Sonar Curriculum

# Y1 Guess Who? Learning Sequence (2)

**Synopsis:** Children study significant people from the past, eg Rosa Parks, and write a simple biography about them. Children retell a story about a significant person from the past.

In **History**, children study a significant person from the past eg Rosa Parks.
In **Art**, children develop drawing and painting skills to produce a portrait.
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 a significant person from the past eg Rosa Parks*

### 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.
- 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
- Tell/watch the story of Rosa Parks' life and discuss. Why was she an important person in history?
- Order the dates, photographs and events of Rosa'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 Rosa'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 significant person from the past*

## English Objectives

### Comprehension

- Listen to a wide range of challenging stories, poems and non-fiction
- Discuss significance of titles/events

### 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

### Plan, Draft, Edit & Evaluate

- Say aloud what they are going to write

## English Learning Sequence

- Listen to a story involving a significant person from the past
- Talk about the story and decide which were the most important events and what they have learned about the person
- 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 is happening
- Introduce adverbs to help order events: First, Next, Then, Finally
- Using a pictorial structure strip down the side of the page, children write narrative to retell the story

| | |
|---|---|
| • Compose sentences orally before writing<br>• Re-read what they have written to check it makes sense<br>• Discuss what they have written with teacher/pupils<br><br>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

*Study an important person from the past eg Rosa Parks.*

| History Objectives | History Learning Sequence |
|---|---|
| • Use artefacts, stories, pictures and online sources to find out about the past<br>• Be introduced to different representations of the past and discuss similarities and differences<br>• Ask some questions about the past<br>• Use a timeline to develop chronological language<br>• Describe significant people from the past<br>• Describe and discuss historical events beyond living memory<br>• Develop understanding of changes within living memory<br>• Develop understanding of local history<br>• Use historical vocabulary eg past, long, ago | • Using historical vocabulary, order personal events on a timeline (eg their birth, first time walked, started nursery, started Year 1)<br>• Model a class timeline that includes Y1 child's timeline and add a teacher's key dates to reinforce understanding of chronology<br>• Encourage children to use appropriate vocabulary whilst creating this<br>• Share images of Rosa Parks and share her story<br>• Can children place this date on the class timeline?<br>• Use a variety of images and online sources to generate historically-valid questions<br>• Through discussion of variety of sources, can children find answers to their questions?<br>• Children present their findings orally to the class, demonstrating understanding of the significance of Rosa Parks in history |

## Art

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

| Art Objectives | Art Learning Sequence |
|---|---|
| • In pencil, draw lines of different lengths and thickness<br>• In painting, use thick and thin brushes to produce lines and shapes | • Observe and discuss different portraits – how do you think these were created eg paint, pencil, photograph? |

| | |
|---|---|
| • 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 | • 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 vehicle.*

| 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 | • Look at toy vehicles and how they move – push, pull etc.<br>• 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 moving vehicle<br>• Showcase and present the final product |

## Computing

*Recognise how to stay safe when using online sources.*

| Computing Objectives | Computing Learning Sequence |
|---|---|
| • 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 | • 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 |

| | |
|---|---|