

Key Stage 1 Spring Term 1 Superheroes.

| Week | English | History (No geography this half term) | Art& design | Computing | Topic maths. Maths follow NC | PSHE | Science | RE Who is special? | French |
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| Week 1 ENGAGE Superhero day. | EnWC1b To write about real adverts. Holiday news. Learn how to use past tense. Write a list of Superhero words. | | To use a variety of media. Produce superheroes for the display. | To know how to use the internet safely. Learn what to do if something made you uncomfortable | Number and place value. Know 1 more 1 less than a given number. 10 more/ 10 less. Number sequences, how can you work out the missing number. | To identify characteristics of a "good" and "bad" person. | To use scientific language to ask and answer questions. Senses- draw and label | Who do you admire? Why? Who helps you to know right from wrong? | Learn French vocabulary for parts of the body. Sing head, shoulders, knees and toes in French. |
| Week 2 DEVELOP | Sequence sentences to make short narratives. Make comic strips. | To compare the lives of others with people's lives today. Florence Nightingale . Watch Magic Grandad program. Children to discuss facts | To plan and make. Design a mask and make it. Think about how to attach fasteners/string/elastic/stick etc. | Use technology word program and insert pictures. Make a poster of a superhero. | Addition and subtraction. Learn to write sums using correct symbols. Children to use bead strings, number lines and 100 squares and cubes. | To express opinion and points of view. Think about what makes a superhero. Heroes today in sport, emergency workers , politicians etc. | To know the senses that humans have. Go on a listening walk. Smell testing. | How do people learn from religious leaders? Listen to stories about Jesus, how did he want Christians to behave? | Learn French vocabulary for parts of the body. Label parts of the body in French. |

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| | | learnt. How are hospitals better today? | | | | | | | |
| Week 3 DEVELOP | Compose sentences and record in order. Plan a story using a plan. Write a story with a superhero character. | To sequence the lives of historical figures. Grace Darling. Watch a DVD, children to discuss why she was a hero. Draw and label a picture. | Use sculpture to develop ideas. Make clay models of superheroes. | Use technology word program and insert pictures. Make a poster of a superhero. | Addition and subtraction using money. | Know how to take care of ourselves at home and in school. Draw a poster on how to stay safe. | To understand our senses. Feely boxes to explore the sense of touch. | How do people learn from religious leaders? Moses and the 10 commandments. | Learn vocabulary for parts of the body. Play Simon says point to different parts of the body when the caller says the French body part. |
| Week 4 Develop | Know how to write a label and caption. Draw a super kid and label what makes them super. Make labels for the classroom. | To sequence the lives of historical figures. Louie Braille. Watch DVD about his life. What did he do that was so unusual? Feel braille. | To design a superhero vehicle and label. Look at batman's car as example. Plan what gadgets it would have to help the hero. Make smoothies. | Algorithms Create a recipe for smoothies with clear to follow steps. | Measures Comparing weights, using scales, balances, use the words heavier, lightest etc. Time, have a sense of 1 minutes, telling the time to hour and half hour. | To speak clearly to an audience, putting across their point of view. Follow up from homework. Who is their real Superhero and give reasons why. | Importance of staying healthy. Understand that you need a balanced diet with fruit and vegetables. Make a smoothie using fruits and juices. | Understand that people learn from religious leaders. Look at the work of Jewish Rabbis. | French numbers to 20. Answer the question "Quel age as tu?" |
| Week 5 | Discuss | To | Follow a design | Use movie | Multiplication | To recognise | Name parts of | Understand that | French |

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| INNOVATE | what they have written with teacher and other pupils. Children to produce a fact file about themselves explaining why they are super. | sequence the lives of historical figures. Neil Armstrong. Explain what makes him a super historical figure. Watch film clips. Illustrate his quote. | and make their super vehicle using junk or construction kits. | cameras to create short films. Record children making their smoothies. | and division. Counting in 5's 2's and 10's. Draw arrays, recite times tables. Know how to apply times table facts to solve a division problem. | the choices they make have a consequence on others. Puppets and role play. Recap on which class/school rules would apply to a situation. | the human body. Investigate who has superhero bodies, extra body or stretchy, super memory, super hearing. Make up suitable tests. Invite a visitor in who is blind. Look at the equipment they have to help them overcome difficult situations. | people learn from religious leaders. Mother Theresa. Why did she behave in that way? | numbers to 20. Answer the question "Quel age as tu?" Introduce fruit names. |
| Week 6 EXPRESS Sharing assembly Learn to recite words for sharing assembly. | Unaided writing. . Re read their writing to check it makes sense. Children to produce a story with a character. Speak clearly to an audience. | Reflect on historical figures from the past. Why did they become famous? Thinking about now Who might become a historical figure? | Produce pieces of art for a suitable purpose. Make props and paintings for the sharing assembly. | Learn how to use movie cameras. Watch and evaluate their films. How could they be improved? | Find half and double of a number. Make link between even numbers being able to share, odd numbers are not in 2 times table. Practical sharing activities. | SAFETY CENTRE trip for Year 2 children. | Assessment. Children to name parts of the body, explain what their senses are and understand some difficulties you would face without a sense. | Find out about religious leaders and how they help others to learn. Look at the life of Ghandi. How did he behave and how did he want others to behave? | Play games which involves French numbers 1-20. |