

# Superheroes



Year Group: 1/2

Cycle B  
Autumn Term 2

## Half Term Learning Focuses

<p><b>History</b> Famous individuals: Earhart, Mandela, Seacole</p> <p><b>Climate/environment</b> Modern Day Hero – Greta Thunberg</p>	<p><b>Science</b> Human Body; parts and senses, eating healthily, working scientifically</p> <p><b>Climate/environment</b> Healthy options; walking /riding to school</p>	<p><b>Art and Design</b> Drawing and modelling superheroes</p> <p>Pop Art; ; Andy Warhol, Parviz Tanavoli, Pauline Boty and Nicola L</p>	<p><b>RE</b> <b>How and why do we celebrate special times?</b> Y1: Christmas Y2: Diwali</p>	<p><b>Writing Genres</b> Biography Persuasive text Story</p>
<p><b>Music</b></p>	<p><b>MfL</b> French Christmas song (<a href="https://www.fluentu.com/blog/french/french-christmas-songs/">https://www.fluentu.com/blog/french/french-christmas-songs/</a>)</p> <p>LO: Appreciate songs in another language</p>	<p><b>PSHE</b> Healthy Relationships</p>	<p><b>Computing</b> Using technology to organise and store digital content</p>	<p><b>Key Texts</b> Traction Man Amelia Earhart (non-fiction)</p>

Hidden Curriculum:

# History

**National Curriculum:** Pupils should be taught about:

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different period.

**Key Lines of Enquiry:** What did Earhart, Mandela, and Seacole do that made things better for people? Why did they act as they did? How was life different in the periods in which they lived from today?

**Curriculum Intentions (Key Knowledge and Skills to be learned):**

- To be able to place the key figures and significant associated events on a timeline.
- To know that Amelia Earhart was the first woman to fly across the Atlantic Ocean and that she set many other records
- To know that in Earhart's lifetime, unlike today, it was unusual for women to fly and that many people believed there were 'men's jobs' and 'women's jobs'
- To know that until 1920, women couldn't vote, and that Earhart was an early support of the Equal Rights Movement.
- To know that Nelson Mandela won the Nobel Peace Prize and to understand what that means.
- To understand that Mandela fought racial prejudice and sought equal rights for black people in South Africa.
- To know that he spent many years in prison for his beliefs.
- To understand that Mary Seacole faced unfairness and discrimination as a black woman when she tried to volunteer as a nurse during the Crimean War.
- To make comparisons between Seacole's experiences and those of Florence Nightingale (Yr 2).
- To know that when Seacole was born, most black people in Jamaica were slaves
- To know that Seacole went on to set up her own British Hotel near the frontline to provide comfort and supplies to the army.
- To know that Greta Thunberg is a 'modern day' hero – fighting against climate change, and that her opinions are seen as less important by some because she is a child and has ASD – in comparison to Mandela, Earhart and Seacole who were discriminated against because of their gender and/or race.

**Age Related Subject Skills (Progression Guidance):**

- Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time*
- Show where places, people and events fit into a broad chronological framework*
- Begin to use dates*
- Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my. . were younger, years, decades, centuries*
- Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?*
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites*
- Choose and use parts of stories and other sources to show understanding of events*
- Communicate understanding of the past in a variety of ways*
- Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays*
- Recognise why people did things*
- Recognise why some events happened*
- Recognise what happened as a result of people's actions or events*
- Identify similarities and differences between ways of life in different periods, including their own lives*
- Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why*

**Prior Learning**

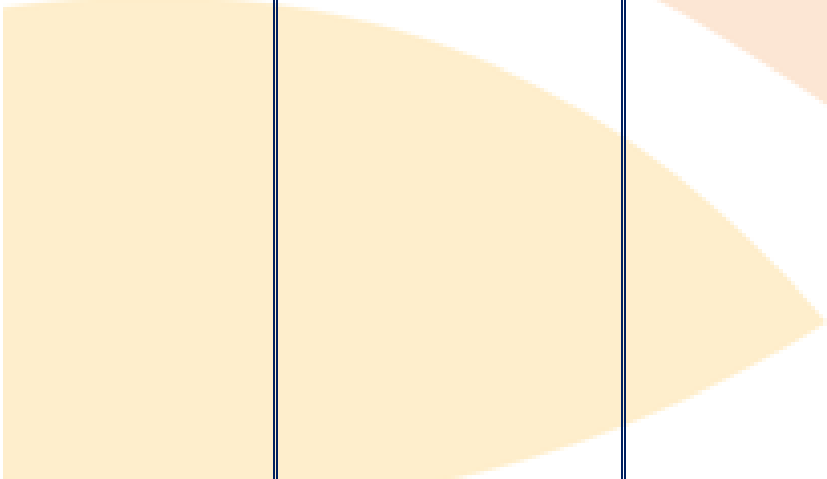
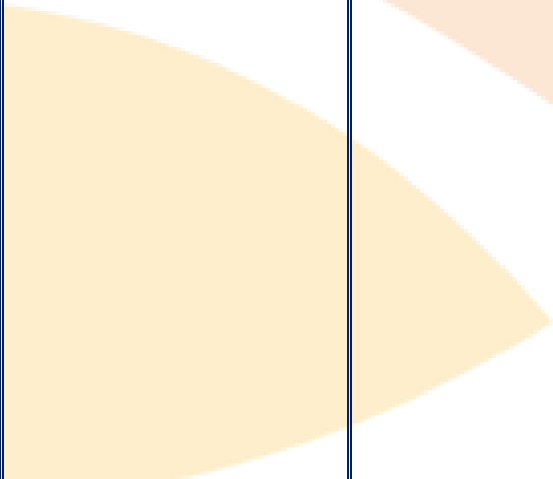
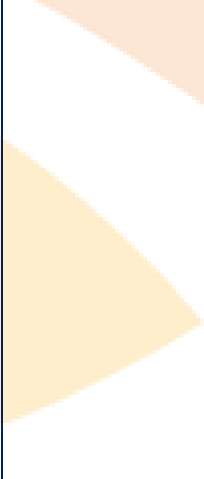

Forever Firs children working at ARE should already be able to:

- Year 2 pupils should already have an understanding of Florence Nightingale and her role in the Crimean War.

## Key Vocabulary

Tier 1		Tier 2		Tier 3	
Hero	Heroine	Racism	Race	Racism	Stereotype/
Fair	Unfair	Sexism	Equality	Sexism	Stereotypical
Same	Different	Fairness	Discrimination	Timeline	Prejudice
Fly		Prejudice	Beliefs	Decades	Century
		Slaves	Frontline		
		Pilot	Nurse		

# History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
			

## Science

**National Curriculum (Knowledge and Skills):** Pupils should be taught to:

### Year 1

- use their observations and ideas to suggest answers to questions
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

### Year 2

- use their observations and ideas to suggest answers to questions
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### Climate/Environment Focus

**Children in Year 2 will also learn:**

- Which methods of transport are more environmentally friendly, but also healthier e.g. walking or riding to school compared to going in the car. Consider the impact of car/transport pollution on health and ways to reduce the impact on the local environment e.g. turning off car engines while waiting.
- That unprocessed foods are healthier, but usually also better for the environment as they have less packaging.

### Prior Learning

**Forever Firs children working at ARE in Year 1 should already be able to:**

- Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
- Know about similarities and differences in relation to living things. Make observations of animals (including humans) and explain why some things occur, and talk about changes.

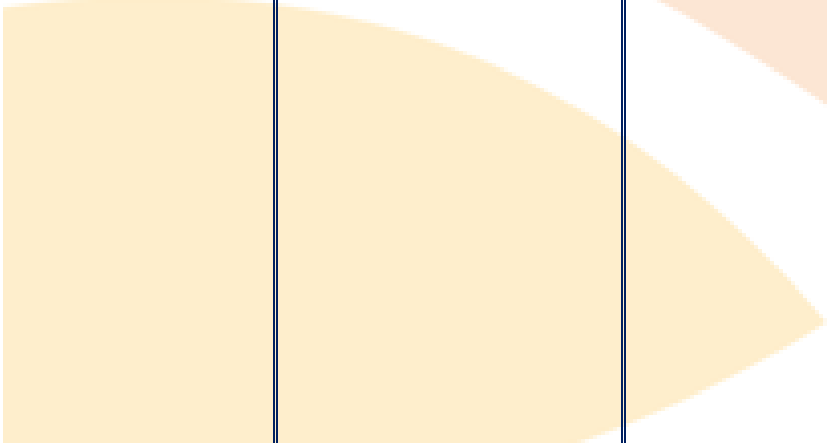
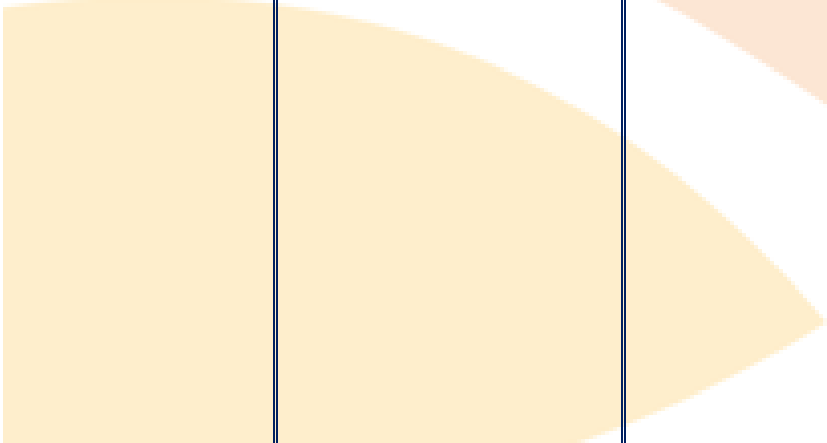
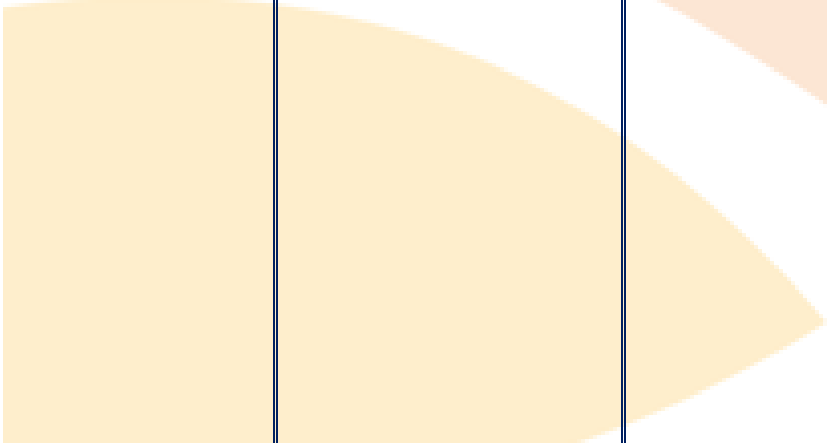
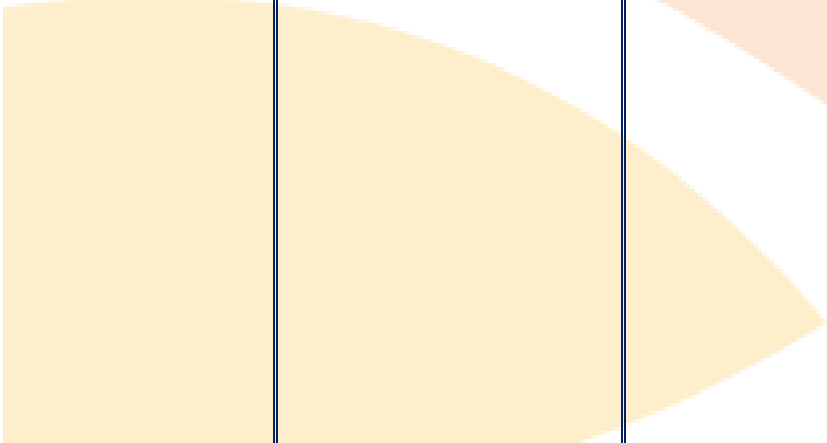
**Forever Firs children working at ARE in Year 2 should already be able to:**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

### Key Vocabulary

Tier 1		Tier 2		Tier 3	
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Nose	Food	Senses	Exercise	Taste buds	Pollution
Eye	Car	Sight	Hygiene	Experiment	Air pollution
Mouth	Bus	Sound	Healthy		Processed/ unprocessed (foods)
Tongue	Walk	Touch	Transport		
Ear	Ride	Taste	Bacteria		
Hand	Bike	Smell	Germs		
Fingers	Wash	Fingertips	Dairy		
Loud	Ill/unwell	Sweet	Balanced		
Quiet	Soap	Sour	Diet		
Hot/Cold	Fruit	Bitter	Experiment		
Hard/soft	Vegetables	Bright/dull			
	Meat				
	Pasta				
	Sugar				

# Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
			

# Art and Design

**National Curriculum:** Pupils should be taught:

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**Curriculum Intentions (Key Knowledge and Skills to be learned):**

- Children will learn about Pop Art (<https://www.tate.org.uk/kids/explore/what-is/pop-art>) and that it takes a variety of forms including sculpture, collage and paintings.
- They will look at, and describe, works by a variety of Pop Artists including; Andy Warhol, Parviz Tanavoli, Pauline Boty and Nicola L.
- They will have the opportunity to create their own pop art linked to another aspect of the topic e.g. healthy eating or significant historical figures, choosing the medium they would like to work in.

**Age Related Subject Skills (Progression Guidance):**

**Note: Skills covered will depend on the medium chosen by pupils/teachers within the unit.**

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|---|--|
| <ul style="list-style-type: none"> <li>• <i>Work from observation and known objects</i></li> <li>• <i>Use imagination to form simple images from given starting points or a description</i></li> <li>• <i>Begin to collect ideas in sketchbooks</i></li> <li>• <i>Work with different materials</i></li> <li>• <i>Begin to think what materials best suit the task</i></li> <li>• <i>Begin to control lines to create simple drawings from observations</i></li> <li>• <i>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</i></li> <li>• <i>Hold a large paint brush correctly</i></li> <li>• <i>Make marks using paint with a variety of tools</i></li> <li>• <i>Colour within the line</i></li> <li>• <i>Draw on smaller and larger scales</i></li> <li>• <i>Begin to add detail to line drawings</i></li> <li>• <i>Recognise and name primary and secondary colours</i></li> <li>• <i>Mix primary colours to make secondary colours Share colour charts to compare variations of the same colour</i></li> <li>• <i>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Develop controlled printing against outline /within cut out shapes</i></li> <li>• <i>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns</i></li> <li>• <i>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</i></li> <li>• <i>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</i></li> <li>• <i>Look at sculptures and try to recreate them using everyday objects/range of materials</i></li> <li>• <i>Begin to form own 3D pieces</i></li> <li>• <i>Look at sculptures by known artists and natural objects as starting points for own work</i></li> <li>• <i>Develop collages, based on a simple drawing, using papers and materials</i></li> <li>• <i>Develop tearing, cutting and layering paper to create different effects</i></li> <li>• <i>Describe the artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage)</i></li> <li>• <i>Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces</i></li> </ul> |
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## Prior Learning

**Forever Firs children in Year 1 working at ARE should already be able to:**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

**Forever Firs children in Year 2 working at ARE should already be able to:**

- *Hold a large paint brush correctly*
- *Make marks using paint with a variety of tools*
- *Colour within the line*
- *Recognise and name primary and secondary colours*
- *Work from observation and known objects*
- *Use imagination to form simple images from given starting points or a description*

## Key Vocabulary

Tier 1		Tier 2		Tier 3	
Cut	Pencil	Artist	Differences	Pop Art	Collage
Stick	Paint	Tearing	Observation	Sculpture	Painting
Glue	Paintbrush	Cutting	Popular	Printing	Primary colours
Draw	Model	Sticking		2D	Secondary colours
Pen	Make	Similarities		3D	Layering
Like/Dislike	Build			Outline	
	Same/Different				

## Art and Design Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

## RE

### Key Lines of Enquiry: How and why do we celebrate special times?

Year 1 Focus on Christianity and Christmas	Year 2 Focus on Hinduism and Diwali
<p><b>Curriculum Intentions (Key Knowledge and Skills to be learned)</b></p> <ul style="list-style-type: none"> <li>Children will identify a special time they celebrate and explain simply what celebration means.</li> <li>Learn to retell stories connected with Christmas and say why this is important to believers.</li> <li>Suggest a meaning in the story of Christmas.</li> <li>Talk about ways in which Jesus was a special baby who Christians believe came from God.</li> <li>Ask questions and suggest answers about stories to do with Christian festivals.</li> <li>Identify some ways Christians celebrate Christmas and some ways the festival is celebrated differently around the world.</li> <li>Suggest meanings for some symbols used in the Christian celebration of Christmas, including the symbol of light</li> <li>Talk about features in festival stories that made people feel happy or sad and compare them with their own experiences.</li> <li>Make links between these religious festivals and occasions they celebrate.</li> </ul>	<p><b>Curriculum Intentions (Key Knowledge and Skills to be learned)</b></p> <ul style="list-style-type: none"> <li>Identify a special time they celebrate and explain simply what celebration means.</li> <li>Retell the story connected with Diwali say why this story is important to believers. (<a href="https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance">https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance</a>)</li> <li>Suggest a meaning in a story of Diwali</li> <li>Ask questions and suggest answers about the story of Diwali.</li> <li>Identify some ways Diwali is celebrated by Hindus (<a href="https://www.bbc.co.uk/newsround/15451833">https://www.bbc.co.uk/newsround/15451833</a>) and compare this to ways in which Christmas is celebrated.</li> <li>Suggest meanings for some symbols used in the Hindu celebration of Diwali, including the symbol of light and compare this to the symbol of light in the Christian story of Christmas.</li> <li>Talk about features in festival stories that made people feel happy or sad and compare them with their own experiences</li> <li>Make links between these religious festivals and occasions they celebrate.</li> </ul>

### Prior Learning

<p>Forever Firs children in Year 1 working at ARE should already be able to:</p> <ul style="list-style-type: none"> <li>Talk about some religious stories</li> <li>Know that some people believe that Jesus was the son of God</li> <li>Know some stories from the bible</li> </ul>	<p>Forever Firs children in Year 2 working at ARE should already be able to:</p> <ul style="list-style-type: none"> <li>See Year 1 Curriculum intentions</li> </ul>
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### Key Vocabulary

Tier 1		Tier 2		Tier 3	
Year 1 Story	Year 2 God	Year 1 Festival	Year 2 Festival	Year 1 Christmas	Year 2 Diwali
Son	Battle	Celebration	Celebration		Diva lamp
Baby	Good/Evil	Stable	Victory		Temple
God	Light/Dark	Shepherd	Demon		
Light	Cards	Angel	Power		
Born/Birth	Gifts	Wise Man	Searching		
Mother	Presents	Church	Imprisoned		
Father	Pray	Pray	Arrow		
Donkey	Prince/Princess	Decorate	Decorate		
Gifts	Wife				
Presents	Wicked				
Cards	King				
	Animals				
	Monke				



# RE Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

# Computing

**National Curriculum:** use technology purposefully to create, organise, store, manipulate and retrieve digital content

**Key Lines of Enquiry:** How can I present information using computer programmes? How does presenting information digitally compare to that on paper?

**Curriculum Intentions (Key Knowledge to be learned):**

- Children will understand how a keyboard helps them to present their information as they wish on screen including the use of: spacebar, backspace, shift, and enter. They will understand how specific keys help them provide information onscreen, which is clear and error free.
- Children will understand and discuss how images can support the information that they have written and give additional information to the reader.
- Children will begin to think about the purpose of their work and learn why they should edit their work to present it for the audience (including different presentational features: font size, colour and style)
- They will learn how to add texts to photographs and apply their English skills to label images or write simple sentences to create a story (2create A Story)
- Children will understand how a computer system can save work and that it can be worked on it the future.
- They will know that digital content can be printed to create paper-based information.
- The pupils will learn that artistic images can be created on a computer as well as on paper. They will begin to link what they already know about art to create a picture electronically (explore shape, line and colour, talk about their choice of tools, talk about the differences between a graphics package and paper based art activities).

**Age Related Subject Skills (Progression Guidance):**

- Learn to save, open and print work
- Use a keyboard to print letters onscreen
- Use a mouse to select between letters and word
- Use the mouse to click, drag, drop when creating artwork
- Highlight text to change the colour, font type and size
- Add text boxes to create captions for images

DDAT:

- Digital Publishing: Pupils learn to use basic word processing package and to write and illustrate a short story
- Presentation: Pupils learn to make simple presentations
- Graphics: Pupils learn to create a simple digital painting

**Prior Learning**

**Forever Firs children working at ARE should already be able to:**

Complete a simple program on a computer.  
 Use ICT hardware to interact with age-appropriate computer software.  
 Recognise that a range of technology is used in places such as homes and schools.  
 Select and use technology for particular purposes

### Key Vocabulary

Tier 1		Tier 2		Tier 3	
Drag	Size	Mouse	Highlight	Font	
Letters	Shape	Keyboard	Save	Text	
Words	Line	Spacebar	Image	Print	
Sentences	Paint	Enter	Click	Caption	
Colour	Brush	Backspace			
	Pencil	Cursor			

# Computing Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
