

<p>Year Group: 1 Name of project: Once upon a time Term: Summer 2 To learn about Elisabeth 11, Victoria. And King Charles.</p>	<p align="center">Summary of current hook:</p> <p>Discovery day</p> <ul style="list-style-type: none"> • Creative – make crowns, junk model castles, drawing a king/queen • Constructions – building a castle • Role play – Kings and Queens • Reading area – non- fiction • <p>Look at map of UK. Plot castles/faces on Kings and Queens.</p>	<p align="center">Summary of current celebration:</p> <p>Children make Victoria sponge cake as part of their DT learning. The parents come in to enjoy cake and support their child to make a finger puppet.</p>
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<p align="center">Learning Journey</p> <p>National Curriculum objectives covered. History - The lives of significant individuals in the past Elizabeth I and II and Queen Victoria Art- Self-portraits To develop a wide range of art and design techniques in using colour, pattern and texture DT – Designing and creating their own Fairy-Tale finger puppet. Design purposeful products Generate and develop ideas by using templates Explore and use mechanisms Select and use a range of tools Evaluate ideas and products Science – materials – to consider the properties of the materials and the purpose of them</p>	
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<p>What are the current curriculum links to maths and English? English – Exploring traditional tales and writing their own. Project – write what rules they would make as king/queen in first and last lesson to see the changes over the unit of learning. Writing fact cards about the queens. Writing questions about the queens they want to learn about for display.</p>	<p align="center">Curriculum Facilities Recording studio – King/ Queen speech Teaching kitchen – Baking</p>
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<p align="center">Integrity <i>What opportunities are there for children to develop integrity and moral principles within the project?</i></p>	<p align="center">Ambition <i>How are all children encouraged to struggle? Question? Make discoveries? Have a voice?</i></p> <p>Listen respectfully when learning about the Queens. Support our peers by sharing facts we know and listening to facts they know.</p>	<p align="center">Respect <i>How does the project currently address wider world matters and celebrate differences?</i></p> <p>Listen to other people’s views about the Queens, even when they are different from our own.</p>
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<p align="center">Growth Mindset <i>How does the project currently encourage children to have growth mindset?</i></p> <p>Art – Children to follow instructions to create a self-portrait. They will practise colour mixing to find a suitable shade for their skin tone. Children will be encouraged to do this independently and keep practising until they are happy with the colour they have mixed.</p>	<p align="center">Critical Thinking <i>What are the opportunities for critical thinking throughout the project?</i></p> <p>To think critically about the Queens/Kings and the impact they have had on the country. Consider what impact they themselves could have if they were royalty.</p>	<p align="center">A school within a garden <i>How are the school gardens being used effectively and meaningfully within your project?</i></p>
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