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

Final Event: Super Hero Day





LITERACY

Reading - word reading KS1

• **e2** respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

- 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)
- e8 read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work
- e9 re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension KS1

- e13 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • e16 discussing word meanings, linking new
- meanings to those already known • e17 understand both the books they can already read accurately and fluently and those they listen
- e18 drawing on what they already know or on background information and vocabulary provided by
- e19 checking that the text makes sense to them as they read and correcting inaccurate reading

Writing - transcription - Spelling KS1 • e25 words containing each of the 40+ phonemes

- already taught
- **e26** common exception words
- **e27** the days of the week
- e28 name the letters of the alphabet:

· sl1 listen and respond appropriately to adults and

· sl4 articulate and justify answers, arguments and

· sl5 give well-structured descriptions, explanations

and narratives for different purposes, including for

· sl6 maintain attention and participate actively in

PHYSICAL EDUCATION

• pel.1 I can jump over obstacles safely and with

• pe1.3 I can control my movements in gymnastics

• pe1.4 I can perform a sequence in gymnastics to

demonstrate controlled, co-ordinated movements in

and show how I can balance, roll, travel or climb

direction, level and speed

control, and off apparatus knowing how to land

collaborative conversations, staying on topic and

initiating and responding to comments

· s12 ask relevant questions to extend their

sl3 use relevant strategies to build their

understanding and knowledge

expressing feelings

COMMUNICATION AND LANGUAGE

• e29 naming the letters of the alphabet in order • e30 using letter names to distinguish between alternative spellings of the same sound

- 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-• e34 using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • e35 apply simple spelling rules and guidance, as
- e36 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing - composition KS1

listed in English Appendix 1

- e43 saying out loud what they are going to write
- e44 composing a sentence orally before writing it • e45 sequencing sentences to form short
- e46 re-reading what they have written to check
- that it makes sense • e47 discuss what they have written with the
- teacher or other pupils • e48 read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing - vocabulary, grammar and punctuation

- e51 joining words and joining clauses using and • e53 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- e54 learning the grammar for year 1 in English Appendix 2

· s18 speak audibly and fluently with an increasing

performances, role play, improvisations and debates

· sl11 consider and evaluate different viewpoints,

attending to and building on the contributions of

• pe1.5 I can co-operate with a partner or small

group to develop my skills, showing awareness of

movements, creating and repeating simple dance

sequences to express and communicate ideas and

• pe3 I can respond to music with controlled

others' needs

· sl10 gain, maintain and monitor the interest of the

· s19 participate in discussions, presentations,

command of Standard English

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

History Detectives reporting back to Class Story sessions linked to topic

Word Detectives Wordsmith

Day 1 - Syllables Tnvestigate how words çan be split into sylle

to create compound words

changes the meaning of a word

g rule for adding '-s' or '-es' as a

te how the suffixes '-ing', '-ed', '-er' and '-est'
ded to some words without changing the spelling
following wordsmith but altering some texts to link with

In this unit, the children explore a range of fiction.
They read the interactive eBook, listening and responding to the stories then re-telling them in their own words.
They learn how to identify and understand character and events,

Take a look at elephants - and lots of other animals - to discover just why they look the way they do! This interactive eBook includes pop-up fact boxes, animation, videos

and supplementary text to engage children and support learning.

They experiment with sound and rhythm as they recite their poems.

Poetry
In this unit, the children explore poems with pattern and rhyme.

They enjoy performing a range of poetry.

They come up with new rhyming words and focus on spelling

inking these to their own lives and experiences.

They compose and write simple sentences and questions.
Texts including Superdaisy
Non Fiction All about Elephants

Grace Darling Florence Nightingale Superheroes Supertato Charlie's Superhero Underpants Traction Man do all superheroes have teddy bears https://www.youtube.com/watch?v=yG9TBVqNHvM Super Duck Ten rules of being Super hero My Mum has Xray Vision

> Dance Michelle Hankinson Wednesday afternoon Yoga Debbie McAlister Wednesday morning

Gymnastics Sam Dronsfield Friday morning

Swimming sessions Tuesday atternoon

Handwriting sessions

Historical Super heroes Grace Darling - 55 Forfarshire 1838

Historical

Superheroe

Neil Armstrong first man on the moon Compare and contrast The Great Fire of London 1666 The Great Fire of Gateshead and Newcastle 1854 (started next to Tyne Bridge 50 died)

http://www.peltonroseberry.durham.sch.uk/wp-content/uploads/sit es/26/2014/11/ The-Great-Fire-of-Gateshead-Overview-year-1-and-year-2.pdf

Bird Watch RSPB Seasonal changes from winter to spring

Geography
Explore google maps
uk capital city and newcastle

Tell the time to the nearest hour 1/2 hour using analogue and digital Identify appropriate units of time to measure a duration (minutes,

hours, days, weeks, months, years)
Compare and measure lengths or heights using non-standard uniform Count on and back in 10s from any number up to 100 Estimate a set of objects (≤100) and count in 5s or 10s to

Solve word problems involving addition and subtraction Double numbers to 5 and find related halve

Sort 3D shapes according to their properties

Recognise, name and describe cubes, spheres, cones, cuboids

Sort objects on to a Venn diagram (two overlapping sets) Begin to recognise units of time (minutes, hours, days, weeks,

Count in 10s to 100 Count in 5s to 50 Count in 2s to 20 Add 1-digit to 2-digit numbers and add to next multiple of 10, by Add 1-digit to 2-digit numbers, bridging 10 and using known facts Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back

Find number bond

Find addition pairs to 5 6 7 8 and

Understand a symbol being used for an unkr Solve missing number problems involving addition and si

Use number facts to 10 to solve problems including

Count on / back 1, 2, 3 more than number

Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions Add or subtract 10 from 2-digit numbers

Explore Easter Judaism at Easter time

How do i feel

Pants rule Behaviour feelings sad and happy, right and wrong, exploring disappointment and how to cope Wonderful Me http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year2/yr_2_Unit_1

Feeling Sad, feeling Happy http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/ areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit2.pd

http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year2/yr_2_Unit_2

http://www.nicurriculum.org.uk/docs/key_stages_1_and_27 areas_of_learning/pdmu/livinglearningtogether/year1/yr1_unit5.pd

Pieter Bruegel the Elder and LS Lowry explore and compare two painters Who was Pieter Brugel/LS Lowry what was he famous for

Compare two paintings children playing
The Playground 1945 LS Lowry Children's games 1560 Pieter Bruegel Mrs Nicklesen separate planning Charganga

Pantomime trip

Theatre Royal

Hatton Art Gallery

Class story book Charlotte's web

OUTDOOR LEARNING

Observing the chances in the seasons

Preparing garden ad poly tunnel for planting

Forest school activities Wind chimes - materals Team work activities, den building Treasure hunts Art and Science Spring

Outdoor spelling/ technology Twinkl



PSHE http://www.nicurric ulum.org.uk/curricul um_microsite/pdmu/ living_learning_toge ther/year1.asp

MATHEMATICS AND COMPUTING

Number - number and place value KS1

· m1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given

- · m2 count, read and write numbers to 100 in
- numerals; count in multiples of twos, fives and tens • m3 given a number, identify one more and one less · m4 identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- · m5 read and write numbers from 1 to 20 in numerals and words.

Number - addition and subtraction K51 • **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

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.

Number - fractions KS1

• m11 recognise, find and name a half as one of two equal parts of an object, shape or quantity · m12 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement KS1

• m13 compare, describe and solve practical

- · m14 lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] · m17 time [for example, quicker, slower, earlier,
- m18 measure and begin to record the following:
- · m19 lengths and heights
- · m22 time (hours, minutes, seconds) · m23 recognise and know the value of different
- denominations of coins and notes · m24 sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning,
- afternoon and evening] m25 recognise and use language relating to dates, including days of the week, weeks, months and years • m26 tell the time to the hour and half past the hour and draw the hands on a clock face to show

Geometry - properties of shapes KS1

· m27 recognise and name common 2-D and 3-D

shapes, including:

these times.

· m28 2-D shapes [for example, rectangles (including squares), circles and triangles] · m29 3-D shapes [for example, cuboids (including

cubes), pyramids and spheres].

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

- · pa9 Realise that people and other living things have needs. · pa10 Develop understanding of groups they belong
- pa11 Contribute to the life of the class and
- school.

• ph4 Begin to make simple choices that improve their health and well being.

- PSED Developing a healthy, safer lifestyle KS1 · ph5 Begin to maintain personal hygiene. · ph6 Begin to understand that certain actions
- spread disease. · ph7 Identify the main parts of the body.

PSED Developing good relationships and respecting the differences between people KS1

• pr15 Listen to other people, and play and work co-operatively.

- 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 · rf11 Reflect on and consider religious experiences

- such as thanks and joy. rf12 Ask puzzling questions and respond accordingly.
- · rf14 Reflect on ideas of right and wrong and how this relates to their own behaviour.

Learning About Religion KS1

- · ra6 Explore a range of religious stories.
- · ra8 Name and explore a range of celebrations.

· ra12 Begin to use a range of religious words.

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
- sc3 observing closely, using simple equipment • sc4 performing simple tests
- sc5 identifying and classifying · sc6 using their observations and ideas to suggest
- answers to questions · sc7 gathering and recording data to help in answering questions.

Animals, including humans KS1

- sc10 identify and name a variety of common animals including fish, amphibians, reptiles, birds
- and mammals · sc11 identify and name a variety of common animals that are carnivores, herbivores and

• ge4 I can find and name the capital cities of the UK on a map

· ge3 I can find and name the four countries of the

Place knowledge KS1

UK on a map

· ge7 I can talk about the landscape and name some human and physical features in a place in the UK I have visited

Human and physical geography KS1 • ge10 I know the names of the four seasons and

the weather to expect in each one

• gell I know how to record the weather using instruments to measure the temperature, rainfall, wind direction and estimating cloud coverage

use basic geographical vocabulary to refer to:

• ge14 I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features

Historical Superheroes - Stage Coverage

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Animals, including humans KS1

 sc10 identify and name a variety of common animals including fish, amphibians, reptiles, birds and

sc11 identify and name a variety of common animals that are carnivores, herbivores and omnivores

sc12 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Everyday materials KS1

 sc14 distinguish between an object and the materia 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.

Location knowledge KS1

ge3 name and locate the four countries of the **United Kingdom**

• **ge4** name and locate the capital cities of the four countries of the United Kingdom

Place knowledge KS1

of a small area of the United Kingdom

Human and physical geography KS1

• **ge10** identify seasonal weather patterns in the United Kingdom ge11 identify daily weather patterns in the United Kingdom

use basic geographical vocabulary to refer to:

 ge14 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • ge15 key human features, including: city, town, village, factory, farm, house, office, port, harbour and

Geographical skills and fieldwork KS1

shop Geographical skills and fieldwork

ge19 use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far) to describe routes on a

• hi1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

 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

• hi8 and identify different ways in which it is

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including days of the week, weeks, months and years • m26 tell the time to the hour and half past the hour and draw the hands on a clock face to show these

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• m27 recognise and name common 2-D and 3-D shapes, including:

m28 2-D shapes [for example, rectangles (including)

squares), circles and triangles] • m29 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

PHYSICAL EDUCATION

 pe1.1 master basic movements including jumping • pe1.3 aster basic movements developing balance

 pe1.4 master basic movements, developing agility • pe1.5 master basic movements and begin to apply

• pe3 perform dances using simple movement patterns.

these in a range of activities

EXPRESSIVE ARTS AND DESIGN

KS1

 ad3 to use painting to develop and share their ideas, experiences and imagination

 ad4 to use sculpture 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. ad9 about the work of a range of artists, craft makers and designers, making links to their own

Design KS1

work.

• dt1 design purposeful, functional, appealing products

 dt2 design for themselves and other users based on design criteria

· dt3 generate and communicate their ideas through talking and drawing templates

• dt4 model and communicate their ideas through mock-ups

• dt5 generate, develop, model and communicate their ideas through information and communication technology

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

 dt8 select from and use a range of tools and equipment to perform practical tasks such as finishing

• dt9 select from and use a range of tools and equipment to perform practical tasks

 dt10 select from and use a wide range of materials and components including construction materials dt11 select from and use a wide range of materials

and components, including textiles • dt12 select from and use a wide range of materials and components, including ingredients

• dt13 select from and use a wide range of materials

and components according to their characteristics

Evaluate KS1

dt14 explore a range of existing products

dt17 evaluate their products against design criteria

Cooking and nutrition KS1

 dt22 use the basic principles of a healthy diet to prepare dishes

 dt23 use the basic principles of a varied diet to prepare dishes

dt24 understand where food comes from.

• mu2 use their voices expressively by speaking chants and rhymes

mu3 use their voices creatively

mu4 play untuned instruments musically

mu6 listen with concentration and understanding to

a range of high-quality live music • mu9 experiment with, create, select and combine

 mu10 experiment with the inter-related dimensions of music.

Reading - word reading KS1

sounds for graphemes

• e2 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative

LITERACY

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

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

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• e25 words containing each of the 40+ phonemes already taught

• e26 common exception words

• e27 the days of the week

• e28 name the letters of the alphabet:

• e29 naming the letters of the alphabet in order

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the plural marker for nouns and the third person singular marker for verbs

e33 using the prefix un-

 e34 using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example,

nelping, helped, helper, eating, quicker, quickest]

• e35 apply simple spelling rules and guidance, as listed in English Appendix 1

• e36 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing - composition KS1

• e43 saying out loud what they are going to write

e44 composing a sentence orally before writing it

• e45 sequencing sentences to form short narratives e46 re-reading what they have written to check that

 e47 discuss what they have written with the teacher or other pupils

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

Writing - vocabulary, grammar and punctuation

 e51 joining words and joining clauses using and e53 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'l' • e54 learning the grammar for year 1 in English

Appendix 2

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

COMMUNICATION AND LANGUAGE

listener(s)

• sl1 listen and respond appropriately to adults and

sl2 ask relevant questions to extend their understanding and knowledge

sl3 use relevant strategies to build their vocabulary sl4 articulate and justify answers, arguments and

• 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 sl8 speak audibly and fluently with an increasing command of Standard English

 sl9 participate in discussions, presentations, performances, role play, improvisations and debates • sl10 gain, maintain and monitor the interest of the

 sl11 consider and evaluate different viewpoints, attending to and building on the contributions of others

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pa9 Realise that people and other living things have

pa10 Develop understanding of groups they belong

pa11 Contribute to the life of the class and school.

 ph4 Begin to make simple choices that improve their health and well being.

PSED Developing a healthy, safer lifestyle KS1 ph5 Begin to maintain personal hygiene.

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ph7 Identify the main parts of the body.

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co-operatively. pr16 Develop a caring attitude towards family, friends and each other.

pr17 Greet and talk with adults.

• **pr18** Develop positive relationships through work and play.

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

RE - Learning From Religion KS1

• rf11 Reflect on and consider religious experiences such as thanks and joy.

accordingly. rf14 Reflect on ideas of right and wrong and how

Learning About Religion KS1

this relates to their own behaviour.

ra6 Explore a range of religious stories.

ra8 Name and explore a range of celebrations.

ra12 Begin to use a range of religious words.

rf12 Ask puzzling questions and respond

