

History				
1 Real-life Superheroes: Edward Jenner				
2	Real-life Superheroes: William Wilberforce			
3	Real-life Superheroes: Lilian Bader			
4	Real-life Superheroes: Heroic Adventurers			
1/04				

- KS1 events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- KS1 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Music 1 Super-Senses: Listening Carefully 2 Suspense Music

- KS1 listen with concentration and understanding to a range of high-quality live and recorded music
- KS1 experiment with, create, select and combine sounds using the inter-related dimensions of music

Superheroes!

A KS1 cross-curricular topic for Year 1/2

DT				
1	Superhero Pop-Ups			
2	Balloon-Powered Cars!			

- KS1 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- KS1 explore and evaluate a range of existing products
- KS1 explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Computing					
1	Secret Identities: Staying Safe Online				
2	2 Programming Robots!				
 KS1 - create and debug simple programs KS1 - use technology safely and respectfully, keeping personal information 					

 KS1 - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

PSHE					
1	Real-life Superheroes: The Emergency Services				
2	Keeping Safe				

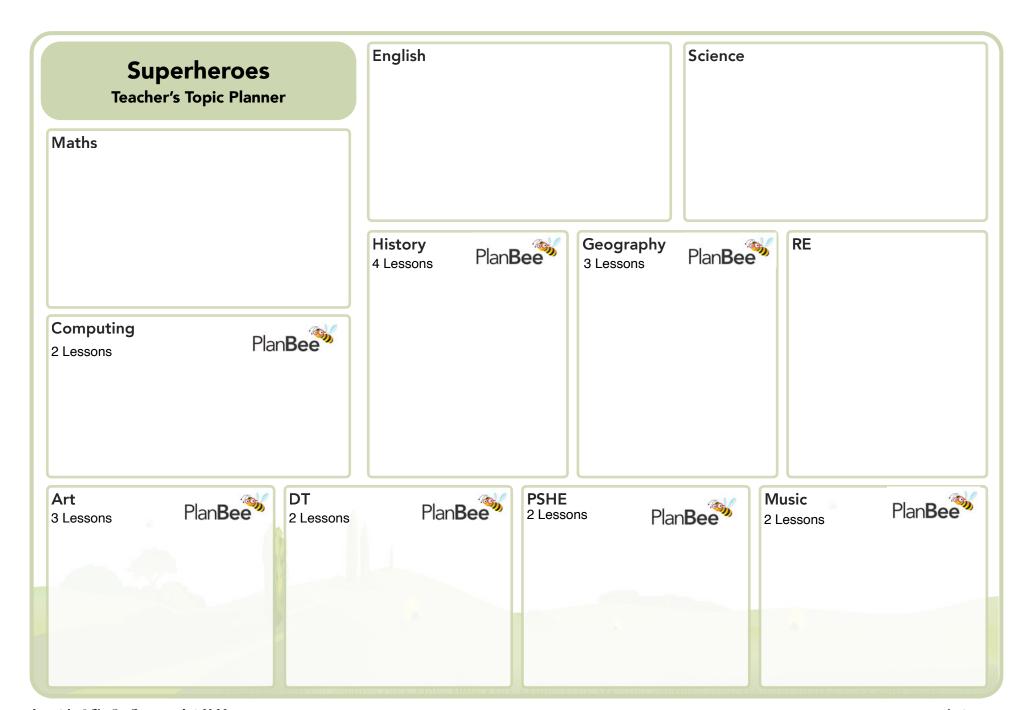
Geography				
1	Real-life Superheroes: Undersea Explorers			
2	Real-life Superheroes: Polar Explorers			
3	Secret Bases!			

- KS1 name and locate the world's seven continents and five oceans
- KS1 use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- KS1 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Art				
1	Drawing Superheroes			
2	Painting Superhero Scenarios			
3	Superhero Sculptures			
KS1 - to use drawing to develop and share their ideas, experiences and imagination.				

- KS1 to use painting to develop and share their ideas, experiences and imagination
- KS1 to use sculpture to develop and share their ideas, experiences and imagination

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<u>Teacher's notes:</u>	
Geography	Computing
Art	DT
Music	History
A	8
PS	HE

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	HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources	
Lesson 1	To find out about the life of Edward Jenner.	Children will consider what life was like for rich and poor people in 16th century Britain as they learn about the life and achievements of Edward Jenner. They may then either describe Jenner and design a medal for him, or explore the story of his discovery of smallpox vaccine through role play.	 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? 	 Slides Worksheets 1A/1B/1C/1D Jenner's Experiment (FSD? activity only) 	
Lesson 2	To find out about the life of William Wilberforce.	Children will learn about the journeys made by slaves and slavers from Africa to the West Indies in the 16th century as they find out about the life and achievements of William Wilberforce. They may then either learn more about other important figures who fought to end slavery, or design and describe a monument to celebrate Wilberforce's achievements.	 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? 	 Slides Worksheets 2A/2B/2C Fact Cards 2A Timeline 2A/2B 	
Lesson 3	To find out about the life of Lilian Bader.	Children will learn about Lilian Bader, her early life, her time working for the British Armed Forces and the discrimination she experienced. They may then share facts about Bader, the NAAFI or the WAAFs. This lesson ends with the children thinking about what it means to be a trail-blazer.	 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? 	 Slides Worksheets 3A/3B/3C Lilian Bader Information Page Worksheet 3D (FSD? activity only) Information Pages (FSD? activity only) 	
Lesson 4	To find out about the lives of heroic explorers and adventurers.	Children will consider the difficulties women adventurers and explorers have faced in the past due to discrimination, and learn about the lives and achievements of female explorers, scientists, astronauts and sailors. They may then either study and match a variety of images, objects and descriptions, or role-play going on an expedition.	 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? 	 Slides Worksheets 4A/4B/4C/4D Heroic Adventurer cards A/B Amazing Adventure Scenarios 	

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		GEOGRAPHY			
		Learning Objective	Overview	Assessment Questions	Resources
L	esson 1	To name, locate and describe the five oceans.	Children will name and locate the five oceans as they learn about the work of undersea explorers. They will also use technical vocabulary to describe some features and conditions in the Caribbean Sea. Following this, children may either learn more about oceans from books, atlases and online sources, or ask and answer questions about reefs while watching documentary footage.	 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? 	 Slides Ocean Facts A/B/C Ocean Quiz Worksheet 1A (FSD? only) World Map (FSD? only) Atlases, books about oceans and coral reefs
	esson 2	To locate the poles and describe the features of cold environments.	Children will locate and describe features of the poles and polar regions as they learn about Roald Amundsen's expedition to the South Pole. They may then either continue to draw and describe features of polar regions, or think about conditions in polar regions while considering equipment required for an expedition.	 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? 	 Slides Worksheets 2A/2B/2C/2D A globe (optional) Books about Amundsen, the poles, or cold environments (optional)
l	esson 3	To make a map with symbols and a key.	Children will identify features of maps and learn how to make and use maps with symbols and a key. They may then either use a variety of objects to construct a miniature superhero base (or villain's lair) which may then be mapped, or design a map for a secret base according to given criteria.	 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? 	 Slides Worksheets 3A/3B/3C Construction toys, maths cubes, scrap materials Superhero/Super-Villain Base cards (FSD? only)

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	ART			
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use drawing to develop and share ideas.	Children will think about the appearance, qualities and special abilities of their favourite superheroes, then either draw and label a superhero of their own creation or draw a scene from a superhero story based on given scenarios.	 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? 	 Slides Worksheets 1A/1B/1C/1D Superhero Scenarios (FSD? activity only) A range of resources such as toy figures, toy cars and construction toys (FSD? activity only)
Lesson 2	To use painting to develop and share ideas.	Children will learn about some features of comic books and consider how they tell a story. They will then either paint or draw a comic-book-style picture with a speech bubble, or design comic-book-style text to describe sounds.	 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? 	 Slides Worksheets 2A/2B/2C Speech Bubbles Superhero Scenarios Poster paint, brushes etc. Digital cameras (FSD? activity only)
Lesson 3	To use sculpture to develop and share ideas.	Children will think about how a statue of a person can convey some of their qualities, then either design and make a superhero sculpture or create 'human statues' with superhero accessories made using scrap materials.	 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? 	 Slides Pipe cleaners or soft modelling wire Lots of scrap materials Paint and/or Modroc (optional) Sculpture Evaluation Newspaper and sticky tape (FSD? activity only)

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	DT			
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore and use mechanisms in a pop-up book.	Children will learn how to make flaps, springs, sliding mechanisms and rotating levers using paper, card and split pins. They may then either create a pop-up book with a moving mechanism, or explore ways in which moving mechanisms for pop-up books and cards may be created.	 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? 	 Slides Teacher's Notes Pop-Up Book A/B Handout A variety of pop-up books Card, glue, scissors, sticky tape
Lesson 2	To explore and use wheels and axles in a balloon-powered vehicle.	Children will identify features of powered, wheeled vehicles. They may then either construct balloon-powered cars using a variety of materials, or build, test and improve model cars using construction toys such as Lego®.	 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? 	 Slides Worksheet 2A/2B/2C/2D Balloon Car Instructions Round balloons, plastic straws, card, sticky tape, scissors, glue, kebab sticks or dowel, rubber bands, string, a selection of 'wheels' (such as cotton reels, wooden beads or LEGO®)
			MUSIC	
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To listen with concentration to recorded sounds and music.	Children will listen to a variety of audio recordings (soundscapes and music), identifying sounds within them and describing some of their qualities. They may then either listen to a soundscape and note what they can hear in sequence, or – working in pairs – attempt to devise and accurately copy simple compositions.	 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? 	 Slides Worksheets 1A/1B Audio tracks 1-9 Tuned instruments such as xylophones or recorders (FSD? activity only)

Lesson 2

To create, select and combine sounds to make suspenseful music.

Children will listen to suspenseful music and consider the role of music in storytelling for film and television. They will identify elements

• Can children identify sounds which create which create suspense, then devise suspenseful compositions using either tuned instruments and hand percussion or musicsequencing software.

- Do children know that music is important for creating suspense in films and cartoons?
- suspense?
- Can children select and combine sounds to make suspenseful music?

Slides

- Worksheets 2A/2B/2C
- Audio tracks 1 and 2
- Tuned instruments (ideally keyboards), hand percussion



	PSHE			
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about: what to do in an emergency; the people who help us in emergencies.	Children will identify the adults who keep them safe in different environments, consider ways in which they are responsible for their own safety and learn about the roles of the main emergency services. They may then either role play given emergency scenarios or visit a local emergency services facility.	 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? 	Slides Worksheets 1A/1B/1C
Lesson 2	To stay safe in potentially dangerous environments.	Children will consider some potential risks to themselves in a variety of environments and generate rules for staying safe. Following this, they may either identify potential risks on given images of everyday environments, or plan a safe trip to a location in their local area.	 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? 	SlidesWorksheets 2A/2B/2C

	COMPUTING			
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use technology safely, and keep personal information private.	Children will consider ways in which having a 'secret identity' online can help them stay safe. They may then either design a poster about staying safe online, or create their own superhero avatar to help them remain anonymous when using the internet.	 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? 	 Slides Secret Identity Poster Checklist Superhero Avatar (FSD? activity only) Internet access (FSD? activity only)
Lesson 2	To program and debug simple programs.	Children will learn about how algorithms may be written to control robots such as bee-bots, roamers or floor turtles. They may then either write simple algorithms for controlling a robot, or act as robots, following algorithms as they move in space.	 Do children know what an algorithm is? Can children sequence simple instructions to make an algorithm? Can children debug an incorrect algorithm? 	 Slides Worksheets 2A/2B/2C/2D Robot Algorithms Challenges (FSD? only) Superhero Secret Base cards (FSD? only) Floor robots such as Bee-Bots® (optional)

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