Sonar Curriculum

Y1 Hero Hunters Learning Sequence

Synopsis: Children have to track down their favourite superheroes who are hiding all around school in different locations. They learn to read and follow written instructions and then write a set of instructions to find the heroes using locational language.

In **Science**, children name the parts of the body and understand the five senses.
In **Geography**, children use directional language, aerial photos and plans and maps of the school.
In **Art**, children create a superhero sculpture.
In **D&T**, children create a 3D map of the school using a range of tools and materials.
In **Computing**, children create simple programmes eg Roamer which follow a map/plan of the school.

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

English

Write a set of instructions to find the superheroes hidden around school.

English Objectives

Comprehension

- Self-check to make sure text makes sense

Word Reading

- Blend sounds in unfamiliar words containing GPCs already taught
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Grammar & Punctuation

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

Text Structure & Features

- Write for different purposes (instructions)

Plan, Draft, Edit & Evaluate

English Learning Sequence

- Oral games with children to practise instructions eg Simon Says
- What do children notice? Tell you what to do. We call them instructions. Gather ideas for where we see instructions.
- In pairs, children practise giving their partner instructions orally
- Imperative verbs: put cards with verbs on in a bag, pull one out, read it to children and they do it eg jump, wave, hop
- Share and read examples of instructions such as how to play a game or make a cup of tea – note features of the instruction such as imperative verb, a new line for each step
- Give children simple instructions chopped up and they have to reorder eg How to brush teeth
- Share simple examples of instructions without titles – can they add title?
- Go on superhero hunt around school and on the way, orally practise giving instructions eg Open the door. Turn left

• 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.	• Repeat the activity but this time children have a set of simple, written instructions to read and follow always checking that what they have read makes sense and self correcting when it doesn't • Give children a simple plan or school and a small picture of a superhero to put on it. Write simple instructions to find superhero using features: new line per instruction, imperative verb at start with capital letter

English

Write a simple character description for a missing poster.

English Objectives	English Learning Sequence
Grammar & Punctuation • Use 'and' to join words and clauses • Leave spaces between words • Use capital letter for proper nouns such as names of people, places, days of week and pronoun I **Text Structure & Features** • Write for different purposes (missing poster) **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.	• Recap what is meant by a missing poster and what the features are • Children choose a superhero character to describe and play Guess Who by describing it to a partner using appropriate adjectives • Write noun phrases to describe their character's appearance eg large, black eyes; big, bulging muscles • Generate verbs for how their hero might move eg swing, fly • Use the noun phrases and verbs to create a missing poster for their chosen superhero • Use simple sentences that are correctly punctuated • Add the conjunctions 'and' and 'so' to extend their ideas eg He has sticky feet so he can climb up tall buildings

Science

Name the parts of the body and understand the five senses.

Science Objectives	Science Learning Sequence

Scientific Knowledge • Identify, name, draw and label the basic parts of the human body	• Sing simple songs about the human body (eg *Head, Shoulders, Knees and Toes*) • Draw around a child to create giant human body • Label human parts using pictures/words • Make associations from human body parts to senses • Eyes are for seeing (eg play I Spy) • Hands are for touching (eg use a 'feely' bag to guess what is inside) • Nose is for smelling (eg provide number of different scents to guess) • Ears are for hearing (eg Sound Bingo activity) • Mouth/tongue are for tasting (taste variety of sweet, sour etc. food items)

Geography

Use directional language, aerial photos and plans and maps of the school.

Geography Objectives	Geography Learning Sequence
• Know names of world's 7 continents and 5 oceans • Name the four countries of the UK and their capital cities • Start to use world maps, atlases and globes • Begin to use simple compass directions and locational language • Use aerial photos and plans to recognise landmarks • Draw simple maps eg of the school grounds • Begin to use basic geographical vocabulary	• All Jumbled Up – Teacher to label world map and oceans incorrectly. Assess what is remembered & address accordingly • Share that superheroes are hidden around school and they have to find them • In two groups, using geographical language, hunt school for images of superheroes (eg Turn right …i t is opposite … quarter turn) • Provide aerial map of school and discuss what can be seen as a class • Using aerial map, provide clues as to what each superhero can see from where they are hiding in order for child to locate where superhero is • Provide a simple plan of a building with superheroes located in different places. In pairs, use geographical language to direct partner to location (x2 maps needed) • Reinforce directional language with basic 4-point compass using

	superheroes (eg Batman is east of the classroom). Revisit this daily with different superheroes to reinforce understanding of vocabulary

Art

Create a superhero sculpture.

Art Objectives	Art Learning Sequence
• Begin to develop artistic vocabulary • Discuss their own and others' work • In pencil, draw lines of different lengths and thickness • In sculpture, use technique such as rolling, moulding, cutting and carving • Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials	• Provide pictures of superheroes to imitate – focusing on use of pencils • Draw and design own superhero • Model cutting, carving and rolling of plasticine, playdough and clay • Experiment with different materials (eg playdough, clay, plasticine or junk) to determine which is best material for the superhero • Use material of choice and create the hero • Present final product and discuss with group

D&T

Create a 3D map of the school using a range of tools and materials.

D&T Objectives	D&T Learning Sequence
• Start to build structures, exploring ways to stiffen, stabilise and strengthen • Use a range of tools and equipment to perform practical tasks • Use a range of materials and components • Explore real and existing products • Discuss own ideas and designs against design criteria	• Provide aerial map of a city and discuss what this shows (eg Superman flying over New York) • Discuss and label high rise, low rise, parkland and other key features • Explain that they will be creating a replica of a tall building, discussing what is important when building something tall (it stays up, it is strong etc.) • Explore range of materials (eg Lego, construction kits, boxes) to create this building – considering how to strengthen it • Design the tall, strong building • Build and test the strong building

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Computing	
Create simple programmes eg Roamer which follow a map/plan of the school.	
Computing Objectives • Begin to develop an understanding of algorithms • Begin to understand that programs work by following instructions • Create simple programs and begin to debug them • Develop reasoning to predict the behaviour of simple programs	**Computing Learning Sequence** • Recap language of algorithm and program • Solve simple problems by following instructions to move objects on screen or devices in the classroom • Using coding software, create basic map of school, • Create a series of instructions to move their peers/toys around a course using simple planning aids (eg a series of cards used to remember and recall the order of instructions - code) • Talk about how devices need instructions to work and talk about common devices in school and in the home