

Heroes and Emergencies

HOOK – Time Capsule –
cheese, feather pen,
map, letter, bread.

GFOL Padlet for this topic:

<https://padlet.com/aharker4/801s8vd19aoumpih>

Includes videos, songs, radio,
activities, games, arts activities,
books.

What makes a hero?

What is a hero?



Can you name some significant heroes from the past including a local hero?

What's the difference between a real life hero and a superhero?



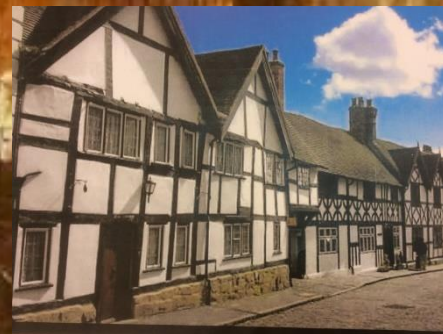
How did the fire start?

What did the fire last for so long?



Can you justify why someone is a hero?

How was the fire put out?



How do we know about the fire now?

What makes a real life hero?

High Quality Texts

Non-Fiction

Fiction

Core Texts

Multi-media

Film

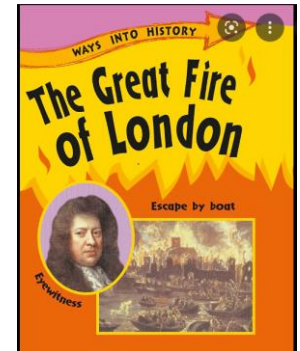
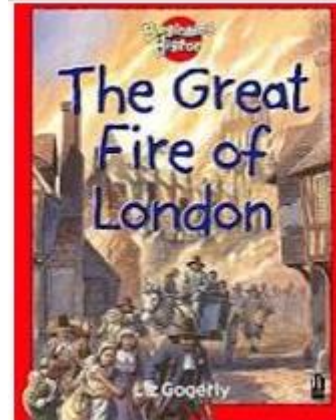
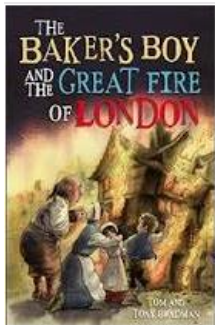
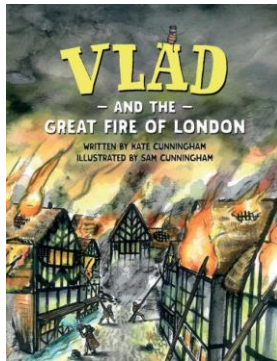
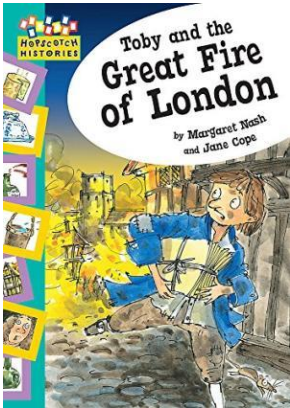
Magic Grandad GFOL

<https://www.youtube.com/watch?v=VarSSAwimU>

Magic Grandad- Florence Nightingale

<https://www.youtube.com/watch?v=XkoaMawiZ-o>

<https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-seacole-video/zbphxyc>



Dear Parents and carers,
Here is our topic for this half term. Please also see the Creative Homework sheet for ideas about supporting your child's Learning Journey. Have Fun!

Wow Event/Hook

Police investigation robbery scene

Topic Outcome

To find out about different emergencies and what makes a hero.

As Readers:

I can read many Common Exception Words.
I know that some phonemes may be represented by different graphemes.
I know that familiar words do not need to be sounded out and blended.
I can make choices about the books that I read.
I can check that the text I read makes sense.

As Authors:

I can write capital letters (and digits) of the correct size/orientation to one another.
I can form lowercase letters of the correct size relative to one another in some of my writing
I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempt at others.
I can develop stamina for writing by writing for different purposes.
I can use thoughtful and sometimes ambitious vocabulary.
I can sometimes use full stops and capital letters.
I can use exclamation and question marks to demarcate sentences.

As Scientists:

I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard 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.
I can observe closely, using simple equipment.

Sharing our learning



Heroes and Emergencies

As a Computer expert:

I understand what algorithms are.
I know algorithms are implemented as programmes on digital devices.
I know the programs execute by following precise and unambiguous instructions.
I can create and debug simple programs.
I can use logical reasoning to predict the behaviour of simple programs.
I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.

As Artists/Designers we will:

I know about the work of a range of artists describing the differences and similarities between different practises and disciplines, and making links to their own work.
I can use a range of materials creatively to design and make products. E.g printing and collage
I can use a wide range of art & design techniques using colour, pattern, line and space.
I can use drawing and painting to develop and share my ideas, experiences and imagination. I can use a wide range of media, different size paper and explore a range of starting points such as from observation or memory, and different genres. I can record, develop, reflect, and annotate my sketchbook.

As Mathematics we will:

I can count coins and notes.
I can compare different amounts of money.
I can make equal groups and form multiplication sentences.
I can divide by 2, 5 and 10.
I know the difference between odd and even numbers.
I can use tally charts, pictograms and block diagrams.
Unit 4: Money
Unit 5: Multiplication and Division
Unit 6: Multiplication and Division(2)
Unit 7: Statistics

Year 2 Autumn Term 1

As Historians:

I can talk about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
I can discuss the lives of significant individuals in the past who have contributed to national and international achievements and compare aspects of their lives to the current day (Samuel Pepys).
I can use books and the internet to answer questions about the past.
I can use key vocabulary such as before, after, past, present, then and now.
As Geography experts:
I can name, locate and identify characteristics of the four countries-England, Ireland, Scotland, Wales.

As Musicians:

I can use my voice expressively and creatively by singing songs.
I can use my voice expressively and creatively by speaking chants and rhymes.
I can listen with concentration and understanding to a range of high-quality live music.
I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.
I can listen with concentration and understanding to a range of high-quality recorded music.

As PE superstars (Social Cog):

I can work sensibly with others sharing and taking turns.
I can help, praise and encourage others in their learning.
I show patience and support others.
I am happy to show and tell others about my ideas.

As Citizens:

I know why it is important to spend time with my family.
I know that every family is different.
I know that marriage is important.
I know who to ask for help if I am unhappy.
I know that friends should make me feel happy.
I know how to be a good friend.
I know that I should never make others feel unhappy.
I know that everyone is different.
I know what good manners are.
As R.E experts:
I know some bible stories.
I know how families celebrate Christmas.
I can retell stories connected with Christmas