

Questions.

Week 1: What makes someone a hero?
 Week 2: How are book characters shown to be heroes?
 Week 3: What questions would you ask in an interview with Florence Nightingale?
 Week 4: What evidence can you find about heroes from the past?
 Week 5: What would happen if we didn't remember famous heroes/heroines from the past?
 Week 6: Based on what you know, what would you use to create your own superhero?

Texts: Traction Man Is Here (PoR), Supertato, Traction Man and the Beach Odyssey Instructions

Writing outcomes:

Fiction: *Personal Response* *Narrative* *Writing In Role* *Character Study* *Description*

Non Fiction: Recount Information *Instructions* Advert

Maths

Geometry: properties of shape (1 week)
 Number: Fractions (3 weeks)
 Measurement: length and height (1 week)
 Consolidation (1 week)

Science: Animals (including humans: exercise, food, hygiene.)
 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Computing: We are astronauts: Have a clear understanding that algorithms are used on digital devices. Convert simple algorithms to programs. Use a range of instructions. Spot and fix (debug) errors in their programs.

Enrichment

Florence Nightingale Drama
 Workshop
 World Book Day

Assessment Foci

Science: I can use observations and ideas to suggest answers to questions.

History: I can explain how some people have helped us to have better lives.

Art: I can create a piece of art in response to the work of another artist (William Morris).

PE: Gym— I can link two or more movements with control and I am able to repeat them.

PSHE: I try to understand why someone feels the way they do.

Computing: I understand that algorithms are used on digital devices.

E-safety: I know where to go for help if I am concerned.

Foundation Subjects Coverage

History: Learn about the lives of significant individuals (including people from Britain) in the past who have contributed to national and international achievements. Learn to compare aspects of life in different periods (Florence Nightingale and Mary Seacole). Research the life of a famous person from the past using different sources of evidence. **UNCRC Article: 24**

PE: Gymnastics: Develop balance, agility and co—ordination, and begin to apply these in a range of activities; work independently or with a partner; think of more than one way to create a sequence that follows some 'rules'.
 Dance: Perform dances using simple movement patterns; show mood or feeling using dance; change rhythm, speed, level and direction in dance.

UNCRC Article: 29

Art: Learn about the work of a range of artists, craft makers and designers, describe the differences and similarities between practices and disciplines, and make links to their own work; use drawing and painting to develop and share ideas, suggest how artists have used colour, pattern and shape; create a picture in response to the work of another artist. **UNCRC Articles: 29 and 31**

Music: Play tuned and untuned instruments musically; listen for particular things in musical pieces; experiment with, create, select and combine sounds using the inter-related dimensions of music. (Link to PE—Dance)

UNCRC Article: 29

PSHE/ British Values: Explore the problems in relationships that children often experience at this age associated with the move towards greater independence (Green Booklet: Families!) **UNCRC Articles: 9 and 13**

RE: identify and describe Jewish places of worship; retell the story of Noah; explain the meaning of Shabbat; retell the Purim story; explain why and how the festival of Purim is celebrated; learn about the story of Easter and why it is celebrated by Christians; compare what Easter means to Christians and non-Christians. **UNCRC Articles: 12 and 14**

UNCRC Articles: 3, 28, 29, 31 are covered across all areas of school life.