

# What makes a superhero?

## Year 1 Autumn term

**Linked texts:** Supertato, The Smartest Giant in Town, The Koala who Could.  
**Topic composite:** Children will create a short drama piece to show the achievements and lives of Florence Nightingale, Mary Seacole and Edith Cavell.  
**Linked people of study:** Florence Nightingale, Mary Seacole, Edith Cavell  
**Trips and Experiences:** Visits from police officers, nurses, midwives and other local 'heroes'.



### History/Geography

- **Intent:**  
Children will know about the lives and impact of some significant individuals who helped other people and compare their lives to today.
- **Skills and Knowledge Focus:**  
- Know where people/events fit within a chronological framework.  
-- Describe similarities and differences between life in the past and today.  
- Ask and answer questions about the past.  
- Use stories and pictures to retell events from the past.
- **Sticky Knowledge:**  
- Florence Nightingale, Mary Seacole, Edith Cavell were nurses who helped people.  
- Mary Seacole and Florence Nightingale helped soldiers in the Crimean War.  
- Florence Nightingale made hospitals cleaner and safer.  
- Mary Seacole set up a hospital and looked after soldiers in battle.  
- Edith Cavell helped soldiers on both sides in the First World War.
- **Key Vocabulary:**  
significant, nurse, patient, war, soldier, hospital, medicine, past, present
- **Subject Composite:**  
Children will create a short drama piece to show the achievements and lives of Florence Nightingale, Mary Seacole and Edith Cavell.
- **Impact:**  
Children will be able to name the three nurses and describe their importance and achievements. They will be able to say what was different about lives then and now.

### Science

- **Intent:**  
Children will explore a range of everyday materials, ask questions and perform simple experiments so that they become familiar with the names and simple properties.
- **Skills and Knowledge Focus:**  
- distinguish between an object and the material from which it is made  
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  
- describe the simple physical properties of a variety of everyday materials  
- compare and group together a variety of everyday materials on the basis of their simple physical properties
- **Sticky Knowledge:**  
- All objects are made from materials.  
- Some objects can be made from different materials (eg spoons).  
- Some materials can have different properties in different forms.  
- Materials can be described by their properties.
- **Key Vocabulary:**  
object, material, properties, wood, plastic, glass, rock, brick, paper, cardboard, hard, soft, stretchy, stiff, waterproof, rough, smooth, shiny, dull, see-through.
- **Subject Composite:**  
Children will conduct tests to assess the suitability of different materials for superhero equipment: what material will keep them dry underwater, which material is the hardest for their superhero HQ etc.
- **Impact:**  
Children will know the names of a range of everyday materials and be able to talk about some of their simple properties (eg hard/soft, shiny/rough).

### Art

- **Intent:**  
Children recognise that drawing is a physical and emotional activity that can involve their whole body. They will understand that the way they hold the tool affects the drawing and that they can use colour, observation and imagination to draw.
- **Skills and Knowledge Focus:**  
- Use a range of materials creatively.  
- Make different marks with different drawing tools.  
- Make choices about the colour in their pieces.  
- Make a drawing with continuous lines.
- **Sticky Knowledge:**  
- Know different tools make different marks.  
- Know using water can affect tools differently.  
- Observational drawing means looking really carefully.
- **Key Vocabulary:**  
tool, continuous line, spiral, graphite,
- **Subject Composite:**  
Children will make large-scale 'snail' drawings using spiral techniques, pastels and/or water-soluble pens.
- **Impact:**  
Children will understand how their control of a tool can affect its use. They will articulate how they feel about their work and know the difference between observational and imaginative drawing.

### Design and Technology

- **Intent:**  
Children will explore how to join different fabrics in different ways for specific purposes. They will make a design, investigate the best joining techniques for fabrics and make their own template to use, understanding this is how identical shapes are made.
- **Skills and Knowledge Focus:**  
- Design functional product based on simple design criteria.  
- Select from and use textiles according to their characteristics.  
- Use tools for practical tasks: cutting and joining.  
- Use a template to create identical shapes.  
- Understand how to join fabrics using different techniques.
- **Sticky Knowledge:**  
- Know that a template creates two identical shapes.  
- There are different ways to join fabric: stitches, glue, staples.
- **Key Vocabulary:**  
template, stitch, thread, sewing, staple, marking out,
- **Subject Composite:**  
Children will make a superhero costume for one of their toys.
- **Impact:**  
Children will be competent in some key joining techniques such as running stitch and/or over stitch. They will know how to mark out and make a template to create identical shapes.

