

Superheroes Key Stage 1 Autumn 2015

Subject	Skills and Objectives	Suggested activities
English	Narrative Instructions Non-fiction Poetry Comic book	Superworm - Julia Donaldson Top top secret – Claire Freedman Narrative Writing Explanation texts - superhero gadgets. *Diary writing (Samuel Pepys) *Instructions: How to make a superhero healthy meal *Poetry Writing using superhero action words - Kerpow!, Bang! Zap! Pow! Crack! Mwah! Wham! Boom! Puff! *Compare and contrast different superheroes. *Role Play - Super hero mission cards, featuring various missions where superhero help is needed. *Wanted posters *Comics/comic strips
Maths enrichment	Creative links with Superheroes	*Data collection *Link with Tops Trumps *superhero comic book surveys- pictograms
Science	The human body notice that human, have offspring which grow into adults find out about and describe the basic needs of 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. Materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	*Human Body - Healthy eating for a superfit hero *Materials - What is the best material to design a cape? *People who have designed useful materials - Charles Macintosh

	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	
History	Changes within living memory. Events beyond living memory that are significant nationally or globally (Great Fire of London/Newcastle/Gateshead) events 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 (Florence Nightingale, Samuel Pepys)	*Significant people - Heroes Samuel Pepys, local heroes, Florence Nightingale, Firefighter) *Great Fire of London / Great Fire of Newcastle and Gateshead. (event - chronology and sequence)
Geography	Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and physical geography use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and landmarks use world maps, atlases and globes to identify the United Kingdom and its countries (London/Newcastle) 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.	*Study of UK (capital city, comparison of Tyne and Thames) *Landmarks *Locating Newcastle/Gateshead/London on a map. *Using Directions N, S, E, W *Google maps - aerial view
PSHCE	New Beginnings and Good to be me Anti-bullying Citizenship Recognise and celebrate personal, qualities and skills Healthy lifestyles	*Personal qualities and skills *Recognising and valuing difference *Healthy Lifestyles

RE	The Bible and stories Christianity and The Christmas Story	
Computing	<ul style="list-style-type: none"> *understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (Composing) *create and debug simple programs *use logical reasoning to predict the behaviour of simple programs *use technology purposefully to create, organise, store, manipulate and retrieve digital content 	Creating simple algorithms *Creating Comic strips using ICT
ART	<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, pattern, texture, line, shape, form and space *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. (Andy Warhol) 	*Portraits of superheroes- Andy Warhol Pop Art *Colour mixing *Mondrian - primary colours/rectangles of colours
DT	<p>Design 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> <p>Make 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> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	*Cooking a healthy meal for a Superhero *Make a 'super healthy cookbook' (Literacy link)

	Cooking and nutrition *use the basic principles of a healthy and varied diet to prepare dishes.	
PE	Gymnastics: *master basic movements including jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	*Games *Multi Skills – leadership *Striking and fielding *Gymnastics *Invasion games
Music	*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. *sing songs related to the topic and time of year	*Compose a new theme tune based on pace, rhythm, pitch and timbre. *Record tune using musical notations. *Penny whistles
MFL	Teaching French through stories in KS1. General greetings and counting	