CALLING ALL SUPERHEROES

Be Creative:

When we design a superhero vehicle

Be Resilient:

When we use new tools and techniques to create axles and hinges

Be World-Wise:

When we learn about real-life superheroes from the past (Rosa Parks)

Do all heroes wear a cape? Link to real life heroes

Science:

What we should already know:

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Identify, name, draw and label the basic parts of the human body

As scientists we will:

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 amount of different types of food, and hygiene.

Vocabulary:

adult, young, human, water, food, air, exercise, nutrients, nutrition, diet, survival, hygiene, germs, overweight, underweight, obese, healthy, unhealthy, consumption

Application of knowledge outcome:

Design a superhero exercise routine and recipe for our superhero day.

History:

What we should already know:

Ask simple questions about a significant event in history.
Use a given source (e.g. diary entry, artefacts) to find facts about the past.

As historians we will:

Ask a range of questions about the past (Who? What? When? Why?)
Sequence the lives of significant individuals in the past who have contributed to national and international achievements.

Vocabulary:

Motivation, refusal, boycott, momentous, policy, inspire, segregation, racism, inequality, rights, activist, past, recently impact, primary source (first hand evidence), secondary source (second hand evidence), viewpoint, investigate, experts, research, evidence, fact

Application of knowledge outcome:

Write a non-chronological report about Rosa Parks

DT:

What we should already know:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used

As design technologists we will:

Design purposeful, functional, appealing products for themselves and other users based on design criteria
Select from and use a wide range of materials and components, including construction materials, according to their characteristics
Use the basic principles of a healthy and varied diet to prepare dishes

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria

Vocabulary:

idea, shape, make, construct, purpose, aim, use, appearance, wood, wheels, wool, decoration, style, equipment, tools, saw, cut, join, finish, construct, material, glue, attach, stable, axle, glue gun, joint, scissors, ruler, review, improve, fruit, vegetable, healthy, portion, look, taste, texture, smell, size, shape, colour, ingredients, techniques, chopping, peeling, grating, measure, weigh, safety, hygiene, non-standard, standard measures, prepare, recipe, consistency, sweet, recipe, levers, sliders, axle, structures

Application of knowledge outcome:

Make a superhero vehicle

ICT – Algorithms:

What we should already know:

Carry out a sequence with a single command, including forwards, backwards and turn.

Programme the Bee-Bot to get from one point to another along a specific route.

Make sensible predictions about where a Bee-Bot may stop from a simple set of instructions.

As information technologists we will:

Carry out a sequence with multiple commands to go along a specific route.

Make sensible predictions about where a Bee-Bot may stop from a set of instructions.

Change and improve their sequence of commands.

Vocabulary:

Multiple commands, clockwise, anticlockwise, increase, decrease, sprite, background, debug, repeat.

ICT – E-safety:

What we should already know:

Begin to understand how to stay SMART (safe, meet, accept, reliable, tell) online.

Understand how to search for safe images.

Identify some personal information and begin to understand how it can affect safety online.

Understand that there are digital ways to communicate, e.g. email.

Tell a trusted adult if they see something inappropriate online.

As information technologists we will:

Understand how to stay SMART online.

Understand whether a webpage is suitable for children or not.

Understand what a digital footprint is.

Identify some forms of digital communication, e.g. email.

Identify kind and unkind behaviour online.

Vocabulary:

Safe, meet, accept, reliable, tell, digital footprint, webpage.

Application of knowledge outcome:

Make a secret identity to protect their superhero.

Music:

What we should already know:

Explore the use of their voices creatively by singing simple songs and speaking chants and rhymes

Simple echo singing and clapping

Play tuned and untuned instruments to repeat and investigate simple beats and rhythms

Listen with concentration to a range of high-quality live and recorded music and describe on a simple level the dynamics, pitch, mood and instruments.

Reflect on music and say how it makes people feel

As musicians we will:

Use their voices to perform songs, chants and rhymes with increasing creativity and expression

Play tuned and untuned instruments to perform simple patterns and accompaniments keeping to a steady beat.

Notice how music can be used to create different moods and effects and can communicate ideas

Vocabulary:

Dynamics: very loud, very quiet, Tempo: very fast, very slow, Pitch: very high, very low, Melody