

Superheroes



Year Group: 1/2

Cycle B

History

- Significant individuals: Amelia Earhart and Nelson Mandela; comparing issues of discrimination based on race and/or gender over time

Climate/Environment:

- Focus on Greta Thunberg as a modern day significant individual in the fight against climate change

Computing

- Technology in our Lives

Design and Technology

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from
- select from and use a wide range of ingredients, according to their characteristics

Science

- Animals including humans

Science

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

Year 1

- 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

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Year 1 and 2

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- gather and record data to help in answering questions
- identify and classify
- use their observations and ideas to suggest answers to questions

Suggested Investigations:

Year 1 Investigation: Senses Investigations <https://kidshealth.org/en/kids/experiment-main.html>

Year 2 Investigation: Egg Shell/healthy teeth investigation <https://www.science-sparks.com/how-to-keep-teeth-healthy/>

Prior Learning

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

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG KUW:TW)

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

- See Year 1 statements above

Key Vocabulary

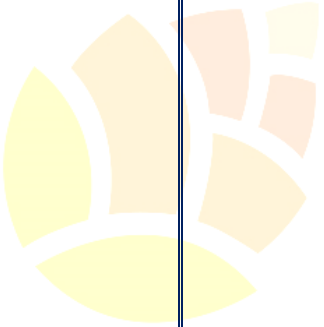
Tier 1		Tier 2		Tier 3	
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Body	Water	Identify	Needs		Oxygen
Eyes	Food	Name	Humans		Carbohydrates
Ears	Air	Human	Survive		Hygiene
Nose	Sleep	Texture	Survival		
Mouth	Rest	Sweet	Healthy		
Arms	Fruit	Sour	Unhealthy		
Hands	Vegetables	Bitter	Weight		
Head	Eggs	Salty	Energy		
Face	Sugar	Smell	Dairy		
Legs	Question	Question	Observe		
Feet	Answer	Answer	Test		
Knees	Exercise	Observe	Classify		
Elbows	Meat	Test	Identify		
Shoulders		Classify	Predict		
Hips		Identify			
Fingers		Predict			
Toes					
Sight					
Sound					

Seeing Hearing Touch Feel Taste					
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Firs Primary — School —

Science Assessment

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

Key Lines of Enquiry:

- Amelia Earhart and Nelson Mandela

Curriculum Intentions (key knowledge to be learned):

- That Amelia Earhart was the first woman to fly across the Atlantic Ocean and that she set many other records
- 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'
- That until 1920, women couldn't vote, and that Earhart was an early support of the Equal Rights Movement.
- That Mandela fought racial prejudice and sought equal rights for black people in South Africa.
- That Mandela spent many years in prison for his beliefs.

Climate/Environment Link

- 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 who were discriminated against because of their gender 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
- Discuss change and continuity in an aspect of life e.g. holidays
- 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:

- Order and sequence familiar events eg: family customs and routines
- Use everyday language to talk about time
- Measure short periods of time in simple ways
- Develop the of use everyday language to talk about time to compare quantities and objects and to solve problems.
- Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Enjoy joining in with family customs and routines
- Identify their family's routines/ traditions
- Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past
- Know about similarities between themselves and others, and among families, communities and traditions
- Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past
- Talk about past and present events in their own lives and in the lives of family members

Key Vocabulary

Tier 1

Tier 2

Tier 3

<p>Nurse Pilot</p>	<p>Racism Sexism Fairness Prejudice Slaves Gender</p>	<p>Race Equality Discrimination Beliefs Prejudice</p>	<p>Decades Centuries Stereotype/ Stereotypical Timeline Frontline</p>
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Firs Primary — School —

History Assessment

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Design and Technology

National Curriculum: Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from
- select from and use a wide range of ingredients, according to their characteristics

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

- Children will learn about the healthy food wheel/pyramid.
- They will learn where meat comes from, matching meat products to the animals they come from.
- They will learn how to make healthy snacks using fresh, unprocessed ingredients.

Simple recipe ideas for healthy snacks:

<https://www.bbcgoodfood.com/recipes/dried-fruit-energy-nuggets>

<https://www.bbcgoodfood.com/recipes/pitta-pockets>

<https://www.superhealthykids.com/recipes/froyo-bites/>

Age Related Subject Skills (Progression Guidance):

Cooking and Nutrition

- Know where food comes from
- Use appropriate equipment to weigh and measure ingredients
- Prepare simple dishes safely and hygienically, without using a heat source
- Use techniques such as cutting
- Name and sort foods into the five groups of the 'eat well' plate
- Know that everyone should eat at least five portions of fruit and vegetables every day

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

EYFS Physical Development

(40-60 months)

- Uses simple tools to effect changes in materials
- Handles tools, objects, construction and malleable materials with safety and increasing control
- Eats a healthy range of foodstuffs and understands the need for variety in food
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health
- Shows understanding of how to transport and store equipment safely

(ELG)

- Children handle tools and equipment effectively
- Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe

Key Vocabulary

Tier 1	Tier 2	Tier 3
fruit vegetables chicken pork beef fish eggs sheep cows pigs sugar mix	farming fresh healthy unhealthy balanced varied diet grain ingredients characteristics recipe measure	

meat

weigh
mix

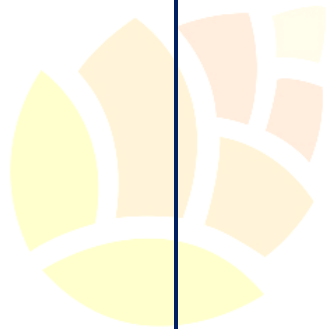
Design and Technology Assessment

Children working below
ARE

Children working towards
ARE

Children working at ARE

Children working
above ARE



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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/zjsxcqt>
- <https://www.bbc.co.uk/bitesize/topics/zikj382/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

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 The logo for Firs Primary School is centered in the table. 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 icon, the words "Firs Primary School" are written in a light blue, sans-serif font. "Firs" is on the top line, "Primary" is on the middle line, and "School" is on the bottom line. Two short yellow horizontal lines are positioned below "Primary" and "School", one on each side.			