paper, card, fabric scraps, clay/playdough, junk modelling materials).

Develop basic drawing skills: Draw simple shapes to represent castle features (e.g., squares, rectangles, triangles for roofs).

Practice basic painting techniques: Use brushes and paint to create block colours and simple patterns on their castle artwork.
Experiment with collage: Cut, tear, and stick different materials to create texture and detail on a castle.

Explore 3D construction: Use construction materials (e.g., cardboard boxes, toilet rolls, plastic containers) to build a simple 3D castle model.

Develop modelling skills: Mould and shape materials like clay or playdough to create castle parts or small figures.

3. Knowledge and Understanding:
Identify basic colours and shapes: Name and use primary and secondary colours, and recognise common 2D and 3D shapes found in castle architecture.

Understand different textures: Explore and describe different textures they might use in their castle artwork (e.g., rough, smooth, bumpy).

Recognise and use patterns: Identify simple patterns in castle architecture and incorporate basic patterns into their own designs.

Talk about their own work and the work of others: Use simple art vocabulary to describe their own castle creations and comment positively on the work of their peers.

4. Evaluating and Developing Work:
Reflect on their own work: Think about what they like about their castle artwork and what they might do differently next time.

Suggest improvements: With guidance, think about how they could make their castle artwork even better.

Art and Design activity ideas for Key Stage 1 about castles, incorporating a range of skills and materials:

Drawing & Painting:
Simple Castle Outlines: Encourage children to draw basic castle shapes using simple lines and geometric shapes (squares, rectangles, triangles for turrets). They can then add details like windows, doors, and battlements.

Colourful Castles: Focus on using different colours to make their castles bright and imaginative. They could use crayons, felt-tip pens, or paint. Discuss warm and cool colours and how they might make a castle feel.

Night-time Castle: Explore painting or drawing castles under a starry night sky. They can use dark blues and purples for the sky and add white or yellow stars and a moon.

Inside the Castle: Imagine what it would be like inside a castle. Children could draw a throne room, a kitchen, or a bedroom, focusing on the objects and furniture they might find.

Castle Silhouettes: Create silhouettes of castles against a sunset or a dramatic sky using black paper cut-outs or black paint.

Texture Rubbings: Use textured surfaces (e.g., corrugated card, bubble wrap) placed under paper and rub over them with crayons to create textured castle walls.

3D Construction & Model Making:

Cardboard Box Castles: Use recycled cardboard boxes of different sizes to build 3D castles. Children can cut out windows and doors, add towers made from cardboard tubes, and decorate them with paint, paper, and other materials.

Toilet Roll Turrets: Collect toilet roll tubes and paint or cover them with paper to create individual turrets. These can be arranged and glued onto a cardboard base to form a castle.

Paper Plate Castles: Fold paper plates in half and cut out battlements along the folded edge. Decorate them and then stand them up to create a row of castle walls.

Lego or Building Block Castles: Encourage children to design and build their own castles using construction toys. This focuses on spatial reasoning and problem-solving.

Clay Castles: Use air-drying clay or playdough to sculpt simple castle shapes, adding details like towers and walls. They can then paint them once dry.

Stick and Leaf Castles: If you have access to natural materials, children can use sticks, leaves, and stones to build miniature castles outdoors or on a tray.

Collage & Mixed Media:

Castle Collage: Provide a variety of materials like coloured paper, fabric scraps, glitter, and textured materials for children to create collage castles. They can cut and stick these onto a background.

Torn Paper Castles: Encourage children to tear coloured paper into different shapes to create the walls, roof, and details of a castle. This develops fine motor skills.

Magazine Cut-out Castles: Look through magazines for interesting textures and colours that could represent different parts of a castle (e.g., grey for stone walls, blue for a moat). Children can cut these out and arrange them into a castle picture.

Textiles & Fabric:

Castle Banners: Design and create simple fabric banners with castle-related symbols (e.g., a crown, a shield, a simple castle outline). They can use felt, fabric scraps, and fabric glue or simple stitching (with adult supervision).

Fingerprint Castle Walls: Use fabric paint and children's fingerprints to create a textured effect for castle walls on a piece of fabric.

Design & Technology Links:
Designing a Castle Gate: Discuss the purpose of a castle gate and how it works. Children can then design their own gate, thinking about how it would open and close. They could draw their designs or even try to build a simple model using craft materials.

Building a Working Drawbridge: This is a slightly more complex activity but can be done with adult help. Children can design and build a simple drawbridge using cardboard, string, and split pins.

Tips for Implementation:
Start with Observation: Look at pictures of different types of castles, discussing their features and purposes.
Provide a Variety of Materials: Offer a range of art supplies to encourage experimentation and creativity.
Keep it Simple: Focus on basic shapes and techniques suitable for Key Stage 1 children.
Encourage Imagination: Let children's creativity guide their work. There's no right or wrong way to create their castle.
Focus on the Process: Emphasize the joy of creating rather than just the finished product.
Display and Celebrate: Showcase the children's artwork to build their confidence and sense of achievement.

Art & Design objectives for Key Stage 1 pupils based on the theme of 'Fairy Tales', categorised for clarity:

Overall Aim: *To encourage imaginative and creative expression through art and design, inspired by the magical and diverse world of fairy tales.*

Core Objectives (across all sub-themes):
To develop and refine a range of art and design skills and techniques.
To explore and experiment with different materials and media.
To foster imagination and storytelling through visual means.
To develop an appreciation for art and design from different cultures and times (where relevant to fairy tales).
To encourage discussion and evaluation of their own and others' artwork.

Specific Objectives by Artistic Element & Skill Development:
1. Drawing and Mark-Making:
To use a variety of drawing tools (pencils, crayons, pastels, charcoal) to create different lines, textures, and patterns inspired by fairy tale settings, characters, and objects (e.g., tangled forest, shiny castle, dragon scales, delicate wings).
To draw simple representations of fairy tale characters, focusing on key features and emotions (e.g., a happy princess, a grumpy dwarf, a mischievous fairy).

To create a series of drawings that tell a simple fairy tale narrative.

2. Painting:
To explore different painting techniques (e.g., washes, dabbing, splattering) to create atmosphere and mood related to fairy tales (e.g., a dark, spooky forest; a bright, cheerful meadow).
To mix primary colours to create secondary colours and explore tints and shades to represent different elements of a fairy tale (e.g., golden hair, green ogre, red riding hood).
To use paint to depict fairy tale scenes, focusing on foreground, middle ground, and background.

3. Colour:
To identify and use a range of colours to represent different fairy tale elements and emotions (e.g., bright colours for good characters, darker colours for villains, pastel colours for magical effects).
To understand how colour can evoke different feelings and moods within a fairy tale context.

4. Form and Sculpture (3D work):
To use malleable materials (e.g., playdough, clay, salt dough) to create simple 3D fairy tale characters, objects, or settings (e.g., a miniature castle, a magic beanstalk, a witch's cauldron).
To construct simple 3D models using junk materials (e.g., boxes, tubes, fabric scraps) to represent elements from fairy tales (e.g., a carriage, a giant's boot, a gingerbread house).

5. Collage and Textiles:
To create collages using various materials (e.g., paper, fabric, natural elements) to depict fairy tale scenes or characters, exploring different textures and patterns.
To experiment with basic textile techniques (e.g., cutting, gluing, simple weaving/plaiting with yarn) to create decorative elements for fairy tale characters or settings (e.g., costumes for puppets, a blanket for a bed).

6. Printing:
To experiment with simple printing techniques (e.g., potato printing, leaf printing, sponge printing) to create patterns or textures found in fairy tales (e.g., patterns on a dress, bricks for a house, dragon scales).

7. Design and Making:
To design and make simple props or puppets for a fairy tale retelling (e.g., a wolf mask, a golden egg, a magic wand).
To consider the purpose and audience of their design and how it relates to the fairy tale.

8. Evaluation and Appreciation:
To describe and talk about their own artwork and the artwork of their peers, using simple art vocabulary related to fairy tales (e.g., "I like the bright colours on your fairy," "Your castle looks very strong").
To explain what they like about a particular fairy tale illustration or piece of art, and why.
To share their ideas and listen to the ideas of others when discussing fairy tale art.

Art & Design activity ideas for Key Stage 1 about fairy tales, broken down by activity type and incorporating different materials and techniques:

Drawing & Painting:
Character Portraits:
Draw and paint their favourite fairy tale characters (e.g., Cinderella, the Big Bad Wolf, a fairy).
Encourage details like clothing, facial expressions, and key features.
Focus on different emotions through facial expressions (happy prince, sad giant, scared Little Red Riding Hood).
Create "wanted" posters for notorious characters like the wolf or a wicked stepmother.

Setting the Scene:
Paint a magical forest, a grand castle, a cosy cottage, or a spooky swamp from a specific fairy tale.
Encourage layering of colours and adding details like trees, flowers, or windows.
Draw and paint the path Little Red Riding Hood takes through the woods, showing different elements along the way.
Create a "map" of a fairy tale land, including key locations.

Illustrating Key Moments:
Choose a significant event from a fairy tale (e.g., Cinderella trying on the slipper, Jack climbing the beanstalk, Snow White meeting the dwarves) and draw or paint it.
Create a series of simple drawings to tell a short part of a fairy tale in a comic strip format.

Using Different Media:
Experiment with different painting techniques like sponge painting for foliage or using cotton buds for details.
Combine drawing with watercolour washes for a softer effect.
Use chalk pastels to create a dreamy or mysterious atmosphere.

Collage & Mixed Media:
Creating Fairy Tale Costumes:
Design and create collages of fairy tale costumes using paper, fabric scraps, yarn, buttons, and other textured materials.
Make masks of their favourite characters using card, feathers, and paint.

Building Fairy Tale Houses:
Use cardboard boxes, paper tubes, and other recycled materials to build models of the Three Bears' cottage, the Gingerbread House, or a princess's tower. Decorate with paint, paper, and natural materials.

Magical Objects:
Create collages of magical objects from fairy tales, such as Cinderella's glass slipper (using shiny paper or plastic), Jack's golden eggs (painted stones or yellow paper), or a magic wand (decorated stick).
Design and make miniature story stones with simple drawings or glued-on images representing key elements of a fairy tale.

Textured Scenes:
Create textured collages of fairy tale settings using sand, leaves, twigs, cotton wool (for snow or clouds), and fabric scraps.

3D & Construction:
Puppet Making:
Make simple puppets of fairy tale characters using socks, paper bags, lolly sticks, or cardboard tubes. Decorate them with felt, yarn, and googly eyes.
Create a simple puppet theatre from a cardboard box and put on a fairy tale play.

Building Towers and Castles:
Use building blocks, LEGOs, or recycled materials to construct towers, castles, or other fairy tale structures.

Creating Miniature Worlds:
In a tray or shallow box, create a small-scale fairy tale scene using natural materials (soil, grass, pebbles), small toys, and handmade elements. For example, a forest for Little Red Riding Hood or a pond for the Ugly Duckling.

Making Wands and Crowns:
Decorate sticks with ribbons, glitter, and beads to create magic wands.
Design and make crowns using card, foil, and gems (plastic or painted).

Textiles & Fabric:
Designing Fairy Tale Banners:
Create simple fabric banners with felt shapes or fabric paint depicting symbols or characters from a fairy tale.

Decorating Tote Bags:
Use fabric markers or paint to decorate plain tote bags with fairy tale themes.

Simple Sewing (with adult supervision):
Some Key Stage 1 children could try simple running stitch to create small felt characters or decorate fabric squares with fairy tale motifs.

Design & Technology Links:
Designing and Making a Carriage for Cinderella: Consider materials, wheels, and how it would move.

Designing a Trap for the Big Bad Wolf: Think about how it would work and what materials would be needed.
Designing and Building a Strong House for the Three Little Pigs: Test different materials for strength.

Creating a Simple Lever Mechanism for a Dragon's Mouth: Explore how levers work to make a moving part.

Tips for Implementation:

Start with the Story: Read and discuss the fairy tale thoroughly before starting any art activity.
Focus on Imagination: Encourage children to use their imaginations and express their own interpretations of the stories.
Provide a Variety of Materials: Offer a range of art supplies to allow for experimentation and creativity.
Link to Other Curriculum Areas: Integrate fairy tale art with literacy, drama, and even science (e.g., exploring materials for building).
Display and Celebrate: Showcase the children's artwork to build confidence and pride.

Computing

Computing objectives for Key Stage 1 pupils based on the theme of 'Castles', aligning with the primary computing curriculum aims. These objectives focus on foundational digital literacy, computational thinking, and e-safety, all within a familiar and engaging context.

Overall Aim: *To introduce and develop fundamental computing skills through exploring the theme of 'Castles', fostering creativity, problem-solving, and safe digital practices.*

Strand 1: Digital Literacy & E-Safety
Objective 1.1: Understanding Digital Content (Images & Text):
Pupils can identify and discuss images of castles (e.g., different parts, types of castles) on a digital device (tablet, computer, interactive whiteboard).
Pupils can recognise and begin to read simple text labels related to castle features (e.g., 'keep', 'drawbridge', 'turret').
Castle Link: Explore digital images of various castles, identifying features. Look at labels on a castle diagram.

Objective 1.2: Creating Simple Digital Content:
Pupils can use simple drawing tools (e.g., painting software, online drawing apps) to create their own digital castle or design a castle flag.
Pupils can select and use appropriate colours and shapes in their digital creations.
Castle Link: Draw a castle, design a flag, or create a 'coat of arms' digitally.

Objective 1.3: Safe and Responsible Use:
Pupils can identify and follow simple rules for using digital devices safely (e.g., handling equipment carefully, asking for help).
Pupils understand that some online content is not for them and know to tell an adult if they see something that makes them feel uncomfortable.
Castle Link*:* Discuss how to be safe online when looking for castle pictures or playing castle-themed games.

Strand 2: Computational Thinking (Algorithms & Programming)

Objective 2.1: Following Simple Algorithms:
Pupils can follow a set of simple instructions (an algorithm) to achieve a digital outcome (e.g., following steps to build a digital castle block by block in a simple program).
Pupils can predict the outcome of a simple sequence of instructions.
Castle Link*:* Give instructions to a 'robot' to move around a castle map, or follow steps to build a castle on a simple coding app.

Objective 2.2: Creating Simple Algorithms (Sequencing):
Pupils can create a short sequence of instructions (an algorithm) to control a programmable toy or on-screen character (e.g., make a knight move around a castle maze).
Pupils can put events in a logical order to tell a digital story about a castle.
Castle Link: Program a Beebot/Screen Bot to navigate a castle path. Create a simple animation of a drawbridge going up and down.

Objective 2.3: Debugging Simple Algorithms:
Pupils can identify a simple error in a sequence of instructions and suggest a way to fix it (e.g., "The knight went the wrong way, we need to turn him left instead of right").
Castle Link: Find and fix an error in a programmed path for a character trying to get to the castle keep.

Strand 3: Understanding Computers (Hardware & Software)
Objective 3.1: Identifying Basic Hardware:
Pupils can name and identify common parts of a computer system (e.g., screen, keyboard, mouse, tablet) in the context of using them to learn about castles.
Castle Link: Use a mouse to click on castle images, type a castle name using the keyboard.

Objective 3.2: Understanding Software & Programs:
Pupils understand that software is what makes the computer do things, and can identify different programs used for castle activities (e.g., a drawing program, a simple coding app).
Castle Link: Open a specific program to draw a castle, or a game where they build a castle.

Computing activity ideas for Key Stage 1 children about 'Castles'.

Digital Art & Design:
Castle Creation Tools:
Use simple drawing programs (like Paint, Tux Paint, or online drawing tools) to draw castles. Encourage them to include towers, walls, gates, and maybe even a flag.
Use shape tools to create basic castle structures.
Experiment with different colours and textures for the stone, roof, and other features.

Pixel Art Castles:
Introduce the concept of pixel art and have them create simple pixelated castles using grid-based drawing tools or even physical grid paper.

Digital Storytelling with Castle Backdrops:
Use digital storytelling apps (like Storybird or Book Creator) and have children create stories with castles as the setting. They can draw their own castle backdrops or use provided images.

Creating Castle Symbols:
Design simple symbols or icons that represent different parts of a castle (e.g., a small tower, a wavy line for a moat, a triangle for a roof).

Programming & Coding (Block-Based):
Simple Sequencing with Robots:
If you have programmable robots (like Bee-Bots or Blue-Bots), create a simple castle-themed mat.
Children can program the robot to move to different parts of the castle (e.g., the gate, a tower).
Use direction cards to plan the robot's route.

Visual Programming with ScratchJr or Blockly Games:
Use block-based coding apps to animate simple castle scenes.
Make a knight move to the castle.
Make a flag wave on a tower.
Create a simple interactive story where clicking on a part of the castle does something (e.g., opens the gate).
Introduce basic sequencing (putting blocks in the right order) and simple events (when a button is pressed).

Creating Simple Games:
Design a very basic "collect the treasure in the castle" game using a visual programming tool.

Information Technology & Digital Literacy:
Researching Castles Online (with supervision):
Look at age-appropriate websites or videos about real castles. Focus on identifying key features (towers, walls, moats).
Discuss how information is presented online (pictures, text, videos).

Taking Digital Photos of Castle Models:
If children build physical castle models, let them take digital photos of their creations using tablets or cameras.
Discuss composition and how to take a clear picture.

Creating a Simple Digital Presentation:
Use a simple presentation tool (like Google Slides or PowerPoint) and have children create one or two slides about their favourite part of a castle, including a picture and a short sentence.

Understanding Online Safety (related to images):
Discuss the importance of not sharing personal information or pictures without permission, even when drawing castles.

Cross-Curricular Links:

History: Reinforce learning about historical castles and the people who lived in them.
Literacy: Create digital storybooks or poems about castles.
Mathematics: Use castle features (like the number of towers or the shapes of walls) for counting and shape recognition activities.
Art & Design: Connect digital castle creation with traditional art techniques.

Computing objectives for Key Stage 1 pupils, centred around the theme of "Fairy Tales," keeping in mind the National Curriculum for Computing. These objectives aim to integrate computational thinking and digital literacy with familiar and engaging stories.

Overall Aim: To introduce fundamental computing concepts and digital skills through the engaging and imaginative context of fairy tales, fostering creativity and problem-solving.

Computational Thinking Objectives:
Algorithms & Sequencing:
Pupils can identify the correct sequence of events in a familiar fairy tale (e.g., "first, next, then, finally" in *The Three Little Pigs*).
Pupils can create a simple sequence of instructions (an algorithm) to retell a part of a fairy tale or to solve a problem within a fairy tale (e.g., "how to build a strong house," "how to escape the wolf").
Pupils can predict the outcome of a simple sequence of instructions related to a fairy tale character or object.

Decomposition:
Pupils can break down a fairy tale into smaller, manageable parts (e.g., beginning, middle, end; identifying main characters and settings).
Pupils can identify smaller problems within a fairy tale that need to be solved.

Pattern Recognition:
Pupils can identify repeating patterns or refrains in fairy tales (e.g., "I'll huff and I'll puff..." or the rule of three).
Pupils can recognise simple patterns in digital tools used to create fairy tale content (e.g., repeating a sprite, using the same sound effect).
Abstraction:
Pupils can represent elements of a fairy tale using simple symbols or icons (e.g., an icon for a wolf, a house, a princess).
Pupils can understand that a computer program represents a simplified version of a real-world fairy tale scenario.

Programming & Digital Literacy Objectives:
Creating & Debugging Simple Programs:
Pupils can create a simple program (e.g., using a block-based programming language like ScratchJr or Bee-Bot) to make a character move in a way that relates to a fairy tale (e.g., Little Red Riding Hood walking to Grandma's house).
Pupils can identify and correct simple errors (debug) in their own or a peer's fairy tale-themed program.
Pupils can sequence commands to achieve a specific outcome related to a fairy tale (e.g., making a character jump over an obstacle, open a door).

Digital Content Creation:

Pupils can use drawing tools (e.g., Paint, Google Drawings) to create illustrations or characters from a fairy tale.
Pupils can use simple digital publishing tools (e.g., PowerPoint, Google Slides, or a simple story creator app) to create a digital fairy tale book with text and images.
Pupils can record and incorporate sounds (e.g., character voices, sound effects) into their digital fairy tale creations.

Exploring & Using Software/Apps:
Pupils can confidently navigate and use age-appropriate software and apps designed for storytelling, drawing, or simple programming, inspired by fairy tales.
Pupils can save and retrieve their digital fairy tale creations.

Understanding Technology:
Pupils can identify common input and output devices when working with fairy tale-themed activities (e.g., mouse, keyboard for input; screen, speakers for output).
Pupils can discuss how technology can be used to tell stories and share information about fairy tales.

Online Safety & Responsible Use Objectives:
Safe & Respectful Use:
Pupils can understand the importance of being kind and respectful when sharing digital fairy tale creations with others.
Pupils know who to talk to if they see something online that makes them feel uncomfortable, even when exploring fairy tale content.

Cross-Curricular Links (Implicitly Supported):
English: Storytelling, sequencing, character description, vocabulary, narrative writing.
Art & Design: Digital illustration, design.
Mathematics: Positional language, sequencing, counting (when programming movements).

Computing activity ideas for Key Stage 1 children based on 'Fairy tales', incorporating different aspects of computing:

Digital Storytelling & Multimedia:
Digital Retelling: Children can use simple drawing apps (like Paint, Doodle Buddy on tablets) to create their own illustrations for scenes from a chosen fairy tale. They can then narrate their story while showing their pictures, which can be recorded using a tablet or simple recording software.

Character Creation: Use drawing tools or simple animation apps (like ScratchJr) to design their own fairy tale characters. They can give them names, special features, and even record a short introduction for their character.

Sound Effects and Music: Explore adding sound effects (animal noises, magic spells) to parts of a fairy tale using sound editing apps or online sound libraries. They can learn to associate sounds with specific events in the story.

Simple Animations: Using block-based coding apps like ScratchJr, children can create simple animations of fairy tale scenes. For example, making the wolf huff and puff, Cinderella's carriage move, or Jack climbing the beanstalk.

Coding & Algorithms:
Sequencing Events: After reading a fairy tale, children can use picture cards or digital icons to put the main events of the story in the correct order. This introduces the concept of sequencing in algorithms.

Simple Algorithms with Characters: Using ScratchJr or similar visual programming tools, children can create simple programs where characters move, speak, or react to each other in a way that reflects the story. For example, programming Little Red Riding Hood to walk along a path and then interact with the wolf.

Conditional Statements (Simple): Introduce very basic "if...then..." concepts related to the story. For example, "If the wolf knocks on the door, then Little Piggy will say 'Not by the hair of my chinny chin chin!'" This can be represented visually in coding apps.

Following Instructions: Provide children with a set of simple, step-by-step instructions (an algorithm) to draw a fairy tale character or create a simple scene using a drawing program.

Data Handling & Representation:
Character Counts: After reading a story, children can count how many times certain characters are mentioned or appear in illustrations. They can then represent this data using simple bar charts drawn on paper or using a basic spreadsheet program (with adult support).

Favourite Characters: Conduct a class survey about favourite fairy tale characters. Children can record their votes and then create a simple visual representation of the results (e.g., a block graph).
Sorting and Categorising: Provide children with pictures of different fairy tale objects or characters. They can then sort them into categories (e.g., good/bad characters, magical/non-magical objects) and discuss their reasoning. This introduces the concept of data organisation.

Online Safety & Responsible Use:
Discussing Online Characters: Talk about how fairy tale characters are portrayed in different online games or videos. Discuss whether these portrayals are accurate or kind.
Safe Searching: If using the internet to find images or information about fairy tales (with close adult supervision), discuss safe search terms and the importance of not clicking on unfamiliar links.

Being Kind Online: Relate the themes of kindness and fairness in fairy tales to online interactions. Discuss how to be a good "digital citizen."

Cross-Curricular Links:
Literacy: Reinforce story sequencing, character development, and vocabulary through computing activities.
Art & Design: Use digital tools for drawing, colouring, and creating visual representations of fairy tale elements.
Mathematics: Incorporate counting, sorting, and simple data representation.
Tips for Implementation:

Keep it Simple: Focus on the core concepts of computing and use age-appropriate tools and interfaces.
Provide Clear Instructions: Break down tasks into small, manageable steps.
Encourage Collaboration: Allow children to work together and share their creations.
Focus on the Process: Emphasise the learning process rather than just the final product.
Use a Variety of Tools: Explore different apps, software, and unplugged activities to cater to different learning styles.

Design & Technology

Design & Technology objectives for Key Stage 1 pupils focused on the theme of 'Castles', broken down by the typical D&T strands:

These objectives aim to be practical, engaging, encouraging exploration and problem-solving.

Overall Aim: *To enable pupils to explore, design, make, and evaluate a simple castle structure or component, understanding basic principles of stability and purpose.*

1. Designing
Understanding Purpose:
To understand that castles were built for a specific purpose (e.g., protection, living in).
To identify some key features of a castle and explain their purpose (e.g., walls, towers, drawbridge, battlements).

Generating Ideas:
To be able to generate simple ideas for a castle structure or a part of a castle (e.g., a wall, a tower, a gate).
To discuss and share their ideas with others.

Communicating Ideas:
To communicate their design ideas through simple drawings, models, or by describing them orally.
To choose appropriate materials for their design from a given selection.

2. Making
Selecting and Using Materials:
To select and use a range of simple tools and equipment safely and correctly for a given task (e.g., scissors, glue sticks, tape, hole punches – with supervision).
To choose and use a variety of materials suitable for building a simple castle structure (e.g., cardboard, paper, recycled materials, craft sticks).

Developing Making Skills:
To measure and cut materials with increasing accuracy (e.g., cutting straight lines for walls).
To join materials in different ways (e.g., sticking, slotting, folding).
To construct a stable and free-standing castle structure or part of a castle.

Accuracy and Precision:
To show increasing care and precision when making, aiming for a neat finish.

3. Evaluating
Testing and Modifying:
To test their castle structure to see if it meets its purpose (e.g., is it stable? Does the drawbridge move?).
To identify what worked well and what could be improved in their design or making process.
To suggest simple modifications or improvements to their own or others' work.

Reflecting on Learning:
To talk about their finished product and explain how they made it.
To explain why they chose certain materials or methods.
To compare their castle with real castles (e.g., "My wall is like a real castle wall because...").

4. Technical Knowledge
Structures:
To understand that some shapes are stronger than others when building (e.g., a wide base for stability).
To explore how structures can be strengthened (e.g., by adding supports, folding edges).
To recognise that a structure needs a strong base to stand up.

Mechanisms (Optional/Simple):
To explore simple mechanisms, such as a pivot for a drawbridge (e.g., using a split pin).
To understand that moving parts can be added to a design.
5. Cooking and Nutrition
While not strictly 'castle building', this could be a cross-curricular link:
To explore and make a simple 'castle-themed' food product (e.g., castle-shaped sandwiches, decorating biscuits to look like shields).
To understand basic hygiene and safety rules when preparing food.

Differentiation:
Year 1: Provide pre-cut materials, clearer templates, more guided instruction, focus on simpler structures.
Year 2: Encourage more complex designs, introduce more joining techniques, ask for detailed explanations of choices, encourage the use of simple mechanisms.

Design and Technology activity ideas for Key Stage 1 focused on the theme of Castles.

Construction & Structures:
Building Block Castles:
Design Brief: Build the tallest castle you can. Build a castle with a strong wall to keep enemies out. Build a castle with a tower for a lookout.
Materials: Lego, Duplo, wooden blocks, magnetic tiles, cardboard boxes, empty food containers.
Focus: Exploring different shapes and sizes, stability, joining techniques (stacking, interlocking).

Cardboard Tube Towers:
Design Brief: Create a tall tower for a castle. Make sure it has a way for someone to look out.
Materials: Cardboard tubes (toilet rolls, kitchen rolls), card, glue, tape, scissors, paint, felt-tip pens.

Focus: Shaping materials, joining techniques (gluing, taping), adding details (windows, battlements).

Shoebox Castles:
Design Brief: Design and build a small castle inside a shoebox. Include at least one tower and a gate.
Materials: Shoeboxes, card, paper, glue, scissors, paint, small craft materials (e.g., lollipop sticks for a drawbridge).
Focus: Planning a design within a confined space, cutting and shaping card, joining techniques, adding decorative elements.

Paper Plate Castles:
Design Brief: Create a simple castle using paper plates. Include walls and towers.
Materials: Paper plates, card, scissors, glue, paint, felt-tip pens.
Focus: Simple cutting and shaping, layering, creating basic 3D forms.

"Strong Wall" Challenge:
Design Brief: Build a small section of a castle wall that is strong and won't fall over easily.
Materials: Various materials like small blocks, sticks, playdough, straws.
Focus: Exploring stability, different ways to join materials, testing the strength of their designs.

Mechanisms & Moving Parts:
Drawbridge Design:
Design Brief: Create a working drawbridge for a castle gate.
Materials: Card, string, split pins, small cardboard tubes, sticky tape.
Focus: Simple levers and pivots, how movement can be created, problem-solving to make it work.

Catapult to Defend the Castle:
Design Brief: Build a simple catapult to launch soft projectiles (e.g., pom-poms) over a castle wall.
Materials: Lolly sticks, rubber bands, small plastic spoons or bottle caps.
Focus: Simple mechanisms, understanding how stored energy can create movement, safety considerations.

Textiles & Decorative Elements:
Castle Banners and Flags:
Design Brief: Design and create a banner or flag for your castle.
Materials: Felt, fabric scraps, paper, crayons, felt-tip pens, glue, string or dowels.
Focus: Exploring different materials, cutting and shaping fabric/paper, simple sewing (if appropriate and supervised), decorative design.

Royal Tapestries:
Design Brief: Create a small tapestry that might hang in a castle.
Materials: Burlap or strong fabric as a base, yarn scraps, fabric scraps, glue.
Focus: Exploring texture, simple weaving techniques (if possible), gluing and layering materials.

Costumes for Castle Characters:
Design Brief: Design and create a simple costume element for a king, queen, knight, or princess.
Materials: Cardboard, paper plates, fabric scraps, string, elastic, sticky tape.

Focus: Shaping materials to create wearable items (e.g., crowns, shields, capes), simple fastenings.

Food Technology (Optional Tie-in):
"Castle" Sandwiches or Biscuits:
Design Brief: Design and make a sandwich or biscuit that looks like a castle.
Materials: Bread, fillings, biscuits, icing, edible decorations.
Focus: Shaping food, using different ingredients to create features, safe food handling.

Tips for Implementation:
Start with Inspiration: Show children pictures and videos of real castles. Discuss their key features.
Clear Design Briefs: Provide simple and focused tasks with clear objectives.
Material Exploration: Allow children time to explore the properties of different materials.
Focus on the Process: Emphasize the design, making, and evaluating stages, rather than just the final product.
Encourage Creativity and Problem-Solving: Let children come up with their own ideas and find solutions to challenges.
Safety First: Ensure children are using tools and materials safely with appropriate supervision.
Evaluation: Encourage children to talk about their designs, what worked well, and what they would do differently next time.

Design & Technology objectives for Key Stage 1 pupils based around the theme of 'Fairy Tales', aligned with typical curriculum expectations. These objectives are designed to be practical, engaging, and encourage creativity while developing fundamental D&T skills.

Overarching Aim: *To enable pupils to explore familiar fairy tales through practical design and making activities, developing their understanding of how products are designed and made, and their own creative and technical skills.*

1. Designing:
1.1 User & Purpose:
Pupils can identify and explain who a product is for (e.g., a character from a fairy tale) and what its purpose is (e.g., a strong bridge for the Three Billy Goats Gruff, a cosy bed for Goldilocks).
Pupils can suggest ideas for a product based on a given fairy tale scenario.

1.2 Generating Ideas:
Pupils can express their design ideas through talking, drawing, and simple models.
Pupils can use some specific vocabulary related to materials and making (e.g., "strong," "soft," "join," "cut").

1.3 Design Criteria:
With support, pupils can identify simple criteria for a successful product (e.g., "It needs to be big enough for the wolf," "It needs to stand up by itself").

1.4 Research & Inspiration:
Pupils can look at existing products or images related to fairy tales to inspire their own designs.

2. Making:

2.1 Selecting & Using Materials:

Pupils can select appropriate materials for a specific purpose, explaining their choices (e.g., "I'm using card because it's strong enough for the house").

Pupils can explore and use a range of materials (e.g., paper, card, fabric scraps, natural materials like twigs, recycled items) to construct their designs.

2.2 Tools & Equipment:

Pupils can use simple tools and equipment safely and effectively (e.g., scissors, glue sticks, tape, hole punches) for cutting, joining, and shaping materials.

Pupils can learn and apply basic joining techniques (e.g., gluing, taping, slotting, folding).

2.3 Construction Techniques:

Pupils can measure and mark out materials with some accuracy (e.g., for cutting simple shapes or making folds).

Pupils can assemble components to create a 3D structure or product related to a fairy tale (e.g., a house, a bridge, a carriage).

2.4 Finishing:

Pupils can add simple decorative features to their products to enhance their appearance or function (e.g., painting a house, adding features to a puppet).

3. Evaluating:

3.1 Testing & Adapting:

Pupils can test their products against their initial design ideas or criteria (e.g., "Does the bridge hold the toy animal?", "Is the bed comfortable for the doll?").

Pupils can suggest simple ways to improve their own products or the products of others.

3.2 Reflecting:

Pupils can talk about what they have made, what went well, and what they found challenging.

Pupils can compare their finished product to their original design ideas.

4. Technical Knowledge:

4.1 Structures:

Pupils can identify and name some common 3D shapes and structures used in making (e.g., cuboid, cylinder, cone, pyramid).

Pupils can explore how different shapes and techniques can make a structure stronger or more stable (e.g., using wider bases, folding edges).

4.2 Mechanisms (Simple):

Pupils can explore and incorporate simple mechanisms where appropriate (e.g., a lever for a gate, a wheel and axle for a carriage, a simple pivot for a moving part of a puppet).

Pupils can understand that some products have moving parts that help them to work.

Design and Technology activity ideas for Key Stage 1 linked to fairy tales, categorised by focus area:

Textiles & Joining:
Making a Puppet:
Fairy Tale Link: Any fairy tale with characters (e.g., Little Red Riding Hood, Three Little Pigs, Goldilocks).
Activity: Children design and create simple hand puppets of characters using felt, fabric scraps, glue, and perhaps simple stitching (with adult supervision). They can add details like yarn hair, button eyes, and drawn-on features.
Design Considerations: How will the puppet move? What materials are best for the character? How will the features be attached?
Evaluation: Does the puppet look like the chosen character? Can it be easily manipulated?

Designing a Royal Cloak/Cape:
Fairy Tale Link: Cinderella, Sleeping Beauty, Rapunzel.
Activity: Children design and create a simple cloak or cape using fabric (felt, fleece are good choices), decorating it with fabric pens, glitter glue, or by attaching pre-cut shapes. Simple fastenings like Velcro or ties can be added.
Design Considerations: What colour should the cloak be? How will it fasten? What decorations will make it look royal?
Evaluation: Does the cloak fit? Is it decorated effectively?

Creating a Small Bag/Pouch:
Fairy Tale Link: Jack and the Beanstalk (bag for gold), Hansel and Gretel (crumbs bag).
Activity: Children design and make a small bag or pouch using felt or sturdy fabric. They can practice simple running stitch (with adult help) or use glue to join edges. They can add a simple fastening like a button loop or drawstring.
Design Considerations: What size does the bag need to be? How will it close? What will it be used for?
Evaluation: Can the bag hold small items? Is it securely made?

Structures & Mechanisms:
Building a Fairy Tale House:
Fairy Tale Link: Three Little Pigs, Hansel and Gretel.
Activity: Children design and build a model of a house using construction materials like straws, sticks, cardboard boxes, Lego, or building blocks. They can consider the different materials the pigs used or the gingerbread house.
Design Considerations: How will the house stand up? What shape will it be? What materials are strongest?
Evaluation: Is the house stable? Does it resemble a house from the fairy tale?

Designing a Way for Rapunzel to Let Down Her Hair:
Fairy Tale Link: Rapunzel.
Activity: Children design and create a simple mechanism (not necessarily fully functional) to represent Rapunzel letting down her hair. This could involve using string, pulleys (simple versions), or a system of tubes/channels.
Design Considerations: How can the "hair" move down? What materials can be used? How can it be controlled?
Evaluation: Does the design show an understanding of how the hair could be lowered?

Creating a Moving Part for a Fairy Tale Scene:
Fairy Tale Link: Any fairy tale with movement (e.g., Cinderella's carriage, Jack climbing the beanstalk).
Activity: Children design and create a simple moving part using split pins, card, and levers. For example, a spinning wheel for Sleeping Beauty or a door that opens on the Three Little Pigs' house.
Design Considerations: How will the part move? What will make it move? How will it be attached?
Evaluation: Does the moving part work as intended? Does it relate to the fairy tale?

Food Technology (with a focus on simple preparation and safety):
Making "Magic" Potions or Drinks:
Fairy Tale Link: Many fairy tales feature potions.
Activity: Children can create layered drinks using different coloured juices or make simple fruit smoothies, discussing how they could be "magic." Focus on safe handling of ingredients and hygiene.
Design Considerations: What colours will the potion be? What flavours will it have? How can it look appealing?
Evaluation: Does the potion look and taste interesting (within safe parameters)?

Decorating Fairy Tale Biscuits:
Fairy Tale Link: Hansel and Gretel (gingerbread house), general celebratory themes.
Activity: Children can decorate pre-made plain biscuits with icing, sprinkles, and edible decorations to represent elements from a fairy tale (e.g., a red hood, a beanstalk, a crown).
Design Considerations: What colours and shapes will be used for the decorations? How will they be attached?
Evaluation: Do the biscuits look appealing and relate to a fairy tale theme?

Important Considerations for Implementation:
Keep it Simple: Focus on basic skills and achievable outcomes.
Safety First: Emphasise safe use of tools and materials, with close adult supervision.
Focus on the Process: Encourage children to talk about their designs, make choices, and evaluate their work.
Use a Range of Materials: Provide a variety of materials to encourage creativity and exploration.
Link to the Story: Ensure the design and making activities are clearly linked to the chosen fairy tale.
Evaluation: Encourage children to think about what worked well and what they could improve next time.

Geography

Geography objectives for Key Stage 1 pupils focusing on the topic of 'Castles', aligning with the National Curriculum:

Overall Aim: *To introduce pupils to basic geographical concepts through the engaging context of castles, fostering an understanding of their location, features, and the human and physical processes associated with them.*

Geographical Skills & Fieldwork
Location & Place Knowledge:
To be able to identify and name a famous castle within the UK (e.g., Windsor, Edinburgh, Warwick).
To understand that castles are built in specific places for specific reasons (e.g., on hills for defence, near rivers for transport).
To be able to locate a castle on a simple map of the UK (e.g., by pointing or circling).
To recognise that castles are found in different parts of the world, not just the UK.

Human & Physical Geography:
To identify and describe some key physical features around a castle (e.g., hills, rivers, forests, moats).
To identify and describe some key human features of a castle (e.g., walls, towers, drawbridges, keeps).
To understand how people used their geographical knowledge to build and defend castles.
To recognise that castles are historical buildings that have changed over time.

Geographical Communication:
To use simple geographical vocabulary to describe features of a castle and its surroundings (e.g., 'north', 'south', 'near', 'far', 'hill', 'river', 'strong', 'tall').
To draw simple maps or plans of a castle and its immediate area.
To communicate their understanding of where castles are located and why, using words and simple drawings.
To ask and answer geographical questions about castles (e.g., "Where is this castle?", "Why was it built here?", "What would it be like to live there?").

Cross-Curricular Links (enrichment ideas):
History: Understanding why castles were built, who lived in them, and what life was like in a castle.
Art & Design: Drawing and creating models of castles, designing their own castle.
English: Writing descriptive sentences about castles, creating stories set in castles.

Geography activity ideas for Key Stage about castles, focusing on their location, features, and purpose in relation to the landscape:

Understanding Location and Landscape:
Where are Castles Found?
Map Skills: Look at simple maps of the UK (or even your local area if there are castles nearby). Can the children identify where castles might be located? Discuss why they might be built in certain places (e.g., on hills, near rivers, overlooking the sea).

Physical Features: Talk about the natural features that might have made a good location for a castle:
Hills: For a good view and defence.
Rivers: For water supply and as a natural barrier.
High Ground/Cliffs: For natural protection.
Woodlands: For resources.

Sorting Activity: Provide pictures of different landscapes and ask children to sort them into places where a castle might or might not be built, explaining their reasoning.

Local Exploration (if possible): If there's a local castle (even ruins), take a walk around it and point out the surrounding geographical features.
Exploring Castle Features and Their Purpose:
Parts of a Castle:
Labelling Activity: Provide a simple outline of a castle and labels for key features (e.g., tower, wall, gatehouse, moat, keep). Discuss what each part was for in terms of defence and living.
Drawing and Describing: Ask children to draw their own castle and describe the different parts and why they are important.
Model Building: Use building blocks or recycled materials to create castle models, focusing on incorporating key geographical features like walls and towers.
Moats and Water: Discuss why moats were built and how water provided protection. Talk about the importance of a water source for the people living in the castle.
High Walls and Towers: Explain how these features provided a good viewpoint and made it difficult for enemies to attack.

Connecting Castles to People and Their Needs:
Who Lived in Castles?
Discuss the different people who might have lived in a castle (kings, queens, knights, servants).
Needs and Resources: Think about what these people needed to survive (food, water, shelter, protection). Discuss how the location and features of the castle helped meet these needs.
Role Play: Encourage children to role-play different people living in a castle and think about how the geography of the castle impacted their daily lives.

Developing Geographical Vocabulary:
Introduce and reinforce geographical words related to castles and their surroundings: hill, river, wall, tower, gate, moat, high, low, near, far, view, defend, protect.

Cross-Curricular Links:
History: Learn about the people who built and lived in castles and significant historical events related to them.
Literacy: Read stories and poems about castles. Write descriptions of castles or create their own castle stories.
Art: Draw, paint, or build models of castles.

Geography objectives for Key Stage 1 pupils, centred around the 'Fairy Tales'. These objectives aim to introduce fundamental geographical concepts.

Overarching Aim: To explore basic geographical concepts through the familiar and imaginative world of fairy tales, encouraging observation, discussion, and an understanding of place.

Key Stage 1 Geography Objectives: Fairy Tales Theme

1. Locational Knowledge:

Objective: To identify and name specific places mentioned in fairy tales (e.g., "the deep dark wood," "the tallest tower," "the gingerbread house," "the path to Grandma's house").

Activities:

Look at maps or simple illustrations of fairy tale settings and point out key locations.

Discuss directions to get from one fairy tale location to another (e.g., "to get to the castle, you go past the big river").

Create a simple map of a fairy tale land, drawing and naming key places.

Objective: To understand that places in fairy tales can be real or imaginary, and to differentiate between them.

Activities:

Discuss whether the "woods" in Red Riding Hood are like woods near their school, or if the "giant's castle" is real.

Show pictures of real-world examples that inspired fairy tale settings (e.g., a real castle, a real forest) and compare them to the story's depiction.

2. Place Knowledge:

Objective: To describe human and physical features of places within fairy tales.

Activities:

Physical Features: Describe the "dark forest" (tall trees, shadowy), the "slippery mountain" (steep, rocky), the "rushing river" (water, fast-flowing).

Human Features: Describe the "cottage" (small, cosy, made of wood), the "castle" (big, stone, tall towers), the "bridge" (crosses water).

Draw pictures of these features based on the stories and describe them to a partner.

Objective: To recognise how fairy tale characters interact with their environment.

Activities:

Discuss why characters travel through certain environments (e.g., the wolf goes through the woods to get to Grandma's house).

Explore how the environment might affect characters (e.g., the rain makes the path muddy for the three little pigs, the cold makes Jack shiver on the beanstalk).

3. Human and Physical Geography:

Objective: To begin to understand basic vocabulary related to physical geography within a fairy tale context.

Vocabulary: wood/forest, river, mountain, hill, path, cave, plain, sea (if applicable).

Activities:
Use these words when discussing the stories.
Sort pictures of different physical features and match them to fairy tale scenes.

Objective: To begin to understand basic vocabulary related to human geography within a fairy tale context.
Vocabulary: house, cottage, castle, village, bridge, well, road/path.
Activities:
Identify these features in story illustrations.
Discuss their purpose (e.g., "Why does the giant need a castle?").

4. Geographical Skills and Fieldwork (Classroom-based 'Fieldwork'):
Objective: To use simple maps, globes, and aerial photographs to locate places.
Activities:
Look at simple drawn maps of a fairy tale world.
Use a large floor map to act out a fairy tale journey.
Look at aerial photos of a forest or a village and imagine a fairy tale taking place there.

Objective: To use and construct basic maps and keys.
Activities:
Create a simple map of a familiar fairy tale journey (e.g., Red Riding Hood's journey to Grandma's house), using simple symbols for the woods, cottage, etc.
Create a simple key for their map using pictures.

Objective: To use simple compass directions (north, south, east, west) to describe locations or journeys (optional, depending on ability).
Activities:
"The three bears' cottage is to the north of the forest."
Give instructions using simple directions to move around a classroom fairy tale scene.

Objective: To use simple observational skills to study the immediate environment and describe features.
Activities:
"What do you notice about the trees in the fairy tale pictures? Are they tall? Are they wide?"
If a story mentions a specific type of weather, discuss how that might make the environment look or feel.
Geography-focused activity ideas inspired by fairy tales, specifically tailored to North Norfolk:

Focusing on Real Places and Features:
"The Little Red Riding Hood" and Local Woodlands/Paths:
Geography Focus: Identifying different types of natural environments (woods, fields, paths).
Activity: Discuss local woods and footpaths around Wells-next-the-Sea or nearby areas. Where might Little Red Riding Hood walk? What kind of trees and plants might she see? Use simple maps or pictures of local woodlands. Talk about the importance of staying on marked paths.
Extension: Create simple maps of imaginary routes through a local "wood," labelling key features.

"The Three Little Pigs" and Local Building Materials:

Geography Focus: Understanding different types of materials used for buildings.
Activity: Discuss the traditional building materials found in North Norfolk (e.g., brick, flint, some older timber-framed buildings). Compare these to the straw, sticks, and bricks in the story. Go on a walk around the local area to observe different building materials.
Extension: Children could draw pictures of houses made from local materials.

"Jack and the Beanstalk" and Height/Landscapes:
Geography Focus: Understanding concepts of height, hills, and flat land.
Activity: Discuss the relatively flat landscape of much of North Norfolk, but also point out any slight inclines or higher points. Compare this to the giant's towering castle. Talk about what you might see from a high place (like the top of a small dune or a lookout point).
Extension: Children could draw a landscape showing the beanstalk reaching high above the local area.

"The Little Mermaid" and the North Norfolk Coast:
Geography Focus: Exploring coastal features (sea, sand, beaches, perhaps even thinking about the tide).
Activity: Discuss the local coastline of Wells-next-the-Sea with its sandy beach, harbour, and potential for seeing the sea. Compare the mermaid's underwater world to the real sea. Talk about things found on the beach (shells, seaweed).
Extension: Children could draw pictures of the local beach and imagine where a mermaid might live offshore.

Using Fairy Tale Elements to Explore Geography:
Mapping Fairy Tale Journeys:
Geography Focus: Developing basic map skills (starting point, end point, simple routes).
Activity: Choose a simple fairy tale and imagine the characters' journey through a North Norfolk landscape. For example, where might Cinderella travel from to get to a ball in a grand house (perhaps a local stately home)? Draw simple maps showing the journey, including local landmarks (real or imagined).

Creating Fairy Tale Lands in North Norfolk:
Geography Focus: Using geographical vocabulary to describe imaginary places.
Activity: Ask children to imagine where different fairy tale characters might live in North Norfolk. Where would Snow White's cottage be (perhaps in a quiet wooded area)? Where might a dragon live (maybe near a disused quarry or a dramatic part of the coastline)? Encourage them to describe these places using geographical terms (e.g., near the sea, in a valley, on a hill).

Exploring Scale with Fairy Tale Giants:
Geography Focus: Understanding the concept of size and scale.
Activity: Compare the size of a giant to everyday objects and places in North Norfolk (e.g., "The giant's footprint would be bigger than our classroom!"). Discuss how a giant might see the local landscape compared to a small child.

Practical Activities and Resources:

Story Walks: Take children on short walks around the school grounds or local area and link features to elements of fairy tales.
Sensory Exploration: Use natural materials found locally (sticks, stones, sand) to create small-world fairy tale scenes.
Picture Books and Maps: Use picture books of fairy tales alongside simple maps of North Norfolk to make connections.
Local Field Trips (if feasible): A visit to the beach, a local woodland, or even a walk around the town can bring these ideas to life.
Role-Playing: Encourage children to role-play characters from fairy tales in different local settings.

Remember to:
Use clear and age-appropriate language.
Focus on local examples: Make the connections to North Norfolk explicit.

History

History objectives for Key Stage 1 pupils about 'Castles', designed to align with the National Curriculum. These objectives focus on developing an understanding of chronology, significant events, and changes over time, while also introducing historical vocabulary and sources.

Overarching Learning Goal: *Pupils will develop a basic understanding of what castles were, who lived in them, and why they were important in the past.*

Key Objectives:
1. Chronological Understanding:
Objective: Pupils can place castles in a simple timeline, understanding that they existed a long time ago.
Example Activities: Comparing a picture of a castle to a modern home; discussing 'long ago' and 'now'; ordering pictures of different types of buildings (e.g., cave, castle, modern house).
Objective: Pupils can use simple historical vocabulary related to time (e.g., 'old', 'new', 'past', 'present', 'before', 'after').

2. Knowledge and Understanding of Events, People, and Changes:
Objective: Pupils can identify and name some key features of a castle (e.g., turrets, walls, drawbridge, moat, keep, gatehouse).
Example Activities: Labelling parts of a castle on a diagram; building a model castle and naming its parts; identifying features in pictures of real castles.

Objective: Pupils can describe who lived in a castle and what life might have been like for them (e.g., knights, lords, ladies, servants).
Example Activities*:* Role-playing different castle inhabitants; discussing the clothes they might have worn or the jobs they might have done; listening to stories about life in a castle.

Objective: Pupils can explain some reasons why castles were built (e.g., for defence, protection, power).
Example Activities*:* Discussing threats in the past; looking at the defensive features of a castle and how they would work; thinking about why powerful people might have needed castles.

Objective: Pupils can identify some ways in which castles have changed over time (e.g., from wooden motte and bailey to stone castles).
***Example Activities**:* Comparing pictures of different types of castles; discussing why changes might have happened (e.g., stronger materials for better defence).

3. Historical Enquiry and Interpretation:
Objective: Pupils can ask and answer simple questions about castles based on historical sources (e.g., pictures, stories, models).
Example Activities: Looking at a picture of a castle and asking "Who lived here?" or "What is this part called?"; answering questions about a story set in a castle.

Objective: Pupils can use simple sources of information (e.g., pictures, artefacts, simple books, stories) to find out about castles.
Example Activities: Exploring a 'castle box' with relevant artefacts; looking at non-fiction books about castles; watching a child-friendly documentary about castles.

Objective: Pupils can communicate what they have learned about castles through speaking, drawing, and simple writing.

4. Organisation and Communication:
Objective: Pupils can present their understanding of castles in a simple and organised way (e.g., through drawing, labelling, simple sentences).

Possible Cross-Curricular Links:
Art & Design: Drawing castles, designing crests, making models.
Design & Technology: Designing and building simple castle structures.
English: Reading stories about castles, writing simple sentences about castle life, developing vocabulary.
Mathematics: Counting features, comparing sizes, exploring shapes in castle architecture.
Geography: Locating famous castles on a map (simple introduction).

History activity ideas for Key Stage 1 about castles, focusing on simple concepts:

Introducing Castles:
What is a Castle?
Discussion: Begin by asking children what they know about castles. Where have they seen them (books, films, real life)? What do they think they were used for?
Brainstorming: Create a class mind map of words associated with castles (e.g., kings, queens, knights, towers, walls, soldiers, dragons - keep it open!).
Simple Definition: Explain that castles were strong, protected homes built a long time ago for important people like kings and queens.

Key Features of a Castle:

Tower Exploration:
Building Challenge: Provide blocks or construction materials and challenge children to build their own castle towers. Discuss why towers might have been important (looking out, defence).
Drawing and Labelling: Draw simple castle towers and label key parts like the top (battlements), windows, and possibly a door.

Walls and Defences:
"Protect the Toy" Activity: Set up a small toy figure and challenge children to build a wall around it using various materials (cardboard, blocks). Discuss how different materials offer different levels of protection.
Role-Playing: Act out soldiers guarding the castle walls and looking out for enemies.

The Keep:
Storytelling: Explain that the keep was the strongest and most important part of the castle, where the important people lived and would go if the castle was attacked.
Drawing: Draw a simple keep and talk about what might be inside (rooms, food storage).

The Gatehouse and Drawbridge:
Visual Aids: Show pictures or videos of gatehouses and drawbridges. Explain how they were used to control who entered the castle.
Simple Model: Create a simple model of a gatehouse with a movable drawbridge using cardboard.

People in Castles:
Kings and Queens:
Story Time: Read simple stories about kings and queens who lived in castles.
Role-Playing: Have children pretend to be kings and queens, acting out simple scenarios like holding court or having a feast.
Dress-Up: Provide simple props like crowns and cloaks for imaginative play.

Knights and Soldiers:
Discussion: Talk about the role of knights and soldiers in protecting the castle.
Movement Activities: Practice marching like soldiers or pretending to ride horses like knights.
Simple Craft: Make paper plate shields or cardboard swords.

Servants and Other People:
Simple Explanation: Briefly mention that many other people lived and worked in the castle, doing jobs like cooking and cleaning.

Life in a Castle (Simplified):
What Did They Eat?
Discussion: Talk about the kinds of food people might have eaten in castles (simple, often meat and bread).
Drawing: Draw simple pictures of food they might have eaten.

Simple Daily Life:
Storytelling: Tell a simple story about a day in the life of someone living in a castle (e.g., a young page or a kitchen helper).

Learning Through Play and Activities:
Castle Small World: Create a small world using blocks, toy figures, and natural materials to represent a castle.
Castle Role-Play Area: Set up a corner of the classroom as a castle with simple props for dressing up and acting out scenes.

Castle Art Projects:
Painting or drawing castles.
Making collages of castle features.
Building castles from recycled materials.

Castle Songs and Rhymes: Learn simple songs or rhymes about castles and the people who lived there.
Looking at Pictures and Videos: Use age-appropriate books, pictures, and short video clips to show real castles and how they might have looked in the past.

Connecting to Their Own Lives:
Comparing Homes: Discuss how castles are different from the homes they live in today. What are the similarities and differences?
Safety and Protection: Talk about how their own homes keep them safe and compare this to the purpose of castle defences.
Important Considerations for Implementation:
Keep it Simple: Focus on basic concepts and avoid overwhelming details.
Make it Visual and Hands-On: KS1 pupils learn best through seeing and doing.
Use Storytelling: Stories can bring the past to life and make it more engaging.
Encourage Imagination: Allow children to use their imaginations and ask questions.
Focus on One or Two Key Aspects at a Time: Don't try to cover everything about castles in one go.

History objectives for Key Stage 1 pupils related to 'Fairy Tales', aligning with the National Curriculum's emphasis on chronological understanding, knowledge of the past, historical enquiry, and interpretation:

1. Chronological Understanding:
Objective: Pupils can use common words and phrases relating to the passing of time when discussing fairy tales.
Activity: Discuss phrases like "Once upon a time," "a long time ago," "nowadays" in the context of different fairy tale versions.

Objective: Pupils can identify that some fairy tales are "old" or "traditional" and others are "new" or "modern."
Activity: Compare and contrast an original version of a fairy tale (e.g., Brothers Grimm) with a modern retelling (e.g., a Disney version or a 'twisted' fairy tale). Discuss which one feels "older" and why.

Objective: Pupils can order a simple sequence of events from a familiar fairy tale.

Activity: Use story cards to sequence the plot of a fairy tale, reinforcing the idea of events happening in a specific order.

2. Knowledge and Understanding of Events, People, and Changes in the Past:
Objective: Pupils can recognise that fairy tales have been told and retold by different people over time.
Activity: Introduce the concept of different authors or collectors (e.g., Brothers Grimm, Hans Christian Andersen) and how they wrote down stories that might have been told orally for many years.

Objective: Pupils can identify similarities and differences between traditional fairy tales and modern versions.
Activity: Discuss how characters, settings, or events might change in different versions of the same story (e.g., Cinderella's shoes, the wolf's fate in Little Red Riding Hood). Why might these changes have happened? (e.g., to be less scary, to reflect modern values).

Objective: Pupils can discuss how fairy tales reflect aspects of life in different historical periods (e.g., clothes, homes, transport – in a very general sense).
Activity: Look at illustrations from different eras or compare film versions of a fairy tale. What do the pictures tell us about how people lived "back then" in the stories? (e.g., castles, horse-drawn carriages).

3. Historical Enquiry:
Objective: Pupils can ask simple questions about fairy tales (e.g., "Who wrote this version?", "When was this story first told?").
Activity: Encourage pupils to formulate questions about the origins or variations of fairy tales.

Objective: Pupils can use simple sources (e.g., different books, illustrations, simple online resources with guidance) to find out about fairy tales.
Activity: Provide a selection of different fairy tale books or images and guide pupils to compare them and notice differences.

Objective: Pupils can use a simple historical vocabulary (e.g., "traditional," "modern," "author," "retold").
Activity: Create a word bank of key historical terms related to the unit and encourage their use in discussions.

4. Historical Interpretation:
Objective: Pupils can understand that there can be different versions of the same fairy tale.
Activity: Read two different versions of the same fairy tale and discuss the similarities and differences, noting that stories can be told in many ways.

Objective: Pupils can express their own simple ideas about why stories might change over time.
Activity: Prompt discussions like "Why do you think they changed the ending of that story?" or "What might people have wanted to teach children a long time ago with this story?"

History-related activity ideas centred around fairy tales in North Norfolk:

Focusing on Place and Time:
"If Fairy Tales Happened Here":
Activity: Take children on a walk around Wells-next-the-Sea or a nearby village/coastal area. At different landmarks (e.g., a patch of woods, a quaint old building, the beach), discuss how a familiar fairy tale might have played out in that specific location.
Historical Link: This helps children understand that stories, even fantastical ones, are often rooted in real places and times. Discuss how the landscape might have looked in the past. For example, were the woods bigger? Were there different types of buildings?

Fairy Tale Examples:
Little Red Riding Hood: Imagine the woods near Holkham Hall as the woods she walked through. Discuss what kind of animals might have lived there historically.
Hansel and Gretel: Could an old, slightly spooky-looking cottage in a village have been their gingerbread house? Discuss the types of homes people lived in long ago.
The Three Little Pigs: Were there areas with different building materials available in the past (straw, wood, brick)? Discuss traditional building methods in Norfolk.

"Olden Days, Fairy Tale Ways":
Activity: Explore how elements of fairy tales reflect aspects of historical life.
Historical Link: Connect magical elements to real-world needs, fears, or beliefs of the past.
Fairy Tale Examples:
Sleeping Beauty: Discuss the importance of spinning in the past and how it was a common household task. Look at old pictures or tools related to spinning (if available).
Cinderella: Talk about the roles of different family members in the past and the idea of social hierarchy.
Jack and the Beanstalk: Discuss the importance of farming and food security in history.

"Castles and Coastal Kingdoms":
Activity: Focus on fairy tales with royal settings and link them to historical castles or grand houses in the region (even if they aren't strictly "castles" in the medieval sense).
Historical Link: Introduce the concept of rulers, power, and different ways of life in the past.
Fairy Tale Examples:
Any princess story: Imagine a local stately home (like Holkham Hall or Blickling Estate, though a bit further afield) as a grand palace. Discuss what life might have been like for people living in or around such places.
Rapunzel: Could an old tower (perhaps a church tower or a folly) have been her prison? Discuss the uses of towers in the past.

Focusing on Characters and Roles:
"Fairy Tale Jobs Through Time":
Activity: Explore the jobs and roles of characters in fairy tales and compare them to historical occupations.
Historical Link: Introduce children to different ways people earned a living in the past.

Fairy Tale Examples:

The Miller's Daughter (Rumpelstiltskin): Discuss the importance of milling grain in the past and what a miller did.
Woodcutters (various tales): Talk about the role of woodland and the job of a woodcutter.
Servants (Cinderella): Discuss the roles of servants in grand houses throughout history.
"Goodies and Baddies - Then and Now?":
Activity: Discuss the characteristics of heroes and villains in fairy tales and consider if similar types of people existed in the past (without making direct comparisons to real individuals).
Historical Link: Introduce basic concepts of right and wrong and how societies have dealt with conflict.
Fairy Tale Examples:
Wicked Stepmothers/Witches: Discuss common fears and superstitions in the past (without dwelling on anything scary).
Brave Princes/Heroines: Talk about the qualities people admired in the past.

Creative Activities with a Historical Twist:
"Fairy Tale Artefacts":
Activity: Imagine you've discovered "historical artefacts" from a North Norfolk fairy tale. Children can draw, label, or even create these (e.g., a "broken glass slipper" found on the beach, a "tiny spinning wheel" from an old cottage).
Historical Link: Introduce the idea of archaeologists finding objects from the past and what these objects can tell us.

"Fairy Tale Timelines":
Activity: Create simple timelines placing elements of fairy tales within a very broad historical context (e.g., "long, long ago," "when people lived in cottages," "when there were forests").
Historical Link: Introduce the basic concept of time passing.

"Fairy Tale Maps of North Norfolk":
Activity: Create imaginative maps of North Norfolk where key locations from fairy tales are marked (e.g., "The Giant's Castle Hill," "Little Red Riding Hood's Woods," "Cinderella's Ball at the Assembly Rooms").
Historical Link: Introduce the idea of maps and how they represent places.

Important Considerations for Implementation:
Keep it Simple: Focus on one or two key historical links per fairy tale.
Use Visuals: Show pictures of old buildings, tools, clothing, and landscapes.
Make it Interactive: Encourage discussion, role-playing, and hands-on activities.
Focus on Local Connections: Emphasise the North Norfolk setting to make it relevant.
Don't Overcomplicate: Avoid getting bogged down in precise historical accuracy. The goal is to spark curiosity and make connections.

Music
See also Charanga Schemes of work

Music objectives for Key Stage 1 pupils based on the theme of 'Castles', designed to be engaging and age-appropriate:

Overall Aim: *To explore and respond to music inspired by castles, developing basic musical skills and understanding.*

Key Learning Areas & Objectives:

1. Listening and Appraising:

Objective: Pupils can identify and describe different sounds they might hear in a castle (e.g., fanfares, galloping horses, quiet footsteps, battle sounds).

Objective: Pupils can recognise and describe the mood or atmosphere of music associated with castles (e.g., grand, spooky, joyful, calm).

Objective: Pupils can identify basic musical elements within castle-themed music (e.g., fast/slow tempo, loud/quiet dynamics, high/low pitch).

Objective: Pupils can express their preferences for different pieces of castle music and give simple reasons why.

2. Performing:

Objective: Pupils can sing simple songs about castles, demonstrating an awareness of pitch and rhythm.

Objective: Pupils can use their voices to create sound effects related to castles (e.g., a trumpet call, a creaking door, a dragon's roar).

Objective: Pupils can play simple percussion instruments to accompany castle-themed music, maintaining a steady beat.

Objective: Pupils can perform simple rhythmic patterns inspired by castle activities (e.g., marching, galloping).

Objective: Pupils can participate in musical games and activities that involve movement and sound related to castles.

3. Composing and Improvising:

Objective: Pupils can create short soundscapes or musical sequences to represent different aspects of a castle (e.g., building a castle, a royal feast, a knight's journey).

Objective: Pupils can improvise simple melodies or rhythms using their voices or instruments to tell a short castle story.

Objective: Pupils can choose and arrange sounds to create a specific mood or effect related to a castle (e.g., scary music for a dungeon, cheerful music for a celebration).

Objective: Pupils can explore how different musical elements (e.g., dynamics, tempo) can change the character of their castle compositions.

4. Musical Vocabulary:

Objective: Pupils can use simple musical terms when discussing castle music (e.g., loud, quiet, fast, slow, high, low, beat, rhythm, song).

Objective: Pupils can associate specific musical instruments with castle music (e.g., trumpet for fanfares, drums for marching).

Music activity ideas for Key Stage 1 about castles, incorporating singing, movement, instruments, and listening activities:

Singing & Action Songs:

"The Castle Song": A simple song with verses about different parts of a castle (towers, walls, gatehouse, courtyard) and actions to go with them (pointing high for towers, making a wall shape with arms, pretending to open a gate).

"Knights and Dragons": A lively song about knights riding into the castle, perhaps encountering a friendly (or slightly scary!) dragon. Actions could include galloping, drawing swords, and roaring.

"The Royal Family": A gentle song about the king, queen, princes, and princesses living in the castle. Children could pretend to bow, curtsy, and wave.

"Building Our Castle": A song about the process of building a castle, with actions like lifting heavy stones, hammering, and putting up flags.

"Marching Through the Castle": A simple marching song with a steady beat, encouraging children to walk around the room like guards patrolling the castle.
Instrumental Activities:
Castle Sound Effects: Explore different instruments to represent sounds you might hear in a castle:

Loud, low sounds (drums, xylophone low notes): The heavy gate closing, footsteps of a giant.
High, tinkling sounds (glockenspiel, triangles): The sound of bells, perhaps a princess's jewellery.
Scraping sounds (sandpaper blocks, shakers): The creaking of old doors or stone.

Wind sounds (scarves waved gently, gentle blowing): The wind whistling through the battlements.

Knight's Procession: Use untuned percussion instruments (tambourines, shakers, triangles) to create a rhythmic accompaniment for a "knight's procession" around the classroom. Vary the tempo and dynamics.

Building a Castle Soundscape: Divide the class into groups, each assigned a different castle sound. They play their sound when cued, creating an overall soundscape of a busy castle.

Rhythm Patterns for Castle Words: Clap or play simple rhythmic patterns for words related to castles (e.g., "tur-ret," "draw-bridge," "king").

Movement & Drama:
Castle Characters: Children can move like different castle characters to music:
Knights: Strong, purposeful movements, perhaps marching or pretending to ride horses to a piece of music with a clear beat.
Princesses/Princes: Graceful, flowing movements to softer, more melodic music.
Guards: Standing tall and still, then moving with a determined step to a steady rhythm.
Dragons: Slow, lumbering movements, then sudden bursts of energy to dramatic music.

Siege of the Castle: Use music to represent the sounds and actions of a siege. Start with quiet, tense music, build to louder, more dramatic sounds with crashing and banging (using instruments), and then perhaps a triumphant or defeated ending.
Royal Ball: Play some simple, stately dance music and have the children pretend to be guests at a royal ball, practicing simple dance steps or free movement.

Listening Activities:
Music Inspired by Medieval Times: Play short excerpts of music that evokes a medieval atmosphere (even if it's not strictly historically accurate for castles, it can create the right mood). Look for pieces with:
Simple melodies
Drone-like sounds
Use of instruments like recorders or early string instruments (even synthesized versions)
Music with a clear, strong rhythm for marching.

Storytelling with Music: Tell a simple story about a castle and use short musical excerpts to highlight different parts of the story or characters' feelings.

Identifying Instruments: Listen to music and ask children to identify instruments they think might fit the "castle" theme (e.g., drums for power, flutes for elegance).

Tips for Implementation:
Keep it Simple: Focus on clear, achievable musical tasks for this age group.
Make it Active: Incorporate movement and hands-on activities as much as possible.
Use Visual Aids: Pictures of castles, knights, and royal figures can help to inspire their musical ideas.
Encourage Creativity: Allow children to contribute their own ideas and interpretations.
Link to Other Curriculum Areas: Connect these activities to history lessons about castles, literacy activities (writing stories or poems about castles), and art (drawing or building castles).

Music objectives for Key Stage 1 pupils based on the theme of 'Fairy Tales', categorised by the different aspects of music learning:

Performing
Singing:
To sing a range of familiar and new songs about fairy tales, focusing on clear diction and maintaining a steady pulse.
To explore different vocal sounds and expressions (e.g., loud/quiet, fast/slow, happy/sad) to portray characters and events from fairy tales.
To participate in group singing, listening to and blending with others.

Playing Instruments:
To use un-tuned percussion instruments to create sounds that represent different fairy tale elements (e.g., a galloping horse, a witch's cackle, a sparkling wand).
To explore tuned percussion (e.g., glockenspiels, xylophones) to play simple melodies or create atmospheric sounds related to fairy tales.
To maintain a steady beat and follow simple rhythmic patterns when playing instruments.

Composing
Creating Soundscapes:
To create short musical soundscapes that tell a part of a fairy tale story (e.g., Cinderella going to the ball, the Big Bad Wolf huffing and puffing).
To select and combine sounds (vocal, body percussion, instrument) to represent characters, settings, and events from fairy tales.

To explore different dynamics (loud/quiet) and tempo (fast/slow) to add interest to their compositions.

Developing Rhythmic Patterns:
To create and perform simple rhythmic patterns that could represent a fairy tale character's movement (e.g., a clumsy giant, a tiptoeing princess).
To use simple graphic notation or symbols to record their own short musical ideas.

Exploring Pitch:
To experiment with high and low sounds to represent different characters or emotions in a fairy tale.
To create a simple musical phrase to introduce or represent a specific fairy tale character.

Listening and Appraising
Identifying Musical Elements:
To listen to a range of music (e.g., classical pieces, folk songs, film scores) and identify how different musical elements (pitch, tempo, dynamics, timbre) are used to evoke fairy tale themes or characters.
To describe the mood and atmosphere created by music related to fairy tales (e.g., scary, happy, exciting, mysterious).

Responding to Music:
To respond physically to music about fairy tales through movement, dance, or mime.
To express their preferences about different pieces of music related to fairy tales and give simple reasons for their choices.

Understanding Musical Storytelling:
To discuss how music can help tell a story, specifically in the context of fairy tales.
To identify recurring musical themes or motifs associated with particular characters or events in a fairy tale.

Cross-Curricular Links (implicitly woven through the above)
Literacy: Developing vocabulary related to music and fairy tales, retelling stories through music.
Drama/Movement: Expressing characters and emotions through movement and music.
Art & Design: Creating visual representations of musical ideas inspired by fairy tales.

Music activity ideas for Key Stage 1 about fairy tales, incorporating singing, movement, instruments, and listening activities:

Focusing on Specific Fairy Tales:
The Three Little Pigs: (Avoid this one if you have done homes and houses recently or it is on the cycle to do next)
Singing:
"Who's Afraid of the Big Bad Wolf?" (Disney version is popular).
Create a simple song about each pig building their house (straw, sticks, bricks) with different tempos and dynamics (fast and light for straw, a bit sturdier for sticks, slow and strong for bricks).
A song about the wolf huffing and puffing, using breath sounds and changes in volume.

Movement:

Act out the pigs building their houses with appropriate actions.
Movement to represent the wolf trying to blow down the houses (shaking, stomping).
A chase scene when the wolf tries to catch the pigs.

Instruments:
Use light percussion (shakers, triangles) for the straw house.
Use woodblock or claves for the stick house.
Use heavier percussion (tambourine, small drum) for the brick house.
Use a low, booming voice and perhaps a bass instrument (if available) for the Big Bad Wolf.

Listening:
Listen to music that sounds "huffy" and "puffy" (e.g., music with strong wind sounds or dramatic brass).
Listen to music that sounds light and flimsy versus strong and sturdy.

Goldilocks and the Three Bears:
Singing:
A song about Goldilocks trying the porridge ("Too hot, too cold, just right!").
A song about trying the chairs ("Too big, too small, just right!").
A song about trying the beds ("Too hard, too soft, just right!").
A simple song about the bears coming home and finding Goldilocks.

Movement:
Act out Goldilocks tiptoeing into the house.
Movement to show trying the different sizes of porridge, chairs, and beds (stretching up high, crouching down low).
Act out the bears' reactions when they find their things are disturbed.

Instruments:
Assign different instruments to represent each bear (e.g., a low drum for Papa Bear, a medium xylophone for Mama Bear, a high glockenspiel for Baby Bear).
Use gentle, tinkling sounds for Goldilocks.

Listening:
Listen to music with different pitches to represent the different sized bears.
Listen to music that has a sense of discovery and surprise.

Cinderella:
Singing:
A song about Cinderella's chores.
A simple waltz-like melody for the ball.
A song about the glass slipper fitting.

Movement:
Mime sweeping, dusting, and other chores.
Practice simple waltz steps.
Act out the excitement of going to the ball and the sadness of leaving.

Instruments:
Use light, repetitive sounds for chores (e.g., tapping sticks).
Use melodic instruments (glockenspiel, recorder) for the ball music.
A triumphant flourish when the slipper fits.

Listening:
Listen to music that sounds elegant and regal (for the ball).
Listen to music that conveys sadness and then joy.

Little Red Riding Hood:
Singing:
A simple song about walking through the woods.
A song about the wolf pretending to be Grandma.
A song about the woodcutter saving Little Red Riding Hood.

Movement:
Walking through the woods (tiptoeing, perhaps).
Acting out the wolf's sneaky movements.
A dramatic rescue scene.

Instruments:
Use gentle, perhaps slightly mysterious sounds for the woods (e.g., rustling sounds with paper, quiet percussion).
Use a low, gruff voice and instrument for the wolf.
Use a strong, clear sound for the woodcutter.

Listening:
Listen to music that creates a sense of anticipation and danger.
Listen to music that tells a story without words.

General Fairy Tale Music Ideas:
Creating Soundscapes:
Ask children to create soundscapes for different parts of fairy tales (e.g., a dark forest, a grand castle, a witch's cottage). Use a variety of instruments and vocal sounds.

Character Themes:
Develop short, simple musical motifs (melodies or rhythms) to represent different fairy tale characters (e.g., a light, skipping melody for a princess, a slow, heavy rhythm for a giant).

Musical Storytelling:
Tell a simple fairy tale using only music and sound effects. Encourage children to identify the different parts of the story.

Tempo and Dynamics:
Explore how tempo (speed) and dynamics (loudness/softness) can represent different emotions and events in fairy tales (e.g., fast and loud for excitement, slow and quiet for suspense).

Singing Action Songs:
Adapt existing action songs or create new ones based on common fairy tale elements (e.g., clapping for magic spells, stomping for giants).

Instrument Exploration:
Let children choose instruments to represent different characters or sounds in a fairy tale. Discuss why they chose those particular instruments.

Composing Simple Melodies:
Encourage children to create short, simple melodies on tuned percussion (e.g., xylophones, glockenspiels) to represent characters or feelings from a fairy tale.

Rhythm and Rhyme:
Focus on the rhythmic patterns in fairy tale rhymes and chants (e.g., "Fee, fi, fo, fum!"). Clap and perform these rhythms.

Tips for Implementation:
Make it Active: Incorporate movement and hands-on activities as much as possible.
Use Visual Aids: Pictures of characters and settings can help children connect the music to the fairy tale.
Encourage Creativity: Allow children to contribute their own ideas and interpretations.
Link to Literacy: Connect the musical activities to the language and themes of the fairy tales.

Physical Education

PE objectives for Key Stage 1 pupils based on the theme of "Castles," focusing on fundamental movement skills, spatial awareness, and imaginative play.

Overarching Aim: To develop fundamental movement skills and spatial awareness through imaginative play and physical challenges inspired by the theme of castles.

Specific Objectives:
Developing Fundamental Movement Skills:
Travelling:
To be able to move in a variety of ways (e.g., walking, running, skipping, hopping, galloping) to represent characters or actions within a castle setting (e.g., knights marching, princesses dancing, guards patrolling).
To be able to travel in different directions and at different speeds, responding to prompts (e.g., "slowly creep past the sleeping dragon," "run quickly to escape the ogre").

Balancing:
To be able to balance on one foot and two feet in various positions, simulating actions like standing guard on a tower or walking along a narrow castle wall.

To be able to maintain balance while performing simple movements (e.g., stretching to reach a flag, crouching to hide).

Jumping and Landing:
To be able to jump over small obstacles (e.g., "moats," "broken walls") with control.
To be able to land softly and safely after a jump.

Throwing and Catching:
To be able to throw a beanbag or soft ball towards a target (e.g., "knocking down a castle wall," "sending a message over the battlements").
To be able to catch a rolled or gently thrown ball.

Kicking:
To be able to kick a ball with some control towards a target (e.g., "battering down a drawbridge").

Developing Spatial Awareness and Coordination:
Navigating Space:
To be able to move around the hall or designated area without bumping into others or equipment, representing movement within a castle (e.g., exploring rooms, escaping a dungeon).
To be able to find and use personal space effectively.

Following Instructions:
To be able to respond to simple instructions and signals, adapting their movement accordingly (e.g., "freeze when the king approaches," "move like a mouse to avoid the cat").

Working with Equipment:
To be able to safely use and share simple PE equipment, imagining them as castle-related props (e.g., hoops as shields, cones as turrets).

Cooperation:
To be able to work with a partner or small group to achieve a simple physical task (e.g., building a "castle" with soft play blocks, carrying a "treasure" together).

Developing Imagination and Creativity:
Role-Playing:
To be able to use movement to express different characters and scenarios related to castles (e.g., being a brave knight, a mischievous jester, a regal queen).
To be able to use their imagination to create and respond to castle-themed challenges.

Expressing Feelings:
To be able to use movement to express different feelings or emotions a castle character might experience (e.g., excitement, fear, bravery).

PE activity ideas for Key Stage 1 centred around the theme of castles, incorporating movement and imagination:

Warm-up Activities (Preparing the Castle Grounds):
Marching Guards: Children march around the space with straight backs and high knees, pretending to be castle guards on patrol. Vary the pace and direction.
Creeping Spies: Children move quietly and low to the ground, pretending to be spies sneaking around the castle walls.
Building the Walls: Children reach high to the sky, stretching their arms as if building tall castle walls, then bend low to lay the foundations.
Opening the Drawbridge: Children lie on their backs and lift their legs and arms towards the ceiling, pretending to raise a heavy drawbridge. They can slowly lower them back down.
Waving the Banners: Children wave their arms in large circles, imagining they are waving colourful castle banners in the wind.

Main Activities (Exploring the Castle and its Inhabitants):
Castle Tag: One or two children are "dragons" or "invaders." The other children are "knights" or "castle residents." The dragons/invaders try to tag the others. Tagged children can be "frozen" until a teammate "rescues" them by crawling under their legs. Define safe "castle" areas.

Knight's Obstacle Course: Set up a simple obstacle course using cones, hoops, tunnels, and benches. Children navigate the course as brave knights:
Stepping over "moats" (ropes or lines).
Crawling through "tunnels" (cardboard boxes or under tables).
Balancing along "castle walls" (low benches or lines on the floor).
Throwing beanbags into "turrets" (hoops or buckets).

Dragon's Breath: Children pretend to be dragons and practice different ways of breathing:
Big, fiery breaths (exhaling loudly while reaching arms forward).
Gentle, smoky breaths (soft exhales).
Chasing "smoke" (chasing bubbles blown by the teacher or another child).

Royal Parade: Children move around the space in different royal ways:
Walking with proud steps as kings and queens.
Skipping lightly as princesses and princes.
Crawling regally as royal pets.
Bowing and curtsying.

Defending the Castle: Divide the children into two teams. One team are the "defenders" inside a designated "castle" area (marked with cones or a rope). The other team are the "invaders" outside. The invaders try to throw soft balls or beanbags into the castle. The defenders try to catch or block them. After a set time, swap roles.

Building a Human Castle: Children work together to create the shape of a castle using their bodies. They can stand tall for towers, link arms for walls, and crouch down for lower sections. Encourage them to discuss and problem-solve as a team.
Jousting Practice: Children can practice "jousting" with pool noodles or rolled-up newspapers while balancing on one leg or walking along a line. Emphasize control and safety.

Searching the Castle: Hide small objects (representing "treasure" or "keys") around the PE area. Children move around to find them, practicing different movement skills like running, jumping, and crawling.

Cool-down Activities (Leaving the Castle):
Slow March Away: Children march slowly and calmly out of the "castle" area.
Gentle Stretches: Guide children through simple stretches, imagining they are stretching like the long, tall castle towers or the winding castle paths.
Castle Story: As children lie down in a relaxed position, tell a short, calming story about the castle settling down for the night.

Important Considerations for Implementation:
Safety: Ensure the PE area is clear of obstacles and that children understand the boundaries. Supervise activities closely.
Imagination: Encourage children to use their imaginations and fully embrace the castle theme.
Language: Use castle-related vocabulary throughout the lesson (e.g., drawbridge, turret, moat, knight, king).
Music: Play some medieval-style or adventurous music to enhance the atmosphere.
Equipment: Keep equipment simple and accessible. You can use cones, hoops, beanbags, balls, ropes, benches, and even cardboard boxes.

For Key Stage 1 pupils in the UK, PE objectives linked to "Fairy Tales" can be a fantastic way to engage children and develop fundamental movement skills, as outlined in the National Curriculum for Physical Education.

General Aims (aligned with UK National Curriculum for KS1 PE):
Develop fundamental movement skills, becoming increasingly competent and confident.
Access a broad range of opportunities to extend agility, balance, and coordination, individually and with others.
Engage in competitive (against self and others) and co-operative physical activities in a range of increasingly challenging situations.
Be physically active for sustained periods.

Specific Objectives linked to "Fairy Tales":
1. Mastering Basic Movements (Running, Jumping, Throwing, Catching):
Objective: Pupils can demonstrate different ways of running, jumping, throwing, and catching, linking these to fairy tale characters or scenarios.
Fairy Tale Link Examples:
Running: "Run like the Gingerbread Man," "Sprint away from the Big Bad Wolf," "Gallop like a noble knight."

Jumping: "Leap over the beanstalk like Jack," "Jump over puddles to reach Granny's house," "Hop like a frog prince/princess."
Throwing: "Throw a magic bean," "Toss a stone to distract the troll," "Throw a 'poisoned' apple into a basket."
Catching: "Catch the falling gold coins," "Catch the fairy dust," "Catch the basket of goodies."

2. Developing Balance, Agility, and Coordination:
Objective: Pupils can show good balance, agility, and coordination in various movements, inspired by fairy tale actions.
Fairy Tale Link Examples:
Balance: "Balance on a narrow bridge like the Billy Goats Gruff," "Walk on tiptoes like a princess," "Stand tall and still like an enchanted statue."
Agility: "Dodge and weave through the forest to avoid the wolf," "Quickly change direction to escape the giant," "Move nimbly through a maze to find the castle."
Coordination: "Perform a simple dance sequence for a royal ball," "Walk with controlled steps while carrying a 'treasure'," "Use hands and feet together to climb an imaginary tower."

3. Participating in Team Games and Developing Simple Tactics:
Objective: Pupils can work cooperatively in small groups to achieve a shared goal within a fairy tale context, applying simple attacking and defending tactics.
Fairy Tale Link Examples:
Team Games: "Help the Three Little Pigs build their houses (using soft equipment) and defend against the 'wolf' (another team member)," "Work together to 'rescue' a captured character from a 'dragon' (teacher/obstacle)," "Play a 'capture the flag' style game to retrieve a 'magic object'."
Simple Tactics: "Find space to 'hide' from the giant," "Decide who will 'attack' and who will 'defend' in a simple game," "Form a 'protective circle' around a 'princess'."

4. Performing Dances Using Simple Movement Patterns:
Objective: Pupils can create and perform simple movement patterns and sequences inspired by fairy tale themes and characters.
Fairy Tale Link Examples:
"Dance at Cinderella's ball (performing various steps and turns)," "Move like different animals found in fairy tales (e.g., sneaky fox, lumbering bear, graceful swan)," "Create a dance that tells the story of Little Red Riding Hood's journey."

5. Engaging in Physically Demanding Activities for Sustained Periods:
Objective: Pupils can maintain physical activity for a sustained period, enjoying the imaginative play and movement within the fairy tale context.
Fairy Tale Link Examples:
"Undertake a 'quest' that involves continuous movement (e.g., running to different stations, completing movement challenges)," "Participate in a longer 'adventure' game where they are constantly moving as characters," "Engage in a 'fairy tale obstacle course' that requires continuous effort."

Teaching Strategies for "Fairy Tales" PE:

Storytelling and Imagination: Begin each session by briefly recounting a relevant part of a fairy tale to set the scene and spark imagination. Encourage children to embody the characters.
Role-Play: Use role-play extensively, allowing children to act out movements and scenarios.
Props and Equipment: Use simple props (scarves, hoops, soft balls, cones) to represent elements from the stories (e.g., "magic carpets," "trees," "treasure").
Music and Sounds: Use music and sound effects to enhance the atmosphere and guide movement.
Problem-Solving: Present movement challenges as "problems" from the fairy tale that the children need to solve through physical activity.
Scaffolding: Adapt activities to cater for different abilities, allowing for simpler or more complex movements depending on individual needs.

PE activity ideas for Key Stage 1 children based on fairy tales, incorporating movement and imagination.

General Tips for Implementation:
Storytelling: Begin each activity by briefly retelling the relevant part of the fairy tale to set the scene and inspire the children.
Music: Use instrumental music to enhance the atmosphere and guide the pace of movement (e.g., gentle music for sleeping beauty, faster music for chasing).
Props: Simple props like scarves, beanbags, hoops, and cones can add to the imaginative play.
Scaffolding: Adapt activities to suit different abilities. Offer simpler movements or allow children to choose their own ways to represent characters.
Focus on Movement: The primary goal is to encourage movement and engagement, not perfect technique.
Safety First: Ensure a clear and safe space for movement.

Fairy Tale PE Ideas:
The Three Little Pigs: (Avoid this one if you have done Houses and Homes recently or it is coming up)
Building the Houses: Children move in different ways (e.g., tiptoeing for straw, jogging for sticks, marching for bricks) to collect imaginary building materials and build their houses (using hoops or designated areas).
The Wolf's Breath: Children take deep breaths and pretend to blow down the straw and stick houses (gentle pushes or waving arms). For the brick house, they stand strong and resist the "wind."
Running from the Wolf: Children chase each other (tag game) with one or two children acting as the "wolf."
Climbing Down the Chimney: Children pretend to climb down an imaginary chimney (using a low climbing frame or mat).

Goldilocks and the Three Bears:
Walking Like the Bears: Children walk with different gaits – small steps for Baby Bear, medium steps for Mummy Bear, and big stomping steps for Daddy Bear.
Trying the Porridge: Children pretend to stir and taste imaginary porridge, moving their arms in circular motions and making faces to show "too hot," "too cold," and "just right."

Sitting on the Chairs: Children find different ways to sit down low (Baby Bear), medium height (Mummy Bear), and tall (Daddy Bear).
Sleeping in the Beds: Children curl up on the floor in different sized "beds" and pretend to sleep. They can then stretch and yawn when they "wake up."

Cinderella:
Sweeping and Cleaning: Children make sweeping motions with their arms and pretend to dust and polish.
Getting Ready for the Ball: Children practice elegant movements like twirling, walking with their heads held high, and waving.
The Clock Striking Midnight: Children move quickly as if rushing away before the spell breaks.
Searching for the Slipper: One child can pretend to have lost a "slipper" (a small object), and the others can search for it with careful movements.

Jack and the Beanstalk:
Planting the Bean: Children crouch down and pretend to plant a bean, then slowly grow upwards like a beanstalk, stretching their arms and bodies.
Climbing the Beanstalk: Children pretend to climb an imaginary beanstalk, reaching and pulling with their arms and legs.
Giant's Footsteps: Children take big, slow, and heavy steps like the giant.
Running from the Giant: Children run quickly and lightly, trying to escape the giant.
Chopping Down the Beanstalk: Children make chopping motions with their arms.

Little Red Riding Hood:
Walking Through the Woods: Children walk in different ways to represent walking through the forest (e.g., stepping over imaginary logs, moving around trees).
Meeting the Wolf: Children can act out a short dialogue with different voices and body language.
Running to Grandma's House: Children run quickly to the designated "Grandma's house."
The Woodcutter's Axe: Children make strong swinging motions with their arms as if using an axe.

Sleeping Beauty:
The Uninvited Guest's Curse: Children can perform a slow, dramatic movement to represent the curse.
Falling Asleep: Children gradually slow down their movements and gently lie down on the floor, pretending to fall asleep.
The Forest Growing Around the Castle: Children can slowly spread out and make gentle swaying movements like trees.
The Prince's Journey: Children can navigate an obstacle course to represent the Prince's journey through the overgrown forest.
Waking Up: Children slowly stretch and yawn as if waking up after a long sleep.

Science

Science objectives for Key Stage 1 pupils about 'Castles', focusing on aspects that link well with the KS1 Science National Curriculum:

Overarching Themes:
Materials: Exploring the different materials used in castles and their properties.

Forces & Movement (Simple): Understanding how simple forces might have been involved in building or defending castles.
Living Things & Their Habitats (Briefly): Considering animals that might have lived around castles.
Everyday Materials: Identifying and comparing the suitability of materials for different purposes in a castle.

Specific Science Objectives (aligned with KS1 Science Curriculum):
Year 1 Objectives:
Working Scientifically:
Asking simple questions: *e.g., "What is this castle made of?" "Why is the castle wall so thick?"*
Observing closely, using simple equipment where appropriate: *e.g., Looking closely at pictures or models of castles to identify different parts and materials.*
Performing simple tests: *e.g., Testing different materials (e.g., stone, wood, fabric) to see if they are strong or waterproof, thinking about how they might be used in a castle.*
Identifying and classifying: *e.g., Sorting materials found in a castle into categories like 'natural' and 'man-made'.*
Using their observations and ideas to suggest answers to questions: *e.g., "The castle wall is thick because it needs to be strong to keep people out."*

Year 2 Objectives:
Working Scientifically:
Asking relevant questions and using different types of scientific enquiries to answer them: *e.g., "Which material would be best for a castle wall to stop water getting in?" (leading to a simple investigation).*
Observing changes over time: *e.g., Looking at how natural materials like wood might decay over time, and discussing why castle builders chose certain materials for durability.*
Gathering and recording data to help in answering questions: *e.g., Creating a simple tally chart of materials seen in different castle pictures.*
Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions: *e.g., "Our test showed stone was very strong, so it was good for castle walls. What if they used sand? Would that be strong enough?"*
Identifying differences, similarities or changes related to simple scientific ideas and processes: *e.g., Comparing a modern building material to a castle building material, discussing similarities and differences in their properties.*

Year 1 Objectives:
Everyday Materials:
Identify and compare the suitability of a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (stone), for particular uses: *e.g., Discussing why stone was suitable for castle walls (strong, readily available) but wood was used for roofs or doors (lighter, easier to shape).*
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching: *e.g., While not directly about castles, this can be linked to how materials were shaped and cut (e.g., stone, wood) to fit together for building.*

Year 2 Objectives:
Everyday Materials:
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (stone): *e.g., Pupils can identify stone, wood, and possibly metal (for gates/weapons) as materials used in castles.*
Describe the simple physical properties of a variety of everyday materials: *e.g., Describe stone as hard and strong, wood as strong but lighter than stone.*
Compare and group together a variety of everyday materials on the basis of their simple physical properties: *e.g., Grouping materials found in castles based on whether they are hard, soft, waterproof, or strong.*

Uses of Everyday Materials:
Explain how materials can be changed by heating or cooling, or by joining them together: *e.g., Discussing how mortar (a type of cement) was made and used to join stones together, or how metal was heated and hammered into shape for tools or armour.*

Things and Their Habitats (Briefly, if applicable):
Identify and name a variety of plants and animals in their habitats, including microhabitats: *e.g., Discussing what animals (e.g., rats, birds, guard dogs, horses) might have lived in or around a castle and where they would live within that environment.*
Describe how living things are suited to their habitat: *e.g., How a strong guard dog was suited to protecting a castle.*
Science activity ideas for Key Stage 1 children linked to the topic of castles, incorporating simple investigations and observations:

Materials & Structures:
Strong Walls:
Idea: Investigate which materials are strongest for building castle walls.
Activity: Provide children with different materials like cardboard, building blocks (various types), twigs, and playdough. Ask them to build small "walls" and then test their strength by gently pushing them or seeing if they can hold small weights.
Science Focus: Properties of materials (strong, weak, rigid, flexible), forces (pushing).
Questions: Which wall was the hardest to knock down? Why do you think that material was strong? What might happen to a real castle wall if it was made of...?

Tower Shapes:
Idea: Explore why castle towers are often round.
Activity: Have children try to knock over towers made from square blocks versus towers made from round objects (like cardboard tubes or stacking cups). Discuss which shape is more stable and harder to attack from all sides.
Science Focus: Shapes, stability, forces.
Questions: Which tower fell over more easily? Why do you think the round tower was stronger? How might a round tower help protect the people inside?

Keeping Dry:
Idea: Investigate how castle roofs keep the rain out.

Activity: Provide different "roofing" materials like paper, plastic wrap, fabric, and tiles (if available). Have children build small roof structures and then gently pour water over them to see which materials are waterproof.
Science Focus: Properties of materials (waterproof, absorbent), observation.
Questions: Which material kept the water out best? Why do you think some materials soaked up the water? What might happen to a castle if the roof wasn't waterproof?

Movement & Mechanisms:
The Drawbridge:
Idea: Explore how a drawbridge moves up and down.
Activity: Help children build a simple drawbridge using cardboard, string, and split pins or tape. They can experiment with how pulling the string makes the bridge move.
Science Focus: Simple machines (levers - although simplified), forces (pulling), movement.
Questions: What happens when you pull the string? How could this help protect the castle?

Lifting the Portcullis:
Idea: Investigate how a heavy gate could be lifted.
Activity: Use a pulley system (even a simple one with a string over a chair) to lift a small weight representing a portcullis.
Science Focus: Simple machines (pulleys - simplified), forces (lifting).
Questions: Is it easier to lift the weight with or without the string over the chair? How do you think they lifted a really heavy gate in a real castle?

Observation & Nature:
Life Around the Castle:
Idea: Observe the plants and animals that might live near a castle (or in the local environment).
Activity: Take children on a nature walk around the school grounds or a local park, looking for trees, plants, birds, and insects. Discuss how these living things might have been present around a real castle.
Science Focus: Living things and their habitats, observation, identification.
Questions: What plants and animals did we see? Do you think these same things might have lived near a castle long ago? What might the people in the castle have used from the plants and animals?

Weathering the Stone:
Idea: Observe how rocks and stone can change over time due to weather.
Activity: Look at different types of rocks (if available) and discuss how rain, wind, and sun might slowly change them. You could even leave some chalk or soft rock outside for a few days and observe any changes.
Science Focus: Weathering, observation, changes over time.
Questions: What do you think happens to the stone of a castle over many, many years? What things in nature might cause these changes?

Important Considerations for Key Stage 1:
Keep it Simple: Focus on one or two scientific concepts within each activity.

Hands-on Learning: Encourage children to actively participate in building, testing, and observing.
Use Simple Language: Explain scientific ideas in a way that is easy for young children to understand.

While 'Fairy Tales' themselves aren't a traditional science topic, you can absolutely integrate scientific thinking, observation, and simple investigations* through *the context of fairy tales for Key Stage 1 pupils.

Science objectives, framed around popular fairy tales, that align with the KS1 science curriculum:

General Approach:
Focus on observation: What can we see, hear, smell, touch (safely), and even taste (safely, if relevant)?
Encourage questioning: Why did that happen? What if...?
Introduce simple concepts: Materials, forces, plant growth, animal needs, light, sound.
Promote practical activities: Hands-on exploration and simple investigations.
Link to the real world: How are these fairy tale elements like things we see every day?

Specific science objectives, broken down by common fairy tales:
1. The Three Little Pigs
Materials:
To identify and compare the properties of different materials (e.g., straw, sticks, bricks) in terms of strength, flexibility, and suitability for building.
To observe how some materials are stronger than others when subjected to forces (e.g., blowing).
To sort and group materials based on observable properties.

Forces:
To explore the concept of "push" (e.g., blowing down houses) and "pull".
To investigate how different structures stand up or fall down.

Design & Technology (cross-curricular link):
To design and build simple structures using different materials, considering stability.

2. Jack and the Beanstalk
Plants:
To identify and name the basic parts of a plant (seed, stem, leaves, flower/pod).
To observe and describe how seeds grow into plants (germination and growth).
To understand that plants need light, water, and suitable temperature to grow.
To measure and record the growth of a plant over time (e.g., using non-standard units or simple rulers).

Animals (Giant & Cow):
To identify and classify common animals (e.g., cow, human) and their basic characteristics.
To discuss basic animal needs (food, water, shelter).

Sound (Giant's footsteps):
To explore how sounds are made and how they can be loud or quiet.
3. Goldilocks and the Three Bears

Properties of Materials (Porridge & Chairs):
To compare and describe objects using terms like "hot/cold," "soft/hard," "big/small," "smooth/rough."
To investigate how materials can change (e.g., porridge cooling down, water becoming warm).

Senses:
To use their senses (sight, touch, taste - safely, smell, hearing) to observe and describe the world around them (e.g., how the porridge looks, feels, and smells).

Measurement (non-standard):
To use comparative language to describe size (e.g., "too big," "just right," "smallest").

4. Little Red Riding Hood
Animals (Wolf & Grandmother):
To identify and describe the observable features of common animals (wolf characteristics, human characteristics).
To discuss how animals are adapted to their environment (e.g., a wolf's teeth for hunting).

Plants (Forest):
To identify common trees and plants found in a woodland environment.
To observe how plants change through the seasons.

5. Cinderella
Light & Dark:
To explore sources of light (e.g., sun, candles, lamps).
To understand the concept of day and night.
To investigate shadows and how they are formed.

Forces (carriage moving):
To explore pushes and pulls in the context of movement.

Materials (Glass slipper):
To identify and describe properties of different materials (e.g., glass - transparent, hard, fragile).

General KS1 Science Skills developed through Fairy Tales:
Asking simple questions and recognising that they can be answered in different ways.
Observing closely, using simple equipment.
Performing simple tests.
Identifying and classifying.
Using their observations and ideas to suggest answers to questions.
Gathering and recording data to help in answering questions.

Science activity ideas linked to popular fairy tales, focusing on simple investigations and observations:

The Three Little Pigs: (Don't use this if you have recently covered Homes & Houses or are doing it in the near future)
Materials and Strength:

Science Focus: Properties of materials, forces.
Activity: Provide children with different materials (straw, sticks, LEGO bricks, cardboard, etc.) and have them build small houses. Test the strength of the houses by gently blowing on them (like the wolf!). Discuss which materials are strongest and why.
Extension: Talk about real houses and the materials they are made from.

Wind Power:
Science Focus: Air as a force.
Activity: Make simple windmills or paper airplanes. Discuss how the wind makes them move. Relate this back to the wolf blowing down the houses.

Jack and the Beanstalk: (This one may be covered in the Life Cycles and Growing Things Learning Theme)
Plant Growth:
Science Focus: Life cycle of a plant, what plants need to grow.
Activity: Plant bean seeds in clear cups with soil. Observe the seeds sprouting and the roots and shoots growing. Discuss what the bean needs (water, sunlight, air) to grow tall like Jack's beanstalk.
Extension: Compare the growth of beans kept in different conditions (e.g., with and without water, light).

Size and Scale:
Science Focus: Comparing sizes.
Activity: Discuss the giant's enormous size compared to Jack. Use comparative language (bigger, smaller, taller, shorter). Measure objects in the classroom and compare their sizes.
Cinderella:
Sorting Materials:
Science Focus: Properties of materials, sorting.
Activity: Provide a mixed collection of small objects (buttons, beads, pasta shapes). Ask the children to sort them into different groups based on their properties (e.g., colour, shape, material). Relate this to Cinderella sorting the lentils.

Floating and Sinking (The Glass Slipper?):
Science Focus: Buoyancy.
Activity: Test different small objects to see if they float or sink in water. Discuss why some objects float and others sink. (While a glass slipper might sink, you can use other materials like plastic or wood to explore this concept).

Snow White and the Seven Dwarfs:
Apples and Oxidation:
Science Focus: Chemical change.
Activity: Cut an apple in half and leave one half exposed to the air. Observe what happens to the cut surface over time (it turns brown). Explain that this is a chemical reaction with the air (oxidation).

Shadows (The Dark Forest):
Science Focus: Light and shadows.
Activity: Use a torch and objects to create shadows on a wall. Investigate how the size and shape of the shadow change as the object moves closer or further away from the light source.

Goldilocks and the Three Bears:
Temperature:
Science Focus: Hot, cold, warm.
Activity: Have children feel different containers of water (with adult supervision to ensure safety) – one cold, one warm, and one that is too hot (again, adult demonstration only). Use descriptive words to talk about the temperatures.

Properties of Materials (The Chairs):
Science Focus: Strength, stability.
Activity: Provide different materials or small building blocks and challenge children to build chairs that are "too hard," "too soft," and "just right" (stable enough to hold a small toy).

General Tips for Implementation of Science and Fairy Tales:
Keep it Simple: Focus on one or two science concepts per fairy tale.
Hands-on Activities: Children learn best by doing. Provide opportunities for exploration and experimentation.
Use Sensory Language: Encourage children to describe what they see, feel, hear, and smell (where appropriate and safe).
Ask Open-Ended Questions: Encourage curiosity and critical thinking (e.g., "Why do you think that happened?" "What would happen if...?")
Connect to Real Life: Help children see how the science concepts they are exploring relate to the world around them.

English

Castles Focus Texts (but not limited to):
https://www.booksfortopics.com/castles

Fiction Texts:
Traditional Fairy tales:
Cinderella
Beauty & The Beast
Snow White & The Seven Dwarves
Jack & The Beanstalk (link to Growing Learning Theme)
The Frog Prince
Rapunzel
Sleeping Beauty
Rumpelstiltskin

Other Fiction Texts:
George and the Dragon by Christopher Wormell (picture book) - EYFS/KS1
The Dragon and the Nibblesome Knight (picture book) – EYFS/KS1
The Knight Who Said “No!” by Lucy Rowland & Kate Hindley (picture book) – EYFS/KS1
The Knight Who Wouldn’t Fight by Helen Docherty & Thomas Docherty (picture book) – EYFS/KS1

Winnie and Wilbur: The Naughty Knight by Valerie Thomas and Korky Paul (picture book) – EYFS/KS1
The Paper Bag Princess by Robert Munsch & Michael Martchenko (picture book) – EYFS/KS1
Isadora Moon Goes to School by Harriet Muncaster (chapter book) – Y1
Inside the Villains by Clotilse Perrin (over-size picture book) – Y2
The Naughtiest Unicorn by Pip Bird & David O'Connell (chapter book) – Y2
Unipiggle: Unicorn Muddle by Hannah Shaw (chapter book) – Y2
Tuesdays at the Castle – Jessica Day George
The Enchanted Castle – E Nestbit
The Castle in the Mist – Amy Ephron
The Girl Inside the Castle Inside the Museum – Kate Bernheimer
The Knight's First Tournament - Peter Kavanagh
The Paper Bag Princess - Robert Munsch & Michael Martchenko
Small Knight and George and the Royal Chocolate Cake - Ronda Armitage and Arthur Robins
The Knight and the Dragon - Tomie de Paola
Castles - Colin Thompson
The Boy Who Grew Dragons - Andy Shepherd & Sara Ogilvie
The Snowflake Mistake - Lou Treleaven and Maddie Frost
George and the Dragon - Christopher Wormell
King Arthur and the Knights of the Round Table - Marcia Williams
Rapunzel - Sarah Gibb
Look out, It's a Dragon! - Jonny Lambert
You Can't Eat a Princess! - Gillian Rogerson & Sarah McIntyre
The Egg - M. P. Robertson
The King & The Moon Literacy https://teachers.thenational.academy/units/the-king-and-the-moon-a75a

Non-Fiction Texts:
The Castle the King Built by Rebecca Colby & Tom Froese (picture book) – EYFS/KS1
Look Inside a Castle by Conrad Mason & Barry Ablett – EYFS/KS1
Attacking a Norman Castle by Robin Twiddy - EYFS/KS1
The Battle of Hastings by Claudia Martin – KS1
DKfindout! Castle by Philip Steele – EYFS/KS1
King Arthur and the Knights of the Round Table by Marcia Williams (graphic novel) – Y2
See Inside Castles - Katie Daynes and David Hancock
Stephen Biesty's Cross Section Castle by Stephen Biesty – EYFS/KS1
Instructions How to Make a paper crown https://teachers.thenational.academy/units/instructions-how-to-make-a-paper-crown-aa36

When planning English objectives for Key Stage 1 pupils around the Learning Theme of 'Castles', you'll want to integrate various aspects of the National Curriculum, including reading, writing, spoken language, and vocabulary. Here's a breakdown of potential objectives, categorised for clarity:

Overall Aim: To engage pupils with the topic of castles through a variety of English activities, fostering their understanding, communication skills, and creativity.

Reading Objectives
Word Reading:
Decode words: Pupils can sound out and blend words related to castles (e.g., "castle," "knight," "drawbridge," "portcullis," "turret," "battlements").
Read common exception words: Recognise and read words like "the," "said," "where," "they" within castle-themed texts.
Read aloud with fluency and expression: Read simple sentences and short texts about castles with increasing confidence and intonation.

Comprehension:
Identify key information: Answer "who," "what," "where," and "when" questions about castle stories or non-fiction texts.
Recall and retell: Retell key events or facts from a story or information text about castles.
Predict what might happen: Make simple predictions based on the title, pictures, or opening of a castle-themed story.
Discuss and explain: Talk about characters, settings, and events in castle stories, explaining their preferences or understanding.
Make simple inferences: Use clues from the text and pictures to understand unspoken ideas (e.g., how a character might feel in a castle).
Distinguish between fact and fiction: Identify whether a text about castles is a story or gives factual information.
Use non-fiction texts: Locate specific information about castles using contents pages, headings, and glossaries (if age-appropriate).

Writing Objectives
Transcription (Spelling and Handwriting):
Segment words into phonemes: Spell words related to castles by breaking them down into sounds (e.g., "k-n-i-g-h-t," "c-a-s-t-l-e").
Apply spelling patterns: Use knowledge of common spelling patterns (e.g., "igh" in "knight," "ea" in "medieval").
Write common exception words: Accurately spell common exception words in their writing about castles.
Form letters correctly: Form all lower-case and capital letters correctly, and begin to join some letters.
Write legibly: Produce clear and readable writing when describing or narrating about castles.

Composition (Planning, Drafting, Evaluating):
Plan simple writing: Discuss and plan what they will write about castles, e.g., drawing a picture and labelling it, or orally rehearsing sentences.
Write sentences: Construct grammatically correct sentences about castles, including capital letters, full stops, and question marks.

Use descriptive language: Include simple adjectives to describe castles, knights, or royal life (e.g., "tall tower," "brave knight," "dark dungeon").
Write different text types:
Stories: Write a simple story set in a castle, including a beginning, middle, and end, and simple characters.
Information texts: Write short factual sentences about castle features, people who lived in them, or their purpose.
Labels/Captions: Label diagrams of castles or write captions for pictures related to castles.
Posters/Invitations: Create a simple poster for a castle event or an invitation to a castle-themed party.
Sequence events: Write sentences in a logical order to describe a process or story about a castle.
Begin to edit and improve: Reread their writing to check for missing words or punctuation, and make simple corrections.

Spoken Language Objectives
Listen and respond:
Pay attention: Listen attentively to stories, poems, and information about castles.
Ask questions: Ask relevant questions to clarify understanding about castles.
Respond appropriately: Give relevant responses to questions or comments about castles.

Participate in discussions:
Contribute ideas: Share their knowledge and ideas about castles with the class or in small groups.
Take turns speaking: Engage in discussions about castles, waiting for their turn to speak.
Explain their thinking: Explain their opinions or reasoning when talking about castles.

Perform and present:
Retell stories orally: Orally retell familiar castle stories or create their own short narratives.
Role-play: Participate in role-play activities as castle characters (e.g., king, queen, knight, jester).
Deliver short presentations: Present simple facts or descriptions about a castle to the class.
Use clear language: Speak clearly and audibly when sharing information or performing.

Vocabulary, Grammar, and Punctuation (integrated throughout)
Vocabulary:
Learn and use new words: Understand and use a range of vocabulary related to castles (e.g., "keep," "moat," "arrow slit," "siege," "armour," "royalty," "medieval").
Categorise words: Group words related to castle features, people, or events.

Grammar:
Nouns and verbs: Identify and use common nouns (e.g., "castle," "knight") and verbs (e.g., "defend," "live") related to the topic.
Adjectives: Use a range of adjectives to describe elements of a castle (e.g., "strong walls," "tall towers," "dark dungeon").
Simple sentences: Form basic sentences with a subject and verb.
Conjunctions: Use simple conjunctions like "and" to join ideas (e.g., "The knight was brave and strong").

Punctuation:
Capital letters for proper nouns: Use capital letters for names of specific castles (e.g., Windsor Castle, Warwick Castle).

Full stops, question marks, exclamation marks: Use these correctly at the end of sentences.

Possible English Activities:

Speaking & Listening:

Role-Playing Castle Characters:

Children take on the roles of different castle inhabitants and engage in simple conversations.

"Hot Seating" a Castle Character:

One child pretends to be a castle character, and the other children ask them questions about their life and experiences.

Sharing Castle Stories and Facts:

Provide opportunities for children to share their written work or interesting facts they have learned about castles with the class.

Storytelling & Narrative:

Castle Adventure Stories:

Children create their own stories about knights, princesses, dragons, or other castle inhabitants.
Encourage them to think about a problem and a solution.
Use story maps or picture prompts to help them structure their narratives.
Act out their stories in small groups.

"If I Lived in a Castle..." Writing:

Prompt children to imagine what it would be like to live in a castle. What would they do? Who would they meet? What would they see?
Focus on using descriptive language and simple sentence structures.

Retelling Familiar Castle Tales:

Read and discuss stories like "George and the Dragon" or simplified versions of fairy tales set in castles (e.g., Rapunzel, Sleeping Beauty).
Children can retell the story orally, through drawings with captions, or by sequencing picture cards.

Creative Writing Prompts:

- The day the drawbridge wouldn't go down...
- A tiny dragon lives in the castle tower...
- The king has lost his crown! Can you help find it?
- Write a letter to a knight asking for help.
- Imagine you find a secret passage in the castle...

Storytelling and Imagination:

"If This Castle Could Talk...": Encourage children to imagine what a local castle (or a famous one they've learned about) might say if it could talk. What stories would it tell? Who would it have seen? This sparks imaginative writing and oral storytelling.

Royal Role-Play: Set up a "castle corner" in the classroom with simple props like crowns, capes, and toy swords. Encourage children to act out scenes with kings, queens, knights, and dragons. This fosters speaking and listening skills, as well as narrative development.

"The Day the Dragon Came to the Castle": A creative writing prompt that allows children to explore a classic castle trope. They can describe the dragon, the reactions of the castle inhabitants, and how the situation is resolved.

Creating Castle Characters: Ask children to invent characters who live in a castle – a brave knight, a kind princess, a mischievous jester, a wise old wizard. They can draw their characters and write simple descriptions or short stories about them.
Puppet Show: Children can create simple puppet characters (knights, kings, etc.) and put on a puppet show set in a castle. This encourages dialogue writing and performance skills.

Vocabulary and Language:
Castle Word Wall: Create a visual display of castle-related vocabulary (e.g., tower, moat, drawbridge, knight, king, queen, dungeon, battlements). Encourage children to use these words in their speaking and writing.

"I Spy" with Castle Objects: If you have pictures or models of castle features, play "I Spy" using descriptive language. For example, "I spy with my little eye something tall and round."

Labelling Castle Features: Provide diagrams or pictures of castles and have children label the different parts. This reinforces vocabulary and understanding of castle structure.

Descriptive Writing: Encourage children to describe different parts of a castle using their senses. What does the cold stone feel like? What sounds might you hear in the courtyard? What might you see from the top of a tower?

Rhyming Castle Poems: Explore simple rhyming poems about castles or castle characters. Encourage children to create their own short rhyming verses.

Reading and Comprehension:
Castle-Themed Picture Books: Read a variety of engaging picture books about castles, knights, princesses, and dragons. Discuss the characters, setting, and plot.

Simple Information Texts: Introduce very basic non-fiction books or leaflets about real castles. Focus on identifying key facts and answering simple questions.

Matching Captions to Pictures: Provide pictures of different castle features and simple captions. Children can match the correct caption to the picture.

Sequencing Castle Events: If you read a story about a castle, have children sequence key events from the beginning, middle, and end.

Creative Expression:

Drawing and Writing: Encourage children to draw their own imaginary castles and then write a sentence or two about their creation.

Making Simple Castle Models: Using materials like cardboard boxes, tubes, and paper, children can create their own 3D castle models and label the different parts. This links to DT but can be incorporated into English by writing about their castle.

Writing Invitations to a Royal Ball: Children can design and write invitations to a special event at their castle.

Connecting to Real Castles (if possible):
Virtual Tour: If a real visit isn't possible, take a virtual tour of a castle online. Discuss what they see and encourage them to ask questions.

Postcards from a Castle: Imagine they have visited a castle and write a simple postcard to a friend or family member, describing what they saw.

Non-Fiction & Information Writing:
Labelling Castle Parts:
Provide a diagram or picture of a castle and have children label the different parts (e.g., tower, gatehouse, moat, keep, battlements).

"What is a Castle?" Fact File:
Discuss the purpose of castles and their key features. Children can create a simple fact file with pictures and short sentences.

Comparing Old and New Homes:
Discuss the differences between living in a castle long ago and living in a modern house. Create a simple Venn diagram or comparison chart.

Researching a Specific Castle (if resources allow):
Look at pictures or read simple information about a local castle or a famous castle. Children can share one or two interesting facts they learn.

Creating Instructions:
How to build a sandcastle like a real castle.
How to draw a castle.
How to be a brave knight (simple, imaginative instructions).

Listening to Castle-Themed Stories and Songs:
Read aloud engaging castle stories and sing songs related to knights, kings, and castles. Discuss the language and events.

Giving Simple Presentations:
Children can present their drawings, models, or fact files about castles to the class.
Reading:
Reading a Variety of Castle-Themed Books:

Provide a range of fiction and non-fiction books about castles at different reading levels.

Identifying Key Vocabulary:
Introduce and discuss new vocabulary related to castles (e.g., drawbridge, dungeon, turret, armour).

Answering Comprehension Questions:
Ask simple questions about castle-themed texts to check understanding.

Poetry Texts:
Zog – Julia Donaldson
Zog and the Flying Doctors – Julia Donaldson

Poetry & Rhyme:
Castle Shape Poems:
Children write words and short phrases about castles within the outline of a castle drawing.

Rhyming Castle Words:
Brainstorm words related to castles and find rhyming pairs (e.g., wall/tall, gate/late, crown/down).
Create simple rhyming poems or songs about castles.

Acrostic Poems:
Use the word "CASTLE" or other castle-related words to create acrostic poems, where each line starts with a letter of the word.

Sensory Poems:
Focus on what you might see, hear, smell, feel, and even taste in a castle. Encourage descriptive language related to the senses.

Genres of Writing:
Sequencing main events of a story
Character description
Instructions – How to Make a Gingerbread Person

Creating Character Descriptions:
Focus on describing castle characters (king, queen, knight, jester, etc.) using adjectives to describe their appearance, personality, and actions.
Use character puppets or pictures as a starting point.

Writing Diary Entries:
Imagine being a character living in a castle (e.g., a young page, a scullery maid, the king's pet dog).
Write diary entries about their daily life and experiences.

Sequencing Events in Castle Stories:
Provide picture cards or sentences from a castle story and have children put them in the correct order.

Fiction Texts:
Traditional Fairy tales:
Cinderella
Beauty & The Beast
Snow White & The Seven Dwarves
Jack & The Beanstalk (link to Growing Learning Theme)
The Frog Prince
Rapunzel
Sleeping Beauty

Other Fiction Texts:
The Paper Bag Princess by Robert Munsch & Michael Martchenko (picture book) – EYFS/KS1
Isadora Moon Goes to School by Harriet Muncaster (chapter book) – Y1
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The Paper Bag Princess - Robert Munsch & Michael Martchenko
The Boy Who Grew Dragons - Andy Shepherd & Sara Ogilvie
The Snowflake Mistake - Lou Treleaven and Maddie Frost
Rapunzel - Sarah Gibb
Look out, It's a Dragon! - Jonny Lambert
You Can't Eat a Princess! - Gillian Rogerson & Sarah McIntyre
The Egg - M. P. Robertson
The King & The Moon Literacy https://teachers.thenational.academy/units/the-king-and-the-moon-a75a

English Objectives for Key Stage 1 pupils focusing on 'Fairy Tales', aligned with the National Curriculum. These objectives cover a range of skills within reading, writing, and spoken language.

Overall Aim: To introduce pupils to the genre of fairy tales, developing their comprehension, vocabulary, storytelling abilities, and early writing skills through engaging with classic and modern examples.

Reading Objectives:
1. Word Reading:
Phonics: Pupils will apply their phonics knowledge to decode unfamiliar words encountered in fairy tale texts (e.g., "enchanted," "princess," "giant").
High-Frequency Words: Pupils will recognise and read common exception words (e.g., "once," "upon," "there," "was") frequently found in fairy tales.
Fluency: Pupils will read familiar fairy tales with increasing fluency, expression, and understanding.

2. Comprehension:
Recall & Retell: Pupils will be able to retell key events and characters from familiar fairy tales in sequence, using appropriate vocabulary.
Character Recognition: Pupils will identify and describe main characters in fairy tales (e.g., good/bad, brave/scared), discussing their actions and motivations.

Setting: Pupils will identify and describe the settings of fairy tales (e.g., a dark forest, a grand castle, a gingerbread house).
Understanding Plot: Pupils will identify the beginning, middle, and end of a fairy tale, understanding the problem and its resolution.
Predicting: Pupils will make simple predictions about what might happen next in a fairy tale based on clues from the text or illustrations.
Inference: Pupils will make simple inferences about characters' feelings or events based on what is said and done in the story.
Vocabulary: Pupils will understand and explain the meaning of new vocabulary encountered in fairy tales (e.g., "wicked," "kind," "transformed," "cunning").
Themes/Morals: With support, pupils will begin to identify simple messages or morals within fairy tales (e.g., the importance of kindness, the consequences of greed).
Comparing & Contrasting: Pupils will identify similarities and differences between different versions of the same fairy tale or between different fairy tales (e.g., different Cinderella stories).

Writing Objectives:
1. Transcription (Handwriting & Spelling):
Letter Formation: Pupils will form letters correctly and consistently, ensuring legibility for writing fairy tale-inspired sentences or short stories.
Spelling: Pupils will apply phonics knowledge to spell words accurately when writing about fairy tales, including common exception words.
Punctuation: Pupils will use capital letters and full stops correctly to demarcate sentences when writing their own fairy tale descriptions or retellings. They will begin to use question marks and exclamation marks appropriately.

2. Composition:
Planning: Pupils will orally rehearse and plan what they are going to write, sequencing ideas for a fairy tale retelling or a short, original fairy tale.
Sentence Structure: Pupils will write simple, coherent sentences about fairy tales, using basic conjunctions (e.g., 'and', 'but', 'because') to extend their ideas.
Vocabulary: Pupils will use descriptive vocabulary related to fairy tales (e.g., adjectives like "sparkling," "gruff," "beautiful"; verbs like "whispered," "skipped," "wandered").
Narrative Elements: Pupils will include key elements of a fairy tale in their writing: a clear beginning (e.g., "Once upon a time..."), characters, a setting, a problem, and a resolution.
Retelling: Pupils will write simple retellings of familiar fairy tales, ensuring the main events are in order.
Creating Own Stories: Pupils will begin to write their own short, simple fairy tale-inspired stories, drawing on elements from traditional tales.

Spoken Language Objectives:
1. Listening & Responding:
Pupils will listen attentively to fairy tales read aloud by adults, showing understanding through appropriate responses.

Pupils will ask relevant questions to clarify their understanding of fairy tales.
Pupils will respond thoughtfully to questions about fairy tales, expressing their opinions and preferences.

2. Speaking & Presenting:
Retelling: Pupils will orally retell familiar fairy tales clearly and confidently, using appropriate intonation and expression.
Character Voices: Pupils will experiment with using different voices for characters when retelling or acting out parts of fairy tales.
Vocabulary: Pupils will use an increasing range of vocabulary related to fairy tales in their discussions and retellings.
Role-Play/Drama: Pupils will participate in role-play and drama activities based on fairy tales, taking on the roles of different characters.
Discussion: Pupils will participate in discussions about fairy tales, sharing their favourite parts, characters, and ideas.
Sequencing: Pupils will verbally sequence events from fairy tales using time connectives (e.g., "first," "next," "then," "after that," "finally").

Fairy Tales Focus Activities:
Storytelling and Oral Language:
Retelling: Encourage children to retell familiar fairy tales in their own words. Use story maps, puppets, or props to support them.
Role-Playing: Act out scenes from fairy tales. Children can take on the roles of different characters and use character voices.
Hot Seating: One child takes on the role of a character and answers questions from the class about their thoughts and feelings.
Story Sequencing: Provide pictures or key events from a fairy tale and ask children to put them in the correct order.
Creating Dialogue: Focus on a specific scene and have children create the conversations between the characters.

Reading and Comprehension:
Shared Reading: Read fairy tales together as a class, focusing on vocabulary, punctuation, and expression.
Guided Reading: Work with small groups on fairy tales at their reading level, focusing on specific reading skills like decoding, fluency, and comprehension.
Character Description: Discuss the different characters in fairy tales. Ask children to describe their appearance, personality, and actions.
Setting the Scene: Explore the different settings in fairy tales (e.g., the dark forest, the grand castle). Discuss how the setting makes them feel.
Identifying Key Events: Help children identify the main events in a story and discuss their significance.
Making Predictions: Pause during reading and ask children what they think will happen next.

Comparing and Contrasting: Compare different versions of the same fairy tale or compare different fairy tales.

Writing and Composition:
Sentence Building: Focus on constructing simple and compound sentences related to fairy tale events and characters.
Descriptive Writing: Encourage children to use adjectives to describe characters, settings, and objects (e.g., the enormous giant, the sparkling slipper).
Character Profiles: Write simple descriptions of their favourite fairy tale characters.
Writing Alternative Endings: Ask children to think about how they could change the ending of a familiar fairy tale.
Writing from a Different Perspective: Encourage children to write a scene from the point of view of a different character (e.g., the wolf's side of the story).
Creating Invitations/Posters: Design an invitation to the royal ball or a "Wanted" poster for the Big Bad Wolf.
Writing Simple Fairy Tales: Encourage children to create their own short fairy tales, using familiar structures and characters.
Labelling: Label key objects or characters in pictures from fairy tales.
List Writing: Create lists related to fairy tales (e.g., things in Cinderella's kitchen, what the dwarfs did in the mine).

Creative Activities:
Puppet Shows: Create and perform puppet shows based on fairy tales.
Story Sacks: Create sacks filled with objects and props to help retell a fairy tale.
Art and Craft: Link art activities to fairy tales (e.g., drawing characters, making masks, building castles). Encourage children to describe their creations.
Drama Games: Play simple drama games related to fairy tale themes (e.g., "Sleeping Beauty" statue game, "Giant Steps").

Maths

We use White Rose Maths; the list below has suggested activities to enhance provision about Castles.

Maths objectives, aligned with the KS1 curriculum, that can be taught through the context of castles:

Number and Place Value:
Counting Castle Features:
Count the number of turrets, windows, flags, or bricks on a castle picture or model.
Count how many knights, princesses, or dragons are in a story about a castle.
Count in 2s, 5s, or 10s by counting pairs of castle guards, groups of 5 archers, or 10-brick sections of a wall.

Ordering and Comparing Castle Heights:
Order castles (drawn or built from blocks) by height from tallest to shortest, or shortest to tallest.
Compare the number of soldiers in different parts of a castle (e.g., "Are there more soldiers in the keep or on the battlements?").

Number Bonds to 10 or 20 (Castle Guards/Knights):
"If there are 10 castle guards and 3 are on the wall, how many are inside?"
"We need 20 knights for the joust. We have 12. How many more do we need?"

Estimating Castle Quantities:
Estimate how many bricks are in a small castle model.
Estimate how many people could fit inside the great hall.

Addition and Subtraction:
Adding Castle Elements:
"The castle has 4 towers and they build 2 more. How many towers are there now?"
"There are 5 knights on the wall and 3 in the courtyard. How many knights altogether?"

Subtracting Castle Elements:
"There were 8 flags on the castle, but 2 blew away. How many are left?"
"10 dragons attacked the castle, and 4 flew off. How many are still attacking?"

Solving One-Step Problems:
Create word problems based on castle scenarios (e.g., "A knight has 6 swords and buys 3 more. How many swords does he have now?").

Measurement:
Length and Height (Castle Walls/Towers):
Measure the height of different castle models or drawn towers using non-standard units (e.g., unifix cubes, handspans) or standard units (e.g., centimetres, rulers).
Compare the lengths of different castle walls.

Mass/Weight (Castle Stones/Treasure Chests):
Compare the weight of different "castle stones" (e.g., small rocks, bricks) using balances.
Discuss which treasure chest is heavier or lighter.

Capacity and Volume (Moats/Water Barrels):
Compare the capacity of different containers that could hold water for a moat or a barrel of water in the castle.
"How many cups of water fill the castle well?"

Time (Castle Routines):
Discuss the daily routine in a castle and sequence events.
Use language related to time (e.g., "first," "next," "after," "before," "morning," "afternoon").
Tell time to the hour and half hour using a castle clock face.

Geometry - Properties of Shapes:
2-D Shapes (Castle Architecture):
Identify and name 2-D shapes within castle images or models (e.g., square windows, rectangular doors, triangular flags, circular turrets).
Sort and classify shapes found in castles.
Draw castle designs using a variety of 2-D shapes.
3-D Shapes (Building Castles):
Identify and name 3-D shapes used in castle construction (e.g., cuboids for walls, cylinders for towers, cones for turrets).
Build castle models using 3-D shapes (e.g., building blocks, recycled boxes).
Describe the properties of these 3-D shapes (e.g., number of faces, edges, vertices).

Position and Direction:
Following Instructions for a Castle Map:
Give and follow instructions to move around a simple castle map (e.g., "Go forward 3 steps, turn left to the drawbridge").
Use positional language: "under," "over," "behind," "in front of," "next to," "between" to describe objects in a castle scene.

Creating Castle Mazes:
Design and navigate mazes within a castle layout, using directional language.

Money (Castle Market/Treasury):
Recognising Coins and Notes:
Identify different coins that might have been used in a medieval castle market.
Count small amounts of money to buy "castle goods" (e.g., a shield, a loaf of bread).

Solving Simple Money Problems:
"If a flag costs 5p and a shield costs 10p, how much do they cost altogether?"

Statistics (Castle Surveys):
Collecting and Representing Data:
Conduct a survey on favourite castle features (e.g., "Which is your favourite part of the castle: the drawbridge, the keep, or the battlements?").

Represent the data using simple pictograms or block graphs.

Interpreting Data:
Answer questions about the data collected (e.g., "Which feature was the most popular? Which was the least popular?").
By linking these mathematical concepts to a 'Castles' theme, KS1 pupils can develop a deeper understanding and appreciation for maths in a fun and memorable way.

Maths Activity Ideas:
Counting and Number Recognition:
Counting Towers: Use blocks or LEGO to build castle towers of different heights. Count the number of blocks in each tower. Compare which tower is taller/shorter.

Counting Features: Look at pictures or models of North Norfolk castles (like the ruins of Baconsthorpe Castle or the motte at Castle Rising). Count the number of towers, windows, archways, or steps you can see.

Ordering Towers: Build several towers of different heights and order them from shortest to tallest or tallest to shortest.

Number Hunt: Hide number cards around a designated "castle" area (classroom or outdoor space). Children find the cards and say the number. You could even have simple addition or subtraction problems on the cards.

Counting Knights/Soldiers: Use small toy figures (knights, soldiers) and count them. Arrange them in groups and count how many in each group and the total.

Sharing Treasure: Pretend to share a number of "gold coins" (counters) equally between the king and queen (or two toy figures). Introduce the concept of division as sharing.

Shape and Space:
Shape Hunt: Look for different shapes in pictures or models of castles. Identify squares (towers, windows), rectangles (walls), triangles (roofs, battlements), and circles (turrets).

Building Castles with Shapes: Provide children with 2D shape cut-outs (squares, rectangles, triangles) and challenge them to create their own castle pictures or models.

3D Shape Exploration: Use 3D shapes like cubes, cuboids, cones, and cylinders to build castle structures. Discuss the names of the shapes and their properties.

Mapping the Castle: Create a simple map of a pretend castle or use a simplified plan of a real North Norfolk castle. Use positional language (next to, behind, in front of) to describe the location of different features.

Following Directions: Give simple instructions using positional language related to a castle layout (e.g., "Walk to the tower, then go behind the wall").

Measurement:
Measuring Heights: Compare the heights of different castle towers built with blocks or drawn on paper. Use non-standard units (e.g., cubes, hands) or introduce standard units (cm/m) if appropriate for the age group.

Measuring Lengths: Measure the length of castle walls drawn on paper using rulers or non-standard units.

Comparing Sizes: Compare the size of different castle features (e.g., "Is the gate bigger or smaller than the window?").

Ordering by Size: Have pictures of different sized castles or castle elements and ask children to order them from smallest to largest.
Problem Solving and Reasoning:
The Missing Stone: Show a picture of a castle with a "missing stone" (a shape missing from a wall). Ask children to identify the missing shape from a selection.

Building Challenges: Give children a limited number of blocks or shapes and challenge them to build a tower that is a certain height or has a specific feature.

Castle Puzzles: Use simple jigsaw puzzles of castles.
"How Many Ways?" Ask children how many different ways they can arrange a certain number of toy knights around a castle.

Contextual Links to North Norfolk:
Local Castle Focus: Use pictures, stories, and (if possible) visits to local castles like Baconsthorpe Castle, Castle Rising, or even the remains of Burgh Castle (though Roman, the concept of fortification is similar).
Historical Context (Simplified): Briefly discuss the purpose of castles (protection) and the people who lived there (kings, queens, knights). This can provide a richer context for the maths activities.

Nature Around Castles: If visiting a castle site, incorporate counting natural elements found nearby (e.g., number of trees, types of leaves).

Tips for Implementation:
Use Concrete Materials: Provide plenty of hands-on resources like blocks, shapes, counters, and toy figures.
Visual Aids: Use pictures, models, and diagrams of castles.
Talk About the Maths: Encourage children to explain their thinking and use mathematical vocabulary.

Fairy Tales Focus:
Maths Objectives for Key Stage 1 pupils, using the Learning Theme of 'Fairy Tales'. These objectives are linked to the National Curriculum KS1 maths expectations.

General Aims:
To make maths learning engaging and meaningful through the use of familiar and popular fairy tale contexts.

To encourage problem-solving and reasoning skills within a narrative framework.
To develop mathematical vocabulary related to fairy tales.

Number and Place Value:
Counting with Fairy Tale Objects:
Objective: Count objects reliably to 10, then to 20, then beyond (e.g., "How many apples does Snow White have?", "Count the number of dwarfs").
Activities: Count props, characters, items in illustrations, or even count steps taken by characters.
Fairy Tales: Snow White, Goldilocks and the Three Bears, Jack and the Beanstalk.

Recognising and Writing Numerals:
Objective: Read and write numerals to 20 and beyond (e.g., labelling sets of fairy tale characters with the correct numeral).
Activities: Match numerals to groups of objects, write the number of items they have counted.
Fairy Tales: Any, by having sets of characters or objects.

Ordering Numbers:
Objective: Order numbers from smallest to largest and largest to smallest (e.g., ordering the bears by size and associating with their numbers).
Activities: Order numbered fairy tale character cards, order a set of 'magic beans' by their written numbers.
Fairy Tales: Goldilocks and the Three Bears, The Three Little Pigs.

Place Value (Tens and Ones):
Objective: Understand that a two-digit number is made up of tens and ones (e.g., "The Giant has 10 gold coins and 5 silver coins – how many coins altogether?").
Activities: Use base ten blocks to represent fairy tale items (e.g., 10 straws and 3 sticks for the pig's houses), count sets of 10 and then individuals.
Fairy Tales: Jack and the Beanstalk, The Three Little Pigs.

Addition and Subtraction:
Combining Fairy Tale Sets (Addition):
Objective: Add one-digit and two-digit numbers to 20, including zero (e.g., "If Cinderella loses 1 slipper and then finds another, how many does she have now?").
Activities: Use manipulatives to represent objects in fairy tales, solve word problems based on fairy tale scenarios.
Fairy Tales: Cinderella, Little Red Riding Hood (adding items in her basket), Snow White.

Taking Away from Fairy Tale Sets (Subtraction):
Objective: Subtract one-digit and two-digit numbers to 20, including zero (e.g., "The Big Bad Wolf blew down 1 straw house from 3. How many are left?").
Activities: Act out subtraction scenarios, use number lines with fairy tale steps.
Fairy Tales: The Three Little Pigs, Little Red Riding Hood (if she eats some treats).

Solving Missing Number Problems:
Objective: Solve simple missing number problems (e.g., "If the Prince collected 7 magic beans and needs 10, how many more does he need?").

Activities: Use a part-whole model with fairy tale themes, fill in gaps in number sentences related to stories.
Fairy Tales: Jack and the Beanstalk, any with a target number.

Multiplication and Division:
Doubling and Halving:
Objective: Solve problems involving doubling and halving (e.g., "If Goldilocks ate 2 bowls of porridge, and then another 2, how many did she eat in total?").
Activities: Share objects equally among fairy tale characters, find half of a set of items.
Fairy Tales: Goldilocks and the Three Bears (sharing), The Three Little Pigs (sharing resources).

Sharing Equally:
Objective: Solve simple problems involving sharing equally (e.g., "The Seven Dwarfs want to share 14 gems equally. How many do they each get?").
Activities: Share out small fairy tale themed objects into equal groups, use arrays to show sharing.
Fairy Tales: Snow White and the Seven Dwarfs, any with groups of characters.

Measurement:
Length and Height:
Objective: Measure and compare lengths and heights using non-standard and then standard units (e.g., "Who is taller: the Giant or Jack?", "How many blocks tall is Rapunzel's tower?").
Activities: Compare the heights of different fairy tale characters, measure objects from stories using cubes or rulers.
Fairy Tales: Jack and the Beanstalk, Rapunzel, Goldilocks and the Three Bears (comparing sizes).

Weight:
Objective: Measure and compare mass/weight (e.g., "Which is heavier: the big bear's chair or the baby bear's chair?").
Activities: Use balancing scales with fairy tale props, describe objects as lighter or heavier.
Fairy Tales: Goldilocks and the Three Bears.

Capacity:
Objective: Measure and compare capacity (e.g., "Which holds more porridge: Mummy Bear's bowl or Baby Bear's bowl?").
Activities: Use different sized containers to fill with water or rice, describe capacity using full/empty, more/less.
Fairy Tales: Goldilocks and the Three Bears.

Time:
Objective: Tell the time to the hour and half past the hour (e.g., "What time does Cinderella's carriage turn back into a pumpkin?").
Activities: Create a timeline of fairy tale events, make a fairy tale clock, discuss key times in stories.
Fairy Tales: Cinderella, Sleeping Beauty, Little Red Riding Hood (journey time).

Money:
Objective: Recognise and know the value of different denominations of coins (e.g., "How many pennies does Jack need to buy a magic bean?").
Activities: Set up a fairy tale shop with items priced, count out coins to pay for items.
Fairy Tales: Jack and the Beanstalk, any with a market or trade.

Geometry - Properties of Shapes:
2D Shapes:
Objective: Recognise and name common 2-D shapes (e.g., "What shape is the door of the Gingerbread Man's house?", "How many sides does the witch's hat have?").
Activities: Identify shapes within fairy tale illustrations, create fairy tale pictures using 2D shapes.
Fairy Tales: The Gingerbread Man, The Three Little Pigs (shapes of houses).

3D Shapes:
Objective: Recognise and name common 3-D shapes (e.g., "What shape is Rapunzel's tower?", "What 3D shape is the Giant's treasure chest?").
Activities: Build fairy tale settings using 3D shapes, identify 3D shapes in their environment that resemble fairy tale objects.
Fairy Tales: Rapunzel, Jack and the Beanstalk.

Geometry - Position and Direction:
Describing Position and Movement:
Objective: Describe position, direction and movement, including whole, half, quarter and three-quarter turns (e.g., "Which way did Little Red Riding Hood turn at the crossroads?", "Can you direct the Prince to the castle?").
Activities: Give directions for characters to move around a fairy tale map, use positional language (behind, in front, next to).
Fairy Tales: Little Red Riding Hood, Hansel and Gretel, any with a journey.

Statistics (Year 2 specific, but can be introduced simply in Year 1):
Pictograms and Block Diagrams:
Objective: Interpret and construct simple pictograms and block diagrams (e.g., "How many children prefer Cinderella to Snow White?").
Activities: Collect data on favourite fairy tales, characters, or even the number of different coloured sweets found in a 'witch's house'.
Fairy Tales: Any, by using characters or elements for data collection.

Activity Ideas:
Counting and Number Recognition:
Counting Characters: How many dwarfs did Snow White meet? How many bears were in Goldilocks' house? How many little pigs were there?

Counting Objects: Count the magic beans Jack traded. Count the steps the prince took to reach Rapunzel's tower. Count the spots on a fairy's wings.

Number Sequencing: The three bears' porridge bowls (small, medium, large - can be linked to 1st, 2nd, 3rd). The seven dwarfs in order.

Matching Numbers to Quantities: Have cards with numbers and pictures of fairy tale objects (e.g., a card with the number '5' and a picture of 5 golden eggs).

Number Lines with Fairy Tale Themes: Create a number line with pictures of fairy tale characters or objects. Use it for counting forwards and backwards.

Missing Numbers: Present sequences with missing numbers related to a story (e.g., The three little pigs built _ , 2, 3 houses).

Addition and Subtraction:
Adding Characters: If Snow White and 3 dwarfs went for a walk, how many were there altogether?

Taking Away Characters: If there were 7 dwarfs and 2 went to the mine, how many were left?

Combining Objects: Cinderella had 2 ragged dresses and her fairy godmother gave her 1 beautiful gown. How many dresses did she have in total?
Sharing: The wolf caught 6 little pigs. If he ate 3, how many were left? (Can also be used for early division concepts).

Word Problems: Create simple word problems based on familiar fairy tales (e.g., "Jack climbed 10 steps up the beanstalk and then another 5. How many steps did he climb in total?").

Shape and Space:
Shape Sorting: Sort different shaped "magic mirrors" (cut out shapes like circles, squares, triangles).

Building Towers: Use blocks to build Rapunzel's tall tower or the three little pigs' houses using different 2D shapes for the walls and roofs.

Mapping the Journey: Draw a simple map of Little Red Riding Hood's journey to Grandma's house, including key landmarks (using basic shapes to represent them).

Describing Position: Use positional language (e.g., "The fairy is *on top of* the mushroom," "The wolf is *behind* the tree," "The prince is *next to* Cinderella").

Creating Patterns: Use fairy tale characters or objects to create simple repeating patterns (e.g., prince, princess, prince, princess or red shoe, golden shoe, red shoe, golden shoe).

Measurement:

Comparing Sizes: Compare the sizes of the three bears' bowls, chairs, and beds (big, medium, small). Order them by size.

Measuring Length: Use non-standard units (e.g., building blocks, toy bricks) to measure the length of the giant's footprint or Rapunzel's hair.

Comparing Height: Compare the heights of different fairy tale characters (e.g., Snow White and a dwarf, Jack and the giant).

Time (Sequencing Events): Order pictures of events from a fairy tale in the correct sequence. Discuss what happened first, second, third, etc.

Time (Duration - informal): Talk about how long it might have taken Cinderella to clean all those steps.

Data Handling:
Favourite Fairy Tale: Ask children to choose their favourite fairy tale and create a simple bar chart to show the results.

Counting Features: Count the number of characters with blonde hair vs. dark hair in a selection of fairy tales. Create a simple tally chart.

Sorting Objects: Sort a collection of fairy tale-related objects (e.g., toy crowns, plastic jewels, mini cauldrons) into different categories (e.g., shiny/not shiny, round/not round).

Tips for Implementation:
Link to the Story: Always make the maths activity clearly linked to the fairy tale being explored.

Encourage Mathematical Language: Prompt children to use mathematical vocabulary (e.g., more, less, bigger, smaller, longer, shorter, shape names).

Courageous Advocacy

Focusing on Care and Respect for Castles:

"Castle Keepers of the Future" Campaign:
The Issue: Discuss how old castles need looking after so they can be enjoyed by future generations. Brainstorm ways people might accidentally damage castles (e.g., littering, climbing on fragile walls, taking souvenirs).

Courageous Action:
Design posters or leaflets with simple messages about respecting castles (e.g., "Look but don't touch!", "Take your litter home!", "Be kind to old stones").
Write letters or draw pictures for local castle managers or heritage organizations, sharing their ideas for keeping castles safe and special.
Create a short class presentation or song to share with the school about being responsible castle visitors.

"Saving Our Stories" Project:
The Issue: Explore the idea that castles hold important stories from the past. Discuss how damage or neglect could mean these stories are lost.

Courageous Action:
Create artwork or models of their favourite parts of a castle and explain why it's important to protect it.
Write simple poems or stories about the people who might have lived in the castle and why their stories matter.
If there's a local castle, plan a "tidy-up" activity around the site (with permission and adult supervision, focusing on litter picking).

Focusing on Access and Inclusivity:
"Castles for Everyone" Initiative:
The Issue: Discuss how some people might find it difficult to visit castles (e.g., people who use wheelchairs, families with young children finding it hard to navigate steps).

Courageous Action:
Draw pictures or write simple suggestions for how castles could be made more accessible (e.g., ramps, smoother paths, quiet areas).
Write letters to castle managers asking if they have considered ways to help everyone enjoy the castle.
Design a "Castles for Everyone" symbol or logo to raise awareness.

Focusing on Learning and Sharing:
"Castle Storytellers" Group:
The Issue: Highlight the importance of learning about castles and sharing that knowledge with others.

Courageous Action:
Become "castle experts" by researching a specific aspect of a castle (e.g., a room, a type of defence, a historical figure).
Create simple fact files or drawings to share their knowledge with other classes or family members.
Put on a mini "castle tour" for younger children in the school, sharing what they've learned.

Other Ideas:
Links to PSHCE – Bravery

If using Zog and the Flying Doctors make links to those that help us as well as people of all genders being treated equally and fairly.

Tips for Facilitating Courageous Advocacy in KS1:
Keep it concrete and relatable: Focus on tangible actions and issues that young children can understand.
Provide clear starting points: Offer specific suggestions and resources to guide their thinking.
Emphasize their voice matters: Reassure them that even small actions can make a difference.
Celebrate their efforts: Acknowledge and praise their ideas and actions, no matter how small.
Connect to their emotions: Encourage them to think about how they would feel if something special was lost or if they couldn't access a place they wanted to visit.

Here are some ideas about Fairy Tales, focusing on actions the children can take, not just understanding the issues:

Focusing on Kindness and Inclusion:
The Lonely Giant (Inspired by various giants in tales): What if the giant was lonely because everyone was scared of him? Encourage the children to think about how they could befriend someone who seems different or lonely in their own class or playground. They could create "friendship invitations" or draw pictures showing ways to be inclusive.

The Misunderstood Wolf (Inspired by *Little Red Riding Hood* and *The Three Little Pigs*): Discuss if the wolf was *only* bad. Could he have been misunderstood or lonely? Children could create "alternative endings" where someone tries to understand the wolf or offer him help. They could role-play scenarios where they stand up for someone being unfairly judged.

The Forgotten Character: Many fairy tales have minor characters who aren't treated well. Choose one (e.g., the stepsisters in *Cinderella* before their change, the animals the old woman tries to eat). Discuss how it feels to be ignored or treated unkindly. Children could write letters or draw pictures showing kindness to these forgotten characters.

Focusing on Fairness and Justice:
The Unfair Rules (Inspired by many tales with unfair rules set by villains or step-parents): Brainstorm rules in fairy tales that seem unfair. Then, relate it to classroom rules or playground rules. Do the children think all the rules are fair? They could collaboratively create a "Fairness Charter" for their classroom, deciding on rules that are just and kind.

The Stolen Belonging (Inspired by *Jack and the Beanstalk*): Discuss how it feels when someone takes something that isn't theirs. Children could create a "Lost and Found" campaign in their classroom, emphasizing the importance of returning things and respecting others' property.

The Power of Speaking Up (Inspired by characters who eventually stand up for themselves): Discuss moments in fairy tales where a character finally finds their voice (e.g., Cinderella going to the ball, the

little tailor). Encourage children to identify small situations in their own lives where they could speak up if something isn't right (e.g., someone being left out of a game). They could role-play these scenarios.

Focusing on Environmental Awareness (Connecting to settings in tales):
The Endangered Forest (Inspired by the woods in many fairy tales): Discuss the importance of forests and nature. What might happen if the woods in *Little Red Riding Hood* or *Hansel and Gretel* were cut down? Children could create posters about protecting trees and animals, or even do a litter pick in their school grounds.

The Polluted Stream (Inspired by streams or ponds in tales): Talk about keeping water clean. Children could draw pictures showing healthy and unhealthy streams and discuss why it's important to look after our water sources.

Practical Actions for Key Stage 1:
Creating Posters and Pictures: Visual representations of their ideas for fairness, kindness, and protecting the environment.
Writing Letters or Cards: To characters in the stories (imaginary) or to people in their community (real), expressing their ideas and concerns.
Role-Playing Scenarios: Practicing how to be kind, speak up, or help someone in need.
Class Discussions and Debates (simple): Sharing their opinions and listening to others' perspectives on the issues raised in the stories.
Making Simple Pledges: Promises they can make as a class or individually to be more courageous in their actions.
Creating "Kindness Awards": Recognizing and celebrating acts of kindness they see in their classroom.

Developing Spirituality

Here are a few ideas, focusing on different facets of spirituality in relation to Castles:

A Sense of Awe and Wonder:
The Grand Scale: Discuss the sheer size and height of castle walls and towers. Encourage children to imagine how long ago they were built and the effort involved. This can lead to a feeling of wonder about human ingenuity and the passage of time. *Possible reflection question: "What makes you feel amazed when you look at the castle?"*

Looking Out: If possible, take children to a viewpoint within or near the castle. Encourage them to look out at the surrounding landscape. Discuss the feeling of vastness and how the people in the castle might have felt looking out at their world. *Possible reflection question: "How does it feel to see so much from up high?"*

Hidden Details: Explore small, intriguing details like carvings, old doorways, or even moss growing on the stones. This can foster a sense of mystery and encourage them to appreciate the small wonders around them. *Possible reflection question: "What small thing at the castle makes you curious?"*

Connection to the Past and People:
Imagining Lives: Encourage children to imagine the people who lived in the castle long ago – kings, queens, knights, servants. What were their lives like? How did they feel? This can help develop

empathy and a sense of connection to history and the human experience across time. *Possible reflection question: "If the walls could talk, what stories do you think they would tell?"*

The Stories Within the Stones: Talk about how each stone in the castle has a history and has witnessed many events. This can help children understand that places hold memories and stories. *Possible reflection question: "Can you imagine all the things these old stones have seen?"*

Our Place in Time: Discuss how the castle was built a long time ago, and now we are visiting it. This can introduce the concept of their own place in the flow of time and history. *Possible reflection question: "How does it feel to be in a place that is so much older than you?"*

Exploring Inner Feelings and Imagination:
The Feeling of Space: Discuss how the different spaces in a castle might have felt – the grand hall, the quiet chambers, the dark dungeons. How do these spaces make them feel? This can help them connect their physical environment to their emotions. *Possible reflection question: "How does this part of the castle make you feel inside?"*

Creating Stories: Encourage children to use the castle as a setting for imaginative stories. This allows them to explore themes of bravery, loyalty, mystery, and wonder in a safe and engaging way. *Possible reflection prompt: "Imagine you lived in this castle. What would your day be like?"*

Quiet Reflection: Find a quiet corner of the castle grounds (if possible) for a few moments of stillness. Encourage children to listen to the sounds around them and notice their own thoughts and feelings. *Possible instruction: "Let's be very quiet for a moment and just listen to what we can hear and feel inside."*

Symbolism and Meaning:
Strong Walls: Discuss the purpose of the castle walls – protection, strength. This can be linked to the idea of inner strength and feeling safe. *Possible reflection question: "What makes you feel strong and safe?"*

Towers Reaching Up: Talk about the height of the towers and how they might have been used for looking out. This can be linked to having hopes and dreams and looking towards the future. *Possible reflection question: "What are some of your hopes or things you look forward to?"*

The Idea of Home: Even though it was a very different kind of home, discuss how the castle was a place where people lived and belonged. This can connect to their own feelings about home and belonging. *Possible reflection question: "What makes your home feel special to you?"*

Practical Tips for Implementation:
Keep it Sensory: Engage their senses – what do they see, hear, smell, and even feel (the cold stone, the wind)?
Use Storytelling: Weave narratives and legends related to the castle into your discussions.
Encourage Questions: Create a safe space for children to ask questions and share their thoughts.

Be Flexible: Adapt these ideas to the specific features and atmosphere of the castle you are visiting or learning about.
Connect to Their Lives: Help children see how the themes explored at the castle relate to their own experiences and feelings.

Here are some ideas, focusing on different aspects of spirituality in relation to fairy tales:

Wonder and Awe:
Nature Walks Inspired by Tales: After reading *Little Red Riding Hood*, go for a walk in the woods. Encourage them to notice the beauty of the trees, the small flowers, the sounds of the birds. Discuss how nature can feel magical, just like in the story. Ask them what makes them feel amazed or special in nature.

"Magic" Sensory Exploration: After *Jack and the Beanstalk*, bring in beans, leaves, and maybe even some "golden" items (painted stones). Let them explore these with their senses. Talk about how even ordinary things can feel special and hold wonder when we really look at them.

Creating Fairy Tale Gardens: Design small "fairy tale gardens" in trays or pots, using natural materials. This encourages them to appreciate the beauty and detail in the natural world, fostering a sense of connection and care.

Kindness and Compassion:
"What Would You Do?" Scenarios: After *Cinderella*, discuss the unkindness of the stepsisters. Ask the children what they would do if they saw someone being treated unfairly. Encourage empathy and discuss ways to show kindness.

Acts of Kindness Inspired by Characters: After *Snow White*, talk about the kindness of the dwarves. Challenge the children to do small acts of kindness for each other or for someone in their family during the day.

Role-Playing with a Focus on Feelings: Act out scenes from fairy tales, focusing on the characters' emotions. Discuss how different actions make characters feel and how showing kindness can change those feelings.

Inner Strength and Resilience:
"Brave Little Me" Discussions: After *The Three Little Pigs*, talk about how the third pig was clever and didn't give up. Encourage children to think about times they were brave or didn't give up, even when things were tricky.

Identifying Strengths: Discuss the unique strengths of different fairy tale characters (e.g., Cinderella's patience, Jack's courage). Help children identify their own special qualities and how these help them.

"Wishing Well" Reflections: Create a class "wishing well" (a decorated box). Children can write or draw things they hope for or things they are working towards, encouraging a sense of hope and inner drive.

Belonging and Connection:
"Our Class Story": As a class, create a simple fairy tale together, focusing on the idea of everyone having a role and being important to the group. This fosters a sense of belonging and community.

Exploring Family and Friendship in Tales: Discuss the importance of family in *Hansel and Gretel* (even with its challenges) or the friendships in other tales. Talk about who makes them feel safe and loved.

Circle Time Reflections: After reading a story, sit in a circle and have a quiet moment to think about what the story made them feel. Share if they feel comfortable, focusing on connection and shared experience.

Important Considerations for Implementation:
Keep it Simple and Concrete: Key Stage 1 children learn best through hands-on activities and simple language.
Focus on Feelings: Spirituality at this age is often about exploring emotions and connections.
Make it Inclusive: Be mindful of different backgrounds and beliefs. Focus on universal themes like kindness, courage, and wonder.
Listen to Their Responses: Be open to their interpretations and questions. Their insights can be surprisingly profound.
Don't Force It: The aim is to spark curiosity and gentle reflection, not to impose specific beliefs.

Other Ideas

North Norfolk offers some fantastic opportunities for Key Stage 1 pupils to explore the themes of 'Castles' and 'Fairy Tales'. Here are some extra-curricular ideas, combining visits with engaging activities:

Castles:
1. Explore Real Castles & Ruins:
Castle Rising Castle (near King's Lynn): This well-preserved Norman castle is a fantastic choice.
Activities:
Knight & Princess Training: Have children dress up in simple knight or princess costumes. Practice "jousting" with pool noodles, or have a "royal parade."
Castle Discovery Trail: Create a simple scavenger hunt around the castle grounds, looking for specific features like the keep, moat, gatehouse, and imagining what they were used for.
Storytelling: Sit in a quiet part of the castle and tell stories about knights, dragons, or the real people who lived there.
Sketching: Provide clipboards and pencils for children to sketch parts of the castle they find interesting.
Castle Acre Castle and Priory (near Swaffham): While ruins, the impressive earthworks and remains offer a sense of scale and history.

Activities:
Castle Building Challenge: Bring natural materials (twigs, leaves, small stones) and challenge children to build miniature castles in the landscape, thinking about defences.
"Archaeologist" Dig: Bury some "artefacts" (toy jewels, plastic coins) in a designated area and let children "dig" for them, discussing what they might have been used for.
Medieval Feast Picnic: Pack a picnic with "medieval" foods (cheese, bread, grapes) and eat it within the castle grounds, imagining a grand feast.
Baconsthorpe Castle (near Holt): These moated ruins offer a more wild and atmospheric experience.

Activities:
Nature Hunt: Explore the grounds for different plants and animals, imagining them as part of a castle's surroundings.
Moat Exploration: Discuss the purpose of the moat and observe any wildlife living there (with appropriate supervision and safety).
Creative Writing/Drawing: Encourage children to draw or describe a fantasy creature that might live in the ruins.

2. In-School / Local Area Castle Activities:
Cardboard Box Castle Building: Collect large cardboard boxes and other recycled materials. Work together to build a life-sized castle in the classroom or school hall, decorating it with flags, drawbridges, and battlements.
Design Your Own Coat of Arms: Teach children about heraldry and let them design their own personal or family coat of arms with symbols representing their strengths and interests.
"Castle Defences" Obstacle Course: Set up a simple obstacle course using cushions, chairs, and blankets to simulate castle defences like moats, walls, and narrow passages.
"Medieval Games" Day: Play traditional games like ring toss, sack races, or have a "knight's relay race" where children carry a "flag" (tea towel on a stick).
Baking "Castle" Treats: Bake simple biscuits or cupcakes and decorate them to look like castle turrets or shields.

Fairy Tales:
1. Immersive Experiences & Storytelling:
BeWILDerwood (Hoveton): This outdoor adventure park is designed around a children's book with magical creatures and treehouses, offering a real-life fairy tale experience.
Activities:
Character Spotting: Encourage children to identify the Boggles, Twiggles, and other creatures from the BeWILDerwood stories as they explore.
Storytelling Sessions: Attend their daily storytelling sessions, which often bring the book characters to life.
Imaginary Play: The natural setting and unique structures encourage imaginative play, perfect for creating their own fairy tale scenarios.
Gressenhall Farm and Workhouse (Dereham): While not specifically North Norfolk, they have previously offered "Once Upon a Time" events and "Spring Fairy-tale" events with costumed characters and themed activities. Check their current program for similar events.
Activities: If a fairy tale event is running, participate in the themed activities, such as potion making, meeting characters, or following a trail.

2. Creative & Expressive Fairy Tale Activities:
Fairy Tale Dress-Up & Role-Play: Provide a collection of costumes (capes, crowns, wands, animal ears) and encourage children to act out their favourite fairy tales or create new ones.
Puppet Show Creation: Help children make simple stick puppets or sock puppets of fairy tale characters and then put on their own puppet shows.
Fractured Fairy Tales: Read a well-known fairy tale and then encourage children to come up with alternative endings or characters, fostering creative thinking.
"Build a Fairy House/Enchanted Garden": Use natural materials (twigs, moss, flowers, pebbles) to create miniature fairy houses or an enchanted garden in a designated outdoor space.

Sensory Storytelling: Incorporate sensory elements into fairy tale reading. For example, use sounds for a roaring dragon, or let children touch different textures representing a witch's cloak or a princess's dress.
Fairy Tale Author Visit (if possible): Look for local children's authors who specialise in fairy tales. Some authors, like Rebecca Colby, offer "Fairy Tale Writing Workshops" for KS1, where they dress up and guide children in creating their own fairy tales.

Tips for all activities:
Link to Curriculum: Remember to link activities to relevant Key Stage 1 curriculum areas like Literacy (storytelling, character development), History (life in a castle), Art & Design (creating costumes, drawing), and PSHE (teamwork, imagination).
Safety First: Always prioritise safety, especially during outdoor excursions or activities involving props.
Embrace Imagination: The most important element for KS1 is to spark their imagination and make learning fun and memorable.
Parental Involvement: Consider involving parents in some of these activities, either as volunteers for trips or by providing materials for in-school projects.

Outdoor learning – building their own fort in the grounds of the school.
E.g. Blakeney in the plantation.
Visit to Norwich Castle Museum
Make my home a castle – staying safe in the house
https://classroom.thenational.academy/lessons/make-my-home-my-castle-6gtk2t?from_query=castles