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| Year Group - 1 | Term - Summer 1 | 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. |
| Name of Unit Overview – <h1>Pirates</h1>  | | 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. |

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| Context, Big Questions and Wider World impact <ul style="list-style-type: none"> - What information do maps show? - What different ways can maps be used? - What vocabulary can we use to give directions? - What do different objects show on a map? How can we use a key? - What are human and physical features? - Can you always believe what you see or hear in films and stories? - Were all pirates men? - What was life like as a pirate? |
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Subject specific learning areas

| Science | | Suggested journey of the unit |
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| Prior learning and where the objectives are revisited later in the year. | Key year group learning Can we.....? Do we know.....? | |
| Previous years (EYFS) <i>- Explore the natural world around them, making observations: Caterpillar/Butterflies in Summer 2 and Mini Beast topic/trip to Wellington with a minibeast workshop.</i> <i>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>- Make comments about what they have heard and ask questions to clarify their understanding:</i> Revisit within this year <ul style="list-style-type: none"> - Ask simple questions and recognise that they can be answered in different ways. - Observe closely. - Perform simple tests. | Can we...? <ul style="list-style-type: none"> - Ask simple questions and recognise that they can be answered in different ways. - Observe closely, using simple equipment. - Perform simple tests. - Identify and classify. - Use observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions. Do we know...? <ul style="list-style-type: none"> - How to describe the simple physical properties of a variety of everyday materials. - How to distinguish between an object and the material from which it is made. - How to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - How describe the simple physical properties of a variety of everyday materials. | |
| | | Week 1 – Giving directions - Pirate Treasure Maps Exploring a pirate treasure map. What is a map? What information does a map show us? How can we use the map to find the hidden treasure? Children to explore what locational and positional language we might use to direct pirates to their treasure e.g. left, right, forwards, backwards, north, south, east, west. Exploring the Kubo's and using directional language to describe the route that Kubo is making. Week 2 – Creating a simple Map and Key – Pirate Treasure Maps |

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| <ul style="list-style-type: none"> - Identify and classify. - Gather and record data to help in answering questions. | | <p>Children to create their own treasure maps using a key to direct others to some hidden treasure. To write a set of simple instructions using the language that we explored last week to direct others to their piece of hidden treasure.</p> <p>Week 3 – History of Pirates – Fact VS Fiction</p> <p>Children to explore Pirates thinking about whether everything we see and hear about Pirates is true. Children to discuss and think about what sources we could use to find out about Pirates and what their lives were like in the past. Children to look at a variety of photographs and describe what this tells us about pirates.</p> <p>Week 4 – History of Pirates – Famous Pirates</p> <p>Children to research significant pirates of the past including Blackbeard, Anne Bonny etc and create top trump cards for these pirates using what they have learnt.</p> <p>Week 5 – What is Pop Art? Planning for our Pop Art Pirate Portraits</p> <p>Children to explore what Pop Art is and to explore pieces of work by Andy Warhol. To discuss what they like/don't like about the pieces of art. Children to explore some of Andy Warhol's pop art pieces of famous people. To plan and sketch a portrait of themselves as a pirate, planning what bright colours they will use in their final piece.</p> <p>Week 6 – Final Art Piece</p> <p>Children to draw their final pirate portrait pieces, sketching their portrait and then using bright colours inspired by the Pop Art movement.</p> |
| Humanities – History & Geography | | |
| <p>Prior learning and where the objectives are revisited later in the year.</p> | <p>Key year group learning Can we.....? Do we know.....?</p> | |
| <p>Previous years <u>Geography</u> <ul style="list-style-type: none"> - Explore the natural world around them, making observations: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps: - Use and understand recently introduced vocabulary during discussions: <p>Revisit within this year <u>Geography</u></p> <ul style="list-style-type: none"> - To describe different human and physical features and how different types of weather might change them. - To understand that maps can be used to give directions, locate places. - To understand why maps are important to us. <p><u>History</u></p> <ul style="list-style-type: none"> - Describing events chronologically using key vocabulary such as new, old, past, present. - To understand that the past means something that has already happened. </p> | <p>Can we...?</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to human and physical features of landscapes - Identify human and physical features on a map - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Use simple compass directions as well as locational and directional language to describe the location of features and routes on a map - Create a simple map using a key. - Name significant Pirates and order these chronologically to explore how pirates have changed over time. - Describe what life as a Pirate in the past was like using photographs from the past. - Think critically to decide what is fact and what is fiction when researching pirates. <p>Do we know...?</p> <ul style="list-style-type: none"> - What a map is used for and what it shows - What information a key needs to include and where it is located on a map - Physical features of islands including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, - How human features are different to physical features - What the four points on a compass are called (North, South, East, West) and how these can be used to give simple instructions - How to use a timeline to order events or place significant individuals. - How to use sources such as photographs to understand the past and how Pirates lived | |

Art and Design & Design Technology

| Prior learning and where the objectives are revisited later in the year. | Key year group learning |
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| <p>Previous years <i>-Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</i> <i>-Share their creations, explaining the process they have used:</i> In Reception children created a wide range of art in free flow and focused activities. For example, children created art work linked to their mini beast topic and <i>-Use a range of small tools, including scissors, paint brushes and cutlery:</i> <i>- Safely use and explore a variety of materials:</i> Throughout Reception children helped to prepare a variety of different food linked to different topics being explored such as International Week.</p> <p>Revisit within this year -Use a range of tools to create our Colour Monster collages and our houses for the Three Little Pigs. -Sharing creations with others -Exploring a variety of materials, tools and techniques to create our Harvest artwork and Colour Monster Collages. -Creating sketches of a countries national flower in our Weather Topic.</p> | <p>Can we....?</p> <ul style="list-style-type: none"> - Use drawing and sketching to share our ideas. - Mix colours to create different shades of paint. - Develop our initial ideas by improving our own designs in the draft stages - Evaluate our art by sharing our final piece of art work and discussing what went well and what we do next time to make it even better. - Discuss what we like and dislike about different pieces of art. <p>Do we know?</p> <ul style="list-style-type: none"> - How to hold a pencil and paintbrush in the correct way - How to use different materials and resources to create texture and patterns within our art. |

Computing and Technological Understanding

| Prior learning and where the objectives are revisited later in the year. | Key year group learning |
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| <p>Previous years (EYFS) Within Freeflow activities in Reception children were able to access different technology and had the opportunity to explore and play with this.</p> <p>Revisit within this year</p> | <p>Can we...?</p> <ul style="list-style-type: none"> - Use the search engine to research Pirates. - Explain how to stay safe when using the internet. - Create and debug simple programs using the Kubos - Describe what algorithms are how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions <p>Do we know...?</p> <ul style="list-style-type: none"> - What a web browser is and how to use this to research. |

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| <p>In Once Upon a Time we explored how to use technology purposefully and used the Beebots to explore algorithms. In Wonderful Weather we used the Ipad's to create weather forecasts.</p> | <ul style="list-style-type: none"> - Rules for staying safe online. - How to use a web browser to navigate a website when conducting Internet research. - What an algorithm is - That programs work by following precise and unambiguous instructions | | |
| <p>Vocabulary Oracy activities</p> | <ul style="list-style-type: none"> ✓ Geography Vocabulary – Cliff, Beach, Coast, Ocean, Sea, Mountain, Forest, Hill. Map, key, north, south, east, west, left, right, forwards, backwards ✓ History Vocabulary – Past, present, change, similarity, differences, compare, timeline, chronology ✓ Art/ D.T Vocabulary – Materials, Colour mixing, shades, texture, ✓ Computing – algorithm, technology, respectfully, safely, video, photograph, web browser, E-safety ✓ Partner work and Talk Partner Time to share ideas. ✓ Key and new vocabulary discussed at the beginning of lessons. ✓ Use of visuals to support understanding of new vocabulary and concepts. ✓ Time to experiment with new tools and resources such as the Ipad's and art tools to experiment and investigate how to use these with support from an adult in the classroom | <p>Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?</p> | <ul style="list-style-type: none"> - Pirate Workshop/Pirate day - Pirate treasure hunt - Creating our own treasure maps - Creating our own Pirate portraits inspired by Pop Art |
| | | <p>Trips/ Visits / Experiences</p> | <ul style="list-style-type: none"> - Pirate Workshop - Creating their own Treasure map and riddles for others to follow. |
| Discrete subject learning focus areas | | | |
| <p>Music</p> | <p>Sing up - 'Dawn' from Sea Interludes: Exploring Beat and 20th Century classical music</p> | <p>RE</p> | <p>Judaism – exploring the religious celebration of Shabbat and deepening our understanding of Judaism.</p> |
| <p>PE</p> | <p>Fundamental movement skills: Coordination (Sending and Receiving) and Agility (Reaction and Response).</p> | <p>PSHE</p> | <p>Charities and fundraising – exploring what a charity is and the different ways that we can raise awareness for charities.</p> |
| <p>Final quality products</p> | <ul style="list-style-type: none"> - Pirate Treasure Map - Pirate Riddles - Pirate pop art portraits | <p>Home learning opportunities</p> | <ul style="list-style-type: none"> - Suggested activities to support Pirates topic sent home via Seesaw - Phonics videos and worksheets sent home |
| Enriching our curriculum and personal development opportunities | | | |
| <p>Prior opportunities</p> | <p>Experience</p> | <p>Learning to come from those activities</p> | |

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| <ul style="list-style-type: none">-Mindfulness workshop-Friendship week-Safer Internet Day- Roar like a Ringmaster workshop-World Book Day Author | <p>- Art Week</p> | <p>From these activities, children will further develop their oracy skills, independence, collaboration, perseverance and optimism. This will support them to further develop their self-esteem and confidence.</p> |
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