



Year 1 Who are the real heroes?



- L earning Journey
- E ngaging
- A uthentic
- R ighteous
- N ova Curriculum

Launch:

Immersive classroom
 Children designing hero stations
 Creating a class hero charter
 Time line of learning to be created by the children
 Building a human skeleton – linked to outdoor learning

Landing: *(Purpose and authentic audience)*

Invictus Games
 Creating a hero choir and performing to families and members of our the community

Children's questions:

What powers do heroes have?
 Where do heroes live?
 Where do their powers come from?
 How can you be a hero?
 What do heroes do?

Experiences to engage and inspire *(trips, visitors etc)* :

Real life heroes to visit school – family links and community support
 Links to Young Heroes Award in Bristol
 Dress up day – who is your real life hero?

Key skills and Knowledge Coverage from NC & Nova Skills Progressions

As Writers we will:

Write a letter to Prince Harry telling him about the planned Invictus Games and inviting him to join us.
Kensington Palace, Kensington Gardens, London, W8 4PX
Developing our vocabulary through different stories and text types.
Writing letters with a purpose to invite heroes to our events.
Creating a class book about our learning.

As Mathematicians we will:

Explore shapes in seasonal changes and art.
Compare, order and count
Identify Place Value
Problem solve
Measure using a variety of methods

As Historians we will:

Explore events beyond living memory that are significant nationally or globally; understand the lives of significant individuals who can be compared from different time periods; Know where people and events studied fit into a chronological framework; sequence artefacts/events/ photos in chronological order; Identify similarities / differences between ways of life 'now' and 'then'.

- Research and compare significant heroes throughout history who have made a real difference (Florence Nightingale, Mary Seacole, Rosa Parks, Emily Davison).
- Identify and discuss local heroes in history.

As Musicians we will:

Listen to a range of high-quality recorded and live music; begin to recognise changes in pitch, dynamics and tempo; copy simple musical patterns and melodic phrases; use my voice in different ways such as speaking, singing and chanting; sing with others (in class and during assemblies); think about others when performing (audience and classmates).

- Create a class heroes choir and perform to our real life heroes.
- To use stories to inspire musical compositions and understand the different pitches, beats, tempos and styles.

As Designers we will:

Design products that have a clear purpose and an intended user; Use pictures and words to convey what we want to make; Understand where food comes from; Cut, grate or peel ingredients safely; Prepare simple dishes-safely and hygienically -without using a heat source; Fold, roll, tear and cut paper or card; Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.

- Design a healthy recipe to cook/make ready for the Invictus athletes.
- Build a skeleton from materials we find outside
- Observe the seasonal changes and colours surrounding us.
- Explore different media, shapes, patterns, lines, shades and tones.
- Design and build our own hero tools.

As Scientists we will:

Ask simple questions and recognise that they can be answered in different ways; Use our observations and ideas to suggest answers to questions; perform simple tests.

- Crime scene puzzle solving. Stretch woman investigation to identify and understand different forces and movements and recognise different uses for different materials.
- Identify Scientists who have made a difference.
- Observe and record seasonal changes to animals, plants and the environment.
- Look at the human body – linked to Florence Nightingale.
- Understand that we are all different – linked to Invictus games and heroes who have been affected by a life changing experience but have not given up.