

**Context Title: Magnificent Monarchy**

**Class:** Elms-Reception **Term:** Spring

Key to the seven Areas of learning and development:

- **PSED:** Personal, Social, Emotional Development
- **PD:** Physical development
- **M:** Mathematics
- **EAD:** Expressive Art and Design
- **CL:** Communication and language
- **L:** Literacy
- **UW:** Understanding the world

**Stunning Start:** A time capsule has been found in school containing a letter, a coat of arms and some pictures. Children to find out that the time capsule was buried in the Victorian times and create their own coat of arms.

**Marvellous middle:** The children will be transported back in time to the Victorian era. They will experience a day in the life of a Victorian.

**Fabulous finish:** To celebrate the British Monarchy and the arrival of the new royal baby the children will prepare for a royal banquet with food, fancy dress and lots of fun!

Learning experiences Context	Key Questions	EYFS learning outcomes	Continuous provision
<p align="center"><b>Weeks 1 &amp; 2</b> <b>Kings and Queens</b></p> <p>*Make a coat of Arms -Favorite food/One thing I am good at/Family *Sequence a story (Princess and the Pea) *Describe a character *Paint a Self-portrait as a King/Queen *adding/subtracting by counting the number of peas *Royal Dance</p> <p align="center"><b>Week 3 &amp; 4 &amp; 5</b> <b>Castles in the UK</b></p> <p>*Make a castle out of recycled materials *2D/3D shapes and castles *Measure the towers of different</p>	<p><b>PSED:</b> What is a King/Queen? How do they behave? What can you tell me about the Princess characters? Are the characters good or bad? How can you tell? What would make you a good king/Queen?</p> <p><b>CL:</b> What is a King/Queen? How do we begin a traditional fairy story? What is the normal way a fairy story ends? What usually happens in the middle? Who are the characters in our story? What can you tell me about the characters? Do you know any traditional fairy stories? Have you got a favorite? Where are the stories set? What is a castle? What are the parts of a castle?</p>	<p><b>PSED:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Understands that own actions affect other people</li> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>CL:</b></p> <ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span.</li> </ul>	<p><b>Role Play</b></p> <ul style="list-style-type: none"> <li>*Becoming King/Queen and living in the castle</li> <li>*Pretend to be King/Queen(DRESS UP)</li> <li>*Make a meal for Queen Victoria (COOKING SET)</li> <li>*Decorate/clean the castle</li> <li>*Find the peas</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>*Draw/write about yourself as a King/Queen</li> <li>*Label a picture of Queen Victoria/a castle</li> <li>*write a letter to a King/Queen</li> <li>*Match up theme words and pictures</li> <li>*Write your own traditional tale</li> <li>*create a Royal family tree</li> </ul>

<p>castles *Describe a story setting (Rapunzel) *Royal Dance *Describe/ label a Castle *Compare castles from all over the UK *create a lever/pulley</p> <p style="text-align: center;"><b>Week 6</b> <b>Jobs in a castle</b></p> <p>*Baking bread-chef *Measures-builder *Fencing-Knight/guards *Laying a table/keeping our bedroom tidy-butler *When I grow up I want to be... *Where food comes/food hygiene *day in the life of a Palace worker- sequence events</p> <p style="text-align: center;"><b>Week 7</b> <b>Life as a Victorian</b></p> <p>*Victorian day *Compare then and now (clothing/toys/school etc) *Victorian patterns</p> <p style="text-align: center;"><b>Week 8 &amp; 9</b> <b>Modern Monarchy</b></p> <p>*family tree *count the royal family * Cards for the Royal baby to Buckingham Palace * Compare Sandringham Castle/Balmoral Castle/Buckingham Palace *Christen the Royal baby</p>	<p><b>PD:</b> Moving: How would you move to this music? How would you move around these obstacles? How long can you hold a balance for?</p> <p>Handling: Which tools will you use to make that? How could you make a ...? Which hand do you write with? Can you trace/draw/cut these lines?</p>	<p><b>PD:</b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds</li> </ul>	<p><b>Small world</b> Castle, Prince/King or Princess/Queen *Retell the story of the princess and the pea. *Make your own story up. *Add some other characters to the story. *transport the King and Queen from one palace to the next *Modern Royal family puppets</p> <p><b>Reading area</b> *find some books with Kings and Queens to look through/read *find some traditional tales *find the tricky words from the list *share your favourite book with a friend</p> <p><b>Creative area:</b> *Playdough model a King/Queen/Castle *split pin king and queen cutting/colouring *Make and decorate a crown *Decorate a goblet *make a replica Victorian toy *make a present for the Royal baby</p> <p><b>Maths:</b> *Count the peas *sort the gems *name the shapes/create a castle of 2D/3D shapes *measure the castles</p>
	<p><b>L:</b> Can we retell the story in a group? Can we take turns and listen to each other to perform the story? Who is your favourite character and why? Can you write a caption/sentence about one of the characters/setting? Can you label the features of this castle? Do you have a favourite traditional tale?</p>	<p><b>L:</b></p> <ul style="list-style-type: none"> <li>•Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</li> <li>•Enjoy an increasing range of books.</li> <li>•Know that information can be retrieved from books and computers</li> <li>•Gives meaning to marks they make as they draw, write and paint.</li> <li>•Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>•Write their own names and other things such as labels and captions</li> <li>•Attempts to write short sentences in meaningful contexts</li> <li>•They write simple sentences which can be written by themselves and others.</li> </ul>	
	<p><b>M:</b> Number-Can you count the number of peas/Matresses? How many peas do you have altogether? Can you take away... number of peas? What is one more/less?</p> <p>Shape, space, measure-What 2D/3D shapes can you see in</p>	<p><b>M:</b></p> <ul style="list-style-type: none"> <li>•Recognise some numerals of personal significance.</li> <li>•Counts objects up to 10 and begin to count beyond 10.</li> <li>•Select the correct numeral to represent 1 to 10</li> <li>•Uses the language of more or fewer to compare two sets of objects.</li> <li>•Finds the total number of items in two groups by counting all of them.</li> <li>•Say the number that is one more than a given number.</li> <li>•Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D</li> </ul>	

<p style="text-align: center;"><b>Week 10</b> <b>Royal celebrations</b></p> <p>*Invitations to the banquet *Cooking/food prep for the banquet *Measure ingredients for cooking *Decorations for the banquet *Dance for the banquet</p>	<p>this crown/castle? How many cubes long is that Tower? Is the flour heavier or lighter than the sugar? Can you order the towers tallest to shortest?</p>	<p>shapes, and mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> <li>•Order items by length or height, weight or capacity.</li> <li>•Use familiar objects and common shapes to create and recreate patterns and build models.</li> <li>•Use everyday language related to time/money.</li> <li>•Order and sequence familiar events</li> </ul>	<p>*build a lego castle tower with a pattern *weigh the Royal baby</p> <p><b>Outdoor area:</b> *Create a song for our Royal dance using the instruments *Build a castle out of the Bricks *make a royal car/carriage</p>
	<p><b>UW:</b> What is the job of a King/Queen? Who will be the next King/Queen? Who is in my family and how does that compare to the Royals? What happens when a baby is Christened? When will a baby start to eat/walk/talk? Were you Christened? How are Victorian toys similar/different to now?</p>	<p><b>UW:</b></p> <ul style="list-style-type: none"> <li>•Children talk about past and present events in their own lives, and in those of their families.</li> <li>•They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>•Looks closely at similarities, differences, patterns and change.</li> <li>•Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>•They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>•Children recognise that a range of technology is used in places such as homes and schools.</li> <li>•They select and use technology for particular purposes.</li> </ul>	<p><b>Sensory tray</b> *Use the tweezers to fish out all the peas/gems from the foam *put beads on Rapunzels hair/Plait Rupunzels hair</p>
	<p><b>EAD:</b> What materials will you use to make a castle/crown? What shape is the tower? How will you hold the pieces together? What colours will you choose? Is the beat fast/slow? How does it make you feel? How would you move to the beat?</p>	<p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>•Understand that different media can be combined to create new effects.</li> <li>•Constructs with a purpose in mind, using a variety of resources.</li> <li>•Uses simple tools and techniques competently and appropriately</li> <li>•Selects appropriate resources and adapts work where necessary.</li> <li>•Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <li>•Children sing songs, make music and dance, and experiment with ways of changing them.</li> <li>•Create simple representations of events, people and objects.</li> <li>•Introduce a storyline or narrative into their play.</li> <li>•Play cooperatively as part of a group to act out a narrative.</li> </ul> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><b>Mud Kitchen:</b> *Make a Victoria Sponge cake/meal for Queen Victoria *Find the peas and make pea soup</p>