



Heroes!



Rationale/Intent

In this project, the children will become historians and deepen their knowledge of historical figures as well as explore, and build upon key art skills learnt in Year 1. Children will research and explore historical figures and recording their findings. They will discuss the improvements and impact these historical figures have had on society and overtime. This will lead them to think about who has had an impact on their life and why. As artists, the children will learn to understand how the size and shape of a product impacts its functionality. They will be using tools to manipulate, mold and shape clay, choosing colours to suit the purpose of the product. The school's ASCENT values and British values of aspire, success and individual liberty will be promoted through the children designing, making and evaluating their unique medal and presenting it to their chosen hero within the community.

Hook

Poor Lily has got stuck on the hut roof, how will we get him down? The children think carefully about how we can get Lily down from the hut safely and record their ideas. A hero comes to the rescue with his net on a long pole, returning Lily to safety.
Objective: Identify what makes someone a hero.

Outcome

Present medals for chosen heroes at award giving ceremony.
Explain to chosen heroes and guests why they were chosen to be their hero and the impact they have had on them and others around them.

Focus Subject - English

Main writing tasks

Linked text - Little people, big dreams (Rosa Parks and Florence Nightingale) Look at other significant heroes within the set

Information text about Rosa Parks, Florence Nightingale and Thomas Barnardo.

Write a narrative about the events that occurred to make the individuals heroes.

Imitate a description of a hero and innovate it to describe the hero being invited to the event.

Other writing tasks

Generate questions for interviews and use the answers to write a diary entry from the viewpoint of one of the heroes.

Carry out research, making notes to broaden your knowledge of different historical figures.

Create diary entries to capture different points of view.

Free write every Friday.

Writing skills to cover

Past tense, statements

Sub-ordinating Conjunctions (when, if, that, because) apostrophes of omission

Questions

First person

Spelling, Punctuation and Grammar

Zh spelt s

Common exception words ks1

Past tense

First person

Revision of capital letters and full stops.

Talk 4 Writing strategies

Shared writing

Modelled writing

History; Historic Heroes

Enquiry Question:

What have historic figures done for us?

To know where people and events fit with a chronological framework.

To develop awareness of the past.

To know about the lives of significant individuals in the past who have contributed to national achievements

Children explore the historical figures who have been heroic and have had an impact on society today.

Thomas Barnardo

Rosa Parks

Florence Nightingale

Discuss the improvements and impacts that have happened as a result of each hero.

Reflect upon the why we still talk about these significant individuals.

Art -

Printing and pattern

I can replicate patterns and textures in a 3-D form.

Shape

I can discuss regular and irregular and explain what it means.

Form -

I can use a range of tools for shaping, mark making, etc.

Space -

Begin to have some thought towards size

Children to design a clay medal thinking carefully about the purpose, shape and size

Children to use a range of tools to explore how to mould and shape clay

Children to explore how to create different textures on their clay

Children to join and shape the clay to create a final product

Choose colours (paint) effectively to match their design

Discrete teaching Science - living/non living and offspring, animals obtaining food and sources of food

Notice that animals, including humans, have offspring which grow into adults Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Children to make comparisons between living and non-living things and to recognize that some things were never alive

Children to prove if something is living or non-living and to sort accordingly

Children to create simple food chains beginning with predator and prey

Children to draw and describe a food chain highlighting who eats who

Cultural capital; IT

Researching about a range of historical heroes

Music -

Children to learn a song to share with their heroes (year group)

Maths -

Children to recognize a range of 2D and 3D shapes

Children to understand the difference between regular and irregular shapes

Home Learning

Choose someone from your close family or friend who you think is a hero.

Make a series of questions to ask your chosen hero

Create an information text/page about your chosen person.

Share your findings with your peers

Visits and visitors

Parents/ chosen heroes to come into class for pride of Hill View.