

Wow Starter: Watch "The Incredibles"

onomatopoeia.

Final Event: Superhero day! Dress up as your favourite superhero or make one of your own. Superhero snacks to nibble on.



Teacher: Edix

# MATHEMATICS AND COMPUTING

Number - number and place value KS1 m2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

Number - addition and subtraction KS1 • **m6** read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

m7 represent and use number bonds and related subtraction facts within 20

· m8 add and subtract one-digit and two-digit numbers to 20, including zero • m9 solve one-step problems that involve addition and subtraction, using concrete objects and

pictorial representations, and missing number problems such as 7 = ? - 9.

Number - multiplication and division KS1

· m10 solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

respectfully

· co7 I can use a variety of technologies to create and save my work

· co9 I can find and retrieve my work or information

· co10 I can talk about how information technology is used at home, in shops and in other places (mobile phones, internet etc) · coll I know how to use equipment safely and

# PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

• pa5 Continue to develop empathy for others. pa6 Recognise what is right and wrong. • pa8 Know how to apologise and make amends. pall Contribute to the life of the class and

PSED Developing confidence and responsibility and making the most of their abilities KS1 pc18 Take and share responsibility, for example, for their own behaviour.

PSED Developing a healthy, safer lifestyle KS1 ph6 Begin to understand that certain actions spread disease.

PSED Developing good relationships and respecting the differences between people KS1 • pr16 Develop a caring attitude towards family. friends and each other.

• pr17 Greet and talk with adults. • pr18 Develop positive relationships through work

• pr19 Be able to ask for help from an 'appropriate'

RE - Learning From Religion KS1

· rf14 Reflect on ideas of right and wrong and how this relates to their own behaviour. · rf15 Recognise that religious teaching and ideas make a difference to individuals and families.

Learning About Religion KS1

· ra6 Explore a range of religious stories. · ra10 Identify the importance, for some people, of belonging to a religion.

· ra12 Begin to use a range of religious words.

Naths the children will be looking at multiplication and division, ategies such as repeated addition, arrays and grouping to become confident in using these symbols. They will continue to recap previous learning such as number bonds to 20, place value and partitioning

continue to practice their 2, 5 and 10 times tables.

The children will be exploring superhero based books in their to accompany the superhero topic. They will be looking at the layout of comic books with the narration, speech bubbles and the use of

The children will continue to work on their relationships within the recognising right from wrong and developing positive bonds with adults.
In RE we will look at the Easter story.

In Art we will design our own superheroes, giving them a range of powers and special abilities. These pictures will be creating using a variety of media.

Hero (Y1T3)

I Need a

In English children will be exploring fiction writing looking at story development including the story mountain and building a detailed on story structure. They will be looking at setting and character writing problems and resolutions, culminating in an exciting superhero based Big Write.

In Science the children will be investigating everyday materials, their properties and names as well as their uses. The children will these materials in lessons which are practical and hands on.

In History the children will be investigating toys of the past,

learning how modern toys differ and making links between what has already happened in the past and what is happening in the present.

# EXPRESSIVE ARTS AND DESIGN

· ad1 I can use different materials to design and make things

• ad2 I can use drawing to share my ideas. • ad5 I can use colour, texture and pattern in my work

Design K51

· dt3 I can draw and talk about what I am going to

· dt4 I can make a realistic model of my design

Make KS1

· dt6 I can use scissors for cutting and shaping · dt9 I can select the appropriate materials and tools for my design

Evaluate KS1

· dt14 I can look at things other people have made and tell you what I like or dislike

· dt17 I can talk about what worked well with my product and how it could be improved

Cooking and nutrition KS1

· dt24 I can tell you where some of the food I eat comes from

KS1

· mul I can sing songs using my voice to show the meaning of the words and tune · mu2 I can repeat chants and rhymes with

· mu6 I can sit and listen attentively to live music · mu7 I can sit and listen attentively to recorded

· mu8 I can concentrate when listening to music and describe what I think and how the music makes me

In PE this term the children will be learning through dance and In dance the children will be responding to music, creating and repeating simple dance sequences, working individually and with a partner. In games the children will be developing skipping with a rope as well developing bat and ball skills.

## LITERACY

Reading - word reading KS1

• e5 read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

· e6 read other words of more than one syllable that contain taught GPCs

• e7 read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

• e9 re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension KS1 • e14 recognising and joining in with predictable

• e19 checking that the text makes sense to them as they read and correcting inaccurate reading

• e21 making inferences on the basis of what is

• e20 discussing the significance of the title and

being said and done · e24 explain clearly their understanding of what is

Writing - transcription - Spelling KS1

read to them.

• e31 add prefixes and suffixes: • e32 using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

· e33 using the prefix un-• e35 apply simple spelling rules and guidance, as listed in English Appendix 1

Writing - handwriting KS1

• e41 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing - composition KS1

• e43 saying out loud what they are going to write

• e44 composing a sentence orally before writing it • e46 re-reading what they have written to check that it makes sense

• e48 read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing - vocabulary, grammar and punctuation

· e53 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

• e55 use the grammatical terminology in English Appendix 2 in discussing their writing.

## COMMUNICATION AND LANGUAGE

KS1

· sl2 ask relevant questions to extend their understanding and knowledge

• sl3 use relevant strategies to build their

• sl5 give well-structured descriptions, explanations and narratives for different purposes, including for

expressing feelings · sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

· s18 speak audibly and fluently with an increasing command of Standard English · sl9 participate in discussions, presentations, performances, role play, improvisations and debates • sl12 select and use appropriate registers for effective communication.

# UNDERSTANDING THE WORLD

Working scientifically KS1

· sc2 asking simple questions and recognising that they can be answered in different ways

 sc5 identifying and classifying · sc6 using their observations and ideas to suggest answers to questions

Everyday materials KS1

· sc14 distinguish between an object and the material from which it is made

· sc15 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • sc16 describe the simple physical properties of a

variety of everyday materials

· sc17 compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes KS1

· sc18 observe changes across the four seasons · sc19 observe and describe weather associated with the seasons and how day length varies.

Core Skills across the Key Stage KS1 · hi3 I can talk about different ways of life at

different times · hi4 I have a wide vocabulary of common historical

· hi7 I can use sources of information to find out about the past

· hi8 I know the past is represented in different

# PHYSICAL EDUCATION

• pel I can run safely, controlling my speed and direction

• pe1.2 I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)

• pe1.5 I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs

• pe2 I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules • pe3 I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

#### I Need a Hero (Y1T3) - Stage Coverage **COMMUNICATION AND LANGUAGE UNDERSTANDING THE WORLD** MATHEMATICS AND COMPUTING **EXPRESSIVE ARTS AND DESIGN** PHYSICAL EDUCATION LITERACY KS1 Working scientifically KS1 Number - number and place value KS1 Reading - word reading KS1 • pe1 master basic movements including running sc2 asking simple questions and recognising that ad1 to use a range of materials creatively to design • e5 read words containing taught GPCs and -s, -es, sl2 ask relevant questions to extend their • m2 count, read and write numbers to 100 in they can be answered in different ways numerals; count in multiples of twos, fives and tens • pe1.2 master basic movements including throwing and make products -ing, -ed, -er and -est endings understanding and knowledge and catching ad2 to use drawing to develop and share their • e6 read other words of more than one syllable that si3 use relevant strategies to build their vocabulary • sc5 identifying and classifying • pe1.5 master basic movements and begin to apply sc6 using their observations and ideas to suggest Number - addition and subtraction KS1 contain taught GPCs sl5 give well-structured descriptions, explanations ideas, experiences and imagination • m6 read, write and interpret mathematical these in a range of activities ad5 to develop a wide range of art and design • e7 read words with contractions [for example, I'm, and narratives for different purposes, including for answers to questions statements involving addition (+), subtraction (-) and pe2 participate in team games techniques in using colour, pattern, texture, I'll, we'll], and understand that the apostrophe expressing feelings • sl6 maintain attention and participate actively in **Everyday materials KS1** equals (=) signs pe3 perform dances using simple movement represents the omitted letter(s) Design KS1 sc14 distinguish between an object and the material • m7 represent and use number bonds and related • e9 re-read these books to build up their fluency and patterns. collaborative conversations, staying on topic and • dt3 generate and communicate their ideas through subtraction facts within 20 initiating and responding to comments from which it is made confidence in word reading. • m8 add and subtract one-digit and two-digit • sl8 speak audibly and fluently with an increasing sc15 identify and name a variety of everyday talking and drawing templates materials, including wood, plastic, glass, metal, numbers to 20, including zero • dt4 model and communicate their ideas through Reading - comprehension KS1 command of Standard English • m9 solve one-step problems that involve addition mock-ups • e14 recognising and joining in with predictable water, and rock sl9 participate in discussions, presentations, sc16 describe the simple physical properties of a and subtraction, using concrete objects and pictorial phrases performances, role play, improvisations and debates Make KS1 representations, and missing number problems such • sl12 select and use appropriate registers for variety of everyday materials e19 checking that the text makes sense to them as effective communication. sc17 compare and group together a variety of as 7 = ? - 9. dt6 select from and use a range of tools and they read and correcting inaccurate reading everyday materials on the basis of their simple equipment to perform practical tasks such as cutting • e20 discussing the significance of the title and Number - multiplication and division KS1 and shaping physical properties. • dt9 select from and use a range of tools and • e21 making inferences on the basis of what is being m10 solve one-step problems involving multiplication and division, by calculating the answer Seasonal changes KS1 equipment to perform practical tasks said and done • sc18 observe changes across the four seasons using concrete objects, pictorial representations and • e24 explain clearly their understanding of what is Evaluate KS1 sc19 observe and describe weather associated with read to them. arrays with the support of the teacher. • dt14 explore a range of existing products the seasons and how day length varies. dt17 evaluate their products against design criteria Writing - transcription - Spelling KS1 • co7 use technology purposefully to create digital e31 add prefixes and suffixes: · hi3 They should identify similarities and differences Cooking and nutrition KS1 • e32 using the spelling rule for adding -s or -es as dt24 understand where food comes from. between ways of life in different periods. co9 use technology purposefully to retrieve digital the plural marker for nouns and the third person hi4 They should use a wide vocabulary of everyday singular marker for verbs • co10 recognise common uses of information historical terms. • e33 using the prefix un-• hi7 They should understand some of the ways in technology beyond school. • mu1 use their voices expressively by singing songs • e35 apply simple spelling rules and guidance, as which we find out about the past co11 use technology safely and respectfully mu2 use their voices expressively by speaking listed in English Appendix 1 • hi8 and identify different ways in which it is chants and rhymes Writing - handwriting KS1 represented • mu6 listen with concentration and understanding to a range of high-quality live music • e41 understand which letters belong to which mu7 listen with concentration and understanding to handwriting 'families' (i.e. letters that are formed in a range of high-quality recorded music similar ways) and to practise these. • mu8 listen with concentration and understanding to a range of music Writing - composition KS1 • e43 saying out loud what they are going to write e44 composing a sentence orally before writing it • e46 re-reading what they have written to check that it makes sense • e48 read aloud their writing clearly enough to be heard by their peers and the teacher. Writing - vocabulary, grammar and punctuation • e53 using a capital letter for names of people, places, the days of the week, and the personal e55 use the grammatical terminology in English Appendix 2 in discussing their writing.

### PSED & RELIGIOUS EDUCATION

### PSED Preparing to play an active role as citizens

- NOT
- pa5 Continue to develop empathy for others.
- pa6 Recognise what is right and wrong.
- pa8 Know how to apologise and make amends.
- pa11 Contribute to the life of the class and school.

# PSED Developing confidence and responsibility and making the most of their abilities KS1 • pc18 Take and share responsibility, for example, for

PSED Developing a healthy, safer lifestyle KS1
• ph6 Begin to understand that certain actions spread

# PSED Developing good relationships and respecting the differences between people KS1 • pr16 Develop a caring attitude towards family,

• pr17 Greet and talk with adults.

friends and each other.

their own behaviour.

disease.

- pr18 Develop positive relationships through work and play.
- pr19 Be able to ask for help from an 'appropriate' adult.

#### RE - Learning From Religion KS1

- **rf14** Reflect on ideas of right and wrong and how this relates to their own behaviour.
- **rf15** Recognise that religious teaching and ideas make a difference to individuals and families.

#### Learning About Religion KS1

- ra6 Explore a range of religious stories.
  ra10 Identify the importance, for some people, of belonging to a religion.
- ra12 Begin to use a range of religious words.

