



# Flames Class (KS2) Superheroes and Villains



## What is this theme about?

Pupils will gain an understanding of what makes a hero and what makes a villain, in a variety of contexts, real life (both now and in the past Ancient Egyptian times) In Bible times and in fictional texts. This will support their application of the study of characters in their written work.

Pupils will learn how heroes and villains in the world have contributed to or changed the way we live, heroes and villains of both genders in order to explore gender equality.

Pupils will learn more about the detail of the lives of some inspirational characters and see what characteristics for success and resilience they can apply to their own lives.

Pupils will explore superhero science as they learn about how materials in our world change almost magically.

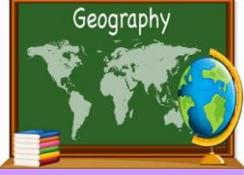
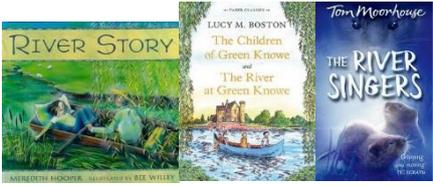
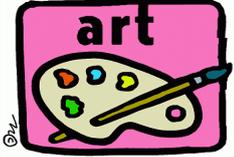
Pupils will learn how to produce their own piece of pop art to illustrate their superhero designs by studying the work of and learning the techniques from famous pop artists.

Pupils will learn how to keep themselves safe from disguised villains and from other dangers in our modern world and to understand who is there to help them.

Big Question	Quest characters	Core Values
What is a hero?	Ernest Shackleton Malala Youksai	
<b>ENGAGE – Ignite the spark</b>	<b>INNOVATE</b>	<b>EXPRESS</b>
The Incredibles film clips Marvel characters Fire/police station role play	Design your own super hero.	Make a superhero comic and direct it into action for film.
<b>Global Education</b>	<b>Learning Behaviour</b>	<b>British Value</b>
		<b>RULE OF LAW</b>

## KEY AREAS OF LEARNING

	<p><b>Y4 – States of matter Solids. Liquids, gases, Things changed when heated and cooled.</b></p> <ul style="list-style-type: none"> <li>☺ I can compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>☺ I observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.</li> <li>☺ I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>
	<p><b>Ancient Egypt/ Historical Enquiry Skills</b></p> <p><b>Y3</b></p> <ul style="list-style-type: none"> <li>☺ I can place the Egyptians on a timeline.</li> <li>☺ I can use a range of sources to find out about a period in time.</li> <li>☺ I can observe small details in artefacts and pictures.</li> <li>☺ I can select and record information relevant to the study.</li> <li>☺ I am beginning to use the library and internet for research.</li> </ul> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>☺ I can place events from the Egyptian period on a timeline.</li> <li>☺ I understand BC and AD.</li> <li>☺ I can use evidence to build up a picture of a past event.</li> </ul>

	<ul style="list-style-type: none"> <li>☺ I can choose relevant material to present a picture of one aspect of life in time past.</li> <li>☺ I can use the library and internet for research.</li> </ul>
	<p><b>Physical and Human Geography</b>  <b>Rivers</b>  River Nile /River Churnet/ River Thames  Y3</p> <ul style="list-style-type: none"> <li>☺ I can describe and understand key aspects of human geography and how they have changed over time (types of settlements).</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>☺ I know, can name and locate the main rivers in the UK.</li> </ul> 
	<p><b>Colour and Shape</b>  <b>Comic Artists Roy Lichtenstein/Andy Warhol / Marisol</b>  Y3</p> <ul style="list-style-type: none"> <li>☺ I can use different media to achieve variations in line, texture, tone and colour, shape and pattern.</li> <li>☺ I can experiment with a range of media e.g overlapping/ layering to create collage.</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>☺ I can explore the relationships between line and tone, pattern and shape, line and texture.</li> <li>☺ I can make informed choices in drawing including paper and media.</li> <li>☺ I can use collage to extend work already achieved.</li> </ul> 
	<p><b>DESIGN/MAKE/EVALUATE</b>  <b>Egyptian jewellery</b>  Y3</p> <ul style="list-style-type: none"> <li>☺ With growing confidence I can generate ideas for an item.</li> <li>☺ I can order the main stages of making a product.</li> <li>☺ I can select tools and techniques for their product.</li> <li>☺ I can make sure my product looks attractive.</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>☺ I can consider the purposes for my design linking to History.</li> <li>☺ I can develop a clear idea of what has to be done materials, equipment and processes.</li> <li>☺ I can select a wider range of tools for making my product safely.</li> <li>☺ I can persevere with my product design.</li> </ul>
	<p>Texts  What makes a book special?  The Bible</p>

PSHE/RSE

**Alcohol, Medicine and drugs/ Keeping myself safe**

- ☺ I can explain the facts and laws surrounding the use of alcohol, smoking and drugs.
- ☺ I know that they can damage both immediate and long term health.
- ☺ I show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol, energy drinks and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break.
- ☺ I can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines).
- ☺ I can talk about the organisations that can support people around alcohol, tobacco or other drug use; know people they can talk to if they have concerns.