

Dungeons and Dragons

Year 2 Term 4

The BIG Questions...

Why were castles built?

- What is a castle?
- Why were castles built?
- Why do castles look different?
- Where are castles in the UK? (visit castle?)

Who lives in a house like this?

- What are the outside parts of a castle?
- What was it like inside a castle?
- Who lived in a castle?

Could link Anne Boleyn to Henry viii who lived in Dartford Manor House

What, no internet?

- What did people do all day? -jobs, entertainment, food etc.
- Knights - St George

The final showdown!

Visit a castle?
Dress up day
Knights/Princesses/Jester/maid etc. ?
A Knight's challenge
(participating in sporting activities and scoring points)?

Suggested artists...

Sculptures:

Anthony Gormley (angel of the north), Frédéric Auguste Bartholdi (Statue of Liberty), Barbara Hepworth, Henry Moore

Lead story and others...

The Egg (Mark Robertson), There's no dragon in this story (Lou Carter), The paper bag princess (Robert Munsch & Michael Martchenko), George and the dragon (Christopher Wormell), Zog (Julia Donaldson), Tell me a dragon (Jackie Morris).

Opportunities for visits, visitors and outdoor learning...

- English link - dragon visitor
- School trip - castle? including a falconry display/dramatisation?

Key Skills and Knowledge

Possible activities

History

As historians we will...

- Use and handle sources to ask and answer questions about the past, using simple observations
- Choose and use parts of stories and other sources to show that they know and understand key features or events
- Identify differences in ways of life between different times

Use photographs, paintings and information texts/internet to find out about castle designs, castle defences, coats of arms, knights, fighting, food and we will also find out about entertainment such as falconry, jousting and court jesters.

- Timeline of castles
- Make a 3D castle
- Design a coat of arms
- Learn to be a court jester
- Watch a falconry display

We will also find out about the difference between real histories and made up stories such as those about dragons.

-Saint George and the Dragon

Geography

As geographers we will...

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

Plot castles around the UK by using an atlas/google earth.

		Investigate what makes a good place for a castle. Field Trip - visit a castle
Science	As scientists we will... <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	
PSHE	As Wentworth citizens we will... <i>Health and Wellbeing:</i> <ul style="list-style-type: none"> recognise that we share a responsibility for keeping ourselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that we do not need to keep secrets. learn what is meant by 'privacy'; our right to keep things private; the importance of respecting others' privacy. <i>Relationships:</i> <ul style="list-style-type: none"> recognise that our behaviour can affect other people. recognise what is fair and unfair, kind and unkind, what is right and wrong. recognise when people are being unkind to either them or others, how to respond, who to tell and what to say. learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 	Discussion, drawings and labelling Watching videos, listening to stories Role play, discussion
D.T.	As designers we will... <ul style="list-style-type: none"> Generate ideas by drawing on our own and other people's experiences Develop our design ideas through discussion, observation, drawing and modelling Identify a purpose for what we intend to design and make Identify simple design criteria Make simple drawings and label parts- Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Evaluate against our design criteria Evaluate our products as they are developed, identifying strengths and possible changes they might make Talk about our ideas, saying what they like and dislike about them 	Discover how a draw bridge or portcullis works and make a working model for our 3D castle.
R.E.	As religious scholars we will... <ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. 	Look at artefacts Listen and retell stories Watch videos of Ramadan and Eid celebrations

	<ul style="list-style-type: none"> Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Find out and respond with ideas to examples of cooperation between people who are different. 	
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Use equipment and media safely and with increasing confidence. Shape, form, construct and model from observation and imagination. Demonstrate experience in surface patterns/ textures and use them when appropriate. 	<p>Dragon eyes</p> 
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> Using PowerPoint: <ul style="list-style-type: none"> - Highlight text with cursor - Use bold / italic / underline - Change font size - Save a document in a new location - Retrieve a saved document - Insert clip-art - Resize images 	<p>Powerpoint presentation about dragons? Types of castles? Castle defences?</p>
British Values	<p>Through PSHE, RE, Computing, PE and History lessons, we will...</p> <ul style="list-style-type: none"> RE – Teaches about different faiths and religions. See RE curriculum. Computing – Learning about cyberbullying. PSHE – How to respect when you don't agree with them. PE – Watch others moves and show respect. Give constructive criticism. Discuss class and school rules. Computing – rules of age restrictions. Science – Working scientifically PE – Learning the rules of games. Making up own rules. PSHE – Choices. I can choose right and wrong myself. 	<p>Explore how the English Heritage cares for historic sites.</p> <p>Explore the rules of castle life. Find out who made the rules and what happened if they were broken. Explore how our community makes rules and how rules and laws are made now.</p> <p>A Knight's Challenge - rules of play</p> <p>Use coats of arms and heraldry as a starting point for deciding what makes each one of us special. Think of ways to represent in images our own coat of arms.</p>
Music	<p>As musicians we will...</p> <ul style="list-style-type: none"> Listen with concentration and without distraction to short musical excerpts (live and recorded). Respond to the music that we hear with a variety of appropriate adjectives and phrases. Accurately name instruments we can hear. Remember the words to chants and rhymes and keep in time with others. Sing with expression (loud, quiet, happy, sad). Follow the pitch movements with hands and be able to use high, middle and low voices Playing Instruments Play a range of classroom percussion instruments safely and carefully and with the correct technique modelled by the teacher. 	<p>Using music taken from the film 'Zog', chn will identify instruments, explain how the music makes them feel, decide which part of the film it is from and compose their own music to go with a lesson from the story.</p>

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| | <ul style="list-style-type: none">• Copy rhythms from the teacher and other chn using clapping, vocal sounds or percussion instruments. | |
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