

Y1 Guess Who? Learning Sequence (2)

Synopsis: Children study significant people from the past, eg Rosa Parks, and write a simple biography about them. Children retell a story about a significant person from the past.

In **History**, children study a significant person from the past eg Rosa Parks.

In **Art**, children develop drawing and painting skills to produce a portrait.

In **D&T**, children use mechanisms to show a moving object/vehicle.

In **Computing**, children will be taught about E-safety and how to stay safe when using online sources.

Curriculum areas: English, History, Art, D&T and Computing

Length of theme: 6 weeks

English

Write a short biography about a significant person from the past eg Rosa Parks

English Objectives

Comprehension

- Retrieve and record information from non-fiction

Grammar & Punctuation

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

Language & Vocabulary

- Understand how language can be used in narrative
- Use vocabulary from stories to increase vocabulary in their own writing

Text Structure & Features

- Sequence sentences to form short narratives

English Learning Sequence

- Read children a short biography of own life eg Mrs Jones was born in 1973. She went to school when she was five.
- Discuss key elements of the biography. Children record facts they remember in pairs/small groups
- Discuss what is meant by a biography – all about someone's life
- Tell/watch the story of Rosa Parks' life and discuss. Why was she an important person in history?
- Order the dates, photographs and events of Rosa's life to form a short, pictorial biography
- Model how to use each one to write a sentence using words (orally first)
- Ensure children use capital letter for proper nouns and at start of sentences
- Ensure children leave finger spaces between words
- Children write a sentence for each part of Rosa's life to create a short biography

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.

English

Retell a story about a significant person from the past

English Objectives

Comprehension

- Listen to a wide range of challenging stories, poems and non-fiction
- Discuss significance of titles/events

Grammar & Punctuation

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

Language & Vocabulary

- Understand how language can be used in narrative
- Use vocabulary from stories to increase vocabulary in their own writing

Text Structure & Features

- Sequence sentences to form short narratives

Plan, Draft, Edit & Evaluate

- Say aloud what they are going to write

English Learning Sequence

- Listen to a story involving a significant person from the past
- Talk about the story and decide which were the most important events and what they have learned about the person
- Role play and retell the story orally
- Sequence pictures from the story to form a short narrative and rehearse telling it orally
- Using each picture in turn, use adjectives, noun phrases and verbs to describe what is happening
- Introduce adverbs to help order events: First, Next, Then, Finally
- Using a pictorial structure strip down the side of the page, children write narrative to retell the story

- 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.

History

Study an important person from the past eg Rosa Parks.

History Objectives

- Use artefacts, stories, pictures and online sources to find out about the past
- Be introduced to different representations of the past and discuss similarities and differences
- Ask some questions about the past
- Use a timeline to develop chronological language
- Describe significant people from the past
- Describe and discuss historical events beyond living memory
- Develop understanding of changes within living memory
- Develop understanding of local history
- Use historical vocabulary eg past, long, ago

History Learning Sequence

- Using historical vocabulary, order personal events on a timeline (eg their birth, first time walked, started nursery, started Year 1)
- Model a class timeline that includes Y1 child's timeline and add a teacher's key dates to reinforce understanding of chronology
- Encourage children to use appropriate vocabulary whilst creating this
- Share images of Rosa Parks and share her story
- Can children place this date on the class timeline?
- Use a variety of images and online sources to generate historically-valid questions
- Through discussion of variety of sources, can children find answers to their questions?
- Children present their findings orally to the class, demonstrating understanding of the significance of Rosa Parks in history

Art

Develop drawing and painting skills to produce a portrait.

Art Objectives

- In pencil, draw lines of different lengths and thickness
- In painting, use thick and thin brushes to produce lines and shapes

Art Learning Sequence

- Observe and discuss different portraits – how do you think these were created eg paint, pencil, photograph?

- In painting, mix colours to make secondary colours
- Begin to develop artistic vocabulary eg primary colour, secondary colour, line, light and dark
- Discuss their own and others' work
- Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials

- Experiment with different pencils to create different lines (which pencil creates thickest line etc.)
- Experiment with using paintbrushes to create different sized lines
- Create a primary colour wheel (red, yellow and blue)
- Mix the primary colours to create secondary colours and create a secondary colour wheel
- Provide a half-completed portrait and have children complete the portrait using pencil and paint (focusing on which pencil/paint brush to use at times and why)

D&T

Use mechanisms to show movement of a vehicle.

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

- Look at toy vehicles and how they move – push, pull etc.
- Share examples of simple mechanisms
- Discuss with children how they think they could best represent a moving bus
- Explore these ideas by using a range of materials (string, card, dowel etc.)
- Discuss their ideas as a group, paying particular attention to what worked well / what did not work so well
- Design and create their own moving vehicle
- Showcase and present the final product

Computing

Recognise how to stay safe when using online sources.

Computing Objectives

- Develop an understanding of how to use technology safely
- Know where to go for help/support when they have concerns about content/contact on internet

Computing Learning Sequence

- Discuss the word 'safe' and what this means
- Create a list of different technology
- Discuss how to ensure to use this safely
- Inform of how to seek help/support if worried about anything
- Create a poster on importance of using technology safely

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