

**'We can be heroes!'**  
Year 2 Term 1

**The final showdown!**  
Self-portrait gallery  
Superhero day!

**Lead story and others...**  
Traction Man (Mini Grey)  
Supertato (Sue Hendra)  
Awesome Man (Michael Cahbon)



## The BIG Questions...

What are my superpowers? Is it okay to be me? What helps me to grow, change and stay healthy and strong? Am I too young to have a history?

### Suggested artists..

Pablo Picasso



Andy



Warhol/RoyLichenstein

### Opportunities for visits, visitors and outdoor learning...

- Visit from Lynne from Christchurch: How do Christians care for one another?
- Tour of local area to spot and discuss physical and human features
- Portraits from 'found' objects
- Chalk Pop Art superhero logos on playground

## Key Skills and Knowledge

## Possible activities

### History

As historians we will...

- find out what history is.
- discover we have a history and describe what we remember about our own past using special words.
- Find out about superheroes in history such as Florence Nightingale (review from year 1 and link to modern day NHS staff during pandemic), Grace Darling  
<https://www.keystagehistory.co.uk/famous-people/> Malala Yousifazi, Captain Tom (compare which are recent and which are a long time ago - how do we know?).

- Class timeline to build on throughout the year
- ordering own photos through time and creating own timeline
- history detectives - hunting down the clues to give us the answers

### Geography

As geographers we will...

- talk, find out about and compare the areas in which we live.
- use simple maps to record where we live and some of our journeys.
- use map skills to draw and follow simple routes, such as our journey to school or routes around our school.

- Tour of local area to spot physical and human features that they might recognise - take photos then plot on a map
- Use Google maps and old aerial photos to compare how our local area has changed
- Draw a map on the playground of a route they

		use whilst at school (e.g. from the classroom to the library)
PSHE	<p><b>As Wentworth citizens we will...</b></p> <ul style="list-style-type: none"> <li>discover that it's okay to make mistakes and learn how to be resilient so we can succeed.</li> <li>learn that everyone is different and that's okay.</li> <li>think about how we can make our classroom a happy place to be so we can learn.</li> <li>Identify what makes us special and what our own superpowers are</li> <li>Identify how we can turn our weaknesses into strengths.</li> </ul>	<ul style="list-style-type: none"> <li>Design a superhero with strengths and weaknesses - what are our talents? How can we help others with our talents? How can we improve our weaknesses - link to Growth mindsets and goals for the year ahead</li> <li>Class charter - rules to make our classroom a happy and safe place to be</li> </ul>
D.T.	<p><b>As designers we will...</b></p> <ul style="list-style-type: none"> <li>use our science knowledge to help us create a healthy snack to boost our superhero strength.</li> <li>safely use appropriate tools to prepare our healthy snack.</li> </ul>	<ul style="list-style-type: none"> <li>Design and make a healthy superhero snack</li> </ul>
R.E.	<p><b>As religious scholars we will...</b></p> <ul style="list-style-type: none"> <li>Learn about how people in different religions care for each other.</li> </ul>	<ul style="list-style-type: none"> <li>Compare how different religions care</li> <li>Talk from Lynne (Christchurch) - Photographs and speech bubbles to record their thoughts</li> </ul>
Art	<p><b>As artists we will...</b></p> <ul style="list-style-type: none"> <li>discover how different artists have represented themselves and create self-portraits based on their ideas (including pop art – Andy Warhol, and cubism – Picasso)</li> <li>say what we like about our own and other's art.</li> <li>learn how to use different pencils to sketch portraits.</li> <li>Create our own superhero logo in the style of Andy Warhol/Roy Lichensti.</li> </ul>	<ul style="list-style-type: none"> <li>Self-portraits using different media and art styles</li> <li>Learn about the proportions of a face, symmetry and how to sketch using pencils</li> </ul>
Computing	<p><b>As computing technicians we will...</b></p> <ul style="list-style-type: none"> <li>learn what personal information is and how we can stay safe online using things like privacy settings.</li> <li>think about the benefits of being online.</li> <li>create a set of rules for us to follow while we are online which will keep us safe.</li> </ul>	<ul style="list-style-type: none"> <li>Make a mask to show how not all people are who they say they are online</li> <li>Not sharing personal information - what to keep in my treasure chest</li> </ul>
British Values	<p><b>As Wentworth citizens we will...</b></p> <ul style="list-style-type: none"> <li>learn that we live within many different communities, including Wentworth Primary School.</li> <li>Work collaboratively with my peers during Science experiments and investigations</li> </ul>	<ul style="list-style-type: none"> <li>what different communities do I belong to? Paper chain people</li> </ul>
P.E.	<p><b>As sports stars we will...</b></p> <ul style="list-style-type: none"> <li>participate in team games, developing simple tactics for attacking and defending.</li> <li>work cooperatively in a team.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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|  | <ul style="list-style-type: none"><li>● use hitting, kicking or rolling in a game.</li><li>● perform dances using simple movement patterns.</li><li>● change the rhythm, speed, level and direction in my dance.</li><li>● dance with control and co- ordination.</li><li>● make a sequence by linking sections together.</li><li>● sequence and remember a short dance</li><li>● use dance to show a mood or feeling.</li><li>● develop control of movement using.</li><li>● move with rhythm in the above actions.</li><li>● demonstrate good balance.</li><li>● move in time with music.</li><li>● coordinate arm and leg actions (e.g. march and clap).</li><li>● interact with a partner (e.g. holding hands, swapping places, meeting and parting).</li><li>● recognise the changes in the body when dancing and how this can contribute to keeping healthy.</li></ul> |  |
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