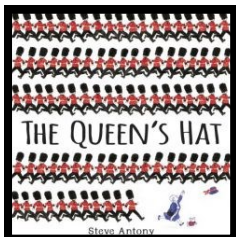


Y1 Autumn Term 2 Curriculum Map



Our focus book this term is:

The Queen's Hat

A sudden gust of wind sets off a marvellous London adventure for the Queen, the Queen's men and one very special hat. So let's follow one determined, daredevil queen through the zoo, over Tower Bridge and up Big Ben... just where will that hat land?

Literacy

Prediction– who is the queen going to see?

Sequence– sequencing the events in order

Speech bubbles– writing in role as the wind

Diary entry

Own versions of the story

Science – Identifying and Sorting Materials

Key Knowledge and **Skills** to learn:

To **find out** what the weather is like in Autumn.

To **explore and describe** wooden toys and their properties.

To **explore and describe** metal toys and their properties.

To **explore and describe** plastic toys and their properties.

To **explore and describe** fabric toys and their properties.

To **recap** what we have learnt about what materials are made from.

History– Guy Fawkes

Key Knowledge and **Skills** to learn:

To **explain** what a bonfire is.

To **find out** about James 1 of England.

To **find out** who Guy Fawkes was.

To **find out** what happened next in the Gunpowder plot.

To **think** about why fireworks are lit on November 5th.

Art/DT

To create a firework painting.

RE

Why are saints important?

To understand what makes a saint

To develop an understanding of the importance of saints and all saints day.

Nativity Characters

To understand what the 'good news' is

To understand who Mary and Joseph are

To understand the role of the shepherds

To understand why Herod was jealous

Computing

Cyberbullying– To understand what cyberbullying is and that it is not OK.

Word processing skills

To be able to type on a keyboard

To be able to type symbols and save files

To be able to edit text

To be able to undo and redo text

To be able to select and format text

To be able to format the font

Core Learning Skills

Learning Behaviours

PSHE

Healthy and happy friendships

To explore how to get on with others

To explore kind and unkind actions

To explore the importance of sharing and taking turns

Maths

U4 -Numbers within 20 (2wk)

U5- Addition and subtraction within 20 (2wk)

U6– Time (2wk)

Guided Reading

The tower bridge cat

books related to:

Materials, fireworks, toys

Homework

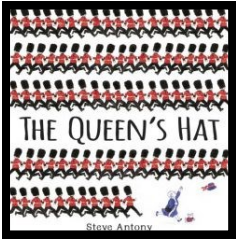
Science- look around your house and draw five objects you have found. Write what the material is and describe the simple properties of that material.

Other

Nativity

Local visit to Victoria park for an Autumn Walk

Y1 Autumn Term 2—Science and Topic Cover Page



Our focus book this term is: *The Queen's hat*

A sudden gust of wind sets off a marvellous London adventure for the Queen, the Queen's men and one very special hat. So let's follow one determined, daredevil queen through the zoo, over Tower Bridge and up Big Ben... just where will that hat land?

Science – Identifying and Sorting Materials

Key Knowledge and **Skills** to learn:

To **find** out about Autumn.

To **identify** and name a variety of materials used to make toys.

To **explore and describe** wooden toys and their properties.

To **explore and describe** metal toys and their properties.

To **explore and describe** plastic toys and their properties.

To **explore and describe** fabric toys and their properties.

To **recap** what we have learnt about what materials are made from.



History Focus; – Guy Fawkes

Key Knowledge and **Skills** to learn:

To **explain** what a bonfire is.

To **find out** about James 1 of England.

To **find out** who Guy Fawkes was.

To **find out** what happened next in the Gunpowder plot.

To **think** about why fireworks are lit on November 5th.

Art/DT

To create a firework painting.



Y1 Science Knowledge Mat—What Are Toys Made From?

Key Vocabulary

toy	An object for a child to play with.
material	Materials are what an object is made from.
hard	Not easily broken or bent.
soft	If something is soft, it is easy to cut, fold or change the shape of.
stiff	If something is stiff, it is not easy to bend or fold.
bendy	Bendy things can be bent easily into a curved or folded shape.
rough	If something is rough, it feels and looks uneven or bumpy.
smooth	Smooth objects have no lumps or bumps.
fabric	Cloth that is woven or knitted.
plastic	A man-made substance made from certain kinds of chemicals that can be easily shaped when soft.
wood	A hard material lying under the bark that makes up the trunk and branches of a tree.
glass	A transparent material that allows light to shine through it.
metal	A mineral that is found underground in rocks.
rubber	An elastic substance obtained from the milky juice of some tropical plants.

Learning Link Backs:

Do you remember playing with different types of toys and thinking about whether they are the same or different?

Sticky Knowledge

Plastic Toys



Fabric Toys



Wooden Toys



glass



metal



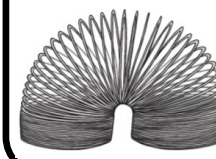
hard



smooth



bendy



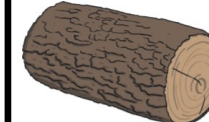
rubber



soft



rough



stiff



object

material

toy

soft

stiff

bendy

hard

rough

smooth

plastic

wood

fabric

metal

glass

rubber

Y1 History Knowledge Mat —Guy Fawkes and the Gunpowder Plot

Key Vocabulary

history	History is the chronological record of significant events that have happened in the past. The history of the world goes back millions of years. This is a VERY long time.
chronological	This means to list events in the order in which they happened.
timeline	A timeline is often used to show the significant events in the order that they happened.
religion	Religion is the belief and worship of a God or Gods. There are many different religions around the world.
Catholic	Catholic churches are led by priests, bishops or the Pope. They used to use the language of Latin to deliver a church service. Priests are not allowed to get married.
Protestant	Protestant services are led by vicars. In history, they delivered their church service in the English language. Vicars are allowed to get married.
plot	To plan something secretly.
parliament	Parliament is a group of people who work to help run the country. They come together to talk about what needs to be done.
Houses of Parliament	This is the place in the capital of England (London) that the people meet to talk about what needs to be done.
Bonfire Night	Bonfire Night is celebrated every year on November

Sticky Knowledge



This is **King James VI (6th) of Scotland** and he is also **King James I (1st) of England**. He was the king over 400 years ago!
He became the King after Queen Elizabeth I was the queen.



This is **Queen Elizabeth I**. She lived from 1533—1603. She was the queen before James became king. She was keen for James to be the king after she stopped being the queen.
She was a Protestant, just like King James.

King James was a **Protestant which is a type of religion**. He thought everyone should be a protestant like him. He only allowed people to go to protestant churches. If they didn't, he would punish them.

Religion was very important at this time in history. Protestants and Catholics were both part of the Christian faith, but they disagreed on lots of things and often fought with each other.



This is **Guy Fawkes**. He was born in 1570, when Queen Elizabeth was on the throne in England.

Guy was a Catholic. When James became the king, he was not kind to the Catholic people because he wanted everybody to be a Protestant. He moved to Spain where lots of Catholic people lived so that he could feel happier and safer.

Do you recognise this building? It is the **Houses of Parliament in London**.



One day a man called **Tom Winter** went to find Guy Fawkes to tell him there was a **plot to kill King James**. Guy Fawkes travelled back to England to help with the plot because he did not like James being the king.



They got together with a group of other men and planned to blow up the Houses of Parliament and get rid of the King. They knew that the King would be meeting with the other members of parliament on **November 5th 1605**.

However, their plan was leaked to the King and **Guy Fawkes was arrested before it could happen**.

Now, every year **we celebrate Bonfire Night**—the night that the Houses of Parliament and King James nearly got blown up over 400 years ago.

history

chronological

timeline

religion

Catholic

Protestant

plot

parliament

Houses of Parliament

Bonfire Night

RE

Why are saints important to Christians?

What makes a saint?

How can the example of a saint help a Christian with how to live their life today?

Nativity characters

Angels- what was the 'Good News'?

Mary and Joseph- why were they chosen?

Shepherds- why did they leave their flocks?

Why was Herod jealous?

Key Vocabulary

Saint	Bible
Jesus	Christmas
Good News	Mary and Joseph
King Herod	Wise men
Love	Shepherds

PSHE

Healthy and happy friendships

To explore how to get on with others and the qualities of a good friend.

To explore kind and unkind actions

To explore the importance of sharing and taking turns and working together positively.

Key Vocabulary

Friend	Welcoming
Friendly	Kind
Unkind	Happy
Sad	Share
Actions	Sharing

Autumn — Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	Numbers to 10		Addition and subtraction within 10		Shape and patterns		Numbers to 20		Addition and subtraction within 20	
	<ul style="list-style-type: none"> • Represent, compare and explore numbers within 10 • One more and one less • Doubling and halving 		<ul style="list-style-type: none"> • Represent and explain addition and subtraction • Commutativity • Addition and subtraction facts 		<ul style="list-style-type: none"> • Identify, describe, sort and classify 2-D and 3-D shapes • Investigate repeating patterns • Use and follow instructional and positional language 		<ul style="list-style-type: none"> • Identify, represent, compare and order numbers to 20 • Doubling and halving • One more and one less 		<ul style="list-style-type: none"> • Represent and explain addition and subtraction strategies including 'Make Ten' • Use known facts to add and subtract 	

The Queen's Hat and The Queen's Handbag by Steve Antony



Essential teaching guidance

- There are four books in this series. Although they all follow a similar theme, each book has its own strengths and they can all be used with the same cohort. This unit will focus on *The Queen's Hat* and *The Queen's Handbag*, with additional suggested activities for the other two books.
- The activities have been planned for Year 1 – teachers should use their professional discretion based on the knowledge of their cohort about how long the unit may take their class and adapt the timeframes accordingly.
- Steve Antony is an incredible illustrator and his books have so much depth and detail in the images. Although there are many activities that provide opportunities to look at the illustrations in detail, every double spread could be used to generate valuable discussions with Year 1 (we strongly advise buying multiple copies of the book so that illustrations can be shared with the children, for example spotting the Queen, her corgi and her butler on every page as well as finding key figures such as Mo Farah, Mary Berry and Mr Panda in the books!)

Unit overview

Steve Antony's 'Queen Collection' series is made up of four books – *The Queen's Hat*, *The Queen's Handbag*, *The Queen's Present* and *The Queen's Lift-Off*. Each book follows a similar plot as the Queen adventures across London, Great Britain, the world and though space to try and recover a lost object, while being accompanied by an increasingly large entourage. The beautiful illustrations are just as important as the words and all four books will inspire readers and in turn engage writers. The 20 sessions in this unit focus on *The Queen's Hat* and *The Queen's Handbag*, but also included are additional suggested activities for *The Queen's Present* and *The Queen's Lift-Off* for teachers wishing to extend the unit to study the whole series. This unit includes a wealth of cross-curricular opportunities to be taught as part of a broad and balanced curriculum. **All extracts, resources, session planning and teaching slides are included within this unit.**

Curriculum coverage

Spoken language:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers
- maintain attention and participate actively in collaborative conversations
- participate in discussions and role play

Reading:

- apply phonic knowledge and skills as the route to decode words
- read words with contractions and understand that the apostrophe represents the omitted letter(s)
- re-read books to build up their fluency and confidence in word reading
- be encouraged to link to what they read
- discuss word meanings, linking new meanings to those already known
- make inferences on the basis of what is being said and done
- predict what might happen on the basis of what has been read so far
- explain clearly understanding of what is read to them – sequence the events in the order that they happened

Grammar, punctuation and spelling:

- leave spaces between words
- use 'and' to join words and clauses
- punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- use a capital letter for the pronoun 'I' and names of people and places

Writing:

- form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- oral rehearsal – saying sentences out loud/composing them orally
- re-read what they have written to check that it makes sense

Recommended Year Group: Year 1

Recommended Editions:

The Queen's Hat: 9781444919158

The Queen's Handbag: 9781444925548

The Queen's Present: 9781444925647

The Queen's Lift-Off: 9781444934229

Suggested Term: Summer

Key questions

- What do you think the book might be about?
- What do these words mean?
- Can you number the events in the order that they happened?
- Can you skim and scan?
- When you are reading a partner's writing, what will you be looking for?
- Do you know words that have similar meanings to each other?
- Do you know what a diary is?
- Where could the hat land in our school community?
- What is Steve Antony's style?
- What do the two books have in common?
- What do you think the Queen might have in her handbag?
- Would Santa help everybody? (*The Queen's Present*)
- What would happen if the Queen went to space? (*The Queen's Lift-Off*)

Writing outcomes

- **A prediction** (session 1) – Who is the 'someone special' that the Queen is going to see?
- **A sequence** (sessions 3) – Sequencing the events in the story
- **Speech bubbles** (sessions 4 and 5) – Writing in role as the wind
- **A diary entry** (sessions 7 and 8) – Retelling the story as a chosen character
- **Own versions of the story** (sessions 9 and 18-20) – A shorter piece based in the school community, and a longer piece based on a location of choice
- **Sentence work** (session 12) – Can we improve Steve Antony's sentences?
- **Lists** (sessions 13 and 17) – Alliterative animals, and what does the Queen have in her handbag?
- **Why I stole the Queen's handbag** (session 14) – Writing in role as the sneaky swan

Autumn 1 —Literacy Overview

Themes and cross-curricular links

- **History:** Research the Royal Family – share a family tree and focus on the Queen's grandchildren (children could then create their own family trees). London history – The Plague, The Gunpowder Plot and The Great Fire of London, etc. History behind various landmarks.
- **Geography:** Landmarks of London, landmarks of the UK. These books could support a local area study including the school community. Creating an informational fact file or leaflet about a location or writing a postcard from a location.
- **Science:** The seasons – consider how the Queen's journey may have been different/more difficult in the different seasons. What hat would she be wearing in winter and what obstacles might she face?
- **Art:** Blow paint across various media to form art in the style of Jackson Pollock, Steve Antony's 'Guide to drawing a corgi'
- **DT:** Design and create huge versions of the landmarks from junk modelling and/or construction on a huge map of the UK. Create smaller versions of landmarks for displays. Make a hat for the Queen.
- **SMSC:** Helping others, friendship, the Royal Family. Writing 'thank you letters' from the Queen, writing letters to Steve Antony
- **Drama:** Role on the wall, hot seating and conscience alley
- There are more specific cross-curricular opportunities outlined in some teacher guidance sections within the planning

Extend the unit with further book studies from the same series

The Queen's Present

This is a Christmas book – The Queen is looking for Christmas presents for her grandchildren and gets into Santa's sleigh to fly around the world with him in the quest to find gifts. It might be a good idea for Year 2 teachers to read this story to their class in December, if the class studied the first two books in Year 1. They will be familiar with Steve Antony's style from Year 1 and will enjoy another book in the series. See *The Queen's Present Activity Ideas!*

The Queen's Lift-Off

Teachers could choose to do an additional week(s) using this text, particularly if space is a topic or if the cohort particularly enjoyed the other Steve Antony books. The reading/sentence level activities could be repeated using this text. The contents of the Queen's bag spill out in this book – children will enjoy seeing what was in it and could compare the contents to their predictions made when studying *The Queen's Handbag*. See *The Queen's Lift-Off Activity Ideas!*

Related books for wider reading

- *Rosie's Walk* by Pat Hutchins
- *On the Way Home* by Jill Murphy
- *A Walk in New York/Paris* by Salvatore Rubbino
- *Elmer's Walk* by David McKee
- *A Walk in the Park* by Anthony Browne
- *A Street Through Time* by Steve Noon
- *The Owl and the Pussy-Cat* by Edward Lear

Planning Overview

Week 1

Objectives and outcomes summary:

This week the children will:

- read the story together, modelling the application of phonics and fluent reading
- predict what might happen based on what they know – using capital letters for names of people
- model oral rehearsal (conventions of writing) and check writing for sense
- develop an understanding of the plot. Sequence what happens in the story and discuss
- explain the pros and cons of the wind and present this in speech bubbles – using the pronoun 'I'

Resources provided:

- Pupil resource – Predictions
- Pupil resource – Proof-reading hand
- Pupil resource – Events
- Pupil resource – Wind speech bubble
- Teaching slides to support discussion

Week 2

Objectives and outcomes summary:

This week the children will:

- predict what may happen based on what they already know about Steve Antony as an author
- make inferences based on the plot
- explore the author's choice of verbs and add adverbs to enhance the sentences – re-read sentences for sense
- explore the character of the 'sneaky swan' through role play – why might the swan need the bag?
- use contractions – 'and' to join words and phrases and the pronoun 'I'

Resources provided:

- Pupil resource – Predictions
- Pupil resource – How and where?
- Pupil resource – Destinations
- Pupil resource – Why I stole the Queen's handbag
- Teaching slides to support discussion

Week 2

Objectives and outcomes summary:

This week the children will:

- analyse language and discuss the importance of using the right words in their own writing – discussing word meanings
- recount the events in the form of a diary (Queen/Queen's men, horses, corgi or the wind) – using contractions
- discuss where the Queen's Hat might go in the school community – using 'and' to join words and clauses (physically taking it to places and taking photographs to create a class book)

Resources provided:

- Pupil resource – Diary plan
- Pupil resource – Diary template
- Pupil resource – Planning template
- Pupil resource – Whole class book template
- Teaching slides to support discussion

Week 4

Objectives and outcomes summary:

This week the children will:

- ask/answer questions about the two books read – discuss the style, characters and plot
- write a list using noun phrases and the conjunction 'and' – What does the Queen have in her handbag?
- imitate the style of Steve Antony and write their own story

Resources provided:

- Pupil resource – Book comparison
- Pupil resource – Handbag template
- Pupil resource – Planning template
- Teaching slides to support discussion

Useful Web links:



[BBC Bitesize—Guy Fawkes](#)