

## 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  $7 = \square - 9$  (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

#### Locational knowledge

- Name and locate the world’s seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### Art & Design

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### PE

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

### Science

#### Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

#### Animals including humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### 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.

#### Seasonal Changes

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

### 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.

### History

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

### 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.

### DT

#### Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

#### Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

#### Cooking & Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

### Computing

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### RE

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