# Sonar Curriculum

## Y1 Far, Far Away... Learning Sequence

**Synopsis:** Children listen to and read books about journeys to magical places, eg *Peter Pan, The Wooden Camel*, before sequencing and writing a narrative about a magical journey.

In **Science**, children name and describe animals.
In **History**, children explore toys over time.
In **Art**, children use print and pattern to recreate a magical setting.
In **D&T**, children use a 'pop-up' mechanism to create a toy.
In **Computing**, children use digital literacy skills to store and retrieve information.

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

## English

*Listen to and read stories about magical places and write a simple narrative about a magical journey.*

| English Objectives | English Learning Sequence |
|---|---|
| **Comprehension**<br>• Join in with predictable phrases<br>• Become familiar with and retell key stories, fairy stories and traditional tales<br>• Make inferences on the basis of what has been said and done<br>• Predict what might happen on the basis of what has been read so far<br><br>**Word Reading**<br>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings<br><br>**Grammar & Punctuation**<br>• Leave spaces between words<br>• Use punctuation for sentences | • Children watch, listen to or read stories about journeys to magical places, eg Wendy journeying to Neverland across the night sky, Etabo journeying across the desert, joining in with any predictable phrases<br>• Using evidence from the text children respond to questions about what might happen next along with questions which require the use of inference<br>• Draw children's attention to words ending in the suffixes they have studied<br>• Use role-play to explore characters and to retell the story<br>• Gather new vocabulary to describe the characters, building up noun phrases<br>• Play *Adjective Charades*, where you give children an adjective and they act it out<br>• Model adding detail to 'boring' sentences to improve them eg the fairy fluttered vs the glittering fairy fluttered silently |

- Use 'and' to join clauses
- Use capital letter for proper nouns such as names of people, places, days of week and pronoun I
- *Use expanded noun phrases (Y2)*

### Language & Vocabulary

- Use vocabulary from stories to increase vocabulary in their own writing
- Understand how language can be used in narrative and non-fiction
- Change meanings of adjectives/verbs using prefix un

### Text Structure & Features

- Become familiar with and retell key stories
- Recognise and join in with predictable phrases and use these in their writing

### 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.

- Introduce preposition phrases to tell the reader where something is eg on the window-sill, up in the sky, over the city
- Children orally practise their sentences about the journey, recapping previously-taught skills and applying newly-taught preposition phrases
- Children plan, draft and edit their simple narrative

## English

*Write a diary entry from the perspective of one of the characters.*

### English Objectives

#### Grammar & Punctuation

- Leave spaces between words
- Use punctuations for sentences
- Use 'and' to join clauses

### English Learning Sequence

- Share images from a story
- Gather adjectives about what they see to create noun phrases eg thick, green bushes; vast, silver lake; silver, sparkling stars; the dancing, prancing camel

- Use capital letter for proper nouns such as names of people, places, days of week and pronoun I
- *Use expanded noun phrases (Y2)*

### Language & Vocabulary

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### Text Structure & Features

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### Plan, Draft, Edit & Evaluate

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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.

- Role play/hot seat their chosen character as they journey to the magical place to generate thoughts and feelings
- Remind children about features of a diary (covered in London's Burning): first person, an account of what you see/hear/feel etc.
- Share a good example with children so they can magpie the features and any rich vocabulary
- Using a picture of chosen characters, children write in thought bubbles all around it about what they saw, felt, heard etc.
- Use these ideas to write a simple diary entry, reminding children to apply the skills they have learned

## Science

*Name and describe animals.*

**Science Objectives**

**Scientific Knowledge**

- 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

**Science Learning Sequence**

- Look at a range of settings, eg forest, ocean, desert and sky
- What kind of animals live in a place like this? Make a list of different animals.
- Sort and classify pictures of animals according to own criteria.

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| pets) | • Introduce language of amphibians, fish, reptiles, bird and mammals. Re-sort above, discussing at all times the rationale for classification<br>• Select an animal from each category and label the structure (eg wings, gills, hooves, tail)<br>• Provide images of a number of animals and children to match the food to these animal – introduce vocabulary such as carnivore, herbivore and omnivore<br>• Sort food for each animal based on this information eg meat for a tiger, grass for a cow, and explain rationale |

## History

*Explore toys over time.*

| History Objectives | History Learning Sequence |
|---|---|
| • Use artefacts, stories, pictures and online sources to find out about the past<br>• Ask some questions about the past<br>• Use a timeline to develop chronological language<br>• Develop understanding of changes within living memory<br>• Use historical vocabulary eg past, long, ago | • Recap the class timeline (child key events, teacher key events, monarchs, Great Fire of London etc.)<br>• Provide different images of toys and real toys through the ages and order them – older to present (what do you notice / why did you order them this way?)<br>• Add images of toys to timeline as a class<br>• Provide pack of historically-valid questions about toys (What are they made of? Who would play with this? When was it made?) and answer using evidence<br>• Compare images/artefacts of toys from the past to a typical modern toy. What do you notice? Which would you rather play with and why? |

## Art

*Use print and pattern to recreate magical setting.*

| Art Objectives | Art Learning Sequence |
|---|---|
| • In print, use repeat or overlapping shapes (using objects) to create print | • Experiment with print using paint and different materials (eg sponges, leaves, shapes) |

- Talk about the work of a range of artists, craft makers and designers

- Experiment with overlapping shapes to create a repeating pattern (eg use wallpaper as example of final product)
- Choose image from story to create using print
- Using different materials already practised with, explore how best to achieve this image
- Create the final product

## D&T

*Create a 'pop-up' toy/book.*

### D&T Objectives

- Discuss and draw ideas and use ICT to communicate
- Design simple products that work and look appealing
- Explore simple mechanisms
- Start to build structures, exploring ways to stiffen, stable and strengthen
- Explore existing products
- Discuss own ideas and designs
- Use a range of tools and equipment to perform practical tasks

### D&T Learning Sequence

- Share a variety of 'pop-up' toys and books and discuss how they work & why we enjoy them
- Explore different simple mechanisms for 'pop-up' using card/paper as main medium
- Design and draw a toy or a scene– using ICT if possible
- Recap on cutting skills by using different materials/tasks
- Create final 'pop-up' toy or book and test it out with peers, evaluating what went well and what could be further improved

## Computing

*Use digital literacy skills to store and retrieve information (make new front cover for book).*

### Computing Objectives

- Use technology to create, store and retrieve digital content

### Computing Learning Sequence

- Model how to name, save and retrieve work and have children practise this
- Provide unnamed documents/images from the story and have children create appropriate name and save these
- Discuss different attempts of these and which were successful and why (eg short titles that were specific to image)