

Year 1 Curriculum Links Summer 2

King of the Castle



Enrichment:

Castle visit

Immersion:

Finding a dragon egg

English

- Narrative –The Kiss that Missed- Write a new journey for the kiss. Where did it end up? How was it rescued?
- Create a story map for own class version of the kiss that missed
- Character descriptions linked to thoughts and feelings. Create thought bubbles for the characters
- Create a fact file about a castle you have researched as class.
- Create a poster to advertise a castle- What can you do there? What can you see? How much does it cost?
- Write a letter to the castle thanking them for the visit
- Narrative- The Paper Bag Princess- Rewrite the part of the story where the princess chooses the paper bag- What could she find to wear instead?
- Create an acrostic poem about a castle or a knight
- Job application for a role at a castle
- Role play linked to Rapunzel- Character hot seating
- Poetry- As Rapunzel's parents are part of the story write a poem about own family
- Role play in groups- Retelling story of Rapunzel

Mathematics

- Length- Link to length of Rapunzel's hair
- Data handling- Eye colour
- Look at daily routines of servants- What times do they need to do certain jobs? On which day of the week? Etc.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \quad - 9$ (Link to castle themes)
- Market stall- Buying/giving change/recognising value of coins
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher (Link to castle themes)
- Create a castle model using 3D shapes- name and label all properties of each 3D shape
- Computing link- Direct knight around a castle- describe position, direction and movement, including whole, half, quarter and three quarter turns.

Geography

- Identifying the UK on a world map
- Identifying and locating the four countries of the UK and their capital cities
- Examining why a capital city castle was built in a location
- Using a map to identify key features
- Planning a map from an aerial photo
- Moving around a map using compass points

Locational knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Geographical skills and fieldwork

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Art & Design

- Coat of arms - Design a coat of arms a castle. Research children's individual family coat of arms.
- Shield making - Design and make a knight's shield. Think about the size, shape and colour.
- Design new items of clothing for the paper bag princess

PE

- Marching – Who marches? How does someone march? What happens to our arms/feet? Can children march to the beat of 'The Grand Old Duke of York'? Can the children follow a leader in lines of 3, 4, 5 or longer then swap leaders on the go?
- Children could develop a small marching dance sequence in small groups, changing direction or marching in formation then perform the dance to the rest of the class, remembering to keep moving in time

SMSC

- Cultural- Hierarchy look at our queen- What are her qualities?
- Debate- Introduce a debate about something current to school. What is a debate? Why do we have them?
- Cultural- Awareness of our Royal Family.

RE

- **Theme:** Chanukah
- **Key Question:** Does celebrating Chanukah make Jewish children feel close to God?
- **Religion:** Judaism

Science

- Investigating properties of materials for the DT castle building (e.g. waterproof materials to line the moat, strongest materials for the walls)
- Sort materials according to their properties
- Explore how materials change shape when they are squashed, pulled, pushed, turned, stretched and twisted. Can Children predict the effects of forces?
- Can children say which materials should be used for different objects and why? E.g. glass for windows as it is transparent.
- Three Little Pigs materials investigation

Everyday Materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Music

- Sound effects - Read the castle poem together and add sound effects. Could children write their own and think about which instruments would best produce the sound effects?
 - Sing 'The Grand Old Duke of York' together. Accompany singing with marching actions and musical percussion to keep in time with the beat of the music
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
 - Play tuned and untuned instruments musically
 - Listen with concentration and understanding to a range of high-quality live and recorded music
 - Experiment with, create, select and combine sounds using the inter-related dimensions of music.

DT

- Banquet menu - Design a healthy menu for a king or queen's banquet
- Design and make medieval tools
- Construct a castle using 3D box modelling
- Create a tapestry

Forest School

- Create forest school art work- Look at drying leaves/pressing flowers/crushing berries
- Create a working draw bridge

History

- Compare rooms from castles from medieval to present day- Use photographic evidence to support
 - Look at the Structure of a Medieval Castle - Identifying the defensive features of a castle, such as moats, keeps and drawbridges
 - Examining the purposes of a castle's features - Discussing what happened when a castle was under siege
 - Who Lived in a Medieval Castle - Discovering the roles and jobs of a castle's inhabitants
 - a day in the life of different medieval people
 - Look at a king/queen from history
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria,

Computing

- Talking book – Create a talking story book.
- Book – Illustrate an eBook of the story. Extend by asking children to include the text too.
- News report – Prepare a script on autocue and film a news report about what happened between the wolf and the little pigs. Include interviews.
- Create an internet safety poster to share with children that will be moving into y1