

**Year 1 - Summer Term 1 Explore and Enquire MTP 2022**

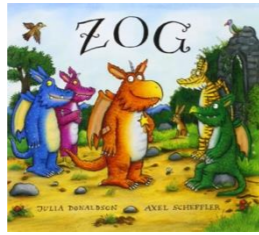
**Theme: Kings and Queens**  
**Driver: History/DT**  
**The Big Question: What is a monarch?**

**Reading for Pleasure Class Novel:** Queen Elizabeth II: The Queen Who Chose to Serve by Alison Mitchell

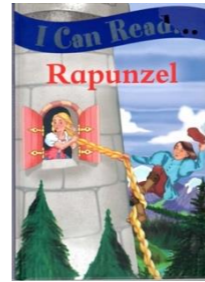


	<b>Week 1 (w/c 18<sup>th</sup> Apr)</b>	<b>Week 2 (w/c 25<sup>th</sup> Apr)</b>	<b>Week 3 (w/c 2<sup>nd</sup> May)</b>	<b>Week 4 (w/c 9<sup>th</sup> May)</b>	<b>Week 5 (w/c 16<sup>th</sup> May)</b>	<b>Week 6 (w/c 23<sup>rd</sup> May)</b>	<b>Week 7(Half term)</b>
Weekly question:	<b>What is a monarch?</b>	<b>Who can be a monarch?</b>	<b>Who is Elizabeth the 1<sup>st</sup>?</b>	<b>Who are the Elizabethans?</b>	<b>What was a medieval banquet like?</b>	<b>Where does a monarch live?</b>	

	<p><b>Unit: Character description</b></p> <p><b>Supporting Text:</b> Zog by Julia Donaldson</p> <p><b>NC Link:</b></p> <p><b>Writing – Composition</b> they are going to write about orally before writing it to form short narratives have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Vocab, grammar, and punctuation</b> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p><b>Handwriting</b> Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Spelling</b> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p><b>Unit: Narrative write</b></p> <p><b>Supporting Text:</b> Rapunzel from Igloo books.</p> <p><b>NC Link:</b></p> <p><b>Writing – Composition</b> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Vocab, grammar, and punctuation</b> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English 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in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p><b>Curriculum Link: History: Where monarchs live</b></p>	<p><b>Unit: Poetry</b></p> <p><b>Supporting Text:</b> Poetry competition</p> <p><b>Curriculum Link – Music: your imagination (basis for animal poem)</b></p> <p><b>NC Link:</b></p> <p><b>Writing – Composition</b> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Vocab, grammar, and punctuation</b> 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English				
	<p><b>Enrichment</b></p> <p><b>Launch:</b> The kings coronation Reading corner changed into castle/throne. <u>Children make/decorate a crown for the display</u></p> <p><b>Media/Visual Literacy:</b> Medieval banquet at the end of term to showcase DT projects.</p> <p><b>Visits/Visitors:</b> Visit Gainsborough Hall on the 16<sup>th</sup> May. To explore the Tudor kitchens and entertainment at a Tudor feast.</p>			





saying out loud what they are going to write about  
composing a sentence orally before writing it  
sequencing sentences to form short narratives  
re-reading what they have written to check that it makes sense  
discuss what they have written with the teacher or other pupils  
read aloud their writing clearly enough to be heard by their peers and the teacher.







Curriculum Link – Music: your imagination (basis for animal poem)

SPAG Focus	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use and/so. To use a full stop.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use and/so. To use a full stop.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and. To use the conjunction because.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and. To use the conjunction because.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and.</p>	
	Maths	<p><b>Unit: Multiplication and division</b> Count in 2s Step 2 Count in 10s Step 3 Count in 5s Step 4 Recognise equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Make doubles Step 8 Make equal groups – grouping Make equal groups – sharing <b>NC Link:</b> <b>Number and place value</b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. <b>Addition and subtraction</b> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = - 9</math>.</p>	<p><b>Unit: Multiplication and division</b> Count in 2s Step 2 Count in 10s Step 3 Count in 5s Step 4 Recognise equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Make doubles Step 8 Make equal groups – grouping Make equal groups – sharing <b>NC Link:</b> <b>Number and place value</b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; 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Science		<p><b>Unit: Plants</b> <u>Lesson: To describe and compare plants, seeds, and bulbs.</u></p>	<p><b>Unit: Plants</b> <u>Lesson: To name and compare the parts of a plant.</u></p>	<p><b>Unit: Plants</b> <u>Lesson: To explore the life cycle of a plant.</u></p>	<p><b>Unit: Plants</b> <u>Lesson: To identify and name some common garden and wild plants.</u></p>	<p><b>Unit: Plants</b> <u>Lesson: To identify and name some common trees.</u></p>	<p><b>Unit: Plants</b> <u>Lesson: To compare deciduous and evergreen trees.</u></p>

	<p><b>NC Link:</b>  <b>Working scientifically:</b>          -asking simple questions and recognising that they can be answered in different ways          -observing closely, using simple equipment          -performing simple tests          -identifying and classifying          -using their observations and ideas to suggest answers to questions          -gathering and recording data to help in answering questions.</p>		<p><b>Plants:</b>          -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees          -identify and describe the basic structure of a variety of common flowering plants, including trees.</p>					
Computing	<p><b>Unit: Grouping Data</b></p> <p><u>Lesson: Label and match.</u>          To label objects</p> <ul style="list-style-type: none"> <li>I can describe objects using labels</li> <li>I can match objects to groups</li> <li>I can identify the label for a group of objects</li> </ul> <p><b>Curriculum link: History: objects a king would use</b></p>	<p><b>Unit: Grouping Data</b></p> <p><u>Lesson: Group and count.</u>          To identify objects can be counted</p> <ul style="list-style-type: none"> <li>I can count objects</li> <li>I can group objects</li> <li>I can count a group of objects</li> </ul>	<p><b>Unit: Grouping Data</b></p> <p><u>Lesson: Describe an object.</u>          To describe objects in different ways</p> <ul style="list-style-type: none"> <li>I can describe an object</li> <li>I can describe a property of an object</li> <li>I can find objects with similar properties</li> </ul>	<p><b>Unit: Grouping Data</b></p> <p><u>Lesson: Making different groups.</u>          To count objects with the same properties</p> <ul style="list-style-type: none"> <li>I can group similar objects</li> <li>I can group objects in more than one way</li> <li>I can count how many objects share a property</li> </ul>	<p><b>Unit: Grouping Data</b></p> <p><u>Lesson: Comparing groups.</u>          To compare groups of objects</p> <ul style="list-style-type: none"> <li>I can choose how to group objects</li> <li>I can describe groups of objects</li> <li>I can record how many objects are in a group</li> </ul>	<p><b>Unit: Grouping Data</b></p> <p><u>Lesson: Answering questions.</u>          To answer questions about groups of objects</p> <ul style="list-style-type: none"> <li>I can decide how to group objects to answer a question</li> <li>I can compare groups of objects</li> <li>I can record and share what I have found</li> </ul>		
	<p><b>NC link:</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>Use technology safely and respectfully</li> </ul> <p><b>Education for a Connected World links</b>  <b>Copyright and ownership</b></p> <ul style="list-style-type: none"> <li>I know that work I create belongs to me (Y1)</li> <li>I can name my work so that others know it belongs to me (Y1)</li> </ul>							
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Art	<p><b>Unit: Form and space</b>  <b>Artist – Holbein</b></p> <p><b>Curriculum Link - History: What is the role of a monarch?</b>  <b>Curriculum Link – Maths: 2D Shape</b></p> <p><b>Lesson 1: What is Form and space? (2d) – posca pen 2d tudor portrait outlines (Holbein)</b></p>	<p><b>Unit: Form and Space</b></p> <p><b>Lesson 2: How do artists use form and space? (3d)</b>          Kinetic paper sculptures</p>	<p><b>Unit: Form and Space</b></p> <p><b>Lesson 3: Can you use form and space?</b>  <b>Unit: Form and Space</b></p> <p><b>Lesson 4: Can you make a self portrait? (Stained Glass)</b></p>					
	<p><b>NC Link:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products.</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination.</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</li> <li>Pupils taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>							

History	<p><b>Unit: Kings and Queens. Chronology</b></p> <p>Lesson: who were Significant British Monarchs?</p> <p><b>NC Link:</b> To develop an awareness of the past, knowing where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about the role of monarchs in British history and understanding their connection with present-day society.</p>  	<p><b>Unit: Kings and Queens. Cause and significant events</b></p> <p>Lesson: What is the role of a monarch?</p> <p><b>NC Link:</b> To develop an awareness of the past, knowing where people and events studied fit within a chronological framework and a knowledge of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about, and placing onto a timeline, some significant British monarchs since 1066.</p>	<p><b>Unit: Kings and Queens. significant people and impact</b></p> <p>Lesson: Who was Elizabeth the first and the Tudors?</p> <p><b>NC Link:</b> To explore how people's lives have shaped this nation and how Britain has influenced. To explore the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I].</p>	<p><b>Unit: Kings and Queens. childhood</b></p> <p>Lesson: Childhood - Family trees and what are the rules for royal children?</p> <p><b>NC Link:</b> To develop an awareness of the past, knowing where people and events studied fit within a chronological framework in the context of learning about how the history of a royal family and their own family history can be represented in a family tree.</p>	<p><b>Unit: Kings and Queens. life and death</b></p> <p>Lesson: Life and death – What happens if a King/Queen dies? What is a coronation?</p> <p><b>NC Link:</b> They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Events beyond living memory that are significant nationally or globally.</p> <p><b>Curriculum Link – The Kings Coronation</b></p>	<p><b>Unit: Kings and Queens. Consequence and legacy</b></p> <p>Lesson: Comparing Elizabeth 1 and Queen Victoria.</p> <p><b>NC Link:</b> To find out about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods in the context of learning about and comparing the lives of Elizabeth I and Queen Victoria.</p>				

Music	<b>Charanga Unit: Your imagination</b> Lesson 1: Listen and appraise: Your Imagination by Joanna Mangona and Pete Readman a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Your Imagination	<b>Charanga Unit: Your imagination</b> Lesson 2: Listen and appraise: Supercalifragilisticexpialidocious from Mary Poppins Your Imagination a. Warm-up Games b. Flexible Games (optional) c. Sing the song Your Imagination d. Play instrumental parts	<b>Charanga Unit: Your imagination</b> Lesson 3: Listen and appraise: Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Your Imagination a. Warm-up Games b. Flexible Games (optional) c. Sing the song Your Imagination d. Play instrumental parts e. Improvise (optional extension activities for improvisation)	<b>Charanga Unit: Your imagination</b> Lesson 4: Listen and appraise: Daydream Believer by The Monkees Your Imagination a. Warm-up Games b. Flexible Games (optional) c. Sing the song Your Imagination d. Play instrumental parts e. Improvise option (optional extension activities for improvisation)	<b>Charanga Unit: Your imagination</b> Lesson 5: Listen and appraise: Rainbow Connection from The Muppet Movie Your Imagination a. Warm-up Games b. Flexible Games (optional) c. Sing the song Your Imagination d. Play instrumental parts e. Improvise option (optional extension activities for improvisation)	<b>Charanga Unit: Your imagination</b> Lesson 6: Listen and appraise: A Whole New World from Aladdin Your Imagination a. Warm-up Games b. Flexible Games (optional) c. Sing the song Your Imagination d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: Play instrumental parts. Improvise option (optional extension activities for improvisation)		
	<b>Unit: Net/wall skills</b> <u>Lesson: Throwing/catching</u>	<b>Unit: Net/wall skills</b> <u>Lesson: Personal changes</u>	<b>Unit: Net/wall skills</b> <u>Lesson: Movement</u>	<b>Unit: Striking/fielding games (rounders)</b> <u>Lesson: Rolling, Chasing, Stopping, Striking, Running</u>	<b>Unit: Striking/fielding games (rounders)</b> <u>Lesson: Rolling, Chasing, Stopping, Striking, Running</u>	<b>Unit: Striking/fielding games (rounders)</b> <u>Lesson: Rolling, Chasing, Stopping, Striking, Running</u>		
	<b>NC link:</b> The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> <li>develop competence to excel in a broad range of physical activities</li> <li>are physically active for sustained periods of time</li> <li>engage in competitive sports and activities</li> <li>lead healthy, active lives.</li> </ul>			<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>				
	<b>Unit: Places of Worship</b> What is a place of worship? What is a Place of Worship? To know what a place of worship is.	<b>Unit: Places of Worship</b> What is a place of worship? Jewish Synagogue To discuss key parts of a Jewish synagogue.	<b>Unit: Places of Worship</b> What is a place of worship? 3. Hindu Mandir To discuss key parts of a Hindu mandir.	<b>Unit: Places of Worship</b> What is a place of worship? Christian Church To discuss key parts of a Christian church	<b>Unit: Places of Worship</b> What is a place of worship? Why Are Places of Worship Important? To discuss why places of worship are important in religions.	<b>Unit: Places of Worship</b> What is a place of worship? A New Place of Worship To use and apply the key parts of a place of worship to a new design.		
<b>NC Link:</b> Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. Content selection for breadth and depth. Schools are required to plan for pupils to learn in depth about Christians and Jewish people in key stage 1.			<b>Exploring and discovering</b> What do Jewish people believe about God, creation, humanity, and the natural world? Jewish and Christian stories: How and why are some stories important in religions? <b>Vocab progression:</b> Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, shabbat.					
 			 					
PSHE	<b>Unit: Relationships</b> <u>Lesson: Families</u> I know how to make friends.	<b>Unit: Relationships</b> <u>Lesson: Making Friends</u> Try to solve friendship problems when they occur.	<b>Unit: Relationships</b> <u>Lesson: Greetings</u> Help others feel part of a group.	<b>Unit: Relationships</b> <u>Lesson: People who help us</u> Show respect in how we treat others.	<b>Unit: Relationships</b> <u>Lesson: Being my own best friend.</u> Knowing how to help myself and others when I feel upset or hurt.	<b>Unit: Relationships</b> <u>Lesson: Celebrating my special relationships.</u> Know and show what makes a good relationship. Puzzle outcome: Balloons		

**NC Links, knowledge, and skills:**

- Identifying the members of my family.
- Understand that there are lots of different types of families.
- Identify what being a good friend means to me.
- Knowing how to make a new friend.
- Understanding and knowing appropriate ways of physical contact to greet friends and know which ways are preferred.
- Recognising which forms of physical contact are acceptable and unacceptable.



- Knowing who can help in my school community.
- Know when I need help and know how to ask for it
- Recognising qualities in myself as a person and a friend.
- Praising myself.
- Explaining why I appreciate someone who is special to me.
- Expressing how I feel about someone.

