



# Superheroes Assemble

Autumn Term

Carn Brea Class EYFS

Sequence of Lessons

## Knowledge and Understanding of the world (History)

Intent: To compare real life superheroes to fictional ones. Learn about people who help us and keep us safe.

Lesson	Sequence of Learning
1	<b>WALHT:</b> To name real life superheroes and how they help us (fire fighters, police officers, doctors, nurses, lifeguards, coastguards, paramedics, teachers and parents). <b>Activity:</b> sort emergency situations with who can help us
2	<b>WALHT:</b> To know the difference between fictional superheroes and real life superheroes <b>Activity:</b> Sort pictures of real life and fictional superheroes. Talk about each of their powers in turn. How do they help?
3	<b>WALHT:</b> Can identify emergency situations and knows who to call. To know that they can call 999 in an emergency. <b>Activity:</b> Continue to create the police role-play area. Adding details and imagining different emergency situations. Pretending to call 999 and calling for the different emergency services.
4	<b>WALHT:</b> to show an interest in the occupations of our emergency services and know who to ask for help in an emergency <b>Activity:</b> Children to write a letter to a superhero/ hero of their choice explaining we need their help.
5	<b>WALHT:</b> find out about the jobs of people who help us by meeting them and asking them questions. <b>Activity:</b> Have visitors into class to talk about their role, share uniforms, tools and vehicle
6	<b>WALHT:</b> explore how and why people celebrate 5 <sup>th</sup> November as Bonfire night <b>Activity:</b> bonfire night paintings and crafts showing bonfires and fireworks
7	<b>WALHT:</b> explore how and why people wear poppies during November <b>Activity:</b> remembrance day story and poppy wreath making
8	<b>WALHT:</b> know who will help us in an emergency and the different roles in the jobs of people who help us. <b>Activity:</b> Children will visit a local fire station with a fire engine

### Subject Composite:

Children will enjoy a visit from a local fire station with a fire engine and from some other real life super heroes. Children will take on the role of real-life super heroes.

### Impact:

Children will know who in our communities can support us and that there is always someone to turn to for help.

### Hooks for new learning:

#### Y1/2

Links to Voyage of the Mystery, Dinosaurs and Discovery, Out of this World during which children will learn about people from the past who have done amazing things such as explorers, Mary Anning, and Neil Armstrong.

**PSHE**– Children will study a 'Learning about work' topic which will introduce them to different occupations.

#### Y3/4

Links to Superhumans. Children will learn about significant people from history, including George Washington and Marie Curie.

Sequence of learning



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# Knowledge and Understanding of the world (Geography)

Intent: To understand the difference between human and physical features in the environment.

Lesson	Sequence of Learning
1	<p><b>WALhT:</b> Compare and contrast characters from stories, sharing similarities and differences. Use pictures to compare and contrast environments around the world. Recognise some environments that are different to the one in which they live.</p> <p><b>Activity:</b> Choose a fictional superhero from one of the books we have read. Can they draw the environment around their chosen character? Encourage discussions about similarities and differences.</p>
2	<p><b>WALHT:</b> understand the difference between physical features in the environment To name different environments such as city, woodland, beach and park.</p> <p><b>Activity:</b> Match the superhero to the correct environment. Talk about how we know each hero belongs in each pictures. What feature in the pictures help us?</p>
3	<p><b>WALhT:</b> To know the weather changes as the year changes (awareness of seasonal change). Understands the need to respect and care for the natural environment and all living things.</p> <p><b>Activity:</b>Go on an autumnal walk and Make autumn tree paintings</p>
4	<p><b>WALhT:</b> explore how and why we celebrate the harvest festival</p> <p><b>Activity:</b> harvest festival- why do we celebrate and how do we celbrate</p>
5	<p><b>WALhT:</b> join in with a joint festival with our school community</p> <p><b>Activity:</b> learn 'big red combine harvester and autumn leaves songs to perform at harvest festival assembly</p>
6	<p><b>WALHT:</b> Understands the need to respect and care for the natural environment and all living things.</p> <p><b>Activity:</b>Make a poster of how to care for Ernie as he prepares to go into hibernation</p>
7	<p><b>WALhT:</b> To know the weather changes as the year changes (awareness of seasonal change). Understands the need to respect and care for the natural environment and all living things.</p> <p><b>Activity:</b> go on a winter walk and Make winter tree paintings</p>

### Subject Composite:

Class discussion about the environment of Superworm and other fictional superheroes.

### Impact:

Children will be able to compare the environments of fictional superheroes.

### Hooks for new learning:

#### Y1/2

Links to Into the Woods, Castles and Coasts- building on knowledge of woodlands and cities and extending to villages, beaches, coast, forest, farms, ports, harbours.

Voyage of Mystery– human and physical features of Australia.

#### Y3/4

Links to Superhumans, where children will compare Urban and Rural locations.



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### Sequence of Lessons

## Knowledge and understanding of the world (Science)

Intent: To observe seasonal changes in the local environment.

Lesson	Sequence of Learning
1	<b>WALHT:</b> name and order seasons and Understands the need to respect and care for the natural environment and all living things. <b>Activity:</b> Go on an autumnal walk in our local environment and Make autumn tree paintings
2	<b>WALhT:</b> recognise when something is magnetic <b>Activity:</b> explore magnets and magnetic items and talk about how the items stick to the magnet
3	<b>WALhT:</b> understand how to find out if something is magnetic or not magnetic <b>Activity:</b> go on a magnetic hunt with magnets and talk about what we notice
4	<b>WALhT:</b> sort magnetic and not magnetic objects and record our findings <b>Activity:</b> sort magnetic and non-magnetic items and record what we find out on a table.
5	<b>WALhT:</b> recognise a push and pull force and talk about how the force affects things. <b>Activity:</b> push and pull games, verbally naming the force they are using on each toy.
6	<b>WALhT:</b> Explores and talks about forces (push and pull). <b>Activity:</b> push and pull hunt around class and label if they find a push or pull (different coloured post-its)
7	<b>WALhT:</b> To know effects of pushing and pulling <b>Activity:</b> to predict and test what will happen to each toy if the push or pull it (move closer/ further away)
8	<b>WALHT:</b> name and order seasons and Understands the need to respect and care for the natural environment and all living things. <b>Activity:</b> Go on a winter walk in our local environment and Make winter tree paintings
9	<b>WALHT:</b> explore the different affects we can have with our bodies by applying different forces <b>Activity:</b> Superhero day- Challenge obstacle course using and applying all their knowledge of push, pulls and magnetism to solve problems and complete course.

### Subject Composite:

Carn Brea superhero challenge afternoon (combination of learning to include physical strength and strength of mind, magnets, strength, forces).

Year round composite— Seasons walk each term, seasons snapshot, crown/ bookmark/ suncatcher.

### Impact:

Children will learn about the four seasons. They will be able to talk about forces, physical strength and strength of mind.

### Hooks for new learning:

**Y1/2**

Links to Into the woods— Seasons and weather patterns.

**Y3/ 4**

Links to Ancient Maya— Investigating forces including pushing, pulling and magnetism



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### Expressive arts and Design (Art)

Intent: To learn about artists, how they use colour and their style of work. To use colour mixing and techniques to create our own superhero artwork.

Lesson	Sequence of Learning
1	<b>WALHT:</b> independently use a paintbrush and paint to create a picture <b>Activity:</b> use the pincer grip to hold the paintbrush, select colour and wipe brush on paint pot before beginning to create.
2	<b>WALHT:</b> Able to mix primary colours to make secondary colours. <b>Activity:</b> Mix red, blue and yellow paint to explore which colours they can make
3	<b>WALHT:</b> Creates their own piece of art and gives meaning. <b>Activity:</b> Children to create their own superhero silhouette in the style of the favourite hero/superhero or make it up.
4	<b>WALHT:</b> recognise an Andy Warhol painting and discuss what we think of them <b>Activity :</b> select their favourite Andy Warhol painting and write words to describe what we think of them
5	<b>WALHT:</b> discuss Andy Warhol's paintings and use his artwork as inspiration for our own <b>Activity:</b> design own superhero logo and make using paint in large scale
6	<b>WALHT:</b> use Andy Warhol's painting and inspiration for our own <b>Activity:</b> using paint, copy designs into small scale repeated patterns using various colours.

#### Subject Composite:

Create a superhero logo in the style of Andy Warhol.

#### Impact:

Children will be able to compare artist's work and choose their favourite techniques to make further work. They will remember names for a wide range of colours.

#### Hooks for new learning:

Y1/2

Children will study Beatriz Milhazes, Yayoi Kusama who use a range of bright colours in their art work similarly to Andy Warhol.

Children study a wide range of artists and movements as part of the curriculum.

Sequence of learning



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Sequence of Lessons

### Expressive arts and Design (Design and Technology)

Intent: To design, make and review a protective structure for purpose.

Lesson	Sequence of Learning
1	<b>WALHT:</b> talk about and show interest in the lives and occupations of those around them <b>Activity:</b> Design and make a police station in the outside classroom
2	<b>WALHT:</b> to show an interest in the occupations of our emergency services to creates their own piece of art and gives meaning. <b>Activity:</b> Children to create an emergency vehicle/ superhero vehicle using junk modelling.
3	<b>WALHT:</b> design for a purpose and make something with clear intentions. <b>Activity:</b> design a protective structure to protect Supertato from the Evil Pea (a potato from paint covered peas). Follow process of plan, do, review.
4	<b>WALHT:</b> make the structures we have designed, adapting the design as we go <b>Activity:</b> Make supertato structures using junk modelling
5	<b>WALHT:</b> test the structures we have made and review how well our structure held up against the Evil Pea. <b>Activity:</b> Test and review supertato structures

#### Subject Composite:

Make a protective structure to protect Supertato from the Evil Pea (a potato from paint covered peas). Follow process of plan, do, review.

#### Impact:

Children will be able to use a range of tools and techniques effectively. Children will design and make their own items for a purpose. Children will be able to review their work.

#### Hooks for new learning:

Y3/4

Links to Ancient Egyptians, children will create protective packaging to transport an Egyptian artefact.

Sequence of learning



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Sequence of Lessons

## Personal, Social and emotional development

Intent: To understand what characteristics make a superhero. (Superhero health choices, discussing out own super powers, superheroes keeping to rules).

Lesson	Sequence of Learning
1	<b>WALHT:</b> Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group. <b>Activity:</b> Sharing all about me boxes from summer holiday homework.
2	<b>WALHT :</b> Talks about their own and others' feelings and behaviour and its consequences. <b>Activity:</b> discuss and write up class rules charter as agreed by all the children and signed to promise we will try our best to keep to them.
3	<b>WALHT:</b> talk their own and others feelings <b>Activity:</b> explore what it feels like when we are happy, sad, angry, worried, excited and introduce feelings board as a way of letting others know how we are feeling.
4	<b>WALHT:</b> talk their own and others feelings <b>Activity:</b> Make a whole class happy, sad, angry, worried poster with a face of each feeling and words to describe how it feels. Add to feeling board
5	<b>WALHT:</b> Is aware of behavioural expectations and sensitive to ideas of justice and fairness. <b>Activity:</b> Sort through likes and dislikes activity in groups. Discuss our similarities and differences and how this is ok and this is what makes us unique.
6	<b>WALHT:</b> describe our competencies, what we can do well and are getting better; describing ourselves in positive but realistic terms. <b>Activity</b> circle time discussion of what we can do well and what we want to get better at.
7	<b>WALHT:</b> Discuss and compare our own 'superpowers'. <b>Activity:</b> Discuss as a group our super powers... encourage children to give each other ideas and praise each others good qualities. Take a photo of each child in a super pose to add to display
8	<b>WALHT:</b> Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. <b>Activity:</b> whole class to draw on a large piece of paper all the things we do to stay healthy. Discuss as we draw
9	<b>WALHT:</b> build constructive and respectful friendships <b>Activity:</b> what is a good friend circle time. Scenarios to solve to help tackle turn taking, sharing, speaking kindly and good listening.
10	<b>WALHT:</b> see ourselves as a valuable individual <b>Activity:</b> circle time to explore how much we have learned this term. Reflect back on previous lesson on what we want to get better at. What have they all got better at?

### Subject Composite:

Superhero Day—create own superhero logos, shields and capes. Invite parents in to share a healthy snack, celebrate our own learning, strengths and super powers!

### Impact:

Children will be able to discuss their strengths and the strengths of others. They will understand the importance of making healthy choices. They will be aware of the importance of rules in school and how to follow them.

### Hooks for new learning:

Y1/ 2

Children will learn about the importance of looking after their health and making healthy choices. They will also learn about respecting uniqueness while talking about their own special and unique characteristics.

Sequence of learning





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Autumn Term

Carn Brea Class EYFS

Sequence of Lessons

### Knowledge and understanding of the world (Computing)

**Intent:** To complete a simple programme on an iPad to make a picture. To understand how to keep safe on the internet.

Lesson	Sequence of Learning
1	<b>WALhT:</b> Handle Ipad safely and sensibly <b>Activity:</b> share Ipad rules and agree how we will handle them as a class- create class Ipad rules.
	<b>WALHT:</b> To know how to unlock and access an app on an iPad. <b>Activity:</b> Using IPADS during Rainbow Challenge activity to play teach your monster to read
2	<b>WALHT:</b> To complete a simple programme on an iPad <b>Activity:</b> Using IPADS during book browse activity
3	<b>WALHT:</b> complete a simple program on an iPad to make a picture <b>Activity:</b> Use a painting app to create a wanted poster for who the children think may have taken the items from our class and frozen the superheroes.
4	<b>WALhT:</b> stay safe on the internet. <b>Activity:</b> To learn about the 'S' rule ' how do we stay safe when we go online? <a href="#">SMART Video Lessons   Childnet</a>
5	<b>WALhT:</b> stay safe on the internet. <b>Activity:</b> To learn about the 'M' rule ' Don't meet up' <a href="#">SMART Video Lessons   Childnet</a>

#### Subject Composite:

To explore creating superhero logos on a paint app on the iPad.

#### Impact:

Children will be able to unlock an iPad and select an app to use for a purpose. Children will be able to talk about keeping safe and how to get help if they need to when using technology/ the internet.

#### Hooks for new learning:

Throughout the school children will explore a range of technology and software. Children will learn how to use technology safely, respectfully and responsibly.



# Superheroes Assemble

Autumn Term

Carn Brea Class EYFS

Sequence of Lessons

## Knowledge and understanding of the world (RE)

Intent:

Autumn 1- To learn that we are all unique and special and learn how religions welcome children into their faith.

Autumn 2- To learn about the importance of Christmas to Christians.

Lesson	Sequence of Learning	
1	<b>Engagement: What makes me feel special?</b> <b>Activity:</b> to discuss what we are good at. Children to talk in small groups and draw a picture of what makes them special to go on their what makes me happy display. <b>WALHT:</b> To learn that we are all unique and special	<b>Questions to explore:</b> How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people?
2	<b>Investigation: How do we know we belong?</b> <b>WALHT:</b> To talk about the groups we belong to. Knows that there are differences between what people believe. Developing positive attitudes about differences between people. <b>Activity:</b> using a plain piece of paper with their face in the middle. Children to draw and write all the different groups they belong to.	
3	<b>Investigation: what is Christianity?</b> <b>WALHT:</b> To talk about what Christianity is and some of the things a Christian does. <b>Activity:</b> colour the symbol of a cross while discussing what this is and what it means for Christians. Write key words we have learned about christianity	
4	<b>Evaluation &amp; Expression: How do Christians show people they are welcome?</b> <b>Activity:</b> sequence baptism cards. Discuss what is happening in each picture while colouring pictures. <b>WALHT:</b> discuss how religions welcome children into their faith. Muslims and christians	
5	<b>Engagement: What special stories are told about Jesus in the bible?</b> <b>WALHT:</b> Why Christians celebrate Jesus' birthday <b>Activity:</b> learn and sequence Nativity story.	what special stories about Jesus are in the Bible? Why do Christians perform Nativity plays at Christmas? Why do Christians celebrate Jesus' birthday? What special things do Christians do at Christmas to share God's love? What makes every single person unique and precious? How does the Christmas story tell Christians they are precious to God?
6	<b>Investigation: why is Diwali important to Hindus and Sikhs?</b> <b>WALHT:</b> recognise and retell stories connected with the celebration of diwali <b>Activity:</b> Diwali festival story and have mini Diwali celebration ( rangoli, henna designs, diva lamps)	
7	<b>Investigation: how do Christmas and Hannukah celebrations compare?</b> <b>WALHT:</b> compare the celebration of Christmas and Hannukah <b>Activity:</b> similarities and differences between Hannukah and Christmas	
8	<b>Evaluation &amp; Expression: Why do Christians perform Nativity plays at Christmas?</b> <b>WALHT:</b> retell the Nativity story. <b>Activity:</b> retell the nativity story through role play and the Christmas performance	

**Impact:**

Children will know that they are all unique and special. They will be able to talk about how religions welcome children into their faith. Children will talk about a range of stories and celebratory festivals, with an awareness of religious symbols such as the star at Christmas. Children will begin to understand why Christmas is important to Christians.

**Hooks for new learning:**

**Y1/2**

Links to unit 1.3, 1.10 and 1.6– Children will explore why Christmas matters to Christians. They will learn what it means to belong to a faith community and they will explore Muslims and how they live.

**Y3/4**

Links to unit L2.3 and L2.11- Children will explore the Trinity and how it links to the Christian baptism. Children will explore how and why people in Cornwall mark significant events in community life (linking to festivals).





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Sequence of Lessons

### Cooking (Autumn)

**Intent:** To use a range of tools competently, safely and confidently to prepare and cook. To know about healthy eating as part of a balanced diet.

Lesson	Sequence of Learning
1	<b>WALhT:</b> healthy food and basic hygiene help us to stay strong and protect us from getting poorly <b>Activity:</b> basic hygiene and nutrition – write rules of cooking- make fruit kebabs
2	<b>WALhT:</b> Practice knife skills to make a sandwich <b>Activity:</b> make a sandwich with filling of their choice, practicing spreading and cutting.
3	<b>WALhT:</b> discuss the importance of a balanced diet <b>Activity:</b> Numicon biscuits with sweets (correct number) on top
4	<b>WALhT:</b> practice basic hygiene and use kneading skills to bake bread <b>Activity:</b> hedgehog bread (link to autumn stories & hibernation)
5	<b>WALhT:</b> to discuss and compare our likes and dislikes <b>Activity:</b> cheese twists (add marmite if they wish)
6	<b>WALhT:</b> To share our knowledge of traditional tales and bake and decorate gingerbread people. <b>Activity:</b> ginger bread people baking and decorating (Link to gingerbread man story)
7	<b>WALhT:</b> discuss how food is a big part of celebrations and share their favourite Christmas treats. <b>Activity:</b> Rudolf cornflake cakes (Link to RE and Christmas celebrations)

#### Subject Composite:

Develop an understanding of the importance of hygiene and basic rules in cooking and a balanced diet

#### Impact:

Children will be able to Develop basic cooking skills such as mixing, measuring and hygiene to prepare, cook and eat basic recipes.

#### Hooks for new learning:

Throughout school children will have a range of cooking opportunities . Children will learn about nutrition and having a healthy and balanced diet covering all the different food groups.

Sequence of learning



## Superheroes Assemble

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Carn Brea Class EYFS

Sequence of Lessons

### Forest skills (Spring)

Intent: To explore the natural world around them and use it to enhance their topic learning.

Lesson	Sequence of Learning
All sessions to take place outside under a tree and have the story around a fire if possible. Finishing with hot chocolate.	
1	<b>WALhT:</b> explore and comment on the natural world and the creatures who live there. <b>Activity:</b> read superworm book. Discuss the nature that superworm lives in. Go on a worm hunt and collect different leaves to make a leaf worm.
2	<b>WALhT:</b> Explore our local environment and use the story Wild as inspiration for some colour artwork. <b>Activity:</b> Read Wild- Emily Hughes. Collect sticks, leaves etc to make a large scale piece of art of the girl's head and hair.
3	<b>WALhT:</b> make mud paint and create a picture inspired by the Gruffalo <b>Activity:</b> Read The Gruffalo. Make nature mud using mud etc and make Gruffalo paintings
4	<b>WALhT:</b> plant a seed and care for it so that it grows <b>Activity:</b> Read The tiny Seed- Eric Carle. Plant sunflower seeds in pots in garden.
5	<b>WALhT:</b> observe and discuss the natural things around us <b>Activity:</b> Read Where the wild things are and then make a nature crown
6	<b>WALhT:</b> discuss our local environment and create collaboratively <b>Activity:</b> read The Marvellous Moon map and make a large scale map to follow to the moon using chalk, mud, sticks etc on the playground.
7	<b>WALhT:</b> Explore our local environment and collect beautiful things to make a large scale art piece <b>Activity:</b> Read the Scarecrow Wedding and make nature bunting by laminating beautiful nature collections into triangles and threading them into bunting. Hang in outside area and on decking by front door.



#### Subject Composite:

Use the local environment to learn, celebrate and enhance their learning about Minibeasts

#### Impact:

Children will have an understanding of their local environment and observe its features, wildlife, habitats and how this changes into spring and explore growth.

#### Hooks for new learning:

Throughout the school children will continue to explore their environment, observe seasonal changes and the impacts of weather.



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### Woodwork (Summer)

Intent: To develop wood work skills competently, safely and confidently.

Lesson	Sequence of Learning
1	<b>WALhT:</b> Name woodwork equipment and know what they are used for. <b>Activity:</b> watch a demonstration of all wood work equipment (hammer, screwdriver, saw) to learn the names and purposes for each tool. Begin to think of what they would like to make.
2	<b>WALhT:</b> Use a hammer and nails safely <b>Activity:</b> Practice banging nails into wood using hammers safely and wearing goggles Children to hold nail in one hand, Children to bang nail with the other., 1 child at a time.
3	<b>WALhT:</b> Use a screw driver and screws safely <b>Activity:</b> Practice screwing screws into wood using screwdrivers safely and wearing goggles Children to hold screw in one hand, Children to screw with the other. 1 child at a time.
4	<b>WALhT:</b> Use a saw safely <b>Activity:</b> Practice sawing wood safely and wearing goggles Children to hold saw in one hand, Children to hold wood with the other. 1 child at a time
5	<b>WALhT:</b> design a wooden structure and make a list of what tools and materials we will need. <b>Activity:</b> draw design and collect materials to make intended item.
6	<b>WALhT:</b> make a wooden structure using our learned skills <b>Activity:</b> make wooden item.
7	<b>WALhT:</b> review what we have made <b>Activity:</b> share and talk about what they made and how they made it and how they might do it differently next time.

#### Subject Composite:

Use the skills of hammering, screwing and sawing to make a wooden structure.

#### Impact:

Children will be able to develop a confidence with working with wood and tools. They will design, plan, make and review a structure.

#### Hooks for new learning:

Throughout the school children will explore creating structures in DT and at other times using a variety of materials and continue to design, plan, make and review their structures.

Sequence of learning