



# Core links through the curriculum.

# Pirates

## Basic Skills

Key texts	Writing opportunities	Reading opportunities	Numeracy opportunities
<ul style="list-style-type: none"> <li>Night pirates</li> <li>Pirates love under pants</li> <li>Pirate cruncher</li> <li>Pirates next door</li> <li>Range of non-fiction pirate books</li> <li>Troll</li> </ul>	<ul style="list-style-type: none"> <li>Pirate storyboard</li> <li>Fact file about famous pirates and explorers</li> <li>Letter writing (visit)</li> <li>Recount of visit</li> <li>Write own information book (book creator)</li> </ul>	<p>Children to have independent access to the topic related reading resources in the classroom. Children to use these as part of their information gathering and daily story time.</p>	<ul style="list-style-type: none"> <li>Directions</li> <li>Co-ordinates</li> <li>Positional language</li> <li>Menu and pricing opportunities</li> <li>Problem solving (building bridges)</li> </ul>

## Real World Applications

Using Technology	Application of skills
<p>Beebots both apps and physical beebot to explore maps and apply directional mathematic skills.</p> <p>Children to use book creator to create information texts on pirate, fictional stories and evidence their own learning.</p>	<p>Children to host a pirate themed day where they have the opportunities to build on, enhance and develop their team building skills.</p>

## Citizenship

Modern Britain	SMSC	Enterprise
<p><b>Democracy</b></p> <p><b>Rule of law</b> Pirate law and rules of the ocean. (link to class/ school rules)</p> <p><b>Individual Liberty</b></p> <p><b>Respect and tolerance;</b></p>	<p>The children will be using vocabulary to describe when they feel good and bad and discuss simple ways to manage these feelings they will relate these themes back to a variety of scenarios on the oceans.</p> <p>We will be learning about how the pirates used to keep fit and healthy and understand what happened if they didn't look after their basic health needs including basic dental hygiene.</p>	<p>Children to hold an pirate themed day where they will create gifts and pirate themed gadgets to sell at the end of the day on the playground –all proceeds to go towards our next wow day</p>



<b>KS1 Computing Curriculum Objectives</b>		
<b>Digital Literacy</b>	<b>E communication and collaboration</b>	<b>Computer Science</b>
Children to use publisher for a purpose using and adapting their skills with Microsoft products to help them produce wanted pirate posters	Using search engines effectively, developing appropriate key words to use in searches related to the topic. The children will then use and apply this skill to find images and information to support their posters.	Programming – The children will beebot app to code and debug the beebotts to different locations.
Use technology purposefully to create, organise, store, manipulate and retrieve digital content  Recognise common uses of information technology beyond school	Use technology purposefully to create, organise, store, manipulate and retrieve digital content  Recognise common uses of information technology beyond school  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	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  Recognise common uses of information technology beyond school

<b>Classroom Monitor Objective</b>	<b>Expected Indicators</b>	<b>Exceeding Indicators</b>
<b>Problem solving</b>		
C.1.1.1. Understand what algorithms are.	The child can understand algorithms as sequences of instructions in everyday contexts. The child can take real-world problems and then plan a sequence of steps to solve these. The problems could be moving a Bee Bot from one point to another, or making some simple food items like a sandwich, smoothie or pizza. (E.g. In 1.1, recognise a set of directions as an algorithm. In 1.2, recognise the steps of a recipe as an algorithm. In 1.4, realise that there are algorithms for grouping or sorting things.)	The child can appreciate the need for precise and unambiguous instructions in algorithms. The child can use increasingly precise and unambiguous instructions in creating sequences of instructions. These should typically be for real-world problems such as recipes or moving a Bee Bot. (E.g. In 1.1, know that instructions for a Bee Bot need to be precise. In 1.2, know that the steps of a recipe need to be precise and unambiguous. In 1.4, recognise that to group or sort things, a computer or robot would need very precise instructions.)
C.1.1.2 Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	The child can program floor turtles using sequences of instructions to implement an algorithm. The child can create a Bee Bot (or similar) program using a number of steps in order before pressing the Go button. The length of the child's programs might increase over the year. (E.g. In 1.1, create a Bee Bot program, implementing the complete algorithm for their solution.)	The child can appreciate that programming a digital device involves commands in a formal language. The child can show some understanding of Bee Bot instructions being taken from a very specific, clearly defined language, in which each command produces a certain, predictable output. There should be some sense of the child developing an understanding of a programming language as a way in which people can give commands to digital devices. (E.g. In 1.1, recognise that the Bee Bot only accepts a small number of different commands.)
<b>Programming</b>		
C.1.2.1. Create and debug simple programs.	The child can give a sequence of instructions to a floor turtle. The child can create a Bee Bot program using a sequence of instructions	The child can give a sequence of instructions to a floor turtle, correcting mistakes. The child can run programs on a Bee Bot as a

	before running it using the Go button. The length of the child's programs might be expected to increase over the course of the year. (E.g. In 1.1, give the Bee Bot a complete program.)	quite lengthy sequence of instructions. The child can work out where bugs are in their program, reset the Bee Bot and enter corrected code. Typically, the child will need to have some way to record their programs before entering them, such as a whiteboard, Bee Bot instruction cards or the Blue Bot app. (E.g. In 1.1, give the Bee Bot a complete program, and then debug this to correct any errors.)
Logical thinking		
C.1.3.1. Use logical reasoning to predict the behaviour of simple programs.	The child can give explanations for what they think a program will do. The child can explain to the teacher, and to peers, what they think a program will do. This could be a program they or their peers have written, or it could be a familiar piece of software (including computer games). The child could use an audio recorder or video camera to capture their explanations. (E.g. In 1.1, explain what their own or another child's program will do before it is run.)	The child can give logical explanations for what they think a program will do. The child should be able to give carefully reasoned explanations of what a program will do under given circumstances, including some attempt at explaining why it does what it does. The program could be one they themselves have written or it could be a computer game or a familiar piece of software. The child could use an audio recorder or video camera to record their explanation. (E.g. In 1.1, give a logical explanation for what a Bee Bot program will do and defend that explanation when questioned.)
E-safety		
C.1.1.1. Use technology safely and respectfully.	The child can keep themselves safe while using digital technology. The child can understand that they need to keep safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the web and that they should close the lid of a laptop (or similar action) if they find inappropriate images. (E.g. In 1.3, 1.4 and 1.6, close the laptop lid (or similar) and tell a teacher if they find inappropriate images.)	The child can keep safe and show respect to others while using digital technology. The child can understand that they need to keep safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the web and close the lid of a laptop (or similar action) if they find inappropriate images. They should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission. (E.g. In 1.3, 1.4 and 1.6, close the laptop lid (or similar action) and tell a teacher if they find inappropriate images, and only copy images where they have permission to do so.)
C.1.1.3. Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	The child can understand what to do if they see disturbing content online at home or at school. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children. They should know to tell their teacher or their parents if this happens. (E.g. In 1.3, 1.4 and 1.6, know to close the laptop lid or turn the tablet over and tell a teacher or their parents if they find inappropriate images.)	The child can understand what to do if they have concerns about content or contact online. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children; if someone they don't trust contacts them online; if someone makes inappropriate contact online. They should know to tell their teacher or their parents if this happens, and be aware that they could talk to another trusted adult or to Childline about

		this. (E.g. In 1.3, 1.4 and 1.6, know to close the laptop lid or turn the tablet over and tell a teacher, their parents, another trusted adult or ChildLine if they find inappropriate images.)
Creating content		
C.1.1.1. Use technology purposefully to organise, store and retrieve digital content.	The child can use digital technology to store and retrieve content. The child can use a range of digital technologies to store and access digital content. These might include laptop computers, tablets, smartphones, digital cameras, video cameras and audio recorders. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. (E.g. In 1.2, film and upload a child cooking. In 1.3, open the e-book, import illustrations, add them to the e-book and save their work. In 1.4, retrieve previous work, import further illustrations and save their work. In 1.5, open the template, record audio, import it to the computer and save their work. In 1.6, open the card template, find images online and save their work.)	The child can use digital technology to organise, store and retrieve content The child can use a range of digital technologies to store, access and organise digital content. Typically, they can use a laptop computer, tablet or smartphone to help organise content, such as by moving this between one document and another or by moving content within the file system or on a document. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. (E.g. In 1.2, film and upload a child cooking. In 1.3, import illustrations, add them to the e-book and save their work. In 1.4, import illustrations, use PowerPoint to organise these according to the tasks, and save their work. In 1.5, record audio and import it to the computer, add audio to the correct pages in their presentation and save their work. In 1.6, find images online, add them appropriately to their e-card and save their work.)
C.1.1.2. Use technology purposefully to create and manipulate digital content.	The child can create original content using digital technology. The child can create their own original digital content using a range of technologies. These might include laptop computers, tablets, smartphones, digital cameras, video cameras and audio recorders. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. Look for some indication of the child's creativity in this work. (E.g. In 1.2, film digital video. In 1.3, create an original painting. In 1.5, create original digital audio. In 1.6, type their own text.)	The child can create and edit original content using digital technology. The child can create and edit their own original digital content using a range of technologies. Content-creation technology might include laptop computers, tablets, smartphones, digital cameras, video cameras and audio recorders, although editing is likely to take place on laptops or tablets. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. Look for some indication of the child's creativity in this work as well as evidence that they have edited content. (E.g. In 1.2, film digital video and edit this on the computer. In 1.3, create and edit an original painting. In 1.5, create original digital audio, using editing tools, if available. In 1.6, type and edit their own text.)

**Geography**

Children will look at a variety of maps to locate different oceans and landmarks. They will create their own maps using directional symbols and key features of the environment.

G.1.2.1. Name and locate the world's seven continents and five oceans.

G.1.6.1. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

G.1.6.2. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.

G.1.7.1. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

G.1.7.2. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

<b>Classroom Monitor Objective</b>	<b>Expected Indicators</b>	<b>Exceeding Indicators</b>
<b>2. The world and continents</b>		
G.1.2.1. Name and locate the world's seven continents and five oceans.	The child can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a significant animal.)	The child knows the relative locations of the continents and oceans to the equator and North and South Poles. (E.g. Use specific place knowledge to describe the location of the habitat of a significant animal in relation to the Poles and Equator.)
<b>6. Map and atlas work</b>		
G.1.6.1. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	G.1.6.4.a. The child can use a world map, atlas or globe to name and locate the seven continents and five oceans. The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. (E.g. Locate the continents where different animals live on a blank base map of the world using an atlas.)	G.1.6.5.a. The child can use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. The child can use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. (E.g. Locate with confidence the continents where different animals live on a base map of the world using an atlas and describe their location.)
G.1.6.2. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	G.1.6.4.b. The child can describe a journey on a map of the local area using simple compass directions and locational and directional language. (E.g. After a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick.)	G.1.6.5.b. The child can describe a journey on a map of the local area locating features and landmarks seen on the journey. (E.g. After a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language prompted by their journey stick.)
<b>7. Fieldwork and investigation</b>		
G.1.7.1. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a	G.1.7.4.a. The child can use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks. (E.g. Create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor.) G.1.7.5.a. The child can use aerial photos to identify a range of physical and human features of a locality. The child can draw a map	G.1.7.4.a. The child can use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks. (E.g. Create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor.) G.1.7.5.a. The child can use aerial photos to identify a range of physical and human features of a locality. The child can

key.	with a key of places showing landmarks. (E.g. Create symbols for landmarks seen on a local walk, correctly locate them on a map and construct a key.)	draw a map with a key of places showing landmarks. (E.g. Create symbols for landmarks seen on a local walk, correctly locate them on a map and construct a key.)
G.1.7.2. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	G.1.7.4.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. The child can locate features of the school grounds on a base map. (E.g. Go into the playground to observe the weather and record this, building up a table of information to be discussed and described.) G.1.7.5.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols. Talk about this data and identify patterns. The child can accurately locate features of the school grounds on a base map. (E.g. Independently take a set of weather measurements using equipment such as a thermometer and homemade rain gauge, and record them.)	G.1.7.4.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. The child can locate features of the school grounds on a base map. (E.g. Go into the playground to observe the weather and record this, building up a table of information to be discussed and described.) G.1.7.5.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols. Talk about this data and identify patterns. The child can accurately locate features of the school grounds on a base map. (E.g. Independently take a set of weather measurements using equipment such as a thermometer and homemade rain gauge, and record them.)

<b><u>History</u></b>
Children will sequence key events of famous explorers throughout history.
H.1.2.1. Know where people and events fit within a chronological framework.
H.1.2.2. Develop awareness of the past, using common words and phrases relating to the passing of time.

<b>Classroom Monitor Objective</b>	<b>Expected Indicators</b>	<b>Exceeding Indicators</b>
<b>2. Sequencing the past</b>		
H.1.2.1. Know where people and events fit within a chronological framework.	H.1.2.4.a. The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. E.g. Select a range of cooking methods and foods to place on a timeline.	H.1.2.5.a. The child can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence.
H.1.2.2. Develop awareness of the past, using common words and phrases relating to the passing of time.	H.1.2.4.b. The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.	H.1.2.5.b. The child can use more complex time terms, such as 'BCE'/'AD' and period labels and terms. E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.

**Art & DT**

Children will be creating seascapes using a variety of techniques and styles.

Children will be designing and making their own pirate stew based on health and wellbeing.

**Classroom Monitor Objective**

Art objectives	DT objectives
<ul style="list-style-type: none"><li>• Painting he/she can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.</li><li>• Independent Artist he/she can begin to recall all the equipment needed for an art session.</li><li>• Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines</li><li>• Painting he/she can use different brush types to make different marks: lines, blobs, dots, dashes.</li><li>• Painting he/she can control paint and water to mix paint of different thicknesses.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Design he/she can make a mock-up of his/her design and discuss it.</li><li>• Design he/she can create a drawing of his/her idea and templates for his/her design.</li><li>• Food he/she can name foods from each section of the Eat Well plate and understands they should eat at least 5 portions of fruit and veg each day.</li><li>• Evaluate he/she can say what they like and do not like about existing products.</li><li>• Food he/she can use the right tools to peel, grate and chop.</li></ul>