Sonar Curriculum

# Y1 Guess Who? Learning Sequence (1)

**Synopsis:** Children study significant people from the past, eg monarchs and write a simple biography about them. Children will retell a story, for example, *The Queen's Hat*.

In **History**, compare two monarchs, Queen Elizabeth I and Queen Elizabeth II.
In **Art**, children develop drawing and painting skills to produce portrait of a monarch.
In **D&T**, children use mechanisms to show a moving object/vehicle.
In **Computing**, children will be taught about E-safety and how to stay safe when using online sources.

**Curriculum areas:** English, History, Art, D&T and Computing
**Length of theme:** 6 weeks

## English

*Write a short biography about Queen Elizabeth II detailing key events.*

### English Objectives

**Comprehension**

- Retrieve and record information from non-fiction

**Grammar & Punctuation**

- Use punctuation for sentences
- Use 'and' to join words and clauses
- Use capital letter for proper nouns such as names of people, places, days of week and pronoun I

**Language & Vocabulary**

- Understand how language can be used in narrative
- Use vocabulary from stories to increase vocabulary in their own writing

**Text Structure & Features**

- Sequence sentences to form short narratives

### English Learning Sequence

- Read children a short biography of own life eg Mrs Jones was born in 1973. She went to school when she was five etc
- Discuss key elements of the biography. Children record facts they remember in pairs/small groups
- Discuss what is meant by a biography – all about someone's life
- Children match key dates/photos of Queen Elizabeth II and recall a fact eg She was born in 1926.
- Order the dates, photographs and events of Queen Elizabeth's life to form a short, pictorial biography
- Model how to use each one to write a sentence using words (orally first)
- Ensure children use capital letter for proper nouns and at start of sentences
- Ensure children leave finger spaces between words
- Children write a sentence for each part of Elizabeth's life to create a short biography

### Plan, Draft, Edit & Evaluate

- Say aloud what they are going to write
- Compose sentences orally before writing
- Re-read what they have written to check it makes sense
- Discuss what they have written with teacher/pupils

In addition to the above, teachers should apply general spelling rules and guidance, as listed in English Appendix 1 and ensure concepts and skills outlined in English Appendix 2 are also addressed.

# English

*Retell a story about a monarch*

## English Objectives

### Comprehension

- Retrieve and record information from non-fiction
- Become familiar with and retell key stories, fairy stories and traditional tales
- Make predictions based on what has been read so far

### Word Reading

- Read words of more than one syllable

### Grammar & Punctuation

- Use punctuation for sentences
- Use 'and' to join words and clauses
- Use capital letter for proper nouns such as names of people, places, days of week and pronoun I

### Language & Vocabulary

- Understand how language can be used in narrative
- Use vocabulary from stories to increase vocabulary in their own writing

## English Learning Sequence

- Listen to a story involving a monarch, eg *The Queen's Hat, Katie in London*
- Stop at different points in the story and ask the children to predict what they think is going to happen next
- Select key words/sentences from the story which are within the children's reading ability, display them and read them together encouraging the application of phonic knowledge as appropriate. Choose a number of words with more than one syllable eg *visit, across*
- Role play and retell the story orally
- Sequence pictures from the story to form a short narrative and rehearse telling it orally
- Using each picture in turn, use adjectives, noun phrases and verbs to describe what they can see eg The elegant queen sat on her beautiful throne.
- Introduce adverbs to help order: First, Next, Then, Finally
- Using a pictorial structure strip down the side of the page, children write narrative to retell the story

**Text Structure & Features**

- Sequence sentences to form short narratives

**Plan, Draft, Edit & Evaluate**

- Say aloud what they are going to write
- Compose sentences orally before writing
- Re-read what they have written to check it makes sense
- Discuss what they have written with teacher/pupils

In addition to the above, teachers should apply general spelling rules and guidance, as listed in English Appendix 1 and ensure concepts and skills outlined in English Appendix 2 are also addressed.

# History

*Compare two monarchs, Queen Elizabeth I and Queen Elizabeth II.*

**History Objectives**

- Use artefacts, stories, pictures and online sources to find out about the past
- Be introduced to different representations of the past and discuss similarities and differences
- Ask some questions about the past
- Use a timeline to develop chronological language
- Describe significant people from the past
- Describe and discuss historical events beyond living memory
- Develop understanding of changes within living memory
- Develop understanding of local history
- Use historical vocabulary eg past, long, ago

**History Learning Sequence**

- Using historical vocabulary, order personal events on a timeline (eg their birth, first time walked, started nursery, started Year 1)
- Model a class timeline that includes Y1 child's timeline and add a teacher's key dates to reinforce understanding of chronology. Encourage children to use appropriate vocabulary whilst creating this
- Share pictures of the two monarchs (Queen Elizabeth I and Queen Elizabeth II) and have children apply these to the class timeline
- Use these two images of the monarchs to generate historically-valid questions
- Draw out comparisons and similarities between these images (eg Both have a crown.)
- Choose a queen to look into in more depth
- Provide images and facts related to either queen
- Sequence these in order to find out more about the Queen's life (eg birth, coronation)

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| | • Create a timeline of key events for either queen using dates, pictures and words |

## Art

*Develop drawing and painting skills to produce a portrait of a monarch.*

| Art Objectives | Art Learning Sequence |
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| • In pencil, draw lines of different lengths and thickness<br>• In painting, use thick and thin brushes to produce lines and shapes<br>• In painting, mix colours to make secondary colours<br>• Begin to develop artistic vocabulary eg primary colour, secondary colour, line, light and dark<br>• Discuss their own and others' work<br>• Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials | • Observe and discuss different portraits of monarchs over time<br>• Experiment with different pencils to create different lines (which pencil creates thickest line etc.)<br>• Experiment with using paintbrushes to create different sized lines<br>• Create a primary colour wheel (red, yellow and blue)<br>• Mix the primary colours to create secondary colours and create a secondary colour wheel<br>• Provide a half-completed portrait and have children complete the portrait using pencil and paint (focusing on which pencil/paint brush to use at times and why) |

## D&T

*Use mechanisms to show movement of a London bus.*

| D&T Objectives | D&T Learning Sequence |
|---|---|
| • Discuss and draw ideas and use ICT to communicate<br>• Design simple products that work and look appealing<br>• Explore simple mechanisms<br>• Start to build structures, exploring ways to stiffen, stable and strengthen<br>• Explore existing products<br>• Discuss own ideas and designs<br>• Use a range of tools and equipment to perform practical tasks | • Share examples of simple mechanisms<br>• Discuss with children how they think they could best represent a moving bus<br>• Explore these ideas by using a range of materials (string, card, dowel etc.)<br>• Discuss their ideas as a group, paying particular attention to what worked well / what did not work so well<br>• Design and create their own<br>• Showcase and present the final product |

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| **Computing** | |
| *Recognise how to stay safe when using online sources.* | |
| **Computing Objectives**<br><br>• Develop an understanding of how to use technology safely<br>• Know where to go for help/support when they have concerns about content/contact on internet | **Computing Learning Sequence**<br><br>• Discuss the word 'safe' and what this means<br>• Create a list of different technology<br>• Discuss how to ensure to use this safely<br>• Inform of how to seek help/support if worried about anything<br>• Create a poster on importance of using technology safely |