

Questions.

Week 1: What makes someone a hero?

Week 2: How are book characters shown to be heroes?

Week 3: Who was Florence Nightingale and what did she do?

Week 4: How do we find out about heroes from the past?

Week 5: Why do we remember famous heroes/heroines?

Week 6: Can you create your own superhero? What powers will they have and why?

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

Number: Fractions (4 weeks)

Recap methods for calculations

Computing: We are astronauts: Have a clear understanding of algorithms as sequences of instructions. Convert simple algorithms to programs. Predict what a simple program will do. Spot and fix (debug) errors in their programs.

Enrichment

Florence Nightingale Drama
Workshop
World Book Day

Assessment Foci

Science: Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Identify and classify.

History: Recognise why people did things and why events happened (*update*)

Art: Use a range of materials creatively to design and make products.

PE: Gym—Can link two or more movements with control and is able to repeat them.

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

RE: I can identify two reasons why a place of worship might be special or important to a believer.

Computing: Give sequences of instructions to make a sprite move.

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.

Foundation Skills

History: Learn about the lives of significant individuals 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).

PE: Develop balance, agility and co—ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns.

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, experiences and imagination. **UNCRC Article 31**

Music: Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music. (Link to PE—Dance)

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 Article 13**

RE: Learn about Jewish places of worship, important Jewish celebrations and traditions and how they are celebrated. Learn about the story of Easter and why it is celebrated by Christians. **UNCRC Article 14**

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