



## 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 LKS2

- **sc31** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes

#### Rocks LKS2

- **sc47** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- **sc48** describe in simple terms how fossils are formed when things that have lived are trapped within rock
- **sc49** recognise that soils are made from rocks and organic matter.

#### Electricity LKS2

- **sc75** identify common appliances that run on electricity
- **sc76** construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

- **sc77** identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- **sc78** recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- **sc79** recognise some common conductors and insulators, and associate metals with being good conductors.

#### Core Skills across the Key Stage LKS2

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi20** I can recognise similarities and differences between periods of time
- **hi21** I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
- **hi22** I can ask and answer questions about change and cause and effect
- **hi23** can ask and answer questions about similarities and differences and their significance
- **hi25** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi27** I understand that the same event in the past can be interpreted or represented differently by different people
- **hi29** I have studied changes in Britain from the Stone Age to the Iron Age

### EXPRESSIVE ARTS AND DESIGN

#### LKS2

- **ad10** I can show in my sketch book how I have developed techniques and ideas
- **ad11** I can describe the range of materials I have used since being in KS1
- **ad13** I can show examples of painting with different kinds of paint
- **ad15** I can talk about some famous artists, architects and designers from the past

#### Design LKS2

- **dt28** I can communicate my ideas through cross-sectional and exploding diagrams
- **dt29** I can make a model of my design

#### Make LKS2

- **dt32** I can select and use appropriate tools and techniques for my product
- **dt33** I can measure, mark, cut and shape a range of materials accurately
- **dt34** I can join, assemble and combine components with precision
- **dt35** I can use appropriate finishing techniques to strengthen and improve the appearance of my product
- **dt37** I can discuss the aesthetic qualities of my product in relation to the properties of the materials etc I am intending to use

#### Evaluate LKS2

- **dt40** I have asked for the views of others, especially the intended users, to help to improve my design

#### Technical knowledge LKS2

- **dt43** I can strengthen, stiffen and reinforce more complex structures
- **dt47** I can use series circuits incorporating switches, bulbs, buzzers and motors

#### LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu12** I can play instruments with accuracy and control
- **mu13** I can play instruments with fluency and expression to reflect the intentions of the music
- **mu14** I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire
- **mu16** I can listen carefully and perform accurately from memory
- **mu17** I can perform from simple, standard notation
- **mu19** I can describe, compare and evaluate different kinds of music
- **mu20** I can identify music from different traditions
- **mu21** I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary

### PSED & RELIGIOUS EDUCATION

#### PSED Preparing to play an active role as citizens LKS2

- **pa23** Participate in making and changing rules.

#### PSED Developing confidence and responsibility and making the most of their abilities LKS2

- **pc25** Be able to talk about their views on issues that affect themselves and their class.

#### PSED Developing good relationships and

#### Learning About Religion LKS2

- **ra19** Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra20** Begin to describe the variety of practices and ways of life in religions.
- **ra21** Identify and begin to describe the similarities in religions.
- **ra23** Begin to consider the meaning of a range of



### MATHEMATICS AND COMPUTING

#### Number - number and place value LKS2

- **m80** count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- **m81** recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- **m85** solve number problems and practical problems involving these ideas.

#### Number - addition and subtraction LKS2

- **m86** add and subtract numbers mentally, including:
- **m87** a three-digit number and ones
- **m88** a three-digit number and tens
- **m89** a three-digit number and hundreds
- **m90** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- **m92** solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

#### Number - multiplication and division LKS2

- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- **m94** write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- **m95** solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

#### Number - fractions LKS2

- **m97** recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

- **m98** recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- **m100** add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]
- **m101** compare and order unit fractions, and fractions with the same denominators
- **m102** solve problems that involve all of the above.

#### Measurement LKS2

- **m104** measure the perimeter of simple 2-D shapes
- **m105** add and subtract amounts of money to give change, using both £ and p in practical contexts
- **m107** estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- **m109** compare durations of events [for example to calculate the time taken by particular events or tasks].

#### Geometry - properties of shapes LKS2

- **m111** recognise angles as a property of shape or a description of a turn
- **m112** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

#### Statistics LKS2

- **m115** 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.

### PHYSICAL EDUCATION

#### LKS2

- **pe6.1** I can perform fluent gymnastics sequences to demonstrate my control and balance
- **pe7** I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements

#### Swimming and water safety LKS2

- **pe10** I can swim unaided in a recognised style over a distance of 25m
- **pe10.1** I can swim at least two strokes in a recognised style
- **pe10.2** I can demonstrate self-rescue skills

### LITERACY

#### Reading - word reading LKS2

- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### Reading - comprehension LKS2

- **e137** develop positive attitudes to reading and understanding of what they read by:
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e139** reading books that are structured in different ways and reading for a range of purposes
- **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- **e143** preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e145** recognising some different forms of poetry [for example, free verse, narrative poetry]
- **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- **e148** asking questions to improve their understanding of a text

- **e159** use the first two or three letters of a word to check its spelling in a dictionary
- **e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

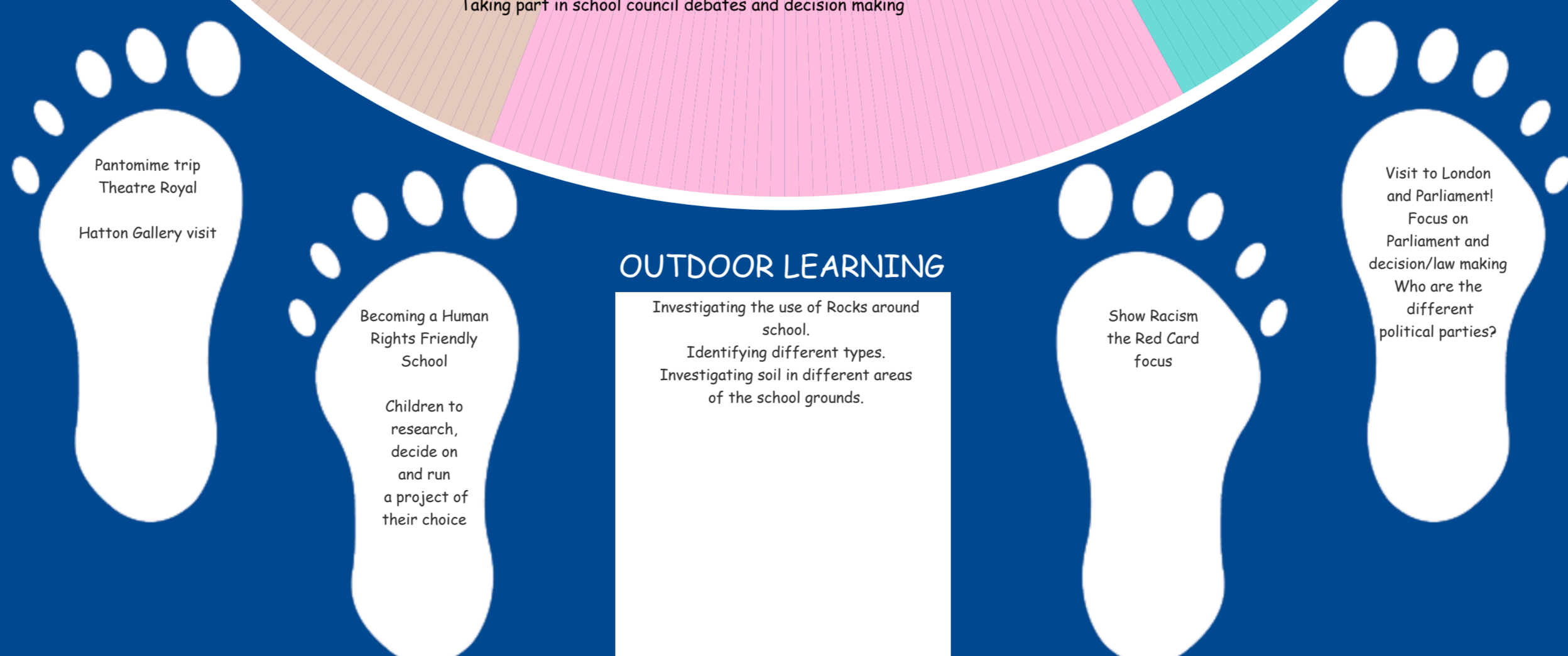
#### Writing - handwriting LKS2

- **e162** increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

#### Writing - composition LKS2

- **e163** plan their writing by:
- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e165** discussing and recording ideas
- **e166** draft and write by:
- **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **e168** organising paragraphs around a theme
- **e169** in narratives, creating settings, characters and plot
- **e170** in non-fictional material, using simple

### OUTDOOR LEARNING





# Historical Superheroes Y3 - Stage Coverage

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- **sc79** recognise some common conductors and insulators, and associate metals with being good conductors.

### LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi20** They should note connections, contrasts and trends over time
- **hi21** They should develop the appropriate use of historical terms.
- **hi22** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi25** They should construct informed responses that involve organisation of relevant historical information.
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi27** They should understand that different versions of past events may exist
- **hi29** changes in Britain from the Stone Age to the Iron Age

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## PHYSICAL EDUCATION

### LKS2

- **pe6.1** develop flexibility, strength, technique, control and balance, for example gymnastics
- **pe7** perform dances using a range of movement patterns

### Swimming and water safety LKS2

- **pe10** swim competently, confidently and proficiently over a distance of at least 25 metres
- **pe10.1** use a range of strokes effectively such as front crawl, backstroke and breaststroke
- **pe10.2** perform safe self-rescue in different water-based situations.

## EXPRESSIVE ARTS AND DESIGN

### LKS2

- **ad10** to create sketch books to record their observations and use them to review and revisit ideas
- **ad11** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- **ad13** to improve their mastery of art and design techniques, including painting with a range of materials
- **ad15** about great artists, architects and designers in history.

### Design LKS2

- **dt28** generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams
- **dt29** generate, develop, model and communicate their ideas through prototypes

### Make LKS2

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks
- **dt33** use a wider range of tools and equipment to perform practical tasks accurately
- **dt34** use a wider range of tools and equipment to perform practical tasks, such as joining accurately
- **dt35** select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately
- **dt37** select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their aesthetic qualities

### Evaluate LKS2

- **dt40** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

### Technical knowledge LKS2

- **dt43** apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- **dt47** understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

### LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu12** play musical instruments with increasing accuracy
- **mu13** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression
- **mu14** improvise and compose music for a range of purposes
- **mu16** listen with attention to detail and recall sounds with increasing aural memory
- **mu17** understand staff and other musical notations
- **mu19** appreciate a wide range of high-quality live and recorded music
- **mu20** understand music drawn from different traditions
- **mu21** appreciate some great composers and musicians

## LITERACY

### Reading - word reading LKS2

- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

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- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e145** recognising some different forms of poetry [for example, free verse, narrative poetry]
- **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- **e148** asking questions to improve their understanding of a text
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e150** predicting what might happen from details stated and implied
- **e151** identifying main ideas drawn from more than one paragraph and summarising these
- **e152** identifying how language, structure, and presentation contribute to meaning
- **e154** participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### Writing - transcription - Spelling LKS2

- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
- **e156** spell further homophones
- **e157** spell words that are often misspelt (English Appendix 1)
- **e158** place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- **e159** use the first two or three letters of a word to check its spelling in a dictionary
- **e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

### Writing - handwriting LKS2

- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- **e162** increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

### Writing - composition LKS2

- **e163** plan their writing by:
- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e165** discussing and recording ideas
- **e166** draft and write by:
- **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **e168** organising paragraphs around a theme
- **e169** in narratives, creating settings, characters and plot

## COMMUNICATION AND LANGUAGE

### LKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl2** explore the patterns and sounds of language through songs and rhymes
- **fl2.1** link the spelling, sound and meaning of words
- **fl3** engage in conversations; ask and answer questions
- **fl3.2** engage in conversations and seek clarification and help
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **fl6** present ideas and information orally to a range of audiences
- **fl11** describe people, places, things and actions orallyand in writing
- **fl12** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms
- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl16** articulate and justify answers, arguments and opinions
- **sl19** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl21** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl23** consider and evaluate different viewpoints, attending to and building on the contributions of others

## PSED & RELIGIOUS EDUCATION

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

#### LKS2

- **pa23** Participate in making and changing rules.

### PSED Developing confidence and responsibility

#### and making the most of their abilities LKS2

- **pc25** Be able to talk about their views on issues that effect themselves and their class.

### PSED Developing good relationships and

#### respecting the differences between people LKS2

- **pr26** Able to empathise with another viewpoint.
- **pr27** Consolidate understanding of differences and similarities between people.

### Learning About Religion LKS2

- **ra19** Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra20** Begin to describe the variety of practices and ways of life in religions.
- **ra21** Identify and begin to describe the similarities in religions.
- **ra23** Begin to consider the meaning of a range of forms of religious expression.
- **ra24** Begin to learn specialist vocabulary to communicate their knowledge and understanding.

