

**As writers we will:**

Explore a new text type 'Instructional writing' where we will dip into reading a non-fiction instructional text about 'How to build a relaxing rocking boat'. Through learning the features and jigsaw shapes of non-fiction units, we will be engaging in exciting super sentence stacking lessons. We will be focusing on a new jigsaw shape per lesson, as well as, new SPAG outcomes. Our learners will enjoy several experience days to immerse themselves into understanding the importance of a strong mind which will link to our topic of heroes and villains. They will then be required to draw on their experience while using non fiction techniques and applying the skills to write an instruction text about 'How to be a Superhero'

**As historians we will:**

- Look at historical heroes who had a huge impact on the world, like Martin Luther King Jr.
- Look at the history of animation and popular animators like Walt Disney

**As design and technologists we will:**

- Design our own superhero cape.
- Demonstrate the running stitch technique to add to the cape
- Decorate our own superhero cape using different materials including felt.

**As artists we will:**

- Draw a character outline in a chosen style.
- Draw the facial features of a character
- Add colour and detail to our sketches
- Design a background setting for the character

**As part of Social Studies we will:**

- Explore what UAE is doing to keep people healthy and fit.
- Identify the UAE emergency contact numbers.
- Identify and describe some tourists attractions in the UAE.
- Understand the importance of airports and seaports in the UAE.

**As scientists we will:**

- Recognise that dark is the absence of light and watch how light behaves.
- Recognise that we need light to see things.
- Recognise how light is reflected from different materials.
- Compare and contrast a range of reflective materials.
- To notice that light is reflected from different surfaces.
- Investigate patterns formed by light from mirrors.



We will connect our prior learning about heroes in real life to superheroes and their contributions.



Take ownership of our learning by deciding the design for our capes and providing reasons for the choice of design. We will do this even when it becomes difficult or time consuming.



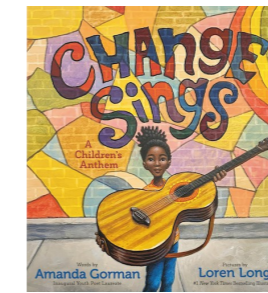
Communicate our learning effectively, asking questions to further our understanding about heroes in real life and their impact on the community

**This half-term** we will be discovering what makes a person a hero or a villain. We will be relating this to real life examples, fairy tales and also how heroes and villains are represented in movies. We will be thinking about everyday heroes who are an important part of our community like firefighters and paramedics. We will use this topic to explore comic books, looking at them as another text type and what makes them so popular.

Following a strategic process, we will create our own superhero capes. By planning, designing and creating them independently. We will also create a presentation for our capes which will allow us to practice our speaking and listening skills.

As readers, our topic of Heroes and Villains will explore a poetic text 'Change Sings by Amanda Gorman' to understand how we can be real life heroes too and bring about a positive change around us.

As writers we will read an instructional text 'How to make a relaxing Rocking boat' We will apply our writing lenses to create our own instructional text about 'How to be a Superhero'



In Maths, we will cover units 12, 13 and 14 which cover angles and properties of shapes, mass and capacity.

**What do we want to know?**

- Can super heroes also be villains at times depending on their circumstances?
- Do superheroes hurt people unknowingly?
- Is it possible for super heroes and villains to team up? Will that be dangerous for the world or a good thing?
- How are the powers of super heroes and villains different?
- Are superheroes affected by their human powers?
- Do all super heroes have supernatural powers? Are all superheroes real? Who are the real life superheroes?

**As readers we will:**

Use the Reading Rainbow **FANTASTICs** to:

- Explore and discuss the main ideas in a poem.
- Consider senses to understand the poem further.

Use the Reading Rainbow **ANALYTICs** to:

- Show an understanding of poetry.
- Consider specific features of a poem.

Use the Reading Rainbow **STYLISTICs** to:

- Show confidence analysing and discussing the deeper meanings of a poem
- Sharing opinions based on evidence from the poem.

**As mathematicians we will :**

- Identify right angles through rotations of quarter turns.
- Identify right angles in shapes.
- Compare different angles
- Follow instructions to form accurate 2D shapes
- Explore, vertical, horizontal, parallel and perpendicular lines
- Describe properties of 2D and 3D shapes
- Construct 3D shapes
- Measure weight in grams and kilograms
- Measure volumes in liters and milliliters
- Convert between units of capacity
- Compare units of capacity
- Solve problems related to capacity involving all four operations

**As users of technology we will:**

Continue to engage in desktop publishing and creating documents by modifying text, images and page layouts for a specified purpose.

**As citizens' of the UAE we will:**

- Look at who are the everyday heroes in the UAE who help us everyday.
- Look at the importance of honesty and truthfulness when dealing with other people.

**Opportunities for Enrichment**

**School**

**Home**

◆ We will be creating our own superhero capes and presenting them.

◆ Why not visit IMG world or Warner brothers to experience a day around your favourite superheroes.

GFS Curriculum Drivers linked to the National Agenda		
Enterprise and Innovation	Eco and Environment	Inclusive Communities
As enterprising children we will create our own superhero capes and characters.	As people concerned with the environment we will learn about how we can ensure a safe environment around us by using reflective materials.	As members of a community we will discuss local heroes who work in our community.