

Title - Is it a bird, is it a plane ...	Project overview	Hook	Text(s)	Maths overview
Year group - 1	The aim of this topic is to open the children up to people who they may not think are superheroes. We will also look at what keeps superheroes fit and work up to creating our own circuits.	Becoming a superhero! The children will be turning themselves into superheroes. They will design their own mask, cape and wear them around the school for the day.	Journey Tale - Traction man is here What makes a good superhero? (Discussion Text) Guided Reading - Done weekly with a range of texts	Multiplication and Division Geometry (shapes)
Driving question	Key Vocabulary	Intended outcome	Resources	Areas of learning <i>Subjects</i>
Do superheroes need a cape?	Circuits, exercise, mats, warm-up, cool down, breathing, heart rate, cape, superhero, costume, transform, strong, flying, fast, lightning, x-ray, invisibility, boots, mask, enemy, defeat, victory, theme tune, vehicle, textures, pop art, senses (smell, sight, hear, touch, taste), materials, significant people.	By the end of the project we want the children to have achieved a good understanding of circuits as a form of exercise. We are going to make a Superhero circuit for parents to join in with.	Mats for circuits, equipment for circuits if needed, superhero theme tunes, wheels, junk modelling resources, fabrics and materials, paint, colouring pens/felt tips, foods for tasting, superhero costumes, masks, capes, superhero training day resources	DT, Art, PHSE, RE, PE, History, Geography, Science, IT
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?

<ul style="list-style-type: none"> -Make music and dance with experimenting on different ways to change it (Expressive Art and Design) -Safely use and explore and variety of tools for function (Expressive Art and Design) -Children develop their own ideas and imagination (Expressive Art and Design) -Children can talk about features of their own and others' work (Expressive Art and Design) -Represent their own ideas, thoughts and feelings in different ways (Expressive Art and Design) -Understand that others thoughts are different to theirs and appreciating this (Understanding the World) -Understand that different people have different beliefs (Understanding the World) -Confidently move their body (Psychical Development) -Listening and following instructions effectively (Communication and Language) 	<ul style="list-style-type: none"> -4 cities where the olympic games have taken place -Significant events within living memory -Recap labelling parts of the human body -Recap Identifying the 5 senses we have, what they are used for and where you find them -Investigation of what materials are good for a cape -Making and designing a superhero cape -Create superhero slogan pop art (Andy Warhol or Roy Lichenstein?) -Design, make and evaluate a superhero vehicle -Listen to different superhero theme tunes and create their own 	<ul style="list-style-type: none"> -Beginning to work with different textiles when making patch -Design and make a superhero cape choosing from different materials -Create and showcase superhero slogan pop art based of artist -Design, make and evaluate a superhero vehicle -Listen to different superhero theme tunes and create their own -Creating a superhero circuit -Drama performances based off their superhero 	<ul style="list-style-type: none"> -Resourcefulness when making their superhero vehicle -Thinking about the responsibility a superhero has and why they are important in society -Thinking about the respect we have for all people not just superheroes -Identifying the skills that different superheroes need for example resilience -Think about different superheroes in the community and what they do for our local area 	<ul style="list-style-type: none"> -Significant people and why they are important (Year 2) -Me in my world PHSE topics, understanding why we are our own superhero (Year 2-6) -Noble natural historians where they learn more about significant people (Year 5) -Identifying cities and moving up to countries around the world (Year 2) -Understanding the impact that significant people have on the world (Year 3) -Using progressive skills when designing and making a superhero vehicle (Year 3) -Using progressive DT skills when thinking about mechanisms on a car wheel - related to ferris wheel (Year 5)
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