



Inspiration/Theme: Superheroes - What makes a hero and who is your hero?		Curriculum Driver: PE/PSHE		Outcome of learning: Superhero ceremony – awarding superheroes for their courage and hard work. Children will share their own superhero story with their families.			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes		Topic specific speaking frames	
<p>Traction Man and Turbo Dog are here by Mini Grey.</p> <p>Class Read: Flat Stanley by Jeff Brown.</p>		<p><u>Hook/Super Starter</u> Children will receive a letter from Traction Man. The Children will try to answer the question ‘How can we recognise a hero?’</p> <p><u>Marvellous Middle</u> Families will be invited into school on Monday 3rd October at 1.45pm to help make superhero capes.</p> <p><u>Celebration/Fabulous Finish</u> Superhero graduation ceremony</p>		<p>Portrait wall with artwork in the style of Roy Lichenstein. Capes on display. Published superhero adventure stories.</p>		<p><u>Language of describing</u> It/this is..... and</p> <p>This has and</p> <p>This is They are</p> <p><u>Language of evaluation</u> I think..... because....</p> <p>Next time I could....</p> <p>I foundhard/easy because....</p> <p>I like..... because.....</p>	
Topic Table		Role play		Maths Challenge table		Home School Links	
<p><u>Key questions</u> What makes a hero? Can you link the person to the deed? Do you need super powers to be a hero?</p> <p><u>Key images/artefacts</u> Images of people who have done heroic things. Newspaper articles Magnetic letters in sand tray</p> <p><u>Key vocabulary</u> Hero, bravery, selfless.</p>		<p>Super hero comic design area</p> <p><u>Key questions</u> What does it mean to be a super hero? What will happen in your story? What is the problem, how will it be resolved?</p> <p><u>Key images/artefacts</u> Key images/artefacts Comics and artwork by Roy Lichenstein</p> <p><u>Key vocabulary</u> Perspective, colours, bold, primary.</p>		<p><u>Key questions</u> Show me a 2-digit number that is a multiple of ten. How many tens and how many ones are there? Which is greater than/less than/equal to? Can you think of a story to show?</p> <p><u>Key images/artefacts</u> Numicon, dienes, tens and ones, place value mats.</p> <p><u>Key vocabulary</u> Less than, greater than, equal too, 100s, 10s, 1s, groups of, altogether, difference.</p>		<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Spellings: Each week children will receive spellings to be learnt at home. These will be tested on a Wednesday.</p> <p>Maths Challenge: You can help your children with their basic skills as details of their maths challenges are stapled into their planners each week. Maths challenge will be on a Wednesday. You can also find a range of ideas to support your child in Maths on our school website. (http://www.rivermead.wilts.sch.uk/wilts/primary/kingspark) These have all been carefully selected to support your children.</p> <p>Slippers: We will be encouraging the children to change into their slippers when they come into the classroom. Recent research has shown this to be successful. Please leave slippers in the box provided.</p>	

English	Maths	Science	PE
<p><u>Outcome of learning:</u> To write a superhero story.</p> <p><u>Key Skills:</u> Children will learn to recite the story of Traction Man and Turbo Dog and to innovate a story map that they have drawn to create their own hero stories. We will be working on consistent use of capital letters, full stops and finger spaces and children will learn how to use a purple polishing pen to edit and improve their writing.</p>	<p><u>Outcome of learning:</u> Numbers to 100.</p> <p><u>Key Skills:</u> Children will practise counting to 100 forwards and backwards in ones and tens. They will learn to recognise 2-digit numbers and order these by size using the greater than, less than and equal to symbols. The children will learn to represent numbers using a range of equipment, including dienes and numicon.</p>	<p><u>Outcome of learning:</u> Create a poster of what animals and humans need to survive.</p> <p><u>Key Skills:</u> Children will compare and contrast the needs of animals and humans and explore what a healthy diet is. They will take part in exercise and measure and record their pulse. Children will learn to hypothesise and conduct simple experiments to work out what type of exercise is best.</p>	<p><u>Outcome of learning:</u> Superhero dance</p> <p><u>Key Skills:</u> To be able to identify the rhythm of a piece of music and perform movements that keep to the beat. Children will be able to create a short movement sequence as their chosen superhero that involves travelling in different ways in the space and using balance to perform a moment of stillness to enable them to pose as their superhero.</p>
Art	RE	Music	History
<p><u>Outcome of learning:</u> Draw a superhero style portrait.</p> <p><u>Key Skills:</u> Children will explore drawing lines using a range of sketch pencils and record their findings in their sketch books. They will create a mood-board based on the works of artist Roy Lichtenstein using pastels and pens.</p>	<p><u>Outcome of learning:</u> To understand how people show that they care.</p> <p><u>Key Skills:</u> Role playing how we show people that we care using the stories of Umar Ibn al-Khattab and The Good Samaritan as a stimulus. Children will have a moment of reflection at the end of each RE session.</p>	<p><u>Outcome of learning:</u> Sing songs about heroes.</p> <p><u>Key Skills:</u> Children will learn to recognise long and short sounds responding with actions and matching sounds to simple notation. They will begin to explore which instruments make long sounds and why and those that only make a very short sound.</p>	<p><u>Outcome of learning:</u> Create a biographical poster on Neil Armstrong.</p> <p><u>Key Skills:</u> Children will learn how to use resources to find out information on a significant real-life hero from History. They will learn what a biography is and how to record facts. They will use this information to create a poster that shares what they have found out.</p>
Computing	DT	PSHE	MFL
<p><u>Outcome of learning:</u> Create digital content and know that it can be saved and stored.</p> <p><u>Key Skills:</u> Children will learn how to use school word processing software and know how to save and load learning. We will also have discussions on staying safe online and learn about what information is personal and should not be shared.</p>	<p><u>Outcome of learning:</u> To make a superhero cape.</p> <p><u>Key Skills:</u> Children will learn to draw a design for a superhero cape and select materials that are suitable for their project. They will then build their project and evaluate the effectiveness of their design.</p>	<p><u>Outcome of learning:</u> To work well with others.</p> <p><u>Key Skills:</u> We will use circle times to support our discussions on what a happy classroom and school should look like. Children will learn to elect school councillors and begin to understand the importance of democracy.</p>	<p><u>Outcome of learning:</u> Say hello in a range of different languages.</p> <p><u>Key Skills:</u> Children will learn how to answer the register in different languages. We will have a new language each week and children will have the opportunity to select the languages that we use.</p>