

### As Writers, we will...

- \*respond to a letter from a dragon expert
- \*become dragon experts ourselves and write a report about dragons
- \*create dragon poetry using the books 'Tell me a dragon' and 'Evidence of dragons'
- \*explain how to care for a pet dragon
- \*write instructions about castles
- \*retell the story of Rapunzel
- \*write a news report about the Gunpowder Plot/The Great Fire of London

### As Mathematicians, we will...

- \*count on and back, partition, estimate and order numbers
- \*use number bonds, add and subtract and use commutativity
- \*use multiplication facts solve simple problems
- \*count up and down in fractions
- \*find fractions of quantities
- \*measure in standard units
- \*calculate with money including using different coins to make the same amount
- \*complete number sequences

### In computing, we will:

- \*design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts (Scratch)
- \*use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- \*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- \*select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

# Knight School



### As Historians, we will...

- \*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (English Civil War)
- \*a local history study

### In art/d&t, we will...

- \*design and make a catapult
- \*create stained glass art
- \*draw a dragon's eye and make it with clay
- \*make gargoyle sculptures

Our RE topics this term are 'What kind of world did Jesus want?' and 'What is the good news that Jesus brings?' Please remember to have PE kits in school at all times and wellies and a waterproof for Wild Learning.

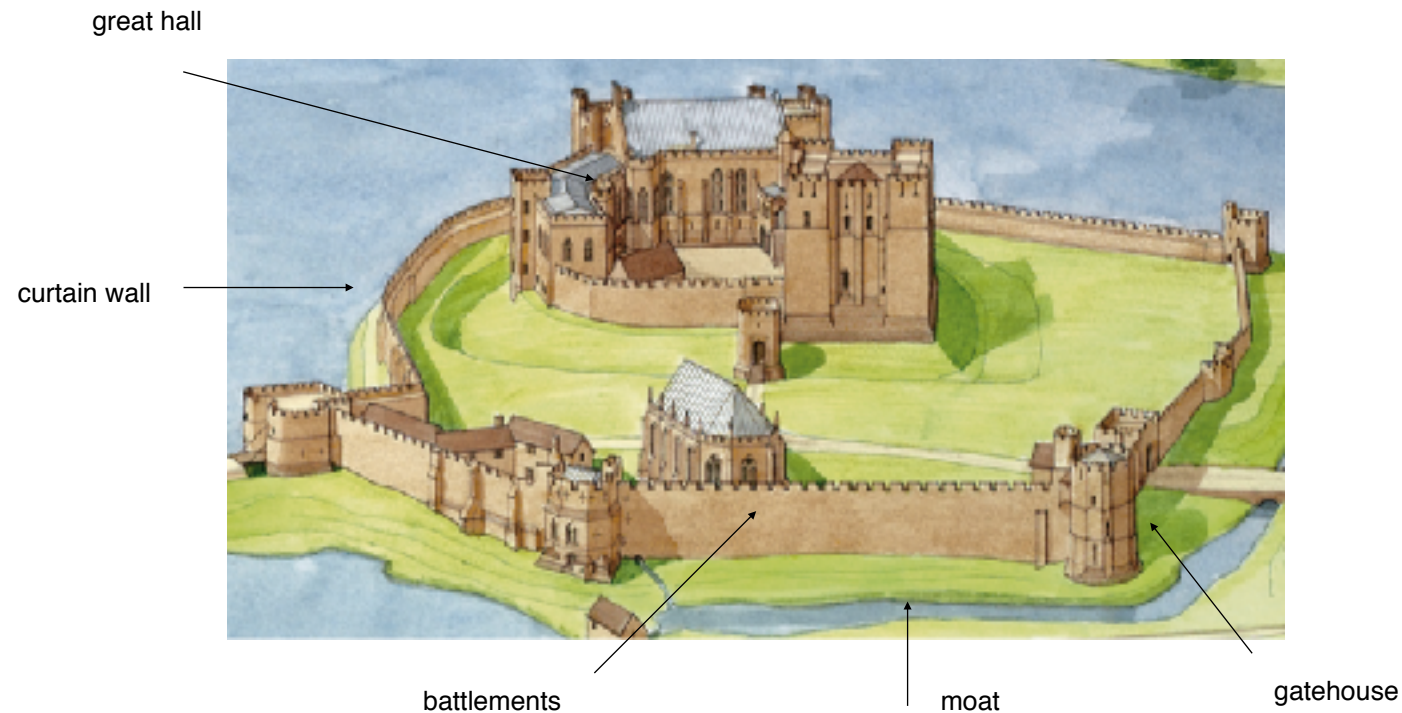
### As Geographers, we will...

- \*use maps, atlases, globes and digital/computer mapping to describe features studied

# Castles

Vocabulary	
bailey	The strongly defended area at the centre of a castle, often surrounded by a stone curtain wall. Some castles, like Kenilworth, have an inner and an outer bailey.
battlements	Regularly spaced rectangular openings for shooting through.
crossbow	A wooden bow fixed to another piece of wood, which can be pulled back and released to shoot a short arrow.
curtain wall	A strong wall around a castle, often linking towers together, designed to protect the buildings and people inside.
gatehouse	The highly defended entranceway to a castle.
great hall	The place that is used for dining and eating.
missiles	Objects (e.g. stone balls) that were hurled towards a target.
moat	A ditch that wraps around a castle for defence.
siege	A military tactic in which an army surrounds a place and attempts to capture it, either by attack or by cutting off essential supplies (e.g. food and weapons) forcing the people inside to surrender.
siege engine	A huge stone-throwing machine made from wood.

**Kenilworth Castle**



Castles were fortified homes of important people such as Lords of the King or Queen. A castle allowed them to control the surrounding land and kept their family and riches safe. They had lots of defences to protect them.

Lots of people worked in a castle doing different jobs including knights, soldiers, craftsmen, cooks and servants.

Life in a medieval castle centred around the Great Hall. This is where the Lord would eat, entertain guests, hold banquets and conduct business.



**Trebuchet (a type of siege engine)**



**Crossbow**

Vocabulary	
monarch	A king or queen.
Knight	A man who served the monarch as a mounted soldier in armour.
Parliamentarian (Roundhead)	A person who supported and/or fought on the side of Parliament in the English Civil War. Parliamentarians believed King Charles I should be removed from the throne and that England should be ruled by Parliament instead.
Royalist (Cavalier)	A person who supports the monarchy.
civil war	A war between groups in the same country.
House of Parliaments	The place where laws are made.
plot	A secret plan to do something illegal.
gunpowder	A black powder that is explosive.
firebreak	A gap that stops a fire spreading to nearby villages.
fire hook	A large rod with a hooked end. These were used to pull down damaged houses or to remove houses to try and stop the fire spreading.
fire squirt	A pump used to suck up water and then squirt it at the fire (pictured above). At least two people were needed to use them, as they were so large and heavy!

- 1603** - James VI of Scotland was crowned James I of England. Scotland and England joined
- 1605** - Gunpowder Plot (5th November)
- 1606** - The Union Flag was adopted as the national flag
- 1625** - James I died and his son Charles I became king
- 1642-51** - British Civil War
- 1666** - Great Fire of London

**Gunpowder Plot**

The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament. Robert Catesby, Guy Fawkes, Thomas Percy, and five of their friends were involved. Under the rule of James I, Catholics were treated unfairly. The plotters were all Catholic and wanted King James removed from the throne. A letter was sent to Lord Monteagle, who was due to go to the Houses of Parliament, warning him of the plot. He told the king, who sent guards to search the cellars. They found Guy Fawkes and gunpowder.

King James I



**English Civil War**

A fight about how the country was governed. The English Civil War lasted for seven years and lots of people died. There were two sides in the war: The Parliamentarians (roundheads) who were strict and disciplined, and the Royalists (cavaliers) who were flamboyant and fun. The Parliamentarians (roundheads) won the war, and took Charles I prisoner.



Roundhead



Cavalier

**Great Fire of London**

It began on the night of 2nd September, 1666 and destroyed the homes of 100,000 people. It was caused by a baker who left his ovens burning through the night at his bakery on Pudding Lane. The buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.



We know about the Great Fire because a man called Samuel Pepys wrote a diary.



fire hook

leather bucket

fire squirt