

# Our Learning Journey through the Topic

What makes me unique?

What is my super power?

Who is in my family?

What makes someone a leader?

Who are the leaders of: your family, your class and your school.

What superheroes are there in my school?

How are people in my family superheroes?

What superheroes are in my local area?

Visit from local superheroes e.g. police officer, nurse, child minder, baker, hairdresser

What special superheroes are in my local area? E.g. Rev Andrew

# Heroes

How do our heroes impact on our lives?

Identify and describe real superheroes in our local area.

What other superheroes are in my local area?

## Heroes

Term taught in:	Spring 1	Number of Weeks:	6
Objectives		Outcomes	
<p><b>Understanding the world - People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Shows interest in different occupations and ways of life.</li> <li>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</li> </ul>		<p><b>The child will</b></p> <ul style="list-style-type: none"> <li>Be visited by positive role models from our local area e.g. police officer, nurse, doctor, baker, musician, footballer</li> <li>Turn themselves into a superhero and describe what makes them super.</li> <li>Identify members of their family and describe what makes them super.</li> </ul>	
<p><b>Understanding the world - The world - Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>		<p><b>The child will:</b></p> <ul style="list-style-type: none"> <li>Explore how foods can be changed when mixed with something, heated or cooled.</li> <li>Discuss different ways of melting or changing the state of different foods</li> <li>Explore a range of opportunities to experience, observe and talk about light in different forms.</li> <li>Discuss and explore lights they see outside at night.</li> <li>Explore mirrors as a reflective surface.</li> <li>Explore shadows inside and outside.</li> <li>Create different traps for Supertato through exploring forces; falling, balancing, floating and flying.</li> </ul>	
<p><b>Physical Development - Health and self-care</b></p> <ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs and understands need for variety in food</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good healthy.</li> </ul>		<p><b>The child will:</b></p> <ul style="list-style-type: none"> <li>Make and eat different healthy foods, discussing a range of food.</li> <li>Care for and explore vegetable and herb garden in the outside area.</li> <li>Encourage and explain the importance of handwashing and using tissues.</li> <li>Learn about different cooking methods.</li> <li>Prepare different healthy foods.</li> </ul>	
<p><b>Expressive arts and design - Art, Designing and making, music</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>		<p><b>The child will:</b></p> <ul style="list-style-type: none"> <li>Create seasonal art.</li> <li>Explore colours and textures.</li> <li>Create collages in the forest school area.</li> <li>Design, make and evaluate traps for Evil Pea.</li> </ul>	

<b>Key Vocabulary</b>		<b>End Products</b>	
<p><b>Science</b> Push, pull, force, magnet, attract, repel, float, floating, sink, falling, balancing, flying, light, night, shadow, mirror, reflective, surface, food, heated, healthy, vegetable, herb, garden, handwashing, melting, changes in states, solid, liquid, gas</p> <p><b>UTW</b> Similarities, differences, role model, positive (in relation to role models), superhero, super, hero, family</p> <p><b>EA&amp;D</b> Colour, paint, mix, water, pallet, brush, portrait, features, pencils, poster paint, watercolours, self-portrait, collage</p>		<ul style="list-style-type: none"> <li>• Meet and talk to different role models from their local area</li> <li>• Plan, design and create a trap for the 'Evil Pea' self-portrait showing themselves as a superhero</li> <li>• Picture of their families, describing them as superheroes</li> </ul>	
<b>Links to our School Values</b>		<b>Links to British Values</b>	
<p>Trying Your Best</p> <ul style="list-style-type: none"> <li>• When making traps for evil pea</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Taught as a key skill throughout</li> </ul> <p>Compassion</p> <ul style="list-style-type: none"> <li>• Towards different local heroes and superheroes</li> </ul> <p>Honesty</p> <p>Resilience</p> <p>When making traps for evil pea</p>		<p>Being Part of Britain</p> <p>Democracy.</p> <ul style="list-style-type: none"> <li>• Through role play and deciding parts</li> </ul> <p>The rule of law.</p> <p>Individual liberty.</p> <ul style="list-style-type: none"> <li>• Why am I super?</li> </ul> <p>Mutual respect.</p> <ul style="list-style-type: none"> <li>• Breaking down job stereotypes</li> </ul> <p>Tolerance of those of different faiths and beliefs.</p>	
<b>Cross Curricular Opportunities</b>	<b>Enhancements</b>	<b>Misconceptions</b>	
<p>English: words and phrases.</p> <p>On learning journey: Science questions, food question, keeping healthy, add in caring for forest?</p>	<p>Visits from local heroes</p>	<p><i>Any misconception that would need noting.</i></p>	