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

> Understand place value in 2-digit n by creating 2-digit numbers, placing them on a number line

and solving place value additions and subtractions
Order and compare 2-digit numbers and say a number betwee
Use language: equal to, more than, less/fewer than, most, leas
Add or subtract 10 from 2-digit numbers
Add and subtract 9 and 11 to and from 2-digit numbers
Find number bonds to 10
Add 1 digit to 2 digit numbers, bridging 10 and using known f

Add 1-digit to 2-digit numbers to reach the next multiple of 10
Subtract 2-digit from 2-digit numbers by counting up
Find number bonds to 10 and subitise to 10

Find change from 10p and 20p by counting up Find change from 20p and 50p by counting up Add/subtract 2-digit numbers to/from 2-digit numbers by counting

Add 1-digit to 2-digit numbers, bridging 10 and using known facts
Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20
Add 1-digit to 2-digit numbers to reach the next multiple of 10
Subtract 2-digit from 2-digit numbers by counting up
Use place value and number facts to solve problems
Add 1 digit to 2 digit numbers to reach the next multiple of 10

Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20

Use coins to solve simple problems involving addition, subtraction and giving

Give change using appropriate coins and calculating the amount to be given

Recognise, name and describe cubes, spheres, cones, cuboids, pyramids Identify 2D shapes on the faces of 3D shapes, Make cuboids, cubes, tetrahedra and pyramids from nets and modelling

Describe positions using 3D shapes
Tell the time to the nearest quarter of an hour using digital and analogue

Order and compare 2-digit numbers and say a number between.
Use language: equal to, more than, less/fewer than, most, least
Round 2-digit numbers up or down to the nearest 10
Estimate a set of objects (≤100) and count in 5s or 10s to check

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

· 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

· 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

· hi7 I can use sources of information to find out

EXPRESSIVE ARTS AND DESIGN

- ad2 I can use drawing to share my ideas.

• ad7 I can tell you about famous artists, and why I like his/her work

have helped me to create my own work

· dt4 I can make a realistic model of my design

Core Skills across the Key Stage KS1

• hi2 I can place objects, people and events into chronological order

· dt6 I can use scissors for cutting and shaping

· mul I can sing songs using my voice to show the

· mu4 I can play an untuned instrument in a piece of

· mu5 I can play a tuned instrument in a piece if

· mu6 I can sit and listen attentively to live music

· mu7 I can sit and listen attentively to recorded

· mu8 I can concentrate when listening to music and

describe what I think and how the music makes me

· mu10 I understand loud/quiet, fast/slow and

PSED Developing good relationships and

similarities between people

come across every day.

where appropriate.

this makes to their lives.

to get help to deal with bullying.

Learning About Religion KS1

respecting the differences between people KS1

• pr21 Identify and respect the differences and

• pr22 Understand there are different types of

· ra14 Name and explore a range of celebrations,

worship and rituals in religion, noting similarities

· ra15 Identify the importance, for some people, of

belonging to a religion and recognise the difference

teasing and bullying, that bullying is wrong, and how

• pr23 Consider social and moral dilemmas that they

· mu2 I can repeat chants and rhymes with

meaning of the words and tune

· dt7 I can join materials in a variety of ways

depend on each other

- ad5 I can use colour, texture and pattern in my **Evaluate** KS1 · dt14 I can look at things other people have made and tell you what I like or dislike

ad8 I can talk about different ways of creating work and which ways I have tried and which I liked

Design K51

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

PSED Preparing to play an active role as citizens

• pa14 Participate in a simple debate about school

pa15 Identify different choices they can make.

pa16 Recognise the difference between right and

pa18 Beginning to understand that they have more

pc22 Share their opinions on things that matter to

pc23 Recognise, name and deal with their feelings

responsibilities to meet the needs of living things.

PSED Developing confidence and responsibility

and making the most of their abilities KS1

pa12 Listen and respond in group discussions.

pa13 Express own views with increasing

PSED & RELIGIOUS EDUCATION

Make KS1

confidence.

in a positive way.

· hi1 I can use common words and phrases related to the passing of time

events to help me to understanding their

- · ad3 I can use painting to share my ideas.
- · ad6 I can use line ,shape ,form and space in my

craft-makers and designers and who my favourite is

· ad9 I can show you how ideas from famous people

· dt1 I can explain what my design will be like and

Objectives
I can tell you about the artist Paula Rega.
I can paint part of a famous artwork (Gainsborough) can tell you about the artist Sonia Boyce. cam make a portrait (in different mediums)

I can paint an abstract composition using "warm" colour I can tell you about the artist Anish Kapoor Violins and arts award with Mrs Nicklen

Focus on British art.

Instrumental tuition, recorders and singing with Kathy Anderson

Working on Amnesty International Project to become a Human Rights Friendly School.

We will research issues of human rights around the world and, with support from our local office,

research and develop a project based on a human rights issue Citizenship-finding out all about Parliament and decision/law making in the UK in preparation for our class trip to London.

> Show Racism the Red Card project How do other religions view Easter? Focus on key festivals

bes and super powers in different fields

Columbus, Shackleton and Scott

Comparing John, Anne and Victoria

making a map of local habitats

microhabitats and mini beasts,

identifying animals int heir habitats,

Science-Living Things and Their Habitats

identifying things that are living, dead or never alive

different habitats around the world (desert, savannah)

identifying how an animal is suited to its habitat

The Plant Hunters

Marie Curie

Explorers-

Monarchs-

Rachel Carson

William Wallace

Robert the Bruce

Historical

Superheroe

s 42

Dance-Michelle Hankinson-Wednesday pm Gymnastics-Sam Dronsfield-Friday am Swimming-Tuesday-pm Yoga-Debbie McAllister-Wednesday-am

Fiction-A Twist in the Tale Exploring characters and key fairy story features. earning to make predictions

Contrasting traditional and non-traditional tales Plan, edit and write own versions of a traditional tale Looking at adjectives, verbs, nouns and adverbs Irregular past tenses Poetry-listening and responding to poems, looking at poetic language and identifying adjectives and verbs in a poem Draft, edit and compose own poems Non-fiction-Does chocolate grow on trees? Finding information and exploring the features of an explanation

plan and write one explanation texts

French language-focus on time

Counting up to 31
Knowing days of the week and months of the year Listening, reading and responding to a new set of vocabulary
Beginning to speak in full sentences by swapping key vocabulary I can make sentences into questions

I can say the date I know about some French festivals Recapping greeting, instructions and food.

Taking part in law making debates Debates about political parties manifestos Presentation of chosen "super hero" at end of topic Performance poetry focussing on expression, intonation.

Taking part in school council debates and decision making

Pantomime trip Theatre Royal

Hatton Gallery visit

ecoming a Human Rights Friendly

> Children to research decide on and run a project of their choice

School

OUTDOOR LEARNING

Investigating different habitats around school Minibeast hunt Exploring microhabitats around school Making a map of local habitats

Investigating why animals are suited to

their environment.

Show Racism the Red Card

Visit to London and Parliament! Focus on Parliament and decision/law making Who are the different political parties?

MATHEMATICS AND COMPUTING

· 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

use <, > and = signs

numerals and in words

· m38 solve problems with addition and subtraction: and written methods

to 100 m42 add and subtract numbers using concrete

including:

- m45 two two-digit numbers
- · m47 show that addition of two numbers can be done in any order (commutative) and subtraction of
- 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

recognising odd and even numbers

· m50 calculate mathematical statements for division (÷) and equals (=) signs • m51 show that multiplication of two numbers can

one number by another cannot mental methods, and multiplication and division

Measurement KS1

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

Number - number and place value KS1

• m35 compare and order numbers from 0 up to 100;

· m36 read and write numbers to at least 100 in

· m37 use place value and number facts to solve problems.

Number - addition and subtraction K51

- · m40 applying their increasing knowledge of mental · m41 recall and use addition and subtraction facts
- to 20 fluently, and derive and use related facts up
- objects, pictorial representations, and mentally.
- m43 a two-digit number and ones
- · m46 adding three one-digit numbers
- one number from another cannot

• m49 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including

multiplication and division within the multiplication tables and write them using the multiplication (x),

be done in any order (commutative) and division of m52 solve problems involving multiplication and division, using materials, arrays, repeated addition,

facts, including problems in contexts.

· 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

Geometry - properties of shapes KS1

the number of hours in a day.

• m63 identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

· m62 know the number of minutes in an hour and

- m64 identify and describe the properties of 3-D shapes, including the number of edges, vertices and
- 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

Statistics KS1

shapes and everyday objects.

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

· m69 interpret and construct simple pictograms,

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.

• col 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 • coll I know how to use equipment safely and

anything when I am using the internet

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

PHYSICAL EDUCATION

safely

• pel 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 • pe1.3 I can control my movements in gymnastics

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

• pel.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 Writing - handwriting KS1

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

• e92 add suffixes to spell longer words, including

• e87 learning new ways of spelling phonemes for

which one or more spellings are already known, and

-ment, -ness, -ful, -less, -ly

Historical Superheroes Y2 - Stage Coverage

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

- 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.

- 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

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
- m42 add and subtract numbers using concrete objects, pictorial representations, and mentally,
- 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),

 m51 show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

division (÷) and equals (=) signs

 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
- 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
- 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

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

PHYSICAL EDUCATION

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

KS1

 ad2 to use drawing to develop and share their ideas, experiences and imagination

EXPRESSIVE ARTS AND DESIGN

- 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

- 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.

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

LITERACY

- 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
- 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
- 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
- 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

listening to what others say

- e86 segmenting spoken words into phonemes and representing these by graphemes, spelling many
- 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
- 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

sl1 listen and respond appropriately to adults and their peers

COMMUNICATION AND LANGUAGE

- 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
- 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
- sl11 consider and evaluate different viewpoints, attending to and building on the contributions of
- sl12 select and use appropriate registers for effective communication.

wrong.

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

- pa12 Listen and respond in group discussions. pa13 Express own views with increasing
- confidence. • pa14 Participate in a simple debate about school
- pa15 Identify different choices they can make. pa16 Recognise the difference between right and
- 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

- 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
- 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

similarities between people.

- 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

