



Wow Starter: Superhero Fact or fiction? (Whole school investigation into what is or who is a superhero)

Final Event: Super Hero Day



UNDERSTANDING THE WORLD

Working scientifically KS1

- **sc1** During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc4** performing simple tests
- **sc5** identifying and classifying
- **sc6** using their observations and ideas to suggest answers to questions

Living things and their habitats KS1

- **sc20** explore and compare the differences between things that are living, dead, and things that have never been alive
- **sc21** identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

- **sc22** identify and name a variety of plants and animals in their habitats, including micro-habitats
- **sc23** describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi2** I can place objects, people and events into chronological order
- **hi3** I can talk about different ways of life at different times
- **hi5** I can ask and answer questions about the past
- **hi6** I can identify key features of stories and events to help me to understanding their importance
- **hi7** I can use sources of information to find out about the past

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad2** I can use drawing to share my ideas.
- **ad3** I can use painting to share my ideas.
- **ad5** I can use colour, texture and pattern in my work
- **ad6** I can use line, shape, form and space in my work
- **ad7** I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
- **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best
- **ad9** I can show you how ideas from famous people have helped me to create my own work

Design KS1

- **dt1** I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
- **dt3** I can draw and talk about what I am going to make
- **dt4** I can make a realistic model of my design

Make KS1

- **dt6** I can use scissors for cutting and shaping
- **dt7** I can join materials in a variety of ways

Evaluate KS1

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

KS1

- **mu1** I can sing songs using my voice to show the meaning of the words and tune
- **mu2** I can repeat chants and rhymes with expression
- **mu4** I can play an untuned instrument in a piece of music
- **mu5** I can play a tuned instrument in a piece of music
- **mu6** I can sit and listen attentively to live music
- **mu7** I can sit and listen attentively to recorded music
- **mu8** I can concentrate when listening to music and describe what I think and how the music makes me feel
- **mu10** I understand loud/quiet, fast/slow and high/low

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens KS1

- **pa12** Listen and respond in group discussions.
- **pa13** Express own views with increasing confidence.
- **pa14** Participate in a simple debate about school issues.
- **pa15** Identify different choices they can make.
- **pa16** Recognise the difference between right and wrong.
- **pa18** Beginning to understand that they have more responsibilities to meet the needs of living things.

PSED Developing confidence and responsibility and making the most of their abilities KS1

- **pc22** Share their opinions on things that matter to them.
- **pc23** Recognise, name and deal with their feelings in a positive way.

PSED Developing good relationships and respecting the differences between people KS1

- **pr21** Identify and respect the differences and similarities between people.
- **pr22** Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
- **pr23** Consider social and moral dilemmas that they come across every day.

Learning About Religion KS1

- **ra14** Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- **ra15** Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.



MATHEMATICS AND COMPUTING

Number - number and place value KS1

- **m32** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- **m33** recognise the place value of each digit in a two-digit number (tens, ones)
- **m34** identify, represent and estimate numbers using different representations, including the number line
- **m35** compare and order numbers from 0 up to 100; use <, > and = signs
- **m36** read and write numbers to at least 100 in numerals and in words
- **m37** use place value and number facts to solve problems.

Number - addition and subtraction KS1

- **m38** solve problems with addition and subtraction:
- **m40** applying their increasing knowledge of mental and written methods
- **m41** recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- **m42** add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- **m43** a two-digit number and ones
- **m45** two two-digit numbers
- **m46** adding three one-digit numbers
- **m47** show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- **m48** recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number - multiplication and division KS1

- **m49** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- **m50** calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
- **m51** show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- **m52** solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Measurement KS1

- **m57** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

- **m58** find different combinations of coins that equal the same amounts of money
- **m61** tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- **m62** know the number of minutes in an hour and the number of hours in a day.

Geometry - properties of shapes KS1

- **m63** identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- **m64** identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- **m65** identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- **m66** compare and sort common 2-D and 3-D shapes and everyday objects.

Statistics KS1

- **m69** interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- **m72** know the number of seconds in a minute and the number of days in each month, year and leap year

Geometry - properties of shapes KS1

- **m74** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Statistics KS1

- **m78** interpret and present data using bar charts, pictograms and tables
- **m79** solve one-step and two-step questions for example, [How many more?] and [How many fewer?] using information presented in scaled bar charts and pictograms and tables.

KS1

- **co1** I know that an algorithm is an instruction in a computer program
- **co2** I know that programs control digital toys
- **co3** I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- **co4** I can write a simple computer program
- **co5** I can find and correct a problem in my program
- **co11** I know how to use equipment safely and respectfully
- **co12** I understand what 'personal information' is and why it must be kept private
- **co13** I know what to do if I am worried about anything when I am using the internet

PHYSICAL EDUCATION

KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.1** I can jump over obstacles safely and with control, and off apparatus knowing how to land safely
- **pe1.3** I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely

- **pe1.4** I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed
- **pe3** I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

LITERACY

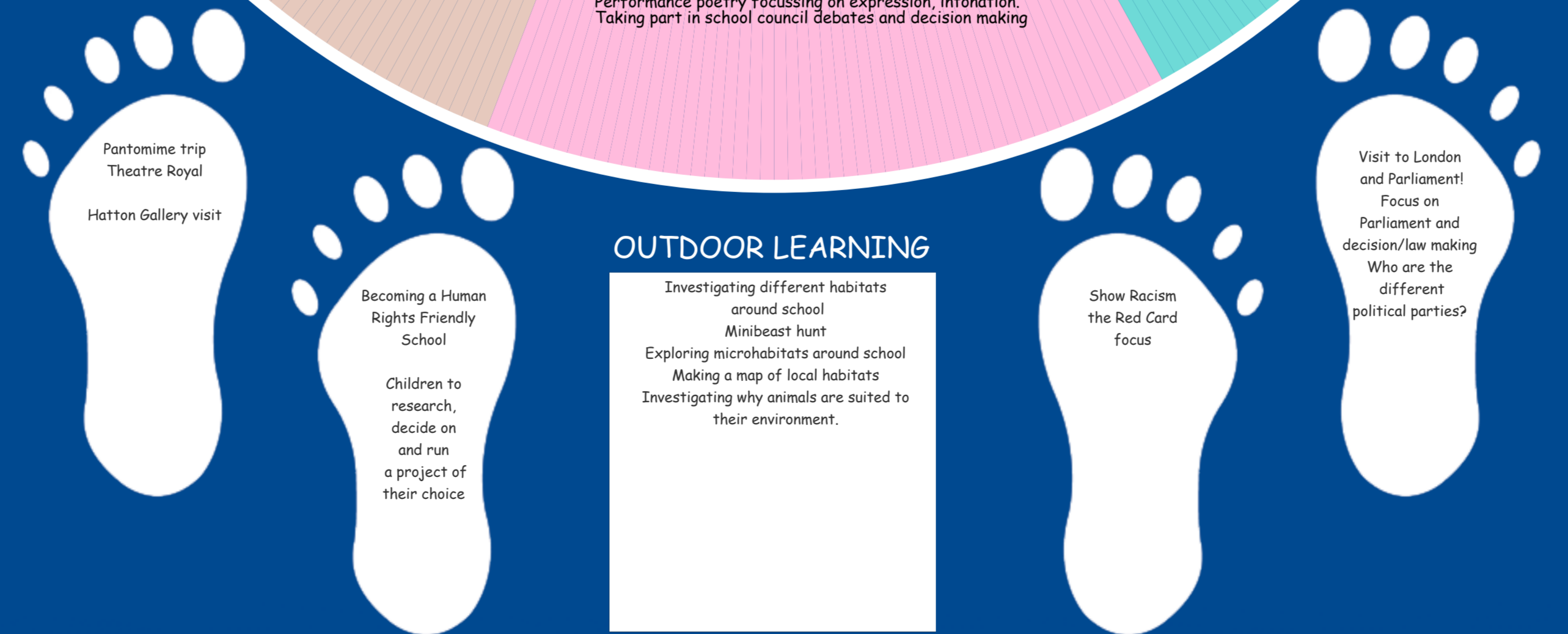
Reading - word reading KS1

- **e61** continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- **e62** read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- **e63** read accurately words of two or more syllables that contain the same graphemes as above
- **e64** read words containing common suffixes

- **e87** learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- **e88** learning to spell common exception words
- **e89** learning to spell more words with contracted forms
- **e92** add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Writing - handwriting KS1

- **e95** form lower-case letters of the correct size



Historical Superheroes Y2 - Stage Coverage

UNDERSTANDING THE WORLD

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- **sc22** identify and name a variety of plants and animals in their habitats, including micro-habitats
- **sc23** describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

KS1

- **hi1** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- **hi2** They should know where the people and events they study fit within a chronological framework
- **hi3** They should identify similarities and differences between ways of life in different periods.
- **hi5** They should ask and answer questions
- **hi6** They should choose and use parts of stories and other sources to show that they know and understand key features of events.
- **hi7** They should understand some of the ways in which we find out about the past

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Geometry - properties of shapes **KS1**

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PHYSICAL EDUCATION

KS1

- **pe1** master basic movements including running
- **pe1.1** master basic movements including jumping
- **pe1.3** aster basic movements developing balance co-ordination
- **pe1.4** master basic movements, developing agility
- **pe3** perform dances using simple movement patterns.

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad2** to use drawing to develop and share their ideas, experiences and imagination
- **ad3** to use painting to develop and share their ideas, experiences and imagination
- **ad5** to develop a wide range of art and design techniques in using colour, pattern, texture,
- **ad6** to develop a wide range of art and design techniques in using line, shape, form and space
- **ad7** about the work of a range of artists, craft makers and designers.
- **ad8** about the differences and similarities between different practices and disciplines, and making links to their own work.
- **ad9** about the work of a range of artists, craft makers and designers, making links to their own work.

Design **KS1**

- **dt1** design purposeful, functional, appealing products
- **dt3** generate and communicate their ideas through talking and drawing templates
- **dt4** model and communicate their ideas through mock-ups

Make **KS1**

- **dt6** select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping
- **dt7** select from and use a range of tools and equipment to perform practical tasks such as joining

Evaluate **KS1**

- **dt14** explore a range of existing products

KS1

- **mu1** use their voices expressively by singing songs
- **mu2** use their voices expressively by speaking chants and rhymes
- **mu4** play untuned instruments musically
- **mu5** play tuned and untuned instruments musically
- **mu6** listen with concentration and understanding to a range of high-quality live music
- **mu7** listen with concentration and understanding to a range of high-quality recorded music
- **mu8** listen with concentration and understanding to a range of music
- **mu10** experiment with the inter-related dimensions of music.

LITERACY

Reading - word reading **KS1**

- **e61** continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- **e62** read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- **e63** read accurately words of two or more syllables that contain the same graphemes as above
- **e64** read words containing common suffixes
- **e65** read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- **e66** read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- **e67** read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- **e68** re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension **KS1**

- **e69** develop pleasure in reading, motivation to read, vocabulary and understanding by:
- **e70** listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- **e71** discussing the sequence of events in books and how items of information are related
- **e72** becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- **e73** being introduced to non-fiction books that are structured in different ways
- **e74** recognising simple recurring literary language in stories and poetry
- **e75** discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- **e77** continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- **e80** checking that the text makes sense to them as they read and correcting inaccurate reading
- **e81** making inferences on the basis of what is being said and done
- **e82** answering and asking questions
- **e83** predicting what might happen on the basis of what has been read so far
- **e84** participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- **e85** explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing - transcription - Spelling **KS1**

- **e86** segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- **e87** learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- **e88** learning to spell common exception words
- **e89** learning to spell more words with contracted forms
- **e92** add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Writing - handwriting **KS1**

- **e95** form lower-case letters of the correct size relative to one another
- **e96** start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- **e97** write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- **e98** use spacing between words that reflects the

COMMUNICATION AND LANGUAGE

KS1

- **s11** listen and respond appropriately to adults and their peers
- **s12** ask relevant questions to extend their understanding and knowledge
- **s13** use relevant strategies to build their vocabulary
- **s14** articulate and justify answers, arguments and opinions
- **s16** 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
- **s19** participate in discussions, presentations, performances, role play, improvisations and debates
- **s111** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **s112** select and use appropriate registers for effective communication.

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens **KS1**

- **pa12** Listen and respond in group discussions.
- **pa13** Express own views with increasing confidence.
- **pa14** Participate in a simple debate about school issues.
- **pa15** Identify different choices they can make.
- **pa16** Recognise the difference between right and wrong.
- **pa18** Beginning to understand that they have more responsibilities to meet the needs of living things.

PSED Developing confidence and responsibility and making the most of their abilities **KS1**

- **pr22** Share their opinions on things that matter to them.
- **pr23** Recognise, name and deal with their feelings in a positive way.

PSED Developing good relationships and respecting the differences between people **KS1**

- **pr21** Identify and respect the differences and similarities between people.
- **pr22** Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
- **pr23** Consider social and moral dilemmas that they come across every day.

Learning About Religion **KS1**

- **ra14** Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- **ra15** Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.

