



# Flickers Class (KS1) 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) through stories in the Bible 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. Pupils will take 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 develop their understanding of materials in science which they will use to design and make their own superhero Covid face mask. They will explore the 'superhero' power of the weather in the UK. 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.

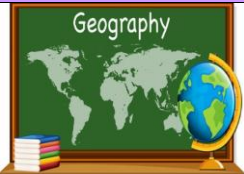




Pupils will learn how to keep themselves safe from disguised villains and other dangers in our modern world and to understand who is there to help them.

Big Question	Quest characters	Core Value
What makes 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 Values</b>
		<b>RULE OF LAW</b>

## KEY AREAS OF LEARNING

	<b>Materials / Identify and compare suitability</b> <b>Y1</b> ☺ To distinguish between an object and the material from which it is made. ☺ Identify and name a variety of everyday materials, including wood, plastic, glass, cardboard, metal, rock and water. ☺ I can describe the simple properties of a variety of everyday materials. ☺ I can compare and group together a variety of everyday materials on the basis of their simple properties. ☺ I can carry out an investigation.. Which is the best material for? .... <b>Y2</b> ☺ I can identify and compare the suitability of a variety of everyday materials for particular uses. ☺ I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
	<b>Lives of Significant People</b> <b>Ernest Shackleton (Superheroes)</b> <b>Y1</b> ☺ I know and can recount episodes from stories about the past. ☺ I can match objects to people of different ages (related to nursing, exploration). <b>Y2</b>



	<p>☺ I can recognise why people did things, why events happened and what happened as a result.</p> <p>☺ I can compare pictures or photographs of people or events in the past.</p>
	<p><b>Physical Geography</b>  <b>Weather experts</b>  <b>Y1</b></p> <ul style="list-style-type: none"> <li>☺ I can investigate my surroundings.</li> <li>☺ I can identify the United Kingdom and its countries on a map. I know their names, England, Wales, Scotland and Northern Ireland.</li> <li>☺ I know the hottest and coldest season in the UK.</li> <li>☺ I know and can recognise main weather symbols.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>☺ I can investigate my surroundings and make observations about why things happen.</li> <li>☺ I know the name of and I can locate the 4 capital cities of England, Scotland and Northern Ireland.</li> </ul>
	<p><b>Colour and Shape</b>  <b>Comic Artists - Roy Lichtenstein/Andy Warhol /Marisol</b>  <b>Y1</b></p> <ul style="list-style-type: none"> <li>☺ I am beginning to explore the use of line, shape and colour.</li> <li>☺ I can use a variety of media.</li> </ul> <p><b>Y2</b>  I can experiment with visual elements: line, shape, pattern and colour.</p> <ul style="list-style-type: none"> <li>☺ I can layer different media.</li> <li>☺ I can create a textured collage.</li> </ul> 
	<p><b>DESIGN/MAKE/EVALUATE</b>  <b>Superhero face mask</b>  <b>Y1</b></p> <ul style="list-style-type: none"> <li>☺ I am beginning to understand the development of existing products, what they are for, how they work and what materials have been used.</li> <li>☺ I can make a template and mock up mask using card/ paper/ ICT.</li> <li>☺ I can measure, mark out, cut and shape materials with support.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>☺ I am developing my design ideas through discussion, observation, drawing and modelling.</li> <li>☺ I can explain why I chose a certain material.</li> <li>☺ I can make templates and mock ups of ideas on card/ paper or using ICT.</li> <li>☺ With help I can measure, cut and score accurately.</li> <li>☺ I can use basic sewing techniques or join in appropriate ways.</li> </ul>
	<p><b>Places of worship</b>  <b>What makes a place special?</b>  <b>Church</b></p>
<p><b>PSHE/RSE</b></p>	<p><b>Alcohol, Medicine and drugs/ Keeping myself safe</b></p> <ul style="list-style-type: none"> <li>☺ I know that household products including medicines can be harmful if not used properly.</li> </ul>

