

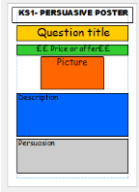


Medium Term Planning Format		
Cohort	Year 1	
Enquiry Question (QUESTIONING)	Who is your hero?	
Enquiry Driver	History	
Enquiry Enhancer	D&T/Art	
Main Enquiry Theme	Lives of significant individuals (superheroes)	
National Curriculum Objective	<p><b><u>History</u></b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> <p><b><u>Design and Technology</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where food comes from.</li> </ul> <p><b><u>Art and Design</u></b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> <li>Can I explain why Florence Nightingale is famous?</li> <li>Can I tell you how I found out about Florence Nightingale?</li> <li>Can I ask and answer questions using a range of artefacts/photographs/pictures provided?</li> <li>Can I ask questions such as: What was it like for...? What happened? How long ago?</li> </ul>	
Key Knowledge and Skills (enhancer)	<p><b><u>Design and Technology</u></b></p> <ul style="list-style-type: none"> <li>Can I think of interesting ways of decorating food I have made e.g. cakes?</li> <li>Do I understand the importance of washing my hands and making sure that surfaces are clean?</li> </ul> <p><i>(Children will bake and decorate superhero biscuits)</i></p>	

	<p><b><u>Art and Design</u></b></p> <ul style="list-style-type: none"> <li>• Can I begin to talk about how artists show people’s feelings in paintings and drawings?</li> <li>• Can I use pencils to create lines of different thickness in drawings?</li> </ul> <p><i>(Children will produce portraits of Florence Nightingale. They will use a paint package to create images of the Evil Pea from Supertato).</i></p>													
<p><b>Main Text</b></p>	<ul style="list-style-type: none"> <li>• Superbat by Matt Carr</li> <li>• Elliot the Midnight Superhero by Anne Cottringer</li> <li>• Supertato by Sue Hendra</li> </ul>													
<p><b>Main Writing Genre</b></p>	<p>Persuasive Poster</p>	<p>The children will write a ‘Lost’ poster for Supertato after he goes missing.</p> 												
<p><b>Enquiry Hook (Questioning) [Experiences/experts]</b></p>	<p>Visit from real life superheroes - nurse, police, firemen, guide dogs etc.</p> <p>Superhero day - children dress up as a superhero.</p>													
<p><b>Subsidiary Enquiries</b></p>	<table border="1" data-bbox="491 1104 1369 1435"> <tr> <td>LC1</td> <td>Who is your hero and what is their superpower?</td> </tr> <tr> <td>LC2</td> <td>What is it like to meet a real-life superhero?</td> </tr> <tr> <td>LC3</td> <td>Who is Florence Nightingale and why is she so famous?</td> </tr> <tr> <td>LC4</td> <td>Who is Mary Seacole and why is she so famous?</td> </tr> <tr> <td>LC5</td> <td>Compare the nurses: In what ways were they similar/different?</td> </tr> <tr> <td>LC6</td> <td>What makes a good superhero?</td> </tr> </table>		LC1	Who is your hero and what is their superpower?	LC2	What is it like to meet a real-life superhero?	LC3	Who is Florence Nightingale and why is she so famous?	LC4	Who is Mary Seacole and why is she so famous?	LC5	Compare the nurses: In what ways were they similar/different?	LC6	What makes a good superhero?
LC1	Who is your hero and what is their superpower?													
LC2	What is it like to meet a real-life superhero?													
LC3	Who is Florence Nightingale and why is she so famous?													
LC4	Who is Mary Seacole and why is she so famous?													
LC5	Compare the nurses: In what ways were they similar/different?													
LC6	What makes a good superhero?													
<p><b>Reflection of Learning (SHARING)</b></p>	<p>Who is your superhero? The children will complete a project about their superhero. They can present this in any way such as art, write, ICT etc.</p>													
<p><b>Potential Sticky Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Florence Nightingale was born in 1820 in Italy.</li> <li>• Florence Nightingale is known as ‘Lady with the Lamp’.</li> <li>• Florence Nightingale is known for founding modern nursing.</li> <li>• Mary Seacole was born in 1805 in Jamaica. She was a British-Jamaican nurse who helped soldiers.</li> <li>• Mary Seacole is known as ‘Mother Mary’.</li> </ul>													

**Knowledge Mat**

**Year 1 Knowledge Organiser (Autumn 1): Who is your hero?**

Subject Specific Vocabulary	
heroic	Heroic means to be brave and put in lots of effort to achieve something.
infection	A disease in a part of your body which will make you unwell.
nurse	A person trained to care for sick people, especially in a hospital.
remedies	A medicine or treatment for a disease or injury.
rescue	To save someone from a dangerous or difficult situation.
soldiers	A person who is in the army and wears a uniform.
superhero	Someone who has done something very brave to help someone else.

Sticky Knowledge about superheroes and significant individuals	
Florence Nightingale was born in 1820 in Italy.	Florence Nightingale is known as 'Lady with the Lamp'.
Florence Nightingale is known for founding modern nursing.	Mary Seacole was born in 1805 in Jamaica. She was a British-Jamaican nurse who helped soldiers.
Mary Seacole is known as 'Mother Mary'.	

Learning Challenges	
LCS1	Who is your hero and what is their superpower?
LCS2	What is it like to meet a real-life superhero?
LCS3	Who is Florence Nightingale and why is she so famous?
LCS4	Who is Mary Seacole and why is she so famous?
LCS5	Compare the nurses. In what ways were they similar/different?
LCS6	What makes a good superhero?

Exciting Books	
Superhero	Superbat
Eliot	Florence Nightingale
Mary Seacole	The Nurse

**Other curriculum areas which are to be taught discretely:**

**Religious Education**

- What can we learn from sacred books and stories?**
- Can I identify some beliefs about holy writings for Muslims, Christians and Jews?
  - Can I re-tell stories from Muslim and Christian sources and suggest the meaning of these stories?
  - Can I give examples of how stories show what people believe? (e.g. the meaning behind a festival)
  - Can I recognise some ways in which Christians, Muslims and Jewish people treat their sacred books?
  - Can I recognise that sacred texts contain stories that are special to many people and therefore these texts are treated with respect?
  - Can I give examples of how people use stories, texts and teachings to guide their beliefs and actions?
  - Can I think, talk and ask questions about stories from sacred texts and give reasons for my own responses?

**PSHCE**

- Understanding me and Understanding others**
- Who is my family?
  - Who are my important people?
  - What makes a person?
- (see Talking Points curriculum for the full programme breakdown)*

**Music**

*See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.*

**Unit 1 - Hey You!**

**Physical Education**

- Fundamentals of movement Agility, Balance and Co-ordination**
- Can I follow a simple set of rules?
  - Can I recognise and talk about changes in my body and start to talk about why being active is good for my body?
  - Can I follow a teacher led warm up and cool down?
  - Can I work cooperatively in pairs?
  - Can I begin to skip with a rope?
  - Can I jump with rhythm?

<b>Computing</b>	<p>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</p> <p><b>Year 1 Unit 1 - E-Safety and Programming and Control</b></p>		
<b>Science</b>	<p><b><u>Everyday materials</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <ul style="list-style-type: none"> <li>• Can they describe materials using their senses?</li> <li>• Can they describe materials using their senses, using specific scientific words?</li> <li>• Can they explain what material objects are made from?</li> <li>• Can they explain why a material might be useful for a specific job?</li> <li>• Can they name some different materials?</li> <li>• Can they sort materials into groups by a given criterion?</li> </ul>		
<b>Additional Links</b>	<b>British Values</b>	<b>Outdoor Learning</b>	<b>Community</b> The children will learn about real-life superheroes in our community such as police etc.
	<b>Citizenship (Beaver Pledge)</b>	<b>Global Neighbours</b>	<b>Home Learning</b>
	How to be kind and helpful.		Who is your hero?