





# Curriculum | Medium Term Plan - Spring 2025 - Year One

Challenge Pack:	Comics Can - How can we celebrate real life heroes through time?	Challenge outcome:	Children to host a real-life heroes celebration where they can share their learning of the lives of real life heroes through art, writing and Oracy.	NC Year: Length of term:	(6 & 7 weeks)		
Summary:	Children will use knowledge of heroes through history, Art work representing heroes and English outcomes to host a real life heroes celebration.						
Key texts:	Fiction: Traction Man Superhero Instruction Manual A Superhero Like You Supertato When Super Heroes Have Bad Days  Non-Fiction: Dream Big Little Leader by Vashti Harrison Leaders: My First Leaders by Maria Isabel Vegara	Trips and visits:	Visit from a superhero and a real-life hero. A superhero will visit year 1 and talk about being a hero, how to help others and to introduce the challenge pack.	Inspire parent sessions:			
		Science Units	Animals including Humans	PE:  Music:			
 <b>Physical Oracy (Voice, Body Language)</b>  use body language to show listening. To experiment with adjusting tone, volume		 <b>Linguistic Oracy (Vocabulary, language, rhetorical techniques)</b>  To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...').		 <b>Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)</b>  To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order.		 <b>Social &amp; Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness)</b>  Listen carefully to others. To participate in group discussions independently of an adult.	

	Maths:	English:	NICER:
(1)	<p><u>Area of learning:</u> Place value</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> <li>- Count to 20</li> <li>- Count one more within 20</li> <li>- Count one less within 20</li> <li>- Order numbers 1-20</li> <li>- Compare numbers within 20</li> </ul> <p><u>Mental maths focus:</u> count forwards and backwards within 20</p>	<p><u>Purpose:</u> To Entertain</p> <p><u>Text type:</u> Character Description</p> <p><u>Text used:</u> Traction man</p> <p><u>Knowledge and Skills:</u> Read and RIP <i>Recognise nouns (singular and plural) as objects, people, places and use them appropriately</i> <i>Use capital letters for the names of people, places, days of the week and the personal pronoun I</i> <i>Regular and irregular plurals</i></p>	<p><u>What is Comics Can?</u></p> <p>Complete Explore the Challenge sheet</p> <p>Read A Superhero Like You by Dr Ranj - CAF everyday heroes in our lives (linking to Autumn learning about jobs in the community and Reception people who help us).</p> <p>Hook - talking to a real life and a role play hero.</p> <p><u>History H1.3e</u> As <b>Historians</b> WALT: distinguish between fact and fiction (superheroes) Outcome – Children will sort factual and fiction heroes and be able to explain the difference.</p> <p><u>PSHE B1.3</u> As <b>Citizens</b> WALT: list a normal range of emotions (happiness, sadness, anger, fear and surprise) Outcome - Children are able to list a range of emotions.</p> <p>Link to challenge outcome (for weeks learning) – children will understand the difference between real and fictional heroes.</p>

Area of learning: Addition

Knowledge and skills:

- Add by counting on within 20
- Add ones using number bonds
- Find and make number bonds to 20
- Add by making 10
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Mental maths focus: add a single digit to a single digit

Purpose: To Entertain

Text type: Character description

Text used: Traction man

Knowledge and Skills:

*Understand the job of an adjective and begin to use them to create simple noun phrases*

*Begin to identify and use adjectives to create simple noun phrases*

To be a hero

Killer Question

What emotions and behaviours does a superhero show?

Can you identify important parts of the human body?

PSHE C1.2

As **Citizens** WALT: describe what values/behaviours a person can show that would make them a hero

Outcome - Children will be able to use key words to describe what makes a hero.

PSHE C1.2

As **Citizens** WALT: describe what a role model is so that we can identify real life heroes

Outcome - Children are able to identify role models in their life and explain why. (Malala)

PSHE B1.3

As **Citizens** WALT: list a normal range of emotions (happiness, sadness, anger, fear and surprise) **so that** we can identify emotions that a superhero shows

Outcome - Children are able to list a range of emotions. Look at images of superheroes and identify the emotion they are displaying (Malala/emotions).

Science S1.1k

As **Scientists** WALT: identify and name the basic parts of the human body

Outcome - Children to sing a body parts song. Then they can discuss as a class body parts already know. In pairs they will name their own body parts.

Link to challenge outcome (for weeks learning) - children will know the values and behaviours of a role model.

Area of learning: Subtraction

Knowledge and skills:

- Subtraction - crossing 10
- Subtraction - not crossing 10 (counting back)

Mental maths focus: subtract a single digit from a single digit

Purpose: To Entertain

Text type: Character Description

Text used: Traction man

Knowledge and Skills:

*Understand the job of an adjective and begin to use them to create simple noun phrases*

*Begin to identify and use adjectives to create simple noun phrases*

Sentence stems in use

Shared write

Plan

Heroes through history

Killer Questions

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

Recognise Martin Luther King Jr day. (lesson 1)

As *Historians* WALT: research about Martin Luther King Jr *so that* we can find out why things might have happened in the past.

Outcome – Children to work as a group to use iPads to find facts about Martin Luther King Jr to make posters about him.

History H1.1a / 1.1c

As *Historians* WALT: sequence events in our own lives and others from the past such as Florence Nightingale *so that* we can identify her achievements.

Outcome – Children will learn about a hero from the past (Florence Nightingale). They will sequence events in FN on a timeline using the term past.

History H1.2f

As *Historians* WALT: identify similarities and differences between life in the past and the present

Outcome – Children will compare a hero from the past (Florence Nightingale) and a nurse from today.

History H1.3c

As *Historians* WAL: about the life of Marcus Rashford and his achievements.

Outcome - Children will be able to recall and order key events in Marcus Rashford's life (links to hero events)

Link to challenge outcome (for weeks learning) – children will understand heroes through history, both in their life and beyond their living memory.

Area of learning: Place value

Knowledge and skills:

- Counting to 50 by making 10s
- Numbers to 50
- Counting forwards and backwards within 50

Mental maths focus: counting forwards within 50

Purpose: To Entertain

Text type: Character description

Text used: Traction man

Knowledge and Skills:

*Understand the job of an adjective and begin to use them to create simple noun phrases*

*Begin to identify and use adjectives to create simple noun phrases*

Write

Edit

Publish

Heroes of Today

Killer Questions

*Who are some of our national heroes from the past?*

*When did they live?*

*What did they achieve?*

*Where are they found in the body?*

History H1.2f

As **Historians** WAL: compare the present and the past so that we can understand the impact of Marcus Rashford's achievements

Outcome - Children will be able to explain how and why Marcus Rashford has made positive changes.

PSHE B1.7

As Citizens WALT: know what to do if I feel unsafe when using the internet

Outcome - Children to have a class discussion on what to do if they feel unsafe.

Science S1.1k

As **Scientists** WALT: draw and label the basic parts of the human body

Outcome - Children to draw around a peer. Using labels (premade) children to put these on the corresponding body part.

Link to challenge outcome (for weeks learning) - children will be aware of a real life hero from their life time and understand his achievements.

Area of learning: Place value

Knowledge and skills:

- Tens and ones within 50
- Represent numbers to 50

Mental maths focus: counting backwards within 50

Purpose: To Entertain

Text type: Comic story about a hero

Text used: Dream Big Little Leader by Vashti Harrison  
Leaders: My First Leaders by Maria Isabel Vegara

Knowledge and Skills:

Read and RIP

*Understand the job of an adjective and learn a range of them to use in writing*

*Understand how to order sentences*

Using ICT responsibly

Killer Questions

*What do you use internet for?*

*What will you do if you feel unsafe when you are online?*

ICT C1.4a

As Digital Technicians WALT: use technology safely and respectfully so that we keep personal information private.

Outcome – Children to know how to stay safe and use technology respectfully by creating a class set of rules.

ICT

As Digital Technicians WALT: become familiar with using the camera app for filming

Outcome – Children will know how to use the record, flip camera, time lapse and filter tools on Camera. They will create a clip showcasing ways to stay safe online.

Science S1.1l

**As Scientists WALT:** identify the five senses so that we can associate them with body parts.

Outcome – Children to be aware of the 5 senses and sing a senses song. Children to match part of the body with the sense it supports.

Link to challenge outcome (for weeks learning) – children will be aware of a real life hero from the past (beyond their living memory).

Area of learning: Place value

Knowledge and skills:

- One more one less (within 50)
- Compare objects within 50

Mental maths focus: one more within 50

Purpose: To Entertain

Text type: Comic story about a hero

Text used: Dream Big Little Leader by Vashti Harrison  
Leaders: My First Leaders by Maria Isbael Vegara

Knowledge and Skills:

*Understand what a noun phrase is  
Begin to identify and use use adjectives to create simple noun phrase*

*Write sentences: sequencing them to form a short narrative*

Plan

Freeze framing

Use speech bubbles to think about what a hero might say  
(Use of ICT comic strips)

Heroes of Today

Killer Questions

*Who are some of our national heroes from the past?*

*When did they live?*

*What did they achieve?*

*What are the five senses of a human and which parts of our body do we use with each of the 5 senses?*

History H1.3c

As Historians WAL: about the life of Mary Seacole and her achievements

Outcome - Children will be able to recall and order key events in Mary Seacole's life.

History H1.2f

As Historians WAL: compare the present and the past so that we can understand the impact of Mary Seacole's achievements

Outcome - Children will be able to explain how and why Mary Seacole has made positive changes.

Science S1.1f

As Scientists, WALT: use our senses to investigate a range of objects and flavours.

Outcome - Children to complete an investigation using their senses and taste a range of flavours (sweet, salty, bitter)

Link to challenge outcome (for weeks learning) - discrete

Half term

Area of learning: Place value

Knowledge and skills:

- One more one less (within 50)
- Compare objects within 50

Mental maths focus: one more within 50

Purpose: To Entertain

Text type: Comic story about a hero

Text used: Dream Big Little Leader by Vashti Harrison  
Leaders: My First Leaders by Maria Isbael Vegara

Knowledge and Skills:

Understand what a noun phrase is  
Begin to identify and use use adjectives to create simple noun phrase  
Write sentences: sequencing them to form a short narrative

Plan

Freeze framing

Use speech bubbles to think about what a hero might say  
(Use of ICT comic strips)

Science S1.1l

As Scientists, WALT: use our senses to investigate a range of objects and flavours.  
Outcome – Children to complete an investigation using their senses and taste a range of flavours (sweet, salty, bitter)

Link to challenge outcome (for weeks learning) – discrete

Celebrations

Killer Question

What are the different celebrations in our community?

RE

As Theologians WALT: discuss the term celebration.

Outcome – Children will understand the term 'celebration' and give examples.

RE

As Theologians WALT: identify the names of festivals celebrated in the community

Outcome – Children to label different celebrations (pics provided).

RE

As Theologians WALT: make links between celebrations and our school values

Outcome – Children to discuss how our school values link to a range of celebrations.

Link to challenge outcome (for weeks learning) – Children will develop their understanding of different celebrations and consider elements that they could replicate to produce a celebrations of real heroes.



(2/8)	<p><u>Area of learning:</u> Place value</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> <li>- Count in 2s</li> <li>- Count in 5s</li> </ul> <p><u>Mental maths focus:</u> 2 more</p>	<p><u>Purpose:</u> To Inform</p> <p><u>Text type:</u> Instructions</p> <p><u>Text used:</u> Superhero Instruction Manual</p> <p><u>Knowledge and Skills:</u></p> <p>Read and RIP</p> <p>Understand what time order is</p> <p>Use of simple adverbials of time</p> <p>Understand what a verb is</p>	<p><u>How can we represent heroes through Art?</u></p> <p><u>Killer Questions</u></p> <p>Can you name a famous artist or musician of the past? What is their work like?</p> <p><u>Art A2.1b</u></p> <p>As <u>Artists</u> WALT: why artists are important to society</p> <p>Outcome - Children are able to say what qualities artists have that are like heroes.</p> <p><u>Art A2.1c</u></p> <p>As <u>Artists</u> WALT: name some artists</p> <p>Outcome – Children will be able to name a range of artists and complete Thinking Hat questions based on their art.</p> <p><u>Art A2.1d/2.3c (over multiple lessons)</u></p> <p>As <u>Artists</u> WALT: identify and practice techniques so that we can imitate an artist's techniques to create a hero portrait (Marcus Rashford).</p> <p>Outcome - Chn will explore the style of Roy Lichenstein and identify what skills the artist uses: sketch, lines, shapes, speech bubbles etc. Children to have a go at imitating the techniques and draw a portrait in the style of Roy Lichenstein.</p> <p>Link to Challenge Outcome: Children will be able to display their art work and then explain why they chose that individual as their hero.</p>
(3/9)	<p><u>Area of learning:</u> Measure</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> <li>- Compare lengths</li> <li>- Compare heights</li> <li>- Measure lengths (non standard)</li> </ul> <p><u>Mental maths focus</u> 2 less than a number</p>	<p><u>Purpose:</u> To Inform</p> <p><u>Text type:</u> Instructions</p> <p><u>Text used:</u> Superhero Instruction Manual</p> <p><u>Knowledge and Skills:</u></p> <p>Identify bossy verbs</p> <p>Use bossy verbs in command sentences</p> <p>Shared write</p>	<p><u>Staying and feeling safe</u></p> <p><u>Killer Questions</u></p> <p>What parts of my body are private?</p> <p>Who can I speak to if I feel unsafe?</p> <p><u>PSHE A1.14</u></p> <p>As <u>Citizens</u> WALT: know how to keep certain parts of my body private and covered and follow the pants rule</p> <p>Outcome – SM to speak to children (arrange with SM)</p> <p><u>PSHE A1.13</u></p> <p>As <u>Citizens</u> WALT: identify who to speak to if I feel unsafe with my body</p> <p>Outcome – SM to speak to children (arrange with SM)</p>

Area of learning: Weight and mass

Knowledge and skills:

- Introduce weight and mass
- Measure mass
- Compare mass

Mental maths focus:

10 more (multiples of 10)

Purpose: To Inform

Text type: Fact file

Text used:

Dream Big Little Leader by Vashti Harrison

Leaders: My First Leaders by Maria Isbael Vegara

Knowledge and Skills:

*Read and RIP*

*Recognise verbs as action words*

*Learn different verb forms (past and present)*

*Know how to change words to the past tense (adding suffix ed)*

*Shared write*

How we can display superhero qualities?

Killer Questions

*How can I be the best I can be?*

*How can we appreciate real life heroes?*

PSHE C1.1

As *Citizens* WALT: discuss trying my best and when this is good enough

Outcome – Children to make links to their perseverance tool and understand why it is important to try our best.

PSHE A1.8

As *Citizens* WALT: show how to be polite and have good manners

Outcome – Children to be aware of how to show politeness and good manners including oracy links (eye contact, etc).

PSHE C1.6

As *Citizens* WALT: describe ways in which we show thanks to others and help others (links to superheroes)

Outcome – Children to discuss how we can show thanks. Children to work in small groups to write a thank you card for a real life hero.

RE 1.2a

As *Theologians* WALT: recognise key religious figures.

Outcome – revisiting main celebrations in Spring 1. Name a key figure/place in various religions.

RE

As *Theologians* WALT: become familiar with the Easter story so that we can understand why Easter matters to Christians.

Outcome – Children to use role play and oracy to retell the Easter story. Children to understand why Easter is an important celebration for Christians.

RE 1.4

As *Theologians* WALT: describe behaviours that could be right or wrong.

Outcome – discuss how we expected to behave in class/school/society (British Values). How our behaviour and actions can have an effect on other people.

Children to reflect on the behaviour of Judas in the Easter story. What instructions did Jesus give about how to behave?