

<b>Year Group - 1</b>		<b>Term - Summer 1</b>			
<b>Name of Unit Overview –</b>    <h1>Pirates</h1>		Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.		
		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds		
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.		
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.		
<b>Context, Big Questions and Wider World impact</b> <ul style="list-style-type: none"> <li>- What information do maps show?</li> <li>- What different ways can maps be used?</li> <li>- Can you always believe what you see or hear in films and stories?</li> <li>- Were all pirates men?</li> <li>- How can we look after our oceans?</li> </ul>					
<b>Subject specific learning areas</b>					
<b>Science</b>				<b>Suggested journey of the unit</b>	
<b>Prior learning and where the objectives are revisited later in the year.</b>		<b>Key year group learning</b> Can we.....? Do we know.....?		<b>Week 1 (3 day week)</b> <ul style="list-style-type: none"> <li>- Greenday plastic artwork – how would pirates and other sailors feel about plastic pollution in the sea?</li> <li>- Science. Sorting/classifying rubbish</li> <li>- Pirate introduction. What do we think we already know?</li> <li>- Music. Listen to Seas Shanty and pirate film music. What images does it build? How?</li> </ul>	
<b>Previous years (EYFS)</b> <ul style="list-style-type: none"> <li>- Asking questions and basic exploration of finding answers</li> <li>- Basic animal names identified</li> </ul> <b>Revisit within this year</b> <ul style="list-style-type: none"> <li>- At least 1 practical investigation per topic this year with focus on asking questions and close observation.</li> <li>- Classification of objects via properties (floating/sinking, absorbent/waterproof)</li> </ul>		<b>Can we...?</b> <ul style="list-style-type: none"> <li>- Ask questions and recognise that they can be answered in different ways?</li> <li>- Make close observations during investigations</li> <li>- Use our observations to answer our questions?</li> <li>- Carry out simple tests</li> <li>- Record our thoughts and findings?</li> <li>- Greenday – Can we classify rubbish into recycle/reuse/waste?</li> </ul> <b>Do we know...?</b> <ul style="list-style-type: none"> <li>- Names of creatures living in the sea?</li> <li>- Features that help creatures living underwater?</li> <li>- Greenday – Do we know what material objects are made of?</li> </ul>			
<b>Humanities – History &amp; Geography</b>				<b>Week 2 – Geography focus</b>	
<b>Prior learning and where the objectives are revisited later in the year.</b>		<b>Key year group learning</b> Can we.....? Do we know.....?			

<p><b>Previous years</b> <u>Geography</u></p> <ul style="list-style-type: none"> <li>- Directional language used verbally within EYFS activities (forwards, backwards, next to, turn etc..)</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>- Some discussion of past/present in own timelines</li> </ul> <p><b>Revisit within this year</b> <u>Geography</u></p> <ul style="list-style-type: none"> <li>- Weather topic. Children can successfully name and locate and of the four countries and capital cities of the United Kingdom</li> <li>- Transport topic. Children began a basic exploration of simple maps to show route to school</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>- Toys topic. Primary evidence collection through parent interview</li> <li>- Brief study of significant people in Transport history</li> </ul>	<p><b>Geography</b> <b>Can we...?</b></p> <ul style="list-style-type: none"> <li>- Use simple compass directions (N, S, E, W) and locational and directional language to describe routes on a map?</li> <li>- Devise a simple map using basic symbols in a key?</li> </ul> <p><b>Do we know...?</b></p> <ul style="list-style-type: none"> <li>- Physical features of islands? Including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</li> <li>- How human features are different to physical features?</li> </ul> <p><b>History</b> <b>Can we...?</b></p> <ul style="list-style-type: none"> <li>- Place significant Pirates onto a timeline to show when they were alive compared to today?</li> </ul> <p><b>Do we know...?</b></p> <ul style="list-style-type: none"> <li>- The lives of significant pirates who had an impact on others?</li> <li>- How to find reliable sources of evidence to find out about the past?</li> </ul>	<ul style="list-style-type: none"> <li>- Map work to identify physical features (rivers, coast, hills etc..)</li> <li>- Giving verbal directions to find treasure</li> <li>- Creating own treasure maps (draw a picture including physical features then convert to a map)</li> </ul> <p><b>Week 3 Geography/computing (interchangeable sessions between classes to share resources)</b></p> <ul style="list-style-type: none"> <li>- Exploring Kubo</li> <li>- Programming Kubo</li> <li>- Directing Kubo to pirate treasure</li> </ul> <p><b>Week 4 History focus</b></p> <ul style="list-style-type: none"> <li>- Reliable sources of evidence. Are pirate films and stories fact, fiction or a mixture?</li> <li>- Significant person research Anne Bonny</li> <li>- Group presentation video fact file on Anne Bonny using ipads to film</li> </ul>
<b>Art and Design &amp; Design Technology</b>		
<p><b>Prior learning and where the objectives are revisited later in the year.</b></p>	<p><b>Key year group learning</b></p>	<p><b>Week 5 Art and Design focus</b></p>
<p><b>Previous years</b></p> <ul style="list-style-type: none"> <li>- Fine motor skills and exploration of imagination through art materials regularly</li> </ul> <p><b>Revisit within this year</b></p> <ul style="list-style-type: none"> <li>- Toy design art included improving first design before creating final art</li> </ul>	<p><b>Can we....?</b></p> <ul style="list-style-type: none"> <li>- Use drawing share ideas, and imagination for pirate coins?</li> <li>- Develop our initial ideas by improving our own designs in the draft stages?</li> </ul> <p><b>Do we know?</b></p> <ul style="list-style-type: none"> <li>- How to use basic etching marks to create our design in foil?</li> </ul>	<ul style="list-style-type: none"> <li>- Science investigation. What's the best way to clean coins?</li> <li>- Close observation of pirate coin designs</li> <li>- Create own pirate coin design</li> <li>- Make pirate treasure using own designs</li> </ul>
<b>Computing and Technological Understanding</b>		
<p><b>Prior learning and where the objectives are revisited later in the year.</b></p>	<p><b>Key year group learning</b></p>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>- Science knowledge. Naming sea creatures</li> <li>- What features help creatures live underwater?</li> <li>- Own sea creature flag design</li> </ul>

<p><b>Previous years (EYFS)</b></p> <p><b>Revisit within this year</b></p> <ul style="list-style-type: none"> <li>- Exploration of and directed use of ipads for educational apps</li> <li>- Weather topic. Ipads were used (adult led) to film children's green screen weather forecast</li> </ul>	<p><b>Can we...?</b></p> <ul style="list-style-type: none"> <li>- create and debug simple programs</li> <li>- Use technology purposefully to create, organise, store, video digital content?</li> </ul> <p><b>Do we know...?</b></p> <ul style="list-style-type: none"> <li>- How to program Kubos?</li> <li>- How to correct program mistakes with Kubo?</li> <li>- Use an ipad to record video?</li> </ul>		
<p><b>Vocabulary</b> <b>Oracy activities</b></p>	<ul style="list-style-type: none"> <li>✓ Oral presentation of History facts for group video activity</li> <li>✓ Partner/group discussion for exploration of Kubos (minimal adult intervention in this activity allows for investigative discussion amongst peers)</li> <li>✓ Vocabulary – Physical features of land, sea creature names, ship, sail, aboard, mutiny, threatening, treasure, exploration, discover,</li> </ul>	<p><b>Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?</b></p>	<ul style="list-style-type: none"> <li>✓ Green day- bottle top creation</li> <li>✓ Now press play activity</li> <li>✓ Pirate play and fun activities for morning work, and exploration</li> </ul>
		<p><b>Trips/ Visits / Experiences</b></p>	<ul style="list-style-type: none"> <li>✓ Green day art project</li> <li>✓ Pirate Day tbc</li> </ul>
<p><b>Discrete subject learning focus areas</b></p>			
<p><b>Music</b></p>	<p>Improving – What songs can we sing to help us through the day?</p>	<p><b>RE</b></p>	<p>Judaism – exploring the religious celebration of Shabbat and deepening our understanding of Judaism.</p>
<p><b>PE</b></p>	<p>Co-ordination – practicing our sending and receiving skills in partners using a variety of different sized balls. Agility – building on our reaction and response skills to be able to confidently pass balls to each other.</p>	<p><b>PSHE</b></p>	<p>Charities and fundraising – exploring what a charity is and the different ways that we can raise awareness for charities.</p>
<p><b>Final quality products</b></p>			
<p><b>Final quality products</b></p>	<ul style="list-style-type: none"> <li>- Pirate treasure coins</li> <li>- Classroom treasure maps</li> </ul>	<p><b>Home learning opportunities</b></p>	<ul style="list-style-type: none"> <li>- Suggested activities to support Pirate topic sent home via Seesaw</li> </ul>
<p><b>Enriching our curriculum and personal development opportunities</b></p>			
<p><b>Prior opportunities</b></p>	<p><b>Experience</b></p>	<p><b>Learning to come from those activities</b></p>	
<p>Yearly eco reflection</p>	<p>Green Day</p>	<p>Human impact on environment. Focus on plastic waste and recycling</p>	
	<p>Queen's Jubilee celebration and Dance sessions</p>	<p>Understanding that this celebration is a rare and special occasion in our country. Real life history!</p>	
<p>Previous Art week centred around a different picture</p>	<p>Take one picture Art Week</p>		
<p>Termly Pause days</p>	<p>Summer Pause Day</p>	<p>Pause together for spiritual reflection</p>	

