

Topic Name: Heroes 2023
Class and Year Groups: Yellow Class Year 2/3

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces, noticing how magnets need force • Learn about the lives of significant individuals in the past who have contributed to national and international achievements • Compare aspects of life in different periods of time • Use levers and wheels to create a superhero vehicle • Use OS maps and create aerial images 	<p>KEY FOCUS AREAS: Forces and magnets</p> <p>Significant individuals of the past and their contributions</p> <p>OS maps and aerial images</p>	SYNOPSIS:	
		Week 1	Significant individuals-Marie Curie
		Week 2	Significant individuals-comparison to modern day scientist
		Week 3	Significant individuals-hero of the children's choice
		Week 4	Heroes of the pandemic
		Week 5	OS maps
		Week 6	Recap-continents and Oceans
TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE		KEY QUESTIONS (linking to topic factsheet):	
<p><u>History</u></p> <p><u>Science-Forces and Magnets</u></p> <p>Year 2</p> <ul style="list-style-type: none"> • asking simple questions and recognise that they can be answered in different ways • identifying and classifying • using their observations and ideas to suggest answers to questions <p>Year 3</p> <ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • record findings using simple scientific language, drawings and labelled diagrams • identify differences, similarities or changes related to simple scientific ideas and processes 		<ol style="list-style-type: none"> 1. What does hero mean? What does it take to be a hero? 2. What contributions did Marie Curie make to medicine? 3. Who is Sir Isaac Newton and what did he invent? 4. Can you give examples of heroes of the pandemic? 5. What is a force? 6. How many types of forces can you name? 7. How can we measure a force? 8. How are different types of force useful in everyday life? 	
<p>Year 2/3</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 		Opportunities for Extension	
		<ul style="list-style-type: none"> • To broaden their scientific view of the world around them. • To ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them. • look for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another 	

<ul style="list-style-type: none"> describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. 	
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<p>ENGLISH:</p> <p>Traction Man - Mini Grey</p> <p>Supertato-Paul Linnet and Sue Hendra</p>	<p>MATHS:</p> <p>Yr2</p> <p>Statistics</p> <p>Position and direction</p> <p>Consolidation of this year</p>	<p>MATHS:</p> <p>Yr3</p> <p>Statistics</p> <p>Position and direction</p> <p>Consolidation of this year</p>	<p>SMSC/PSHE/BRITISH VALUES:</p> <p>British Values:</p> <ul style="list-style-type: none"> mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith-RE curriculum
<p>ART:</p> <ul style="list-style-type: none"> Experiment with the visual elements; line, shape, pattern and colour. Use ICT. Investigate different kinds of art, craft and design. <p>Super hero pictures in the style of Andy Warhol</p>	<p>READING KEY TEXT(S):</p> <p>Georges marvellous medicine-Roald Dahl</p> <p>Traction man stories</p>		<p>PHYSICAL EDUCATION:</p> <p>Field Games- Kwick cricket</p> <ul style="list-style-type: none"> show awareness of opponents and team-mates when playing games; perform basic skills of rolling, throwing, striking, kicking and receiving with more confidence apply these skills in a variety of simple games make choices about appropriate targets, space and equipment use a variety of simple tactics <p>Athletics</p> <ul style="list-style-type: none"> practising for Sports Day develop a range of run, jump and throw techniques To develop practical skills in order to participate, compete and lead a healthy lifestyle
<p>DESIGN TECHNOLOGY:</p> <p>-Designing and creating their own superhero vehicles using wheels and levers</p>	<p>ICT/COMPUTING:</p> <p>Vehicles Computing Module</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content DL1 - Recognise common uses of information technology beyond school DL2 - 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 		<p>ENRICHMENT and VERTICAL DRIVERS:</p> <p><u>Enrichment</u></p> <p>Superhero day</p> <p><u>Vertical Drivers</u></p> <ul style="list-style-type: none"> Courageous advocacy

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

Geography Targets – As a Geographer	Geography Targets – As a Geographer	Art and Design Targets: As an Artist
<p>Year 2</p> <ul style="list-style-type: none"> I can ask simple geographical questions: where is it? What is it like? I can use an infant atlas to locate places I can spatially match places (e.g recognise UK on a small scale and large scale map) I can follow directions (N, E, S, W) I can understand the need for a key and can use class agreed symbols to make a simple key I can find land/sea on a globe I can use teacher drawn base maps I can use large scale OS maps I can look down on objects to make a plan view map <p>History Targets-As a Historian</p> <p>Year 2</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times 	<p>Year 3</p> <ul style="list-style-type: none"> I can begin to ask/initiate geographical questions I can locate places on a large scale map I can use 4 compass points well I can begin to use all 8 compass points I can use letter/no of coordinates to locate features on a map confidently I can understand why a key is needed I can begin to recognise symbols on an OS map I can use medium and large OS maps and follow a route on larger scale maps I can use junior atlases I can use map sites on the internet I can identify features on aerial/oblique photographs I can draw a sketch map from a high view point <p>History Targets-As a Historian</p> <p>Year 3</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<p>Year 2</p> <ul style="list-style-type: none"> I can record and explore ideas from first hand observation, experience and imagination. I can ask and answer questions about the starting points for my work and the processes I have used. I can develop my ideas. I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. I can draw for a sustained period of time from the figure and real objects, including single and grouped objects. I can experiment with the visual elements; line, shape, pattern and colour. I can mix a range of secondary colours, shades and tones. I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc. I can use ICT
<p>Design Technology Targets: As a Designer</p> <p>Year 2</p> <ul style="list-style-type: none"> I can Generate ideas by drawing on my own and other people's experiences I can develop my design ideas through discussion, observation , drawing and modelling I can identify a purpose for what I intend to design and make I can identify simple design criteria 	<p>Design Technology Targets: As a Designer</p> <p>Year 3</p> <ul style="list-style-type: none"> I can generate ideas for an item, considering its purpose and the user/s I can identify a purpose and establish criteria for a successful product. I can plan the order of my work before starting I can explore, develop and communicate design proposals by modelling ideas 	<p>Year 3</p> <ul style="list-style-type: none"> I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. I can question and make thoughtful observations about starting points and select ideas to use in my work. I can explore relationships between line and tone, pattern and shape, line and texture. I can make and match colours with increasing accuracy. I can use more specific colour language e.g. tint, tone, shade, hue. I can choose paints and implements appropriately.

<ul style="list-style-type: none">• I can make simple drawings and label parts• I can begin to select tools and materials; use vocab' to name and describe them• I can measure, cut and score with some accuracy• I can use hand tools safely and appropriately • I can choose and use appropriate finishing techniques• I can evaluate against the design criteria• I can evaluate my products as they are developed, identifying strengths and possible changes they might make• I can talk about my ideas, saying what I like and dislike about them	<ul style="list-style-type: none">• I can make drawings with labels when designing• I can select tools and techniques for making my product• I can measure, cut and score with some accuracy• I can use hand tools safely and appropriately• I can assemble, join and combine materials in order to make a product• I can choose and use appropriate finishing techniques• I can evaluate against the design criteria• I can evaluate my products as they are developed, identifying strengths and possible changes I might make• I can talk about their ideas, saying what I like and dislike about them	<ul style="list-style-type: none">• I can plan and create different effects and textures with paint according to what I need for the task.• I can show increasing independence and creativity with the painting process.
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