

Superheroes Assemble — Curriculum Driver

Year R Autumn Term

Topic Question: Do all super heroes wear capes?

Linked people of study: Andy Warhol

Linked texts: Supertato (TfW), Superworm, Marvel comics, Avocado Baby

Linked Music: Charanga scheme of work Unit 1—Me Unit 2—My Stories
Batman/Superman/Spiderman theme tune

Trips/Visitors: Local – Autumn walk, Visit from fire fighters and a fire engine from a local fire stations. Visits from other real life super heroes (police, RNLI, doctor, nurse)

Topic Composite/Finale: Super hero Day—celebration of real life superheroes, celebration of our learning and our own strengths and differences.



History: UW

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

Skills, and Knowledge

Components Focus

Shows an interest in different occupations (nurse, doctor, police, fire fighter).

Can identify similarities and differences between jobs.

Can identify emergency situations and knows who to call.

Compare and contrast characters from stories, sharing similarities and differences.

Sticky Knowledge:

To name real life superheroes and how they help us (fire fighters, police officers, doctors, nurses, lifeguards, coastguards, paramedics, teachers and parents).

To know the difference between fictional superheroes and real life superheroes.

To know that they can call 999 in an emergency.

Key Vocabulary: emergency, long ago, yesterday, today, tomorrow. Extend to- past, present, future

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.

Geography: UW

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

Skills, and Knowledge

Components Focus

Use pictures to compare and contrast environments around the world.

Recognise some environments that are different to the one in which they live.

Recognise some environments that are different to the one in which they live.

Recognise some environments that are different to the one in which they live

Sticky Knowledge:

To name different environments such as city, woodland, beach and park.

Key Vocabulary: environment, differences, similarities.

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.

Science: UW

Intent: To observe seasonal changes in the local environment.

Skills, and Knowledge

Components Focus

Understand the effect of seasons on the natural world, discussing when and how things grow.

Understands the need to respect and care for the natural environment and all living things.

Can identify what you need to wear for each season and why.

Names and orders seasons.

Explores the natural world around them.

Explores and talks about forces (push and pull).

Explores non-contact forces (gravity and magnetism).

Sticky Knowledge:

To know the weather changes as the year changes (awareness of seasonal change).

Effects of autumn and winter in the environment.

To know effects of pushing, pulling, an awareness of magnetism and gravity.

Key Vocabulary: Seasons, changes, winter, autumn, differences, similarities, environment, attract, repel, push, pull

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.

RE: UW

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.

Skills, and Knowledge

Components Focus

Can articulate what others celebrate and begin to explain.

Knows that there are differences between what people believe.

Developing positive attitudes about differences between people.

Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas).

Sticky Knowledge:

Share and record occasions when things have happened in their lives that made them feel special.

To compare celebrations across faiths to the Christian celebration of Christmas.

To be able to re-tell the Christmas Story.

Key Vocabulary: Diwali, Harvest, Christmas, Hanukah, celebrate, celebrations, baptism, Christian, Muslim

Subject Composite:

Autumn 1: A superhero self portrait.

Autumn 2: Performance of the Nativity.

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

Music: EAD

Intent: Autumn 1 (Me!)/ Autumn 2 (My Stories)

To listen and respond to different styles of music while exploring pulse, rhythm, pitch and voices.

Skills, and Knowledge

Components Focus

Enjoys listening to music.

Sings in a group, trying to keep in time.

Knows some words when singing.

Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle..).

Sticky Knowledge:

Enjoy singing a variety of songs alongside actions in unison from memory.

To distinguish between low-pitched and high-pitched sounds.

To be able to clap a rhythm.

To move to the pulse of music.

Key Vocabulary: beat, pulse, song, rhyme, rhythm, listen, instrument, glockenspiel, play, perform, move, dance

Subject Composite:

Create a video of a range of songs performed by children in unison with the use of actions and instruments.

Impact:

Throughout the term, children will learn a range of songs and will join in with musical activities that embed pulse, rhythm, and pitch, explore voices and classroom instruments. Children will share and perform the learning that has taken place.

Hooks for new learning:

Y1/2

Children continue to learn a range of songs. They will begin to learn the history and language of music. They will begin to play instruments alongside songs that they have learnt, they will play from note names before being introduced to notation.

Superheroes Assemble — Curriculum Driver

Year R Autumn Term

Topic Question: Do all super heroes wear capes?

Linked people of study: Andy Warhol

Linked texts: Supertato (TfW), Superworm, Marvel comics, Avocado Baby, the Nativity story

Linked Music: Charanga scheme of work Unit 1—Me Unit 2—My Stories

Trips/Visitors: Local – Autumn walk, Visit from fire fighters and a fire engine from a local fire stations. Visits from other real life super heroes (police, RNLI, doctor, nurse)

Topic Composite/Finale: Super hero Day—celebration of real life superheroes, celebration of our learning and our own strengths and differences.



Art and Design: EAD

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.

Skills, and Knowledge Components Focus

Creates their own piece of art and gives meaning.

Able to mix primary colours to make secondary colours.

Can hold a paintbrush using a tripod grip.

Create patterns or meaningful pictures when printing.

Creates their own piece of art and gives meaning.

Sticky Knowledge:

To have an awareness of Andy Warhol.

Key Vocabulary: colour, mix, primary colours, lines, splat, circles, pop art, printing, pattern, logos, portraits, symbols.

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.

Design Technology: EAD

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

Skills, and Knowledge Components Focus

Makes something with clear intentions.

Knows how to secure boxes, toilet rolls, decorate bottles.

Join items in a variety of ways – Sellotape, masking tape, string, ribbon.

Join items with glue or tape.

Children work independently to develop basic skills.

Sticky Knowledge:

When presented with a problem, I should make a plan, try it out and talk about how well it worked, considering what I would do differently next time.

Key Vocabulary: design, plan, design, test, review, reflect

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.

Computing: UW

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

Skills, and Knowledge Components Focus

Select brushes, colours and rubbers when drawing on paint software.

Mark make on paint software on the iPads.

Use various tools such as brush, pens, stamps, erasers and shapes with support.

Children know what personal information is and know that it should not be shared online.

Children know to ask for help if needed.

Sticky Knowledge:

To know how to unlock and access an app on an iPad.

To be able to talk about Hector (Hector's world) and how he helps us to keep safe on the internet.

Key Vocabulary: unlock, iPad, app, select, tap, erase, delete, internet, safety

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.

PE: PD

Intent: To be confident to move in a range of ways and to negotiate space.

Skills, and Knowledge Components Focus

Dress and undress independently. but may still need help with small buttons and laces.

Learns longer dance routines, matching pace.

Hold a controlled static balance on one leg.

Bounce and catch a large ball using two hands.

Sticky knowledge:

How to find a space in the hall.

Start/stop instructions in PE.

How to be part of a team in a whole class game.

To follow a simple choreographed dance.

To know that a dance is a sequence of movements.

Key Vocabulary: move, space, change direction, walk, skip, jog, hop, jump, side step, gallop, tip toes, step, around, through, over, team, partner, object, control, pass.

Subject Composite:

To take part in team games weekly and know that we are stronger as a team. To learn a step-by-step superhero dance and move to superhero music using own ideas.

Impact:

Children will be confident to move in a range of ways in their own personal space. Children will be able to work with a partner or as part of a team.

PSHE: PSED

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

Skills, and Knowledge

Components Focus– From Birth to 5 (Stage 5/6)

Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group.

Talks about their own and others' feelings and behaviour and its consequences.

Is aware of behavioural expectations and sensitive to ideas of justice and fairness.

Physical development– From Subject Non-negotiables document

Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.

Sticky knowledge:

To know the Penponds School's 'Bee rules'.

Talk about Superheroes making healthy choices.

Discuss and compare our own 'superpowers'.

Key Vocabulary: rules, health, powers

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.