

Master Autumn Term 2019 – Planning for 3

Theme – Castles and Dragons



Why is there a red dragon on the Welsh Flag? (Literacy, History, Curriculum Cymreag) – Why are Dragons important to the history, culture and identity of Wales? The Children will listen to the story of The Welsh Dragon and use their literacy skills to recount the story. We will use Pie Corbett strategies to scaffold the children's learning and develop skills. The children will be asked to tell their story to the group, children will take it in turns to use an iPad to record the story telling/oracy skills. ICT- The children will be taught how to upload their recordings to their electronic work folders in J2e. Numeracy-The children will be given the opportunity to apply the skills taught in maths lessons in a number of Castles and Dragons-based problem solving/reasoning activities. The children will learn about the link between castles and dragons through the story.



Are dragons fact or fantasy? [literacy] What do dragons look like? [Art] – The children will research dragons, looking at the various myths and legends centred around dragons. E.g. Chinese Dragons, George and the Dragon. The children will explore through the sharing of images, film what dragons are supposed to look like. They will be given the opportunity to create their own dragons through a variety of media, both 2D and 3D representations. The children will use ICT to create fact files about the different kinds of dragon stories told around the world. They will use ICT/J2e to create a database all about this wonderful mythical creature. We will use the picture book 'Tell me a Dragon' as inspiration for descriptive writing, poetry and artwork. The children will write an instruction text about how to train a dragon, once again using Pie Corbett. In Welsh we will write descriptions of dragons.



What are castles? Why are there so many castles in Wales? Where are they located? [Geography] – The children will research why there are so many castles in Wales, they will be taught how to conduct a narrow/tighter search using key words. They will learn how to navigate a search engine like google safely. They will read the information found online and make note of the information found in their own words. The children will use a historical timeline to understand when in history castles were built. We will investigate the 'Marches of Wales'. Explore how this led to hundreds of small castles being built in the border area of Wales in the 12th and 13th centuries. They will map how castles changed from wooden built structures to stone castles. Research significant historical figures of the period including, Kings, Princes and Lords. Examples may include Gruffydd ap Llywelyn, Owain Gwynedd in North Wales and Rhys ap Gruffydd in South Wales or Llywelyn the Great. The children will locate the location of the castles on a map of Wales. We will look at materials and their properties in Science to investigate the range of materials that were used to build castles. Look at their various properties and learn and name the different architectural features of different types of castles. Understand the conservational aspects of materials including weathering and erosion. The children will collect statistical information about the number of different castles in different parts of Wales and present in diagrams and graphs. Use maps, plans and grid references to locate different castles on the map of Wales. Study the impact of a Castle on the local and national economy.



Why were so many castles built in Wales? Who lived in the castles? [History Literacy]: The children will understand through research and visits why so many castles were built in Wales. We will visit Kidwelly castle to look at the location and to consolidate their understanding of the defensive role of a Castle. We will Explore the history of the castle by reading information, asking questions, taking photographs and making drawings of architectural features and materials. Create a timeline to show information about the castle, when it was built, significant events and changes. We will look at who lived in a castle and their different roles. We will during the visit look at how people lived at that time. We will look at various defensive aspects of the castle e.g. the moat, the motte, the arrow loops etc. Numeracy-We will look at the size of the rooms in a castle and use maths resources e.g. trundle wheels and measuring tapes to measure length and breadth, we will use the measurements to calculate the area of the rooms. We will measure the perimeter of the castle courtyards and defence walls. The children will use their artistic skills to build a model of a chosen castle in Wales. Use a range of historical resources to compare and contrast two castles of their choice including where they are located, how they were used, who lived and lives there and their individual features. Find out about significant events that happened there. DT-Create a working draw bridge or weapon using pulleys and levers. We will write building instructions in role as a local craftsman. The children will create a castle 'kitchen experience'. Research the types of food served in a castle and plan and cook for a medieval banquet.



Dragon's Den! Who wants to buy a dragon? Collaboration - Using the skills developed throughout the theme e.g. persuasive writing, research skills, oracy skills, Numeracy skills-money, ICT-PowerPoint and artistic skills, the children will put together a presentation to sell a mythical pet dragon. We will use the 'Dragon's Den' premise where the children will have to present the sale of their dragon to a group of prospective buyers. The children will need to share information related to the cost of keeping a dragon as a pet. E.g. food, equipment needed, training etc. Where the dragon should live e.g. a castle.

These activities will take place weekly/fortnightly and may/may not be thematic:

Guided Reading, Pie Corbett literacy approach, Abacus Mathematics Scheme, Philosophy for Children, PE/Games, Welsh

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**** A note for parents:**

You may be able to help, support and encourage your child in some or many of the activities that have been planned for them during the term. Here are just a few ways you could achieve this:

- If your child can access any information on the topic, maybe through books, television documentaries, internet research etc., this will be of great benefit to them during the course of the term.
- As part of our literacy, we will be studying and producing fact files, persuasive posters, writing recounts of stories listened to, writing stories from their imaginations. It would be fantastic if the children could watch films [Pete's Dragon, How to Train a Dragon] about dragons, read books about the theme and write about castles and dragons at home too. The more experience they have of this, the greater impact this will have in the classroom.
- Your child will be required to complete tasks outside of school, many of which will be based on what we are covering in class that week in Mathematics, Language and our topic. Please ensure your child completes these tasks and, where applicable, to the standard that we expect of them in their class work (i.e. handwriting, overall presentation of work).
- As reading will be at the heart of all lessons, please ensure your child continues to practice their reading at home. While some children may have a school reading-scheme book to read at home, in addition **all** children can read books, comics, magazines or any other suitable texts of their choice. Your child has been given a reading record book, where parents are encouraged to make a note of what was read, plus any additional comments you may wish to make about your child's reading. The reading record book will be checked regularly. We hope that all children manage to read at home with adult supervision at least three times a week.
- In class your child will be working hard to learn their times tables by heart, and also ensuring they improve their handwriting and general presentation. Please work with your child to ensure they achieve these standards – these elements contribute to your child's overall levels at the end of the academic year.
- Our class has P.E once a week – this term it will be on a **Wednesday** afternoon. Please make sure your child brings their full kit to school on those days. Pupils' attendance in PE sessions is compulsory and will be recorded and monitored.

May I thank you in advance for your support and co-operation during the term.

Mrs. J. Morgan
Mrs. L. Duquemin