

Castles



and Dragons...



General Tasks

To help with learning from home the Government has set up the Oak National Academy. This offers 180 video lessons each week across a broad range of subjects from Reception to Year 10 and are free to use. The Oak National Academy can be accessed here:

<https://www.thenational.academy/>

In addition, the BBC is running programmes and resources for pupils of all ages, with many famous faces presenting lessons. These resources can be found here:

<https://www.bbc.co.uk/bitesize/learn>

<https://www.bbc.co.uk/bitesize/articles/znwrcqt>

Phonics Tasks

One of the key learning in EYFS is phonics. These are the letters and sounds individual letters make as well as groups of letters together. Look at the Phonics Tasks in your Easter Pack. Please could you do one task per day.

- Phonics Play – Lots of phonics games and activities. This can be found at: <https://www.phonicsplay.co.uk/> with the Username: March20 and the Password: home
- Another phonics page we use is Monster Phonics: <https://monsterphonics.com/> with the Username: login and Password: homelearning
- The last phonics we would recommend is Oxford Owl: <https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

Weekly Maths Tasks

Again, look at previous projects for some great ideas about what Maths you can do daily. Pick one a day. Here are some additional ideas:

- Set up a tuck shop for daily snacks where they get given a set amount of money for the day to buy snacks.
- Make a timetable of the day looking at the days of the week, as well as the time each activity is starting. Draw the clock, with the long hand the minute hand and the short hand the hour hand.
- Go on a shape hunt. First one to find 3 triangles. Do the same for circles, rectangles, squares.

Weekly Reading Tasks

There are some really great ideas on previous project packs so feel free to do the ones you have not completed yet.

Here are some additional ideas are:

- Read a novel (chapter book) to your child, such as David Walliams or Harry Potter.
- Listen to a story (BBC bedtime stories – a new one every day)
- Make a new front cover for a book you have read. Who would you put on the front?

Other Weekly Tasks

Science

- Spot some signs of Spring in the garden...
- What animals can you find (be careful to put them back where you found them....)

PE

- Start each morning with a good wake up! Daily 30mins exercise by logging onto YouTube and watching Joe Wicks (PE with Joe) who is doing it live every morning at 9am. If you miss this time, then previous exercise routines are on there.

History

- Find 'Horrible Histories' on BBC (Internet) and write 3 interesting things you have learnt from each program. (there are also games linked to each one)

Design Technology

- Help make some cakes or biscuits for the family. Don't forget to wash up afterwards.

Personal, Social and Emotional Development

- Encourage your child to talk about and share their favourite castle, knights or dragon stories or television programmes.
- Discuss what your child would like to do if they were King or Queen for the day. Would they like to live in a castle or palace? Would they have knights to fight dragons? Would they hold a big party for all their friends?
- Talk about being brave – like knights. What does being brave mean? When were they brave? If you wish to, you could link this with the correct situation. Who is being brave? Keyworkers, especially Nurses/Doctors.
- Read some of the stories about Dragons:
<https://www.storyberries.com/category/dragons/>
- Hide some object linked to castles, knights or dragons. Encourage your child to work as a team (with you or brothers/sisters) to find them.

English

- Play a reading game to cross a moat and reach the castle! Place 3 large plastic hoops in the floor and place letters inside each to spell a CVC word – sit, mat, dog, nap, bed, hot, pet, bus, net, mum, dad, etc. Encourage your child to step into the hoops, saying each phoneme and blending to read the word to reach the castle.
- Write invitations for a castle ball – Who are you going to invite? How will the invitations look?
- Make a wanted poster for a dragon (See Activity Sheet 3)
- Create a reading castle using blankets and cushions and covered with sheets.

Speaking and Listening

- Barnaby Bear visits Edinburgh Castle:
<https://www.bbc.co.uk/bitesize/clips/zxsgkqt>
Draw and Write down 4 things that you have learnt. (Activity Sheet 1)
- What would you include on your family coat of arms? Encourage your child to talk about things that are important to them and your family and design a coat of arms to represent them. (Activity Sheet 2)
- Use a toy castle to introduce prepositions. These are words such as 'in', 'on', 'beside', 'in front', 'behind', etc. Hide a toy dragon behind the castle and on top of the castle.
- Play a listening and attention game with your child. Place a number of items around the castle/dragon theme on a tray and cover them with a blanket. Remove one of the objects. Can they say which one has been removed?
- Play a listening game with your child. Hide a toy dragon around the house. Give clues to the seeker to find the dragon.



Castles

Physical Development

- How do you keep safe like a Knight in Shining Armour? (Activity Sheet 6) Think about how a knight keeps safe using armour and special equipment like shields and helmets. Link this to their own experiences of keeping safe (bike helmets, car seats, arm bands)
- Play a movement game (Simon Says) – they could march like a soldier, gallop like horses, wave like a king/queen, fly like a dragon or stand tall like a castle.
- Play a movement and direction game. Encourage your child to pretend that they are knights and have to follow the Kings/Queen's instructions! Give instructions, such as march forwards, take 2 steps backwards, turn around, etc.
- Make some biscuits or cakes (for the King/Queen of course!). Encourage them to listen to and follow instructions to help to prepare the follow the recipe, following safety and hygiene rules.
- Use tinfoil for children to tear, shape and mould around some of their toys to create suits of armour.
- Make towers using building blocks on top of each other.
- Create a knight themed obstacle course for them (and you) to complete.

Mathematics

- Build a turret (Activity Sheet 7)
- Create a castle out of 2D shapes (Activity Sheet 8)
- Have number 1-20 on small piece of paper. Ask them to order the numbers. Take some numbers away and ask them which numbers are missing. Describe a number and ask them to pick that number out.
- Provide cardboard boxes and packaging in a variety of different shapes. Encourage them to use the materials to build model castles and explore the properties of the shapes.
- Look at the pictures of knights on Activity Sheet 9 Can you measure these using items around the house (for example, three 1p coins) and also using a ruler.
- Draw a chalk moat for them to cross. Encourage them to place numbered stepping stones to cross the moat and read the numbers as they walk along the path.

Understanding the World

- Do the 'Can you help a dragon?' science experiment. (Activity Sheet 4)
- Challenge them to make a castle or cave for a toy using specific materials to fulfil specific criteria, e.g. can they make a cave for a dragon that will keep him warm? Can they make a castle for a king that will be strong?
- Do the "Climb your own Beanstalk" science experiment (Activity Sheet 5)
- Castles were built so people could feel safe. Talk about what makes you feel safe and draw some pictures (Activity Sheet 11)

Expressive Arts and Design

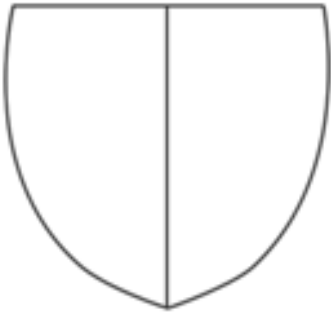
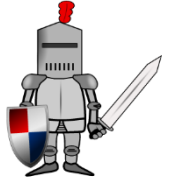
- Have strips of paper for them to decorate and make into crowns – perfect for a bit of role play!
- Provide some cardboard boxes and empty packaging for them to use to make castles. Encourage them to decorate the boxes and stick them together to create their models.
- Design a flag to go at the top of a castle. Provide some straws or lolly sticks and some rectangles or triangles of paper.
- Colour in some pictures of castles and knights (Activity Sheet 10)
- Warm up your voice using the voice warm up 'Sound Parade' led by the Somerset Music singing leader at the beginning of this video:
<https://www.youtube.com/watch?v=dI5t9QbozBQ>
- Join in with the actions and repeated words of 'Castle Song'.
<https://www.youtube.com/watch?v=rEbrwAIEDRI>

Activity Sheet 1 – Barnaby Bear.

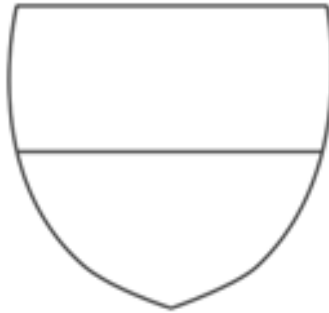
Watch the video of Barnaby Bear visiting Edinburgh Castle: <https://www.bbc.co.uk/bitesize/clips/zxsgkqt> Either and Write 4 things that you have learnt.

Activity Sheet 2 – Designing a shield

Shields were coloured so that knights could be spotted on the battlefield – after all, you don't want to attack the wrong person! The shield was an important part of a knight's armour. Take a look at the basic shield designs below. Experiment using different colour combinations on the shields.



Party



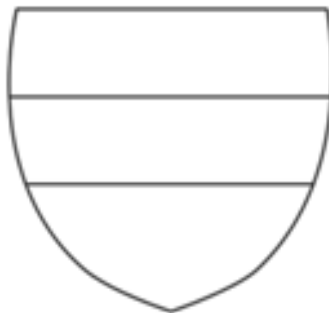
Party-fesswise



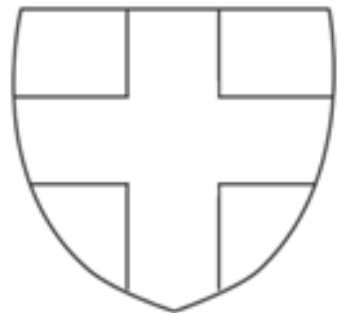
Quarterly



Pale



Fesse



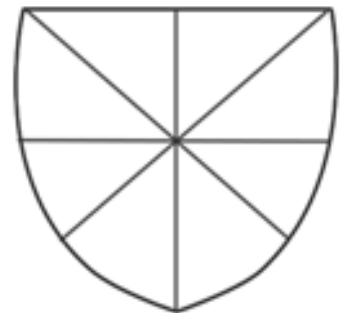
Cross



Party-bendwise



Party-saltirewise



Gyronny



Bend



Saltire



Border

Activity Sheet 3 – Wanted poster of a Dragon

Design a wanted poster for a Dragon. What did they do? Did they capture the princess? Did they burn down the village?

Wanted



Last Seen:

Crime:

Eye Colour:

Skin Colour:

Wanted



Last Seen:

Crime:

Eye Colour:

Skin Colour:

Wanted



Last Seen:

Crime:

Eye Colour:

Skin Colour:

Activity Sheet 4 – Can you help a dragon?

“Can you help a dragon?”

Before you begin this activity, you will need to freeze four small castle characters. You could half fill children’s plastic cups, place one character in each and stand them up in the freezer. Make sure each character is frozen in the same quantity of water to ensure a fair experiment.

- Begin the activity by showing them a dragon toy or a Dragon and tell them that he is still a young dragon and he is very friendly.
- Tell them that the dragon really needs their help! Say he is not able to breathe fire yet, he is still learning, but someone has frozen the king, queen, princess and the jester from the castle he lives by, and he needs to help to free his friends.
- Say that although he wants to rescue them by breathing fire and melting the ice, he can’t! He needs some help to think of other ways he could help to melt the ice and free his friends.
- Show them the frozen king, queen, princess and jester (or who ever you have put in the freezer) and ask if they will help the dragon to free his friends.
- Say that in order to free the dragon’s friends from the ice, we are going to need to think of ways to melt the ice and get them out.
- Provide time for them to think of ideas of how to melt the ice, and then ask them to share their ideas.
- You may like to note the ideas down to refer back to throughout the experiment.
- As they provide you with their ideas, ask them questions to encourage them to explain why things occur and to talk about changes.
- For example, if they said ‘Put them in the sun,’ you may like to ask them, ‘Why do you think I should put the ice in the sun? What will happen to the ice when I put it in the sun? What will the sun do to the ice? Why will the ice melt in the sun? How will the ice change?’
- Once they have fed back their ideas, say that the dragon needs us to help to free his friends as quickly as possible. Say, I wonder which of the ideas would help to melt the ice in the fastest time?
- As they give their opinions about how to melt the ice the fastest, ask them why they think that way will be the fastest way of melting the ice.
- Tell them they now have the chance to carry out a melting experiment. They can choose four different ways to try and melt each of the frozen castle characters and they can use a timer to see which one melts the fastest and which takes the longest.
- Decide four reasonable ways to melt the ice characters. For example, you could put them in warm water, in a bowl in the kitchen, under a radiator, in the sunshine, wrapped in a blanket, etc.
- Help them to record the time it takes for the ice to melt and for the character to be freed, and record the times.
- As the ice is melting, encourage them to discuss what changes they can see happening and ask them to explain why it is happening.
- At the end of the experiment, discuss the results you found and ask them why they think, for example, putting the ice in hot water, helped to melt it the fastest?
- Praise them for helping the dragon to free his friends and for carrying out a super melting experiment!

Climb Your Own Beanstalk

Science Experiment



Method

1. Ask the children to draw a picture of themselves and stick it to the jar.
2. Put a paper towel in the bottom of each jar with a bean on top.
3. Place the bamboo stick so that it stands up in the jar. Then stick the cut-out of the castle at the top of the bamboo.
4. You can stick some cotton wool onto the castle to resemble the clouds.
5. Leave the bean in a light place and water your bean regularly.
6. Watch as the beanstalk grows over time.
7. Twist the beanstalk around the bamboo as it grows.
8. Children can then see how long it takes for their beanstalk to reach the castle.

You will need:

A jar per child

Paper towels

Water

A bean per child

A bamboo stick per child

A Castle Cut-Out

Cotton wool

A piece of card for each child to draw a picture of themselves

Activity Sheet 6 – Keep a knight safe....

Before you begin this activity, you may like to print out the picture of the Knight in Shining Armour and set up the Knight in Shining Armour PowerPoint on your Interactive Whiteboard.

- Begin the activity by showing the children the Knight in Shining Armour picture and tell them that the picture is of a knight. Explain that in the past knights often had to fight and they needed to keep themselves safe during the fights.
- Ask the children what they think helped to keep the knights safe during fights. Focus on the knight's armour and explain that the armour was made out of a material called metal and it helped to protect their bodies from being injured.
- You may like to pass a metal object around so the children can feel and discuss the material and how it kept the knights safe.
- Then point out the shield to the children. Ask them if they know what it is and what it was used for?
- Explain that the shield was a special piece of equipment the knights used to take to battle to help to protect them, it stopped their body being injured by a sword.
- Ask the children if they can think of any special clothes or objects we use today to help to protect us and keep our bodies safe?
- Provide time for the children to discuss this key question with a talk partner and then ask the children who would like to feed back their ideas about what we use to keep our bodies safe.
- Show the children the How to Keep Safe PowerPoint. Encourage them to look at the pictures and decide what they could do and what they could wear, to help to keep themselves safe in the different scenarios.
- Act excited and say that it is like a game and that after they have given their suggestions, you will then show them the next slide. The next slide will show them the different ways to stay safe and they can see if they managed to think of any of the same ideas!
- Each time you show the children the different scenarios on the PowerPoint, you can use questioning to encourage the children to talk in more detail about different ways to keep safe.
- For example, with the bike safety scenario you could ask them,
 - What could you wear to keep safe on a bike?
 - Why would you wear a helmet?
 - How does a helmet keep you safe?
 - How else could you make sure you stay safe on a bike?
 - If an adult wasn't there to tell you to wear a helmet, would you still wear one?
- Similar questions can be used for the differing scenarios. You may also like to use real objects as you discuss safety, you could have a bike helmet, arm bands, sun hat, and car seat.
- At the end of the PowerPoint, praise the children for all of their suggestions on how to keep safe in different scenarios. Emphasise that it is very important that, just as a knight has to remember to wear his armour to protect him, the children need to remember the different ways they can help to keep themselves safe.

Ideas for Extension into Continuous Provision:

- You may like to add a doll into the outdoor construction area and pretend it is a child. You could set your children the challenge of creating a car that is safe for the child to travel in. They could think of ways to create a seat belt and car seat to keep the child safe.
- You could draw a large outline of a knight and place it in the creative area. Add a selection of different materials such as, cotton wool, cardboard, paper, tinfoil, sticks, plastic bottle tops and ask the children to create armour to protect the knight.

Activity Sheet 7 – Build a turret

Before you begin this activity, you may like to print off pictures of castles and turrets. You may also like to count out sets of 10 sugar cubes so that each person taking part in the activity has 10 sugar cubes. You could use anything that can balance on top of each other (lego bricks, books, chocolate bars, etc)

- Begin the activity by showing your child pictures of Castle and turrets. Point to the turret and ask if they know what this part of a castle is called. Tell the children that it is called a turret and it is a small tower.
- Show them the sugar cubes and tell them that they have a challenge. Explain that their challenge is to try and build a turret using the sugar cubes!
- Tell them that you are going to have a go at building a turret using the sugar cubes and they are going to help to count how many sugar cubes they use to build your tower.
- Build a sugar cube tower that is 3 sugar cubes tall. As you do this, carefully and slowly count out each sugar cube and say the number name for each cube as you place it on top of the previous sugar cube.
- Ask them, “How many sugar cubes did I use to build my tower?” Ask them how they know there are three cubes.
- Encourage them to carefully and slowly count the cubes. When they say the final number ‘3’, emphasise that the last number we say tells us how many sugar cubes there are altogether in the set, so there are 3 sugar cubes.
- Repeat this activity with different amounts of sugar cubes. Emphasise the total number of cubes used each time.
- Allow the children time to explore making turrets with different amounts of up to 10 sugar cubes.
- Ask them, “How many sugar cubes did you use to build your turret?”
- This question provides you with the opportunity to see if they are able to tell you the number of sugar cubes in the set without recounting. If they can tell you this, it suggests that they have understood that the number identifies how many objects are in a set.
- If you ask them the question and they repeat the counting process again, explain to them that they don’t need to count all of sugar cubes again. Explain that the final number they say, when they have counted the sugar cubes, tells them the amount of sugar cubes in that set.
- Once they have had time to build their own sugar cube turrets, tell them that this time you are going to tell them how many sugar cubes they are allowed to use to build a turret.
- Say a number between 1 and 10 and observe if they are able to use the matching number of sugar cubes to build their turret.
- Suggest to them that once they think they have used the correct amount of sugar cubes, they should carefully count them to check that they have used the same amount as you asked them to use.

Activity Sheet 8 – Build a 2D Castle

Before you begin this activity you can either print and cut out a selection of the 2D Shapes, or gather together a selection of 2D shapes.

- Begin the activity by spreading a selection of 2D shapes, which are a variety of colours and sizes, out on the table.
- You may like to hold up a circle, square, rectangle (oblong) and triangle and ask your child if they know the name of each of the shapes.
- Tell them that their challenge is to create a castle using 2D shapes!
- Say that they need to think about what size and what shape is best to use for the different parts of a castle.
- Show them a picture of a Castle. Discuss what shapes they can see and why the different shapes and sizes may have been chosen for the different parts of the castle.
- Model making your own castle picture using 2D shapes so that you can explain why you choose to use different shapes for different parts of the castle. It also gives you the opportunity to ask them to help you to choose the best shapes for different parts of the castle.
- For example, you could hold up a rectangle, name the shape and say that this looks like the shape of a door because it has two long sides and it is tall. You could hold the rectangle shape up against a door to show the connection.
- You could then hold up two different sized circles, one of which could be bigger than the rectangle you have chosen for your door! You could ask them which circle they think you should choose to be the handle on the door.
- Encourage them to consider the size of the door handle compared to the size of the door.
- Tell them it is now their turn to use the different 2D shapes to create a castle.
- As they are choosing shapes and arranging them to represent their castle, you may like to ask them some questions to encourage them to discuss their choices and name the different shapes.

Activity Sheet 9 – Measure a Knight

Can you measure these knights using items around the house (for example, three 1p coins).

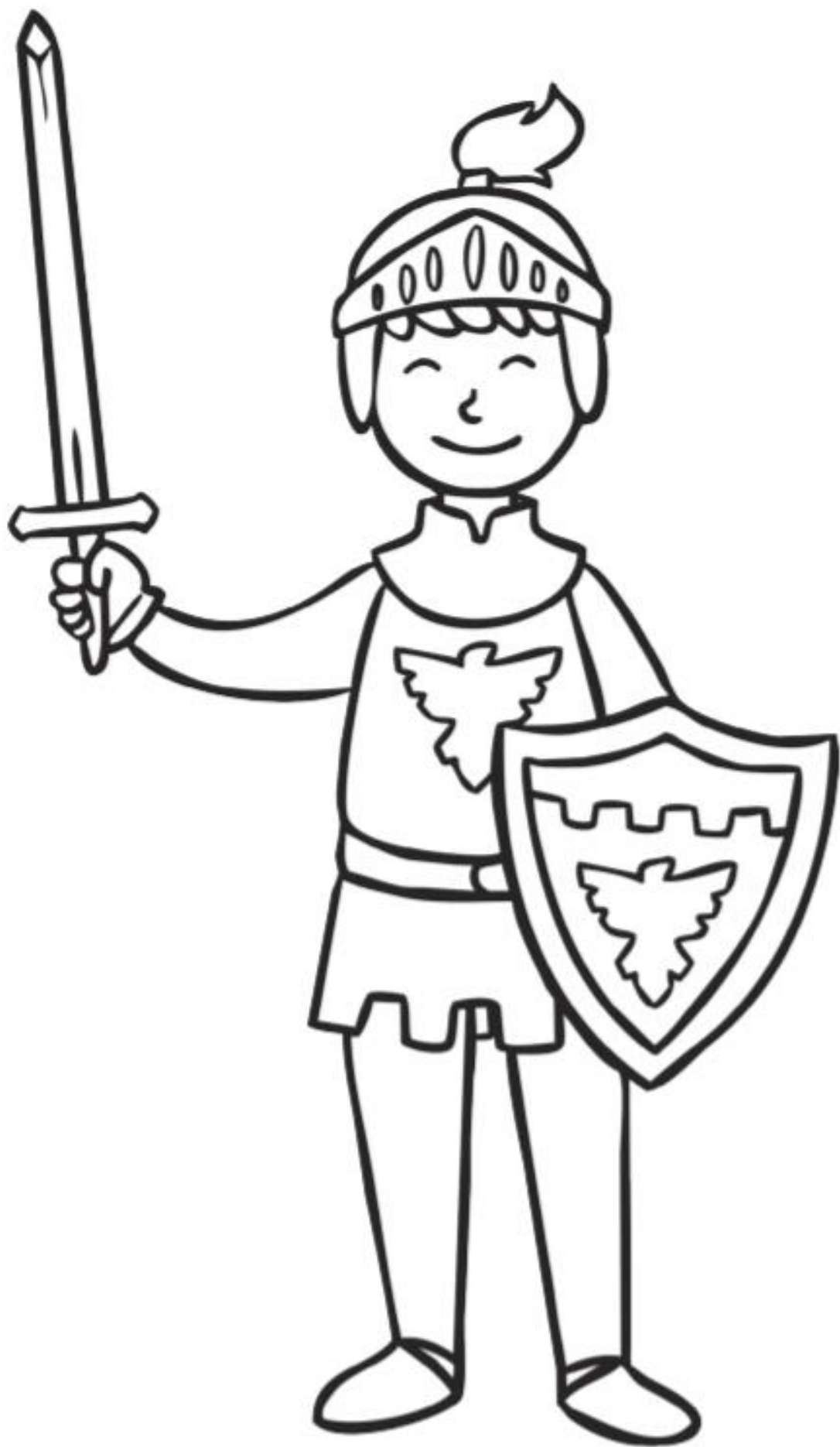
Now measure using a ruler.



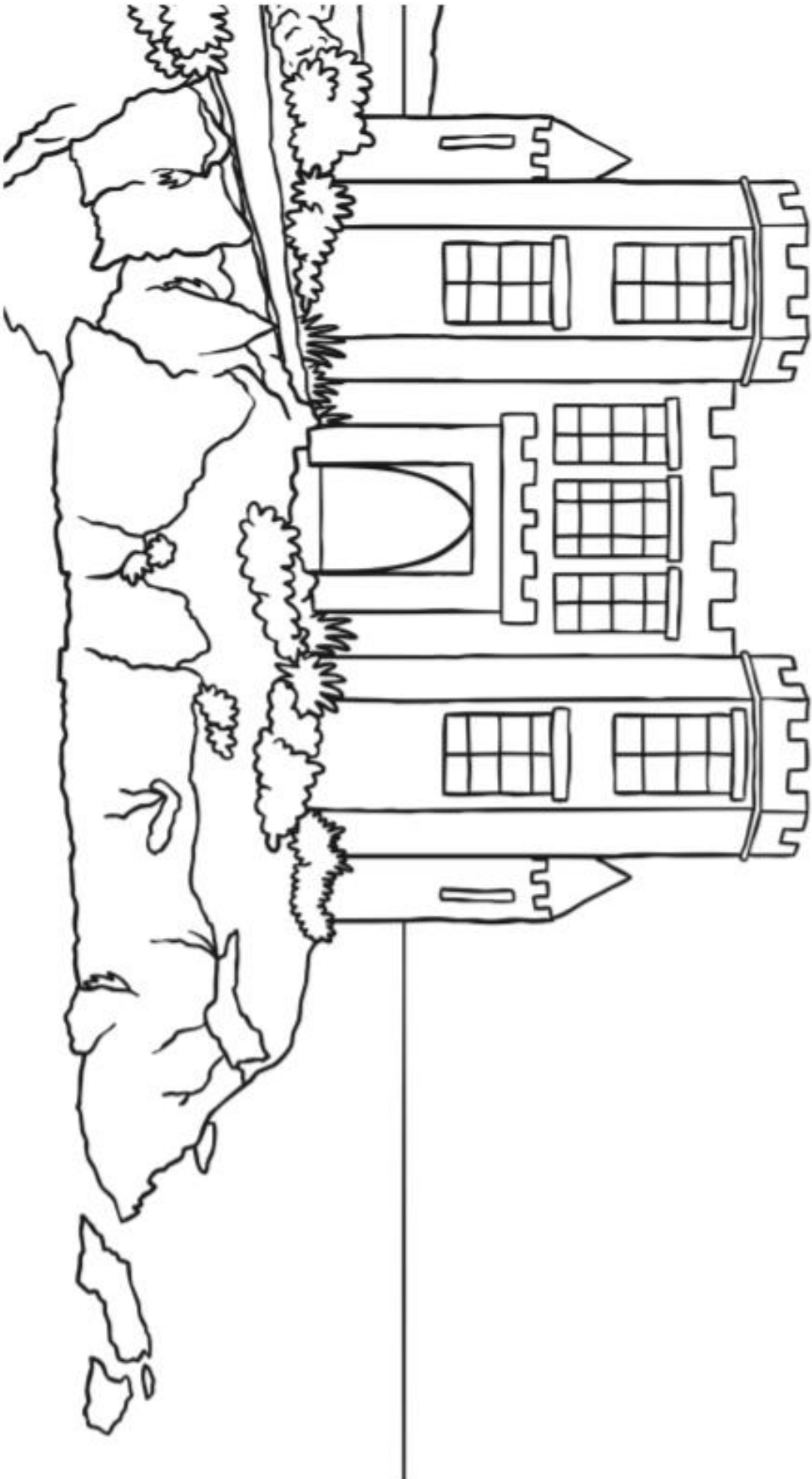
Activity Sheet 10 – Colouring in sheets.











Activity Sheet 11 – Think about what makes you feel safe

All of us worry about things. Sometimes when things are scary it can make us feel unsafe.



Talk to your mum, dad or carer about what makes you feel safe.



Draw a picture of someone or something that makes you feel safe: