

# Cross-Curricular Assessment Grid : Superheroes : Year 1/2

<b>Superheroes</b>																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
<b>History</b>																			
<b>Lesson 1</b>	Can children locate the events during Jenner's lifetime on a timeline?																		
	Do children know how smallpox was treated before and after Jenner's discovery?																		
	Can children describe some key events in the life of Jenner?																		
<b>Lesson 2</b>	Can children place key events in slave trade history on a timeline?																		
	Can children consider how necessary it was that lots of voices were against the slave trade?																		
	Can children share what they know about other abolitionists?																		
<b>Lesson 3</b>	Can children place key events in Bader's life on a timeline?																		
	Can share information they know about this time in history?																		
	Can children explain what the term trail-blazer means?																		
<b>Lesson 4</b>	Can children place the dates of significant events for women on a timeline?																		
	Can children find out about some of the achievements of female scientists, adventurers and explorers?																		
	Can children think about the difficulties that these adventurers might have experienced?																		
<b>Geography</b>																			
<b>Lesson 1</b>	Can children locate the five oceans on a map?																		
	Can children name and label the five oceans on a blank map?																		
	Can children use technical vocabulary to describe some features of oceans, seas and coral reefs?																		
<b>Lesson 2</b>	Can children explain what the poles are and where they are?																		
	Can children label the poles on a map?																		
	Can children describe some features of cold environments?																		
<b>Lesson 3</b>	Can children identify features on a map?																		
	Can children draw a map with simple symbols for certain features?																		
	Can children make a key for a simple map?																		

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<b>Art</b>																			
Lesson 1	Can children use their imagination and generate ideas for their own superhero/villain?																		
	Can children use drawing to develop their ideas?																		
	Can children explain and share their work with others?																		
Lesson 2	Can children identify features of comic book artwork?																		
	Can children use their imagination and develop ideas for a painting?																		
	Can children use paint and brushes to create a painting in the style of comic book artwork?																		
Lesson 3	Can children think about how body language and facial expressions can convey meaning?																		
	Can children use a range of modelling materials to create sculptures which convey their ideas?																		
	Can children share their ideas and evaluate their work?																		
<b>DT</b>																			
Lesson 1	Can children describe a variety of mechanisms found in pop-up books?																		
	Are children able to follow instructions to make a pop-up book?																		
	Can children evaluate their own work?																		
Lesson 2	Do children understand what axles are and why they are important for wheeled vehicles?																		
	Can children follow instructions to make a balloon-powered vehicle?																		
	Can children suggest ways in which a wheeled vehicle could be improved?																		

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<b>Music</b>																				
<b>Lesson 1</b>	Can children listen with concentration to a 'soundscape', identifying sounds?																			
	Can children use high/low, loud/quiet and other vocabulary to describe the way different instruments sound?																			
	Can children listen with concentration to a piece of music, identifying instruments used?																			
<b>Lesson 2</b>	Do children know that music is important for creating suspense in films and cartoons?																			
	Can children identify sounds which create suspense?																			
	Can children select and combine sounds to make suspenseful music?																			
<b>PSHE</b>																				
<b>Lesson 1</b>	Can children name the people who look after them in different situations?																			
	Can children explain when it is necessary/ appropriate to contact the emergency services?																			
	Do children know what to do to if they need to call the emergency services?																			
<b>Lesson 2</b>	Can children identify potential dangers in different everyday environments?																			
	Can children think of things they can do to protect themselves and stay safe?																			
	Can children agree on rules for staying safe in different environments?																			
<b>Computing</b>																				
<b>Lesson 1</b>	Can children think of some ways in which they use the internet?																			
	Can children consider the difference between online acquaintances and friends?																			
	Can children remember guidelines to help them stay safe and keep their identity secret?																			
<b>Lesson 2</b>	Do children know what an algorithm is?																			
	Can children sequence simple instructions to make an algorithm?																			
	Can children debug an incorrect algorithm?																			