

Superheroes



Year Group: 1/2

Cycle B

Half Term Learning Focuses

<p>History Famous individuals: Earhart, Mandela, Seacole</p>	<p>Science Human Body; parts and senses, eating healthily, working scientifically</p>	<p>Art and Design Drawing and modelling superheroes</p>	<p>RE How and why do we celebrate special times? Y1: Christmas Y2: Diwali</p>	<p>Writing Genres Biography Persuasive text Story</p>
<p>Climate/environment Modern Day Hero – Greta Thunberg</p>	<p>Climate/environment Healthy options; walking /riding to school</p>	<p>Pop Art; ; Andy Warhol, Parviz Tanavoli, Pauline Boty and Nicola L</p>		
<p>Music</p>	<p>MfL French Christmas song (https://www.fluentu.com/blog/french/french-christmas-songs/) LO: Appreciate songs in another language</p>	<p>PSHE Healthy Relationships</p>	<p>Computing Technology in our lives</p>	<p>Key Texts 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 Nose Eye Mouth Tongue Ear Hand Fingers Loud Quiet Hot/Cold Hard/soft	Year 2 Food Car Bus Walk Ride Bike Wash Ill/unwell Soap Fruit Vegetables Meat Pasta Sugar	Year 1 Senses Sight Sound Touch Taste Smell Fingertips Sweet Sour Bitter Bright/dull	Year 2 Exercise Hygiene Healthy Transport Bacteria Germs Dairy Balanced Diet Experiment	Year 1 Taste buds Experiment	Year 2 Pollution Air pollution Processed/ unprocessed (foods)

Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 The logo for Firs Primary School is centered on the page. It features a stylized tree icon on the left, composed of several overlapping semi-circles in shades of yellow and orange. To the right of the tree, the word "Firs" is written in a large, light blue, sans-serif font. Below "Firs", the word "Primary" is written in the same font and color. At the bottom, the word "School" is written in a smaller, light blue, sans-serif font, flanked by two short horizontal yellow bars.			

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

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

Curriculum Intentions (Key Knowledge and Skills to be learned)

- Children will identify a special time they celebrate and explain simply what celebration means.
- Learn to retell stories connected with Christmas and say why this is important to believers.
- Suggest a meaning in the story of Christmas.
- Talk about ways in which Jesus was a special baby who Christians believe came from God.
- Ask questions and suggest answers about stories to do with Christian festivals.
- Identify some ways Christians celebrate Christmas and some ways the festival is celebrated differently around the world.
- Suggest meanings for some symbols used in the Christian celebration of Christmas, including the symbol of light
- Talk about features in festival stories that made people feel happy or sad and compare them with their own experiences.
- Make links between these religious festivals and occasions they celebrate.

Year 2

Focus on Hinduism and Diwali

Curriculum Intentions (Key Knowledge and Skills to be learned)

- Identify a special time they celebrate and explain simply what celebration means.
- Retell the story connected with Diwali say why this story is important to believers.
(<https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance>)
- Suggest a meaning in a story of Diwali
- Ask questions and suggest answers about the story of Diwali.
- Identify some ways Diwali is celebrated by Hindus (<https://www.bbc.co.uk/newsround/15451833>) and compare this to ways in which Christmas is celebrated.
- 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.
- Talk about features in festival stories that made people feel happy or sad and compare them with their own experiences
- Make links between these religious festivals and occasions they celebrate.

Prior Learning

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

- Talk about some religious stories
- Know that some people believe that Jesus was the son of God
- Know some stories from the bible

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

- See Year 1 Curriculum intentions

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Story	God	Festival	Festival	Christmas	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:

- recognise common uses of information technology beyond school

Computing Strand: Technology in our Lives

Topic Links: To use the internet to find out information about historical heroes

Age Related Subject Skills (Progression Guidance - DDAT):

- *Pupils learn about some of the uses of the internet*

Key Stage 1

- | | |
|--|---|
| <ul style="list-style-type: none"> • Use given websites to answer questions | <ul style="list-style-type: none"> • Know the internet can be used for research • Know that pages have authors just like their own work |
|--|---|

Other Key Areas of Learning:

- Recall information from a website and recall what has been read.
- To read questions that have been given
- To explain what they are trying to find out using the questions
- <https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjxcqt>
- <https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs>

Prior Learning

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

(40-60 Months)

- Complete a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

(Early Learning Goal)

- 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	
Question	Find out	Website	Internet	Research	
Answer	Work	Author	Scroll		
Explain	Read				
	Copy				

Computing Assessment

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