



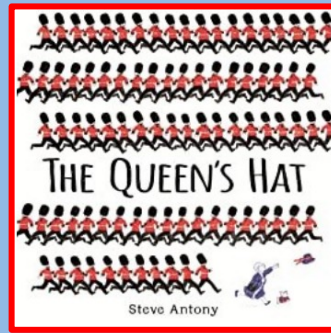
# Kings and Queens

## Year 1 Summer 2

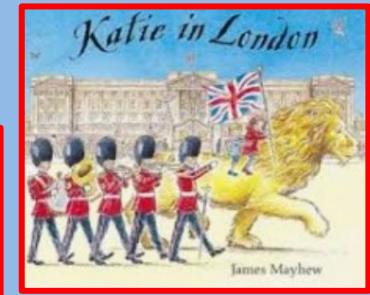


### Key Vocabulary

<b>Monarch</b>	A ruler of a country. They can be a King or a Queen. Not all countries have monarchs.
<b>King</b>	A Monarch who is a man.
<b>Queen</b>	A monarch who is a lady.
<b>King Charles III</b>	The man who is our King at the moment.
<b>Queen Elizabeth II</b>	King Charles III's Mother. When she died Charles became the King.
<b>Crown jewels</b>	The the crown and other ornaments and jewellery worn or carried by a monarch on very special occasions.
<b>Coronation</b>	When a new King or Queen is crowned. It happens at a special, serious party called a ceremony. There are lots of parades with soldiers and horses.
<b>Crown</b>	A very special, heavy hat made from gold and velvet. It is decorated with jewels. Only the monarch wears it.
<b>Orb</b>	A golden sphere with a cross on top. It has diamonds on. It reminds the monarch to remember God's rules.
<b>Sceptre</b>	A long, golden rod. It has jewels on. It reminds the monarch that they have the power to make good choices to help people while they are the King or Queen.
<b>The Tower of London</b>	A castle in London. It was used as a palace and a prison. Now it is a museum. The Crown Jewels are there.
<b>Buckingham Palace</b>	A big building in London with 775 rooms. The monarch lives there.

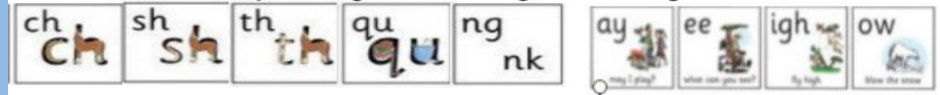


### Our focus texts



### In Phonics we will be learning:

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### History - Knowledge, understanding and skills developed

#### Chronological understanding

- Show an awareness of the past, using common words and phrases relating to the passing of time (*before, after, past, present, then, now, a long time ago*).

#### Historical enquiry

- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
- The lives of significant individuals in the past who have contributed to national and international achievements (the British royal family).

#### Historical interpretation

- Events beyond living memory that are significant nationally or globally (Queen Elizabeth II's reign).

#### Organisation and communication

- Speak about how he/she has found out about the past.

# Kings and Queens

## Geography - Knowledge, understanding and skills developed

### CONTINUED FROM SUMMER 1

#### Locational knowledge

- Name and locate London and its landmarks.
- Locate different palaces used by the monarchy.

#### Human and physical geography

- Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather.
- Key human features, including: town, farm, house, office and shop.

#### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify London and its landmarks.
- Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (London and Buckingham Park).
- Create a map of the school grounds. Label features of Buckingham Park onto a map.



## DT - Knowledge, understanding and skills developed

### Design (hand puppet of King Charles III)

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups.

#### Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].

#### Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

## Computing - Knowledge, understanding and skills developed

### Coding and spreadsheets

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

#### E-safety

- Use technology safely and keep personal information private.
- Identify where to go for help and support when they have concerns.

## Art - Knowledge, understanding and skills developed

- See the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work (*sculptors*).
- Evaluate and analyse creative works using the language of art, craft and design.
- Design and create their own piece of **sculpture**.

## Music - Knowledge, understanding and skills developed

### Charanga - Your Imagination (Creating your own lyrics and compose your own instrumental parts )

- Know and recognise the sound and names of some of the instruments used in songs.
- Join in with simple rhythmic patterns using clapping or other instruments e.g. to show the pulse.
- Improvise by clapping, singing and playing instruments.
- Help to compose a simple melody using one, two or three notes.
- Understand what pulse, rhythm and pitch are and how they work together.
- Perform a song with accompanying instruments.