

Heroes and Heroines Class 1 Planning Autumn Term 2018

EYFS/ELGs Year 1 Year 2 KS1

	National Curriculum	Activities	Learning Intentions
Science	<p>Forces (Non-Statutory)</p> <ul style="list-style-type: none"> * Communicate observations of changes in movement that result from actions e.g. pushing and pulling objects * demonstrate push and pull actions they can carry out * know that there is a limit to their ability to move objects <p>To be considered secure:</p> <ul style="list-style-type: none"> * notice and describe how things move, using simple comparisons such as faster and slower. * Notice and describe changes in movement that result from actions e.g. pushing and pulling objects. * Compare how different things move e.g. compare the movements of different objects in terms of speed or direction. * Recognise actions such as throw, kick, blow, and tug as kinds of push or pull. * Describe pushes and pulls as big or small * Know that pushes and pulls can be used to bring objects to a stop. * know how to achieve different directions and speeds of movement of objects. 	<p>Properties of materials</p> <ul style="list-style-type: none"> * freezing and melting (powers) * strength – investigate strength of materials <p>To investigate the best material to make superhero capes</p> <p>Forces</p> <ul style="list-style-type: none"> * Pushes and pulls * changes in speed and direction * Investigate vehicles on a ramp * Investigate floating and sinking 	<ul style="list-style-type: none"> * To understand the relationship between freezing and melting. * To learn about the properties of materials. * To be able to choose material based on their properties. * To understand what a push and pull is. * To be able to push and pull a range of objects. * To observe changes in movement.
Geography	<p>The world: Children know about similarities and differences in relation to places, objects, materials and living things.</p> <ul style="list-style-type: none"> * use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map * 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 * 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. 	<p>Superheroes journey from place to place.</p> <ul style="list-style-type: none"> - compass points - routes on a map - aerial photos 	<ul style="list-style-type: none"> * To be able to use prepositional language. * To be able to plan a journey. * To learn the compass directions. * To be able to study aerial photos.
History	<p>Speaking: Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <ul style="list-style-type: none"> * 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 [for example, Elizabeth I 	<p>Real life heroes</p> <ul style="list-style-type: none"> - Captain Matthew Webb who was the first to swim the channel. - Thomas Telford - Ian Woosnam – golfer who is from Oswestry - Richie Woodhall – Olympic boxer - Mary Webb - Wilfred Owen 	<ul style="list-style-type: none"> * To be able to research information using ICT. * To learn about the lives of people. * To be able to create a powerpoint/factsheet about a person. * To work efficiently with a partner.

	and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]		
Art	<p>Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Exploring and using media and materials: They safely use and explore a variety of materials, tools and techniques, experimenting with colour.</p> <p>Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</p> <ul style="list-style-type: none"> * to use a range of materials creatively to design and make products * 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. * 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. 	<p>Superhero moving picture – sliders and levers</p> <p>Superhero face clay tile</p> <p>Design and make superhero capes</p> <p>Andy Warhol – pop art</p> <ul style="list-style-type: none"> * self portrait using paint * Portrait using ICT 	<ul style="list-style-type: none"> * To be able to create a moving picture using a slider. * To be able to make a clay face of their superhero. * To be able to design their superhero cape. * To be able to study the work of Andy Warhol. * To be able to discuss what pop art is. * To be able to create their own work in the style of pop art.
Music	<p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them.</p> <ul style="list-style-type: none"> * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Theme tune for superhero</p> <p>Listen to different superhero theme tunes.</p> <p>Music Service</p>	<ul style="list-style-type: none"> * To be able to listen to and appreciate music. * To be able to play instruments. * To be able to create a piece of music for a superhero. * To be able to create a song for the superhero.
RE	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Hinduism</p> <p>RQ2 – How do people express their beliefs through worship and celebration?</p> <p>EYFS - What do we look forward to?</p> <p>KS1 - What are my special times?</p> <p>RQ7 – How do people make sense of suffering and hardship?</p> <p>EYFS - What makes me sad, what makes me happy?</p> <p>KS1 - What makes us sad?</p> <p>RQ8 – Has science got all the answers?</p> <p>EYFS - What have you made that is special?</p> <p>KS1 - What stories tell how the world began?</p> <p>RQ9 – What do people believe about God?</p> <p>EYFS - Who is God?</p> <p>KS1 - Why do you think God is important to some people?</p> <p>RQ10 – How is belief expressed through symbols and action?</p>	<p>Harvest</p> <p>Christmas</p> <p>Hinduism</p> <p>Where do they worship?</p> <p>How do they worship?</p> <p>Who do they worship?</p> <p>Special times in Hindu's lives.</p> <p>What do Hindus believe about suffering?</p> <p>Creation story</p> <p>Who is God and why is he important?</p> <p>Hindu symbols</p> <p>Hindu festivals</p> <p>Gurdwara</p> <p>Hindu Vedas</p> <p>Christians and death</p>	<ul style="list-style-type: none"> * To learn about Harvest festival and Christmas. * To be able to research information about Hinduism. * To learn about the religion of Hinduism. * To learn about where Hindus worship. * To learn about how Hindus worship. * To learn about Hindu festivals. * To learn about Hindu symbols. * To be able to draw a gurdwara.

	<p>EYFS - How do we make the day special?</p> <p>KS1 - What special things do (religious communities) use, wear and do in their homes and their special buildings?</p> <p>RQ11 – How do people express their beliefs about truth?</p> <p>EYFS - What is special to you?</p> <p>KS1 - Why is ... a special book?</p> <p>RQ12 – How do people make sense of life and death?</p> <p>EYFS - How do you feel if you lose something special?</p> <p>KS1 - What happens when I lose someone or something special?</p> <p>RQ13 – Where do people’s beliefs come from?</p> <p>EYFS - Where do you like to go?</p> <p>KS1 - Why are some places special?</p> <p>RQ14 – Why do people’s belief and practice differ?</p> <p>EYFS - What times are special to you?</p> <p>KS1 - How do ... celebrate ...?</p>	<p>Gods</p> <p>Diwali</p> <p>Hindu year</p> <p>Worship</p> <p>Holi</p> <p>The Diwali festival</p>	
DT	<p>Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.</p> <p>Design</p> <ul style="list-style-type: none"> * design purposeful, functional, appealing products for themselves and other users based on design criteria * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> * build structures, exploring how they can be made stronger, stiffer and more stable * explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>Potion</p> <p>Slider Picture</p> <p>Design and create a mask and cape for a teddy</p> <p>Making a trap</p>	<ul style="list-style-type: none"> * To be able to design and create a potion for a superhero. * To be able to design, create and evaluate a moving picture. * To learn how a slider works. * To be able to design, create and evaluate a superhero cape. * To design a trap for a villan.
ICT	<p>Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <ul style="list-style-type: none"> * use technology purposefully to create, organise, store, 	<p>Powerpoint/Word – factsheet about a superhero</p> <p>Internet research for real life superheroes.</p> <p>RM Maths</p>	<ul style="list-style-type: none"> * To learn how to turn a laptop on and off correctly. * To be able to login and use RM Maths. * To be able to research information using

	<p>manipulate and retrieve digital content</p> <ul style="list-style-type: none"> * 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. 	Avatars/Purple Mash/Scratch	<p>the internet.</p> <ul style="list-style-type: none"> * To be able to use word to publish their work. * To begin to use powerpoint.
PSHE	<p>Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children will explore good and bad characters and their qualities. Children will research charity work and choose a charity to plan a fundraising event for in school. They will carry out the fundraising event.</p> <p>Friends</p> <p>Class rules</p> <p>What makes us a good citizen?</p> <ul style="list-style-type: none"> - Sept 21st Doodle day epilepsy - Sept 5th International day of charity - Sept 28th Macmillan - Nov 16th Children in Need 	<ul style="list-style-type: none"> * To be able to explain the good and bad qualities of people/characters. * To know why helping charities is good. * To be able to help charities raise money. * To hold a fundraising event. * To know the qualities of a good friend. * To know what makes us good citizens? * To understand why rules are important. * To create a list of class rules.
PE	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <ul style="list-style-type: none"> * master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns. 	<ul style="list-style-type: none"> * dance * Ball games * swimming 	<ul style="list-style-type: none"> * To be able to play team games. * To be able to throw and catch ball accurately. * To be able to link movements. * To be able to perform a dance. * To be able to swim using simple strokes.