

Areas of learning

As **Geographers** we will be comparing the features of the environment and describing the physical and human features. Children will make their own maps of the town from a birds-eye view. We will using symbols to make a key.

As **Designers** we will be creating our own superhero t-shirt. We will be sewing felt onto t-shirts with parents & carers.

As **Artists**, we will be exploring lots of different materials and methods. We will be looking at the work of Andy Warhol and other pop artists. We will be making comic strips.

As **scientists** we will identifying, naming and drawing basic parts of the human body and looking at the senses. We will be finding out about the basic needs of animals and humans for survival.

Immersion Activities

WOW. Name and design our own superhero. Chn to think about other superheroes they know. Watch Incredibles film in the afternoon.

Finale – Design our own superhero costumes – plan it out and design on paper. Sew glue and fabric pens on to our white t-shirts. Children to also design their own superhero and masks to go with their t-shirt.

Out door learning – Exploring environments, looking at natural and physical features. Looking at Earth from a 'birds eye view'.

Class Reader – Charlie's superhero underpants, Traction man.

Mastery

As IT literate children we will be :

We will be using Google maps to find our countries and using street view.
We will be making our own pictures through programs such as paint.
We will be using interactive sites to explore pop artists.
Chn will use Purple Mash create, explore and navigate.

Learning detectives

As independent learners we will be:

Children will be designing and creating their own superhero outfit. The children will be completing a range of independent activities through morning work.

PSHE

In our social and emotional development we will:

Discussing the ways we can help other people. We will making up classroom rules on how to be a super pupil. We will be looking at the characteristics of heroes and villains and discussing right and wrong.



Learning across the curriculum

Using communication

Writing, presenting and broadcasting

- Labels
- Lists
- Captions
- Instructions
- Information texts
- Glossaries
- Top trump cards
- Drama
- Write a story
- Comic strip

Using mathematics

Modelling

- Estimating
- Measuring
- Trying out ideas
- Ordering

Calculating

- Weight

Interpreting data

- Making graphs to represent information
- Reading charts to extract information

Justifying

- Using mathematical words to explain

Using ICT

Searching

- Websites
- Databases

Developing ideas and making things happen

- Graphics
- Text
- Multimedia

Communication

- E mail and messages
- Adverts/posters
- Menus
- Graphs

Personal development

Learning and thinking skills

- Asking relevant questions
- Analysing information
- Planning how to go about presenting information
- Creating and developing maps and plans
- Creating ideas for persuasive arguments
- Recognising similarities and differences in environmental features
- Communicating using data and the written word
- Evaluating the impact of persuasive posters

Personal and emotional skills

- Identifying strengths and weaknesses in our work for others
- Working independently in written work

Social skills

- Listening and responding appropriately to those who tell us about their voluntary work
- Working collaboratively
- Giving constructive support and feedback to others
- Good manners and being polite during meal times.

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and

measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create, design, devise, compose and choreograph individual and collective work.

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate
Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

Create

Improvise

Present

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate
Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.