

Year Group:1 Term: Spring

Challenge pack

Comics Can...

Learning Challenge

How can we celebrate real life heroes through time?



Class texts—whole class reading, extracts, thematic books

Main texts for planning:



Additional books from book web: Superhero Instruction Manual, Pom Pom is Super, Tough Guys, Even Superheroes have bad days, Little Leaders: Visionary Women Around the World, Little Leaders: Exceptional Men in Black History

Cognitive skills / Meta-learning— specific teaching examples to use in learning



Other peoples view—How do you think other people would have felt at this time/ in this situation?



New ideas—How can we celebrate the lives of real heroes? How can we show our appreciation of the people who help us?

Hooks or memorable experiences

Super hero visit— Children will receive a visit from a superhero who will discuss with children what makes a real hero?



Challenge outcome—what will the outcome look like to demonstrate learning?

Children will share their learning of the lives of real life heroes through art, writing and oracy.

Children will create and share comic books to retell the stories of significant individuals.

Killer Questions—those asked to measure understanding of pupils

Who are some of our national heroes from the past?

Who are some global heroes from the past?

When did they live? What did they achieve?

How does what they achieved compare to the achievements of what another hero achieved?

Year group	1	Term	Spring	Challenge Pack	Comics Can: How can we celebrate real life heroes through time?	
SUBJECT FOCUS (delete as required)	Children will learn about / will know WHAT? (Declarative knowledge)		Children will know HOW TO...? (Procedural knowledge)		Prior learning (Schemata)	Vocabulary
History	<ul style="list-style-type: none"> <li>About the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Contrast achievements of these different heroes from different times</li> </ul>		<ul style="list-style-type: none"> <li>H1.1a Sequence and describe events in our own lives and beyond our living memory.</li> <li>H1.1c Refer to historical periods as the past, using historical phrases and time periods.</li> <li>H1.2f Identify similarities and differences between life in the past and the present</li> <li>H1.2g Contrast people's achievements from different times</li> <li>H1.3c Identify how significant events or individuals have had impact nationally or globally</li> <li>H1.3e Distinguish between fact and fiction</li> </ul>		Sequencing artefacts and photographs from different periods on a simple time-line. Similarities and differences between life in the past and the present Comparing aspects of life in different periods	Individual Significant Sequence Memory Past, present, future Similar Different Achievements Events Local National Global Fact / Fiction
RE	Key figures in religions and religious heroes Right and wrong behaviours  Who celebrates what? Celebrations in Sandwell Why does Easter Matter to Christians?				Christianity: symbols and objects Traditions in Christianity If my family belongs to a religion	Names of religions Right Wrong
Art	<ul style="list-style-type: none"> <li>Study of famous artists – different real life heroes. Can they recognise the style of different artists who paint people?</li> <li>Portraits - painting - what does a portrait show?</li> </ul>		<ul style="list-style-type: none"> <li>A2.1b Know that artists are important in our society.</li> <li>A2.1c Name some artists.</li> <li>A2.1d Select ideas from a studied artist or art form to use in our own work.</li> <li>A2.3c Know which brushes and tools to choose to work at different scales</li> </ul>		Recording and exploring ideas from first hand observation or from experience and imagination Printing: that images can be repeat printed to make patterns and pictures.	Names of chosen famous artist Names of materials used by artists Portrait Landscape
ICT and Computing (including apps and digital pencil case)	<ul style="list-style-type: none"> <li>Online safety (Computer Science)</li> </ul>		<ul style="list-style-type: none"> <li>C1.4a Use technology safely and respectfully</li> <li>C1.4b Keep personal information private</li> </ul>		Take Photos – local area Instructions: offline and Bee-bots – following and making routes	Online safety
PSHE	Citizenship + Best we can be Keeping yourself safe (e-safety ICT and body - Sci) Respectful relationships Physical and mental wellbeing		<ul style="list-style-type: none"> <li>PSHE B1.3 I can list my emotions and how I show / express them</li> <li>PSHE C1.2 I can describe what values/ behaviours a person can show</li> <li>PSHE C1.1 I can discuss 'trying my best' and when this is good enough</li> <li>PSHE C1.6 can describe ways in which we show thanks to others and help others</li> <li>PSHE A1.14 I Know how to keep my body private and covered</li> <li>PSHE A1.13 can identify who to speak to if I feel unsafe with my body</li> <li>PSHE B1.7 know what to do if I feel unsafe when using the internet</li> <li>PSHE A1.8 I can show how to be polite and have good manners.</li> <li>PSHE B1.4 I can show or express my emotions.</li> </ul>		Describing what I am like as a person that is different from someone else Identify jobs in my community Describe what a community is Describe how I have done something to help our community	Emotions Values Behaviour Role model Thanks Private Safe / unsafe Internet Online
Relationships to Core subjects	Science: Everyday Materials (part 2) Animals including humans – focus on humans				Everyday materials part 1	