Pilgrim Federation
EYFS & KS1
Learning Theme:



Superheroes

Links to Other Learning Themes:
This learning theme links to:
Animals including Pets
The Great Fire of London
Our Bodies
Space
People Who Help Us
Once Upon a Time

EYFS (Nursery & Reception) Medium Term Planning
Learning Theme: Superheroes

Big Question: What makes someone a superhero?

<table>
<tr><td colspan="2">Focus of Learning (INTENT):
Within this topic the children will explore different types of superheroes both fictional and those in real-life. They will use their interests and knowledge of superheroes that they like and regularly talk about. The children will learn key superhero phrases and use these within their own imaginative play. They will consider heroes in the wider sense and think about heroes that we do not see, yet naturally discover. This unit will provide the children with the opportunity to be imaginative and creative thinkers as they consider the role of a superhero and use this to reflect on how they would behave if they were one.</td><td colspan="2">Prior Learning/Links to Learning Themes:
Links to the learning theme ‘People Who Help Us’ as the children explore real-life superheroes.
Links to the children’s personal experiences of their own families and who they believe to be their heroes (people who are important to them).
Children will have knowledge of superheroes that they see on television, through books and animations.
Children may choose to take part in imaginative or exploratory play with superhero figures.</td></tr>
<tr><td colspan="4">Key Questions for Teaching:
What do we know about superheroes?
How could a superhero protect us?
Which superhero power would you like to have?
How do real-life superheroes help us?
Where do superheroes live?
How do superheroes get around?
Who is your hero and why?</td></tr>
<tr><td>Focused Literacy Texts:</td><td>Super Daisy and the Peril of Planet Pea
If I Was a Superhero Poem
Superkid
Supertato
Superworm
Daddies and Baddies</td><td>Texts that Link (these can be read at story time and used in provision):</td><td>How to Save a Superhero
Superhero Baby!
Captain Cuddles
Superhero Hotel
Superheroes Don’t Get Scared… Or Do They?
Knock Knock Superhero</td></tr>
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			• Supermouse and the Volcano of Doo • There's a Superhero in Your Book
Role-Play Opportunities	• Cave/Den/Lair • School (Links to Superkid) • Skyscraper • Supermarket (Links to Supertato)		
Nursery Rhymes & Songs	You're Super and You Know It; 1-10 Super Song; Superheroes Save the Day.		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 Settling In **Autumn Term Only**	N – Spend time getting to know the children throughout the day. Learn their interests. R – Circle Time – Talk about themselves using new vocabulary to describe them as a person. Talk about their families - Who is in their family? What special things do they like to do with their family? N/R – Sing nursery rhymes.	N/R – Sing Head, Shoulders, Knees and Toes - Can they identify parts of their body? N/R – Provide the children with chalks to draw around each other. N/R – Make nature faces using seasonal materials.	N – Support the children to regular their emotions within the setting by developing a positive relationship. R – Think about what makes us all unique through looking at photographs of each other. Look at similarities/differences between us all. N/R – Discuss the classroom rules and why we have them. How do they keep us safe?	N/R – Share books with children about starting school e.g. Starting School by Janet & Alan Ahlberg. N/R – Take part in regular reading sessions and allow the children to choose books of interest to share. N – Children to draw a picture of their family. R – Children to draw a picture of their family. Can they add labels to their pictures?	N/R – Sing nursery rhymes and read books involving number. R - Encourage children to sort objects by colour and size. R – Make comparisons through play using mathematical vocabulary e.g. more than/less than.	N/R – Create self-portraits using different media. R – Draw something that they like to do. Can they describe it? Mix together different coloured paints. Can they paint their hands and feet?	N/R – Use a treasury basket to explore the five senses. Go on a sensory walk around the setting/village. Use magnifying glasses and explore natural objects.
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 2 **What do we know about superheroes?** Text – Super Daisy and the Peril of Planet Pea	N/R – Encourage the children to talk about their favourite superhero. What makes them their favourite? R – Talk about the different characteristics of a superhero. What makes them special/unique?	N/R - Create a grid of what the children would like to find out, and what they already know.	N/R – Provide bright coloured playdough. Can the children make a superhero face by adding other materials to it? N/R – Freeze a variety of superhero figures and encourage the children to dig them free.	**Autumn Term** N/R – Read Super Daisy and the Peril of Planet Pea. Talk about the text and the key events. N – Make giant peas! Describe the different places that they go. Use props to re-enact these events. N – Decorate superhero pants. Add their names. N – Retell the story using props and stick puppets.	Following White Rose Maths	N – Create life-sized superheroes by drawing around one another before painting them. R – Create superhero stick puppet crafts. Encourage the children to discuss their chosen design and evaluate it. Can they add labels?	N – Provide the children with different types of materials, both long and short. Can they create a cape to use in imaginative play like a superhero? R – Explore the suitability of different materials for a cape. Which material would be best and why? Consider materials that are heavy or light, absorbent or waterproof.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				R – Create a comic strip with the key events from the story. R – Draw Daisy or use a picture of Daisy and describe her. R - Talk about how Daisy stops the peas. Draw Daisy and add a speech bubble with an action word “BANG”. R – Talk about the places that the peas would end up. Write a list of the places.			Discuss which material would be best and why. Record a sentence.

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Week 2 (cont.)				R – Retell the story using pictures. Add the children's words (oral retelling). **Spring Term** N/R – Share the story based on Super Daisy! Discuss the key questions: Who are the characters in the story? Where is the story set? What surprising thing happens in the story?			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				What does Super Daisy do? What happened at the end of the story? N – Create giant peas that would take over Planet Earth. Add descriptive labels. N – Create pictures of where the peas appear in the story. Add key phrases to match these.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				N – Talk about how Daisy stops the peas. Draw Daisy and add a speech bubble with an action word “BANG”. R – Read the story and discuss the meaning of onomatopoeia. Mind-map the onomatopoeic words from the text e.g. BOOM! BANG! POW! BIFF! BOFF! Provide children with superhero ‘pants’ and ask them to add action words to these.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 2 (cont.)				R – Write sentences about the peas and where they are found. R – Introduce the children to the similes used within the story. What is Daisy super like? Recall the similes. Can they think of their own? Record this through drawing and writing. R – Retell the story simply using a beginning, middle and end.			

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Week 3 **How might a superhero protect us?** Text – If I Was a Superhero Poem by Sally Gray	N/R – Place different superhero stick puppets in the provision area to encourage the children to retell or make-up their own superhero stories. R – Talk about the meaning of the word villain. How would it feel to be a villain and why?	N/R - Use an enlarged version of a superheroes' poster as part of class discussions. Look at the poster together and discuss how the superheroes are helping other people.	N/R – Create an obstacle course with large apparatus for the children to complete physical challenges. Place a masking tape spiders web over a tuff tray. Encourage the children to rescue the superheroes from the villains by using tweezers.	**Autumn Term** N/R – Share the poem and talk about the key words within it. Add actions and perform the poem as a group. N – Decorate a superhero cape or use different types of fabrics to form capes. Take part in imaginative play where the children are superheroes – encourage the children to use similar verbs to those in the poem.		N – Make a superhero mask. Decorate it with different creative materials. R – Make a paper glider. Evaluate the design verbally or through writing.	N/R - Discuss the use of our ears and how these can be classed as 'powerful'. Explain that some people have difficulty with their hearing and could be deaf. Explain how people with a hearing impairment use dogs to help them (dogs are their heroes and protect them from harm). **Could arrange a visit from a hearing dog here.**
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 3 (cont.)				N – Print photographs of the children playing in superhero costumes. Provide paper for them to write captions, speech bubbles or narratives. Create a class display. N – Draw a superhero using lines and shapes. Follow the key instructions. R – Focus on the words that rhyme. Find the rhyming pairs.			N/R – Go on a senses walk and focus on our ears. What can we hear? R – Record all of the things heard on the senses walk through drawing/mark making/writing.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy **Autumn Term** **Spring Term**	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				R – Explore the meaning of new, unusual vocabulary. Create a word web as a group. R – Look at the different verses of the poem. Write an alternative version as a group. R – Perform the new version of the poem using actions. **Spring Term** N/R – Share the poem and talk about the key words within it. Add actions and perform the poem as a group.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				N - Think about what the children would do if they were superheroes. Act out verbs related to this e.g. fly. N – Decorate a superhero cape or use different types of fabrics to form capes. Take part in imaginative play where the children are superheroes – encourage the children to use similar verbs to those in the poem. Provide different paper and speech bubbles for the children to create captions.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				N – Print photographs of the children playing in superhero costumes. Encourage them to create name labels for their superhero pictures. R – Look at the rhyming words within the poem. Write the rhyming pairs down. R – Re-write the poem as a group, changing each verse. R – Re-write a verse independently.			
	Communication and Language	**Personal, Social,**	**Physical Development Enhancements***	**Literacy Autumn Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

		Emotional Development		**Spring Term**			
Week 3 (cont.)				R – Collate each child's verse together to form a new poem. Perform this to an audience.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 **Which superhero power would you like to have?** Text – Superkid by Claire Freedman and Sarah McIntyre	N/R – Ask the children to discuss what their superpower would be and why. Share with the group how they would use their superpower. N/R – Provide bat masks (Batman) and capes for children to take part in imaginative play as superheroes.	N/R - Discuss how everyone is special and has their own super skills, as well as likes and dislikes. Encourage children to share their skills and thank others for using their skills in helpful ways.	N/R – Create a 'secret message' station for the children to write secret messages to one another. Add different sized fabrics to the home corner. Can the children create their own superhero costumes?	**Autumn Term** N/R – Invite children to dress up as superheroes! N – Take part in imaginative play as superheroes using key superhero phrases. N – Read and perform Superkid using props/stick puppets. N – Children to recall why they are super using the sentence stem 'I am a superkid because'.		N – Use percussion instruments to make the sounds of different superheroes. R – Make secret messages using candle wax and UV light pens.	N – Children to draw/create an image of Jesus and talk about why he is special/a hero. R – Relate this to Jesus and how people believe he has 'superpowers' – link this to a Bible story such as Jesus Heals a Paralyzed Man; Jesus Calms the Storm; Jesus Walks on Water. Retell the story through imaginative play, story sequencing or writing.
	Communication and Language	**Personal, Social,**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

		Emotional Development					
Week 4 (cont.)				*Adults to record this in the children's books next to photographs of them as superheroes.* R – Read the story and create a story map using drawing. Perform the story. R – Discuss what Superkid does. Draw different pictures of what he does and add phrases e.g. Superkid flies. Superkid blows a giant bubble.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 4 (cont.)				R – Think about their own personal qualities			

				and what makes them 'super'. Draw themselves as a superhero and record a phrase to explain why they are super. R – Create their own stories and map these using drawing/marks. R – Perform their own stories through imaginative play.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 (cont.)				N – Children to recall why they are super using the sentence stem 'I am a superkid because…'. Encourage the children to add their own marks. N – Take part in imaginative play as superheroes. Encourage children to invent their own story lines and record the narration of these as they go along.			

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Week 4 (cont.)				R – Use a photograph from the previous day. Children to record the phrases 'I am a superhero' and 'I can…'. R – Write a list of Superkid's superpowers from the story. R – Use adjectives to describe Superkid and use the sentence stem 'Superkid has'.			

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Week 4 (cont.)				R – Children to imagine they are a superhero. What adventure would they go on? Map this using a story map. R – Children to write simple stories based on their own superhero adventure.			

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Week 5 **How do real-life superheroes help us?** Text - Supertato	N/R – Learn some superhero songs. Can the children perform them? R – Play a game of 'Superhero Says'. N/R - Use key words and vocabulary linked to superheroes such as 'pow' 'wow' 'boom' 'crash'.	N/R - Ask the children if they can think of any real heroes. Are there people who help others? How do they do this? N/R – Talk about how superheroes have to work as a team. How can we work as a team in class? R – Create a set of superhero class rules.	N/R – Allow the children the opportunity to cut up different fruits and vegetables (linked to the story). N/R – Create a tuff tray with superheroes and skyscrapers. Can they use cars to move around the area?	**Autumn Term** N/R – Talk about the story and recall the key events. N – Use stick puppets/props to retell the story in the supermarket (home corner). N – Make the Evil Pea using a paper plate and paint. Orally describe what the pea is like. N – Make Supertato using craft paper. Describe what Supertato is like. How is he different to the Evil Pea?		N/R – Design (R) and make a superhero from a potato.	N – Matching activity of the person and their role/vehicle. R – Explore real-life superheroes from the past and their achievements. This could be an explorer or inventor of your choice. Discuss their achievements and encourage the children to recall information about them. Record a sentence about the person and their achievements.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (cont.)				N – Draw their own superhero or create a superhero mask. Talk about what they superhero would be like and what their power would be. R – Use pictures to retell the story. Orally discuss what is happening in each picture. R – Make the Evil Pea and add describing labels.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy **Autumn Term** **Spring Term**	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (cont.)				R – Make Supertato using real potatoes. Add describing labels. Recall how it was made (e.g. spoken language of instructions). R – Draw/make or create their own superhero. Add labels to describe their superhero and their powers. **Spring Term** N/R – Talk about the story and recall the key events. N – Use story language when recalling the story.			
	Communication and Language	**Personal, Social,**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

		Emotional Development					
Week 5 (cont.)				R – Talk about why things happened using because. N – Draw Supertato and orally describe or add marks. N – Create the Evil Pea using craft materials and add descriptive labels. N – Make their own superhero masks. Take part in pretend play where they are a superhero. N – Draw their superhero. Add marks/single sounds for labels.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 5 (cont.)				R – Sequence the story using pictures and add key phrases. R – Draw/make Evil Pea and add a describing sentence. R – Draw their own superhero 'Supertato' and describe their super power using a sentence. R – Create a WANTED poster for Evil Pea.			

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Week 6 **Where do superheroes live?** Text - Superworm	N/R - Create a superhero den/lair to encourage children to role play and add narrative to their play. N/R - A villain is stealing objects! Can the children use their superhero skills to work out which objects they are stealing? Remove an object each time and see if the children can recognise which object was 'stolen'.	N/R – Talk about how superheroes have to stay healthy. Make healthy superhero smoothies with the children. N/R – Provide the children with puppets and act out scenarios where one of the puppets is a villain. How would we respond?	N/R – Provide different materials outside for the children to create their own dens. Turn the bikes into superhero vehicles. Can they manoeuvre them around the outdoor area at different speeds to catch the villains?	**Autumn Term** N/R – As a whole class, look carefully at the front cover of the book. Think about what the book is about using clues from the front cover. Create a group mind-map to gather ideas. N – Decorate a large scale Superworm using tissue paper and paint. Describe Superworm orally. N – Draw Wizard Lizard and describe him orally.		N/R – Create superhero vehicles using different junk-modelling materials. R – Test the vehicles out on different surfaces and at different heights. Do they work effectively?	N – A superhero has lost its toy within our school area. Follow a map to find the toy (treasure hunt). R – Create a map of the local area on a large scale – use chalk, paint, water. Add skyscrapers and superheroes to the map using different materials. Discuss where the superhero would travel to and why.
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Week 6 (cont.)				N – Look at the other animals within the story. Rehearse the names of the animals. Use non-fiction books to gather facts. N – Retell the story using props. R – Describe Superworm using adjectives. Write labels. R – Describe Wizard Lizard using adjectives. Write labels. Discuss how the characters differ.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 6 (cont.)				R – Write a 'secret message' to explain where Superworm has been kidnapped			

				to 'I am in the lair'. R – Write a list of the things that Superworm finds underground. R – Write a set of instructions based on how to rescue Superworm (as a group) or use pictures and key words to sequence.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 (cont.)				**Spring Term** N/R - As a whole class, look carefully at the front cover of the book. Think about what the book is about using clues from the front cover. Create a group mind-map to gather ideas. N – Draw Superworm and Wizard Lizard. Discuss their characters and describe. Orally compose a comparative sentence e.g. Superworm is nice, but Wizard Lizard is mean			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 6 (cont.)				N – Sequence the story using pictures and retell through performance – use key refrains. N – Look at the animals from the story. Draw an animal each and record a fact (make a fact book). R – Provide the children with a picture of Superworm. Add describing labels to this. R – Write a sentence to describe Superworm.			
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Week 6 (cont.)				R – Focus on Wizard Lizard. Provide the children with a picture and write a short description of him and his character e.g. He is mean. Extend children's vocabulary by thinking of key words e.g. scheming, cruel, bossy. R – Write a letter to Superworm's friends asking for help/for him to be rescued.			

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Week 6 (cont.)				R – Write a prediction based on how they think Superworm will escape.			

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Week 7 **Who is my hero and why?** Text – Daddies and Baddies	N/R - Discuss what it means to be a superhero – spend some time talking about what the children feel makes someone a superhero again, refer to real life people who help us.	N/R – Share photographs of people that are special to us, who we see as our heroes. Talk about why they are important.	N/R – Set up a series of ball challenges for the children to take part in. How many challenges can they do? Make superhero bridges outside in the outdoor area. How can they carefully cross the bridges without falling?	**Autumn Term** N/R – Read the story Daddies and Baddies. Talk about the personalities of the different Dads and how they are all different. How do they become superheroes? N – Look at pictures of their Dad or a 'Dad-Like Figure'. What is he like? Orally describe their Dad. N – Make a portrait of their Dad. N – Draw their Dad with a cape! He is now a superhero.		N – Create a painted portrait of a person that is their hero and make a 'superheroes' display. Add the photograph of their important person to the display. R – Draw a portrait of the hero within their life using more complex shapes and lines.	N – Create a family tree. Discuss how our families keep us safe. R – Talk about the important people in the children's lives. What makes them heroes? Draw a picture of them and record why they are a hero.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 7 (cont.)				Discuss his superpowers and add scribed labels. N – Use an action figure as their Dad. Take part in imaginative play where he has to take part in a superhero rescue mission. R – Draw a picture of their Dad and add labels. R – Create a comic strip with their Dad as the baddie.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 7 (cont.)				R – Retell their own story through drawing and phrases using their Dad as the main character. **Spring Term** N/R – Read the story and talk about the key events. Discuss the meaning of the word **heist.** N – Draw a picture of their Dad and add labels. Write the word 'Dad'. N – Draw their Dad as a superhero. Add labels to explain what their Dad is like/can do.			
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		Emotional Development		**Spring Term**			
Week 7 (cont.)				N – Use an action figure as their Dad. Take part in imaginative play where he has to take part in a superhero rescue mission. Adult to record their narration as they tell their own story. R – Draw their Dad and write sentences to describe him (including personality).			

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Week 7 (cont.)				R – If your Dad was a superhero, what superpowers would he have? Draw their Dad as a superhero. Write what superpowers he would have. R – Think of the story involving their own Dad. Re-write a short story using their own Dad as the character. How does he stop the Baddie?			

***Please continue to follow your PE plan for your class, but consider the above suggestions to enhance your provision to support children's fine and gross motor development.**

EYFS Areas of Learning Weekly Plan

Class:		Date:		Topic:	

Area of Learning	Indoor Enhancements	Outdoor Enhancements	Key Vocabulary and Questions	Children's Learning and Interests
Communication and Language				
Personal, Social and Emotional Development				
Physical Development				
Literacy				
Mathematics				
Understanding the World				
Expressive Arts and Design				

KEY STAGE 1

By the end of the piece of learning about 'Superheroes' children will be able to answer the following questions:

1. **If you could have any superpower, what would it be, and why?** This encourages imagination and allows them to express their desires.

2. **Who is your favourite superhero, and what makes them special?** This helps them articulate their preferences and understand what qualities they admire.

3. **What kinds of problems do superheroes help solve?** This prompts them to think about the role of superheroes in helping others.

4. **If you were a superhero, what kind of costume would you wear?** This allows for creative expression and visual thinking.

5. **Do you think you can be a hero in real life? How?** This helps them relate the concept of heroism to their own lives, and that you do not need super powers to be a hero.

6. **What would you do if you saw someone needing help?** This question helps them to think about empathy, and how to help people in their everyday lives.

Other questions to consider:
If your favourite toy became a superhero, what would their superpower be? This combines familiar play with imaginative superhero concepts.
What's the funniest superhero name you can think of? This encourages playful creativity and wordplay.
If you could give a superhero a pet, what pet would it be, and what special thing could it do? This adds a fun animal element and encourages them to think about partnerships.
If superheroes went to school, what subject do you think they would be best at? This connects superheroes to their own school experience and encourages them to think about different skills.
What kind of villain would a superhero have to fight in your playground? This makes the idea of superheroes more relatable to their own environment.
If you could write a story about a brand-new superhero, what would their story be? This encourages storytelling, and narrative creation.

Key Vocabulary

This is a list of key vocabulary for Key Stage 1 pupils related to the learning theme 'Superheroes', along with simple explanations suitable for that age group. This theme is fantastic for encouraging imagination, character development, and exploring themes of good vs. evil, bravery, and helping others.

Core Concepts:
Superhero: A special person who has amazing powers and uses them to help others and fight bad guys.
Hero/Heroine: A brave person who does good things for others. (Hero for a boy/man, Heroine for a girl/woman).
Villain: A bad person who tries to cause trouble or hurt others.
Power: A special ability that a superhero has, like super speed, flying, or invisibility.
Skill: Something a superhero is very good at doing, like fighting, thinking, or building.
Team: A group of superheroes who work together to help people.
Good: Doing things that are kind and helpful.
Evil/Bad: Doing things that are unkind or hurtful.
Justice: Making sure things are fair and right.
Bravery/Brave: Being courageous and not being afraid, even when things are scary.
Responsibility: Taking care of something or someone, knowing it's your job to do what's right.

Superhero Characteristics & Gear:
Cape: The flowing piece of cloth superheroes often wear on their back.
Mask: Something a superhero wears to hide their face or identity.
Costume: The special clothes a superhero wears.
Symbol: A special picture or sign that represents a superhero.
Gadget: A clever tool or invention that a superhero uses (e.g., a grappling hook, a special watch).
Secret Identity: The normal person a superhero pretends to be when they are not fighting crime.
Headquarters/Lair: The secret place where a superhero lives or works.

Actions & Scenarios:
Rescue: To save someone from danger.
Fight: To battle against bad guys.
Protect: To keep someone or something safe.
Save: To help someone who is in trouble.
Defeat: To beat or win against a villain.
Mission: A special job or task that a superhero needs to complete.
Challenge: A difficult task or problem that a superhero has to solve.
Solution: The answer to a problem.
Weakness: Something that makes a superhero not as strong or powerful (e.g., kryptonite for Superman).

Feelings & Traits:
Courageous: Another word for brave.
Strong: Having great physical power.
Fast: Able to move very quickly.
Clever/Smart: Being good at thinking and solving problems.
Kind: Being nice and thoughtful to others.
Helpful: Always willing to assist someone in need.

Activities to support vocabulary development:
Design Your Own Superhero: Children create their own superhero, including a name, power, costume, and symbol, using the vocabulary.
Role-play: Set up a "superhero training academy" or a "mission control" for children to act out scenarios.
Story Time: Read books about superheroes and discuss the characters, their powers, and their actions.
Word Walls: Create a display of superhero vocabulary with pictures.
Matching Games: Match superhero names to their powers or tools.
"What's My Power?": Children describe a power and others guess what it is.
Debate: Simple discussions about what makes a good superhero or villain.

Art & Design

The 'Superheroes' Learning Theme for Key Stage 1 is an incredibly vibrant and imaginative theme for Art & Design, allowing children to explore character design, symbolism, storytelling, and self-expression. Here's a breakdown of objectives aligned with the National Curriculum for Art & Design, with specific links to 'Superheroes':

Produce creative work, exploring their ideas and recording their experiences:
Objective: Children will use their observations and imagination to create original superhero characters, costumes, symbols, and gadgets, expressing their ideas about heroism and villainy.
Superhero link: Designing their own superhero/villain, drawing action scenes, creating comic strips, or depicting the superhero's secret identity.

Become proficient in drawing, painting, sculpture and other art, craft and design techniques:
Objective: Children will develop skills in various art techniques using different materials to bring their superhero ideas to life.
Superhero link:
Drawing: Sketching superhero poses, drawing costume details, creating comic book panels, or designing emblems.
Painting: Mixing colours for superhero costumes, creating dramatic backgrounds for action scenes, or painting pop-art style superhero images.
Sculpture: Making 3D models of superheroes, villains, or their gadgets using clay, playdough, recycled materials, or even creating wearable masks/props.
Other techniques: Using collage to create layered costumes, printing superhero symbols, or using textiles to design and make parts of a costume (e.g., a cape).

Evaluate and analyse creative works using the language of art, craft and design:
Objective: Children will describe and compare their own artwork and the artwork of others, using appropriate art vocabulary in relation to 'Superheroes'.
Superhero link: Discussing the colours used to show a heroic or villainous character, describing the lines used to convey speed or power, talking about the textures on a costume, or comparing different superhero symbols. They might discuss how an artist made a character look brave or sneaky.

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms:
Objective: Children will explore the work of artists, illustrators, and designers who create characters, costumes, or use dramatic visual storytelling.
Superhero link: Looking at comic book artists and illustrators, pop artists (like Roy Lichtenstein with his comic book style), costume designers, or even exploring mythological heroes and their visual representations. They could look at how different cultures depict heroes or mythical creatures.

Specific Objectives linked to 'Superheroes' (drawing from the above aims):
Using a range of materials creatively to design and make products inspired by 'Superheroes'.
Example: Making superhero masks or cuffs using card, fabric, and decorative materials.
Example: Constructing 3D models of superhero gadgets or vehicles from junk materials.
Example: Creating a "Hall of Heroes" display with individual superhero creations.

Using drawing, painting, and sculpture to develop and share ideas, experiences, and imagination about 'Superheroes'.
Example: Drawing sequential images to tell a short superhero story or capture a dynamic action scene.
Example: Painting portraits of their imagined superheroes or villains, focusing on facial expressions that convey emotion.
Example: Sculpting small clay figures of their superhero characters.

Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space to represent aspects of 'Superheroes'.
Example: Colour: Exploring the use of bold, contrasting colours for superhero costumes and dark, muted colours for villains or shadowy scenes.
Example: Pattern: Designing repeating patterns for superhero symbols or background cityscapes.
Example: Texture: Experimenting with different materials to create visual or tactile textures for costumes (e.g., shiny foil, rough fabric).
Example: Line: Using strong, bold lines to outline characters, jagged lines for energy bursts, or flowing lines for capes.
Example: Shape/Form: Understanding how to use geometric and organic shapes to build superhero figures and their environments.
Example: Space: Thinking about how to arrange figures on a page to create a sense of movement or drama (e.g., a superhero flying through the sky).

Learning about the work of a range of artists, craft makers, and designers who focus on character design, visual storytelling, or pop culture, describing similarities and differences, and making links to their own work.
Example: Looking at comic book artists and discussing how they draw different emotions or actions.
Example: Exploring how different artists use symbols to represent characters.
Example: Discussing how colours are used in famous superhero illustrations or films.

Other Art and Design activity ideas that link to 'Superheroes' which encourages creativity and skill development:

Character Creation & Design:

Mask Making: Provide various materials like cardstock, felt, feathers, glitter, and elastic. Children can design and create their own unique superhero masks, focusing on shape, colour, and embellishments that reflect their hero's powers or personality.

Costume Design: Using paper, fabric scraps, yarn, and glue, children can design and decorate miniature superhero costumes. They can draw their designs first and then bring them to life with the materials. This encourages thinking about form and texture.

Superhero Silhouettes: Cut out simple superhero shapes from black cardstock. Children can then decorate these silhouettes with bright collage materials to represent their hero's outfit and powers. This focuses on positive and negative space and bold visual impact.

Handprint Heroes: Children can create superhero characters using their handprints as the base. By adding details with paint or markers, each finger can become a different part of the hero's body or costume. This is a fun and personal approach.

Drawing Superpowers: Encourage children to draw their superheroes in action, focusing on how they visually represent their special powers. For example, wavy lines for super speed, starbursts for energy blasts, or swirling lines for flight.

Setting the Scene & Storytelling:
Superhero Cityscapes: Using cardboard boxes, tubes, and paper, children can construct a model cityscape for their superheroes to inhabit. They can paint and decorate the buildings, adding details like windows and aerials. This develops spatial awareness and construction skills.

Comic Strip Creation: Introduce the basic elements of a comic strip (panels, speech bubbles). Children can draw simple scenes of their superheroes in action, adding text to tell a short story. This combines visual art with narrative.

Superhero Headquarters: Using recycled materials like plastic bottles, yogurt pots, and straws, children can design and build a secret headquarters for their superheroes. This encourages imaginative play and problem-solving in construction.

"Pow!" and "Zap!" Action Words: Explore different ways to visually represent action words like "Pow!", "Zap!", and "Zoom!". Children can experiment with different fonts, sizes, colours, and outlines to create dynamic word art.
Backgrounds for Action Figures: Provide large sheets of paper or cardstock, and encourage children to create dynamic backgrounds for their superhero toys using paint, collage, or crayon. They can think about perspective and creating a sense of movement.

Exploring Materials & Techniques:
Super Slime: Introduce the science behind slime making while connecting it to a superhero's gooey or sticky powers. Children can experiment with different colours and textures.

Capes with Fabric Dye or Paint: Using simple fabric squares, children can decorate their own superhero capes with fabric markers, paint, or safe tie-dye techniques. This introduces working with textiles.

Clay Superheroes: Children can sculpt simple superhero figures using air-drying clay, focusing on basic shapes and adding details with tools. Once dry, they can paint their creations.

Printing Superhero Symbols: Create simple printing blocks using potatoes, sponges, or cardboard. Children can then print their own superhero symbols onto paper or fabric.

Computing

The 'Superheroes' theme for Key Stage 1 offers an engaging context for introducing foundational computing objectives. Children can imagine their heroes using technology, creating digital solutions, and understanding how computers help us.

Here's how computing objectives can be linked to the 'Superheroes' theme for Key Stage 1, aligned with the National Curriculum for Computing:

1. Programming (Algorithms and Logic):

Objective: Understand what algorithms are; create and debug simple programs.

Superhero Link:

Designing a Superhero's Path: Children can create a sequence of instructions (an algorithm) for a 'superhero robot' to navigate a maze, rescue a toy, or catch a 'villain' (e.g., using directional arrows or simple coding blocks like 'move forward', 'turn left').

Superhero Training Programs: Write simple algorithms for a superhero's training routine (e.g., "Jump 3 times," "Spin twice," "Fly forwards").

Debugging a Mission: If a 'superhero program' doesn't work (e.g., the robot gets stuck), children can identify the 'bug' (error) and 'debug' (fix) the sequence of instructions.

Simple Control: Using programmable toys (e.g., Bee-Bots) to make a superhero move to specific locations on a map to complete a 'mission'.

Objective: Use logical reasoning to predict the behaviour of simple programs.

Superhero Link:

Predicting a Power: "If my superhero presses this button, what power will they use? What will happen next?"

Mission Planning: Predicting where a 'superhero robot' will end up if it follows a given set of instructions.

2. Data and Information (Digital Content):

Objective: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Superhero Link:

Creating a Superhero Profile: Children can use a simple word processor or drawing software to create a digital profile for their superhero (name, powers, costume design, secret identity). They can type in text and insert images.

Designing a Superhero Symbol/Logo: Using drawing software (e.g., Paint, Google Drawings) to design their superhero's unique symbol or logo.

Creating a 'Rogue's Gallery' / 'Hero Database': Creating simple digital files (e.g., using a presentation slide per character) to store information about different heroes and villains.

Taking 'Mission Photos': Using a tablet or digital camera to take pictures of their superhero creations or role-play, then storing and reviewing them.

3. Networks and Communication (Online Safety):
Objective: Recognise common uses of information technology beyond school.
Superhero Link:
Superhero Communication: Discussing how superheroes might use technology to communicate (e.g., 'Bat-phone', digital alerts, video calls from space). Link this to real-world communication devices like phones, tablets, and computers.
Emergency Services: Discussing how real-life heroes (like emergency services) use technology to respond to calls for help.

Objective: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Superhero Link:
Secret Identities and Privacy: Discussing why superheroes keep their secret identities private. Relate this to keeping personal information (name, address, photo) private online.
'Sidekick' Safety Rules: Creating a list of "Online Safety Rules for a Superhero's Sidekick" (e.g., "Don't tell strangers your real name," "Ask a grown-up if you see something scary").
Reporting Bad Guys (Online): Discussing how a superhero would report something dangerous or unkind. Relate this to telling a trusted adult if they see something upsetting online.

4. Technology in the World:
Objective: Understand that programs execute by following a sequence of instructions; understand what algorithms are. (Reinforces programming but with a broader real-world link).
Superhero Link:
Superhero Gadgets: Discussing how superhero gadgets (e.g., a grappling hook, a jetpack) work by following specific instructions or steps.
Smart Headquarters: Imagining how a superhero's headquarters might use technology (e.g., automated doors, security systems, computers to analyse data), all of which rely on programmed instructions.

Other Computing activity ideas, blending on-screen and off-screen activities:

Unplugged (No Computer Needed):
Superhero Algorithm: Create a sequence of actions a superhero needs to take to save the day (e.g., "Fly to the building," "Open the door," "Rescue the cat"). Children can draw pictures or act out the steps. This introduces the idea of algorithms as a set of instructions.

Superhero Maze Challenge: Design a simple maze on paper. Children can then write down or use directional arrows (up, down, left, right) to guide their superhero through the maze to reach a goal. This reinforces the concept of sequencing and debugging (if their instructions don't work!).

Superhero Sorting: Give children cards with different superhero characteristics (e.g., "Can fly," "Has super strength," "Wears a cape"). They can sort these cards into groups based on shared characteristics, introducing the idea of data classification.

Superhero Pattern Power: Use coloured blocks or drawings of superhero symbols to create simple repeating patterns (e.g., red cape, blue mask, red cape, blue mask). Children can identify the pattern and continue it, introducing the concept of repetition in programming.

Superhero Storytelling with Binary: Represent simple words or actions (like "fly" or "punch") with 0s and 1s. Children can then create short superhero stories using these binary codes, giving them a very basic introduction to how computers store information.

Plugged In (Using Computers or Tablets):
Superhero Digital Drawing: Use simple drawing software to design their own superhero, focusing on symmetry, colour choices, and adding digital details. This develops their digital literacy and creative expression.

Superhero Animation: Introduce block-based coding apps (like ScratchJr or Kodable) where children can drag and drop blocks to make their superheroes move, jump, and perform actions. This is a fun and visual way to learn basic programming concepts like sequencing, loops, and events.

Superhero Game Creation (Simple): Some block-based coding platforms allow for very simple game creation. Children could program their superhero to collect items or avoid obstacles using basic controls.

Superhero Storytelling with Digital Tools: Use simple presentation software or digital storytelling apps to create a short story about their superhero, incorporating text, images, and even simple animations. This integrates literacy with digital skills.

Superhero Research (Guided): With careful supervision, children could use child-friendly search engines to find out about real-life heroes (e.g., firefighters, doctors) and discuss how they use their "powers" to help others. This promotes information literacy.

Cross-Curricular Connections:
Literacy: Writing superhero stories, creating character profiles, designing comic strips.
Art & Design: Designing superhero costumes and logos, creating digital artwork.

Design & Technology

Designing and Technology objectives for Key Stage 1, in relation to the Learning Theme of 'Superheroes', provides an engaging and practical context for KS1 pupils. They can design, make, and evaluate products that embody the essence of a superhero, focusing on functionality and purpose.

Here's a breakdown of Design & Technology objectives for Key Stage 1, linked specifically to the 'Superheroes' theme, following the National Curriculum.

1. Design:
Objective: Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Superhero Link: Children will design a superhero gadget, a superhero costume accessory (e.g., a mask, wrist cuffs), or a vehicle for their superhero. The 'purpose' could be to help the superhero fly, protect them, or catch a villain. The 'user' is often themselves or a peer.

Example Activities:
Sketching ideas for a new superhero gadget (e.g., a "light-up communicator" or "super-speed boots").
Drawing designs for a superhero mask, thinking about how it will fit and hide identity.
Discussing what features a superhero vehicle needs (e.g., strong wheels, a way to fly, a secret compartment).

Objective: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT.
Superhero Link: Children will articulate their design ideas for superhero items, draw them, or create simple models to test concepts.

Example Activities:
Talking about their ideas for a superhero's special power and how a gadget could help them use it.
Drawing a series of designs for a superhero cape, trying out different shapes.
Making a paper 'mock-up' of a superhero belt to see if it fits.

2. Make:
Objective: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
Superhero Link: Children will safely use scissors, glue, tape, and possibly simple fastening tools to construct their superhero items.

Example Activities:
Carefully cutting out felt shapes for a superhero emblem.
Joining cardboard pieces with glue or tape to make a superhero gauntlet.
Shaping pipe cleaners to create an alien-catching tool.

Objective: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
Superhero Link: Children will choose appropriate materials for their superhero creations (e.g., strong cardboard for a shield, soft fabric for a cape, shiny foil for a futuristic gadget).

Example Activities:
Choosing glittery card for a powerful-looking mask, or strong cardboard for a vehicle chassis.
Selecting fabric scraps of different textures to make a superhero costume patch.
Using elastic for a mask strap or Velcro for a detachable gadget.

3. Evaluate:
Objective: Explore and evaluate a range of existing products.
Superhero Link: Children will look at existing superhero toys, comics, or costumes, discussing what they like, what works well, and what could be improved.

Example Activities:
Looking at pictures of different superhero masks and discussing which ones look most effective for hiding identity.
Discussing how different superhero vehicles might move and why.
Examining existing simple gadgets and talking about their features.

Objective: Evaluate their ideas and products against design criteria.
Superhero Link: Children will reflect on whether their made item meets the initial purpose they designed it for.

Example Activities:
"Does my superhero mask hide my face?"
"Does my superhero gadget light up as I wanted it to?"
"Is my superhero vehicle strong enough to carry a toy?"
Discussing what they would do differently next time.

4. Technical Knowledge:
Objective: Understand how to strengthen, stiffen and reinforce more complex structures.
Superhero Link: While 'complex' is relative, children can begin to explore basic strengthening techniques in their superhero structures.

Example Activities:
Discussing how to make a cardboard shield stronger (e.g., adding an extra layer, folding edges).
Thinking about how to make a rocket stand up without falling over (e.g., a wider base).
Exploring how a tube can be stronger than a flat piece of paper for a telescope.

Objective: Understand that all structures are made of parts.
Superhero Link: Children will identify the different parts of their superhero creations and how they fit together.

Example Activities:
Naming the parts of their superhero costume (cape, mask, emblem).
Identifying the different components of their gadget (button, light, antenna).

Other Design & Technology activity ideas, focusing on different aspects of design and making, while keeping the 'Superheroes' theme central:

Designing and Making Superhero Masks:
Focus: Shape, materials, joining techniques.
Activity: Children can design their own superhero identity and then create a mask to go with it.
Materials: Cardboard, felt, paper plates, string, elastic, glue, tape, scissors, decorative materials (glitter, feathers, etc.).
Process:
Discuss different mask shapes and features.
Children draw their mask design.

They select appropriate materials and cut out the basic shape.
They add details and decorations.
They learn how to securely attach string or elastic so the mask can be worn.
Scaffolding: Simpler shapes for some children, more intricate designs for others. Pre-cut templates can be provided.

Building a Superhero Hideout/Lair:
Focus: Structures, stability, using different materials for a purpose.
Activity: Children work individually or in small groups to design and build a small-scale hideout for their superhero.
Materials: Cardboard boxes, tubes, fabric scraps, straws, tape, glue, construction toys (like LEGO or Duplo), natural materials (sticks, leaves - if appropriate and safe).
Process:
Discuss what a superhero hideout might need (e.g., a lookout point, a place to store gadgets).
Children sketch their designs.
They select materials and begin building, thinking about how to make their structure stable.
They can add features like windows or doors.
Scaffolding: Provide different sized boxes or containers. Some groups might focus on a simple structure, while others add more complex elements.

Designing and Making a Superhero Gadget:
Focus: Mechanisms (simple levers, sliders), purpose of design, using different materials.
Activity: Children invent a gadget that would help their superhero and then try to create a working model.
Materials: Cardboard strips, split pins, straws, string, small containers, buttons, craft sticks, tape, glue.

Process:
Brainstorm different superhero gadgets and their functions.
Children draw their gadget and explain how it works.
They experiment with different ways to join and move materials to create a simple mechanism.
They build a model of their gadget.
Scaffolding: Focus on very simple mechanisms for some (e.g., a sliding door on a small box), while others might try to create a lever-based grabbing tool.

Creating Superhero Vehicles:
Focus: Wheels and axles (simple), structure, movement.
Activity: Children design and build a vehicle that their superhero can use to travel quickly.
Materials: Cardboard boxes or tubes, bottle caps or plastic wheels, straws or dowels for axles, tape, glue, decorative materials.
Process:
Discuss different types of vehicles and how they move.
Children draw their superhero vehicle design.
They learn how to attach wheels to an axle and then to their vehicle body.
They decorate their vehicle.
Scaffolding: Provide pre-made chassis for some children. Others can be challenged to make their vehicle move in a specific way (e.g., roll down a ramp).

Designing Superhero Costumes/Accessories:
Focus: Textiles (simple), joining techniques (tying, sticking), aesthetics.
Activity: Children design and create a part of a superhero costume, such as a cape, wristbands, or a belt.
Materials: Fabric scraps, felt, paper, string, ribbon, Velcro, safety pins (with supervision), glue, tape.
Process:
Look at different superhero costumes and their features.
Children design their costume piece.
They learn simple ways to join materials (e.g., tying fabric for a cape, sticking felt for wristbands).
They decorate their creation.
Scaffolding: Provide pre-cut fabric shapes. Some children can focus on simple decoration, while others try more complex joining.

Key Considerations for Implementation:
Keep it simple: Focus on basic skills and achievable outcomes.
Safety first: Ensure all materials and tools are safe for KS1 pupils and supervise closely.
Focus on the process: Encourage experimentation and problem-solving, not just the final product.
Encourage evaluation: Ask children what worked well and what they might do differently next time.

Geography

The 'Superheroes' theme for Key Stage 1 offers an imaginative hook to teach core geographical concepts. While it might not seem an obvious fit at first, it allows for creative exploration of places, environments, and human impact.

Here's how Geography objectives can be linked to the 'Superheroes' theme, aligned with the National Curriculum for Geography:

1. Locational Knowledge:

Objective: Name and locate the world's seven continents and five oceans.
Superhero Link: Superheroes might have headquarters on different continents, or their missions could take them across oceans. Children could locate where various superheroes (or villains) operate from, or trace global journeys.
Activities*:* Using a globe or world map, children could point to the continent where their superhero lives or where a villain is hiding. They could draw maps showing a superhero's flight path across oceans.

Objective: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Superhero Link: Superheroes might protect specific cities or countries within the UK. Villains might try to cause trouble in these locations.
Activities*:* Children could identify London as the capital where 'Captain Britain' protects, or discuss coastal superheroes who patrol the surrounding seas. They could create maps of UK cities where superheroes operate.

2. Place Knowledge:

Objective: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
Superhero Link: Superheroes might protect different places. One superhero might protect a quiet English village (local area focus), while another protects a bustling city in a contrasting country (e.g., 'Desert Defender' in a hot desert, 'Arctic Avenger' in a cold polar region). Villains might try to exploit the differences in these environments.
Activities*:* Children could compare the 'home' environment of their invented superhero (e.g., a city with tall buildings vs. a rainforest with dense trees) and discuss how these environments impact their powers or challenges. They could draw maps showing the physical features of these contrasting places.

3. Human and Physical Geography:

Objective: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Superhero Link: Weather can influence superhero missions (e.g., a snowy mission, a sunny beach rescue). Superheroes might have powers linked to weather, or villains might try to control weather. Understanding hot/cold areas helps explain why some superheroes might be 'Ice Warriors' or 'Desert Guardians'.
Activities*:* Children could create weather reports for a superhero's mission, discussing appropriate clothing/powers. They could draw hot/cold zones on a globe and discuss which superheroes would thrive there.

Objective: Use basic geographical vocabulary to refer to:
Physical features: beach, cliff, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season and weather.

Superhero Link: Superheroes operate in these environments. Villains might hide in forests or on mountains, or battles might take place on beaches or rivers.
Activities: Children could draw maps of a superhero's hideout using these features, or describe a rescue mission using vocabulary like 'the villain fled through the forest and climbed the tall mountain'.

Human features: city, town, village, factory, farm, house, office, port, harbour, shop, station.
Superhero Link: Superheroes protect human settlements and features. Villains might target these places.
Activities: Children could design a 'hero's city' on a map, including human features. They could describe how a superhero helps people in a city or a small village.

4. Geographical Skills and Fieldwork:
Objective: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied.
Superhero Link: Tracking superhero movements or villain hideouts on a global scale.
Activities: Pinning pictures of superheroes onto their 'home' continent on a large world map or globe. Drawing routes for a superhero's global chase.

Objective: Use simple compass directions (North, South, East, West) and locational and directional language [e.g., near and far; left and right], to describe the location of features and routes on a map.
Superhero Link: Giving directions for a superhero to find a hidden object, navigate a city, or chase a villain.
Activities: Creating a simple map of a superhero's mission, using directional language: "Go North past the tall building, then turn East at the river."

Objective: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
Superhero Link: Superheroes often see the world from above! They use maps to plan their missions.
Activities: Looking at aerial photos of the school grounds (as if a superhero is flying over) and identifying features. Children could draw 'hero maps' of their school or local area, adding symbols for secret hideouts, safe zones, or villain traps.

Objective: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Superhero Link: Children can be 'local superheroes' protecting their school environment.
Activities: Conducting a 'litter-picking mission' (local fieldwork) and mapping where rubbish is found. Observing human and physical features in the school grounds and drawing a 'hero's map' of these features.

Other Geography activity ideas that blend the exciting world of superheroes with geographical concepts:

Focusing on Location and Mapping:
Superhero Headquarters:
Discuss where different superheroes might have their secret headquarters. Would Superman be in a bustling city like London or New York? Would Aquaman be near the coast? Would a nature-based hero live in a forest or mountains?

Create simple maps of imaginary "Superhero Cities" or regions. Children can draw and label key locations like the "Hero HQ," the "Villain's Lair," a "Danger Zone," and important landmarks.

Use positional language (e.g., next to, behind, under) to describe the location of these places on the map.
Hide superhero figures around the classroom or outdoor area and give children clues using positional language to find them.

Superhero Journeys:
Imagine a superhero needs to travel from their HQ to a place where they need to save the day. Trace simple routes on a map, discussing the different environments they might pass through (e.g., over mountains, across rivers, through a town).

Use directional language (e.g., forwards, backwards, left, right) to give instructions for a superhero's journey.
Introduce the concept of different modes of transport a superhero might use and link them to different environments (e.g., flying over cities, swimming in the ocean, driving through countryside).

Exploring Different Environments:
Superhero Habitats:
Discuss how a superhero's powers might be linked to their environment. For example, a hero with water powers might live near the sea or a large lake. A hero with plant powers might live in a forest.
Explore different types of environments (city, coast, forest, mountains, desert) and discuss the key features of each.
Children can design their own superhero whose powers are linked to a specific environment and describe their habitat.

Weather and Superpowers:
Talk about how weather might affect a superhero's mission. Would it be harder for a flying hero to operate in a storm? Would a hero with ice powers be stronger in cold weather?
Introduce basic weather concepts (sunny, rainy, windy, snowy) and link them to superhero scenarios.
Children can draw pictures of superheroes using their powers in different weather conditions.

Introducing Human and Physical Features:
Saving Landmarks:
Imagine a villain is trying to destroy famous landmarks (e.g., the Eiffel Tower, the Great Pyramid). Discuss what these landmarks are and where in the world they are located.
Look at pictures of different human (e.g., buildings, bridges) and physical (e.g., rivers, mountains) features and discuss their importance.

Helping People in Different Places:
Discuss how superheroes might help people in different types of settlements (e.g., a busy city, a small village). What challenges might people face in these different places?
Introduce the idea of different jobs people do and how superheroes might help them.

Creative Activities:
Design a Superhero Map: Children create their own map of a region where their superhero operates, including key geographical features and locations.

Superhero Environment Dioramas: Children create small scenes in boxes showing their superhero in their natural habitat.
Superhero Adventure Stories: Children write or tell stories about their superhero going on a geographical adventure.
"Where in the World is Our Superhero?" Game: Show pictures of different environments and ask children which superhero might be best suited to operate there.

History

The Learning theme 'Superheroes' might not immediately bring to mind historical facts, but it's an excellent way to introduce Key Stage 1 pupils to core historical concepts and skills in an engaging and imaginative way. We can use the idea of a 'superhero' to explore real people who have made a significant impact, or even to look at the evolution of fictional heroes over time.

Here are History objectives for Key Stage 1 related to the 'Superheroes' theme, aligned with the National Curriculum for History:

Develop an awareness of the past, using common words and phrases relating to the passing of time:
Objective: Children will use words like 'long ago', 'then', 'before', 'after', 'now', 'old', 'new' when talking about real or fictional heroes and how their stories or ideas have changed.
Superhero link: Discussing how superhero costumes have changed "then" and "now," or how stories about brave people were told "long ago" compared to "now."

Know where the people and events they study fit within a chronological framework:
Objective: Children will begin to sequence events related to a superhero's 'origin story' or a real hero's life on a simple timeline.
Superhero link: Creating a timeline of a superhero's 'birth' (first appearance), powers developing, and key battles. Or, a simple timeline of a historical figure's life, highlighting key brave acts.

Identify similarities and differences between ways of life in different periods:
Objective: Children will compare the challenges and ways of helping people from different historical periods to the challenges and methods of modern superheroes.
Superhero link: Comparing how a historical hero (e.g., Florence Nightingale) helped people in the past to how a fictional superhero helps people today (e.g., no super strength, but kindness and skill).

Understand some of the ways in which we find out about the past and identify different ways in which it is represented:
Objective: Children will explore different 'sources' (e.g., stories, pictures, toys, comics) that tell us about superheroes or historical heroes.
Superhero link: Looking at old comic books, comparing them to modern superhero films, discussing how stories are told differently (e.g., picture stories, spoken stories, movies).

Specific Objectives linked to 'Superheroes' (drawing from the above aims and National Curriculum content areas):
1. The lives of significant individuals in the past who have contributed to national and international achievements (and comparing aspects of life in different periods):

Objective: Children will learn about a real-life historical figure (a 'real-life hero') who showed bravery and helped others, comparing their actions and tools to those of a fictional superhero.
***Example**:* Studying **Florence Nightingale** (caring for the sick in challenging conditions, making huge changes to hospitals) or **Mary Seacole** (bravery, helping soldiers, travelling to help).
Link to superheroes: Discussing what 'superpowers' Florence or Mary might have needed (e.g., resilience, kindness, leadership) and how their 'gadgets' were different (e.g., medicine, lamp vs. laser beam, flying).
Comparison: How did Florence help people compared to how Superman helps people? (Real actions vs. fictional powers). How did their lives differ from our lives today?

Objective: Children will understand that people in the past had different ways of helping others and different challenges to overcome.
***Example**:* Exploring real-life 'rescuers' from the past (e.g., **Grace Darling** and her bravery at sea, or local historical figures who showed courage).
Link to superheroes: What tools did Grace Darling use compared to a superhero's gadgets? What dangers did she face?

2. Changes within living memory (where appropriate, to reveal aspects of change in national life):
Objective: Children will explore how the idea of a 'hero' or 'superhero' has changed over time, within living memory.
***Example**:* Interviewing grandparents or older family members about their childhood heroes (e.g., comic book heroes, sports heroes, people who did kind things) and comparing them to heroes of today.
Link to superheroes: Comparing early comic book superheroes (e.g., first appearance of Superman or Batman) to modern film superheroes – how have their costumes changed? Their powers? The stories?

3. Events beyond living memory that are significant nationally or globally (can be adapted to include heroic actions or figures):
Objective: Children will learn about a significant historical event where people acted heroically, even if they didn't have 'superpowers'.
***Example**:* The **Great Fire of London** (focusing on heroic firefighters, people helping each other, or the bravery of Samuel Pepys in recording events).
Link to superheroes: What 'heroic' actions did people take during the fire? What 'problems' did they face that a superhero might solve today (e.g., putting out fire, flying people to safety)?

Developing Historical Skills through 'Superheroes':
Chronological understanding:
Objective: Use common words and phrases relating to the passing of time (e.g., 'old', 'new', 'before', 'after', 'long ago', 'now').

Objective: Sequence events in the 'origin story' of a fictional superhero or key events in the life of a real-life hero on a simple timeline.

Historical enquiry and sources:
Objective: Ask and answer questions about fictional superheroes' origins or real-life heroes' actions (e.g., "How did they get their powers?", "What brave thing did they do?", "How do we know?").

Objective: Use parts of stories, pictures, or simple 'artefacts' (e.g., old comic books, pictures of old uniforms/equipment) to show what they know about heroes past and present.

Understanding change and continuity:
Objective: Identify simple similarities and differences between heroes of the past and present (e.g., "They both wanted to help people, but they used different tools").

Historical vocabulary:
Objective: Use vocabulary related to time and historical concepts (e.g., 'past', 'present', 'brave', 'challenge', 'solution').

Other History activity ideas that blend the exciting world of superheroes with historical concepts:

Real-Life Heroes Then and Now:
Concept: Introduce the idea that while superheroes have amazing powers, throughout history, there have been "real-life heroes" who have done incredible things through their bravery, kindness, and determination.

Activities:
Storytelling: Share simple stories of historical figures who showed courage or helped others (e.g., Florence Nightingale, firefighters from the Great Fire of London, local heroes from your community).
Comparison: Discuss what makes these figures "heroic" and compare their actions to the qualities of fictional superheroes. What skills did they use instead of superpowers?
Timeline: Create a simple timeline showing when these real-life heroes lived, emphasizing that heroes exist in different times.
Role-play: Children can act out simple scenarios of real-life heroes helping others.

Superhero Uniforms Through Time (Imaginary):
Concept: Explore how clothing and uniforms have changed over time, using the imaginative lens of superhero costumes.

Activities:
Drawing and Design: Ask children to design superhero uniforms for different historical periods (e.g., a Roman superhero with a toga-inspired costume, a Victorian superhero with a cape and top hat).
Discussion: Talk about the materials and styles of clothing from those periods and how they might influence a superhero's look.
"Fashion Show": Children can present their historical superhero designs and explain their choices.

Superhero Tools and Technology (Then and Now - Simple):
Concept: Introduce the idea that tools and technology have evolved over time, even for fighting "bad guys" (in a child-friendly way).

Activities:
Matching Game: Create simple pictures of old and new tools (e.g., a quill and a pen, a horse-drawn carriage and a car) and discuss how they help people.
Imaginary Superhero Gadgets: Ask children to imagine what kind of simple tools or gadgets a superhero from a different historical period might use. A knight superhero might have a special shield, while a Victorian superhero might have a clever mechanical device.

"Inventor's Workshop": Children can draw or build (using simple materials) their own historical superhero gadgets.

Superhero Stories from the Past (Creating Fictional Narratives):
Concept: Encourage imaginative storytelling by setting superhero adventures in historical contexts.
Activities:
Story Starters: Provide simple scenarios like, "Imagine a superhero who lived in a castle..." or "What if there was a superhero during the time of the dinosaurs?"
Group Storytelling: Work together as a class to create a simple superhero story set in the past.
Drawing and Writing: Children can draw pictures and write simple sentences about their historical superheroes and their adventures.

Key Considerations for Implementation:
Keep it Simple: Focus on basic historical concepts like "long ago," "now," and how things have changed.
Focus on People: Connect the historical context to people and their lives, even in the superhero narratives.
Use Familiar Superhero Tropes: Leverage children's existing knowledge of superheroes (powers, costumes, helping others) to make the historical connections more engaging.

Music

See also Charanga Schemes of work

Here's a breakdown of Music objectives for Key Stage 1, specifically tailored to the Learning theme, 'Superheroes'. This theme lends itself incredibly well to exploring dynamics, tempo, mood, and even simple composition.

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Objective: Children will sing songs and chant rhymes that explore different aspects of superheroes, villains, and their adventures.
Superhero link: Singing songs about super speed (fast tempo), super strength (loud dynamics), flying (smooth legato), or sneaky villains (staccato, quiet dynamics). Creating chants for superhero teams or villainous plans.

Play tuned and untuned musical instruments musically.
Objective: Children will experiment with and play a range of instruments to create sounds that represent superhero powers, actions, and emotions.
Superhero link:
Untuned percussion: Using drums for powerful superhero landings, shakers for quick flight, cymbals for dramatic impacts, woodblocks for secret messages.
Tuned percussion (e.g., glockenspiels, xylophones): Creating ascending/descending melodies for flying, short sharp notes for zapping powers, or sustained notes for a sense of awe.

Listen with concentration and understanding to a range of high-quality live and recorded music.
Objective: Children will listen to and identify how music is used to create specific effects or represent characters in a superhero context.
Superhero link: Listening to film scores (e.g., superhero movie themes) and identifying how different instruments, tempos, and dynamics are used to portray heroes, villains, danger, excitement, or victory. Discussing the 'feel' of the music (e.g., "Does this music make you feel brave or scared?").

Experiment with, create, select and combine sounds, using the inter-related dimensions of music.
Objective: Children will explore and combine different sounds to create short musical pieces, soundscapes, or accompanying music for superhero scenarios.
Superhero link:
Dynamics: Exploring loud (fortissimo) sounds for a superhero's big punch and quiet (pianissimo) sounds for a stealthy villain.
Tempo: Fast (allegro) for super speed, slow (adagio) for a superhero recovering.
Pitch: High sounds for flying, low sounds for a giant villain.
Timbre (sound quality): Choosing instruments that sound 'strong' or 'sneaky'.
Texture: Layering sounds to create a busy city scene or a chaotic battle.
Structure: Creating simple musical phrases for a superhero's entrance or exit.

Specific Objectives linked to 'Superheroes' (drawing from the above aims):
Exploring Dynamics and Tempo to represent Superhero actions and characters.
***Example**:* Creating a piece of music using instruments that gets louder (crescendo) and faster (accelerando) to represent a superhero chasing a villain, then softer (decrescendo) and slower (ritardando) as they escape.
***Example**:* Using loud, sustained notes for 'Super Strength' and quiet, quick notes for 'Invisible Power'.

Using voices and body percussion to tell a Superhero story.
***Example**:* Chanting "Pow! Zap! Whizz!" with different vocal dynamics. Using claps, stomps, and clicks to create sounds for running, flying, or landing.
Creating short musical phrases or motifs for specific superheroes or villains.
***Example**:* Designing a 'theme tune' for their invented superhero using a glockenspiel, focusing on a short, memorable melody. Creating a 'villain' sound using lower, dissonant notes.

Listening and responding to how music creates mood and atmosphere in a superhero context.
***Example**:* Listening to two different pieces of music (one heroic, one villainous) and describing how each makes them feel and what elements contribute to that feeling.

Experimenting with different instruments to create a soundscape for a superhero scene.
***Example**:* Using shakers for a busy city, drums for an explosion, wind chimes for a superhero flying through the air.

Composing simple rhythmic patterns to represent different superhero powers or actions.
***Example**:* Clapping a rhythm for "Super-speed runs!" or "Villain hides!".

Other music activity ideas:

Exploring Sounds and Instruments:
Superhero Sound Effects: Encourage the children to create sound effects for different superhero actions using their voices and classroom instruments.
***Flying**:* Whooshing sounds, high-pitched glides on glockenspiels or xylophones.
***Super Strength**:* Low, booming sounds made by drums or shakers.
***Speed**:* Fast, scurrying sounds with rhythm sticks or tambourines.
***Laser Beams**:* High, zapping sounds with triangles or finger cymbals.

***Landing**:* A strong, grounded sound on a drum or the floor.

Instrument Heroes: Assign different instruments to represent different superheroes or their powers. For example:
A trumpet could be the heroic leader.
A shaker could represent a speedy sidekick.
A triangle could be a character with a "sparkly" power.
Let the children create short musical phrases on their assigned instruments to introduce their superhero.

Singing and Action Songs:
"Superhero, Superhero" Song: A simple call-and-response song where the teacher sings "Superhero, superhero, can you...?" and the children respond with an action and sound effect (e.g., "...fly so high? Whoosh!").

"My Special Power" Song: A song where each child thinks of their own "superpower" (it can be anything imaginative!) and sings a short phrase about it, perhaps with a simple melody. They can then create a movement to go with their power.

Action Hero Moves: Create a song with simple verses describing superhero actions (flying, running, jumping, saving the day) and a catchy chorus. Incorporate actions for the children to perform as they sing.

Rhythm and Pulse:
Superhero March: Explore a steady beat by marching like superheroes. Use drums or clapping to keep the pulse. Vary the tempo – slow for a stealthy hero, fast for a super-speedster!

Rhythm Syllables: Use superhero names or phrases (e.g., "Super-girl," "Saving the day") to explore different rhythmic patterns. Clap or tap the rhythms together.

Body Percussion Powers: Create a sequence of body percussion sounds (clapping, tapping knees, stamping feet) to represent a superhero's journey or a fight scene.

Listening and Appraising:
Superhero Theme Tunes: Listen to short excerpts of famous superhero theme music (from movies or cartoons). Discuss the mood and how the music makes them feel. What instruments can they hear? How does the music represent the superhero's character?

Creating a Class Superhero Theme: As a class, decide on the qualities of your own class superhero. Then, using the instruments available, try to create a short musical theme that reflects those qualities.

Creative Activities:
Superhero Story with Music: Tell a simple superhero story and have the children add sound effects and instrumental interludes at appropriate moments.

Designing a Superhero Instrument: Encourage the children to design and draw their own "superhero instrument" and explain what sounds it would make and what power it would represent.

Physical Education

The 'Superheroes' Learning Theme provides a context for Key Stage 1 PE, encouraging imaginative play while developing fundamental movement skills. Here's a breakdown of PE objectives, linked to the National Curriculum, with specific ideas for a superhero theme:

Core Aims of the National Curriculum for PE (as they relate to 'Superheroes'):
Develop competence to excel in a broad range of physical activities.
Objective: Children will master basic movements and apply them in a range of activities inspired by superhero actions.
Superhero Link: Practicing 'flying' (running, gliding, leaping), 'super strength' (pushing, pulling, lifting imaginary objects), 'agility' (dodging, weaving), and 'precision' (throwing, catching).

Are physically active for sustained periods of time.
Objective: Children will participate in superhero-themed activities for a sustained duration, promoting stamina and fitness.
Superhero Link: Engaging in a "superhero training circuit," completing a "villain chase," or enduring a "mission obstacle course" for a set period.

Engage in competitive sports and activities.
Objective: Children will participate in simple competitive games, understanding basic rules and fair play, often with a superhero twist.
Superhero Link: "Superhero Tag" (trying to catch the 'villain' or 'rescue' a 'citizen'), 'Superhero Relay Races' (working as a team), or 'Target Practice' (aiming at a 'villain' target).

Lead healthy, active lives.
Objective: Children will begin to understand the importance of being active and how it makes their bodies strong and healthy, like a superhero.
Superhero Link: Discussing how superheroes need strong muscles and good stamina, making links between exercise and 'super powers' of the body.

Specific PE Objectives linked to 'Superheroes':
1. Master Basic Movements:
Running:
Objective*:* Use running in isolation and in combination with other movements, varying speed and direction.
Superhero Link*:* "Super Speed Sprints" (fast running), "Stealthy Stalking" (slow, quiet running/crawling), "Villain Chase" (changing direction to pursue/evade).

Jumping:
Objective*:* Perform different types of jumps (e.g., two feet to two feet, two feet to one foot, over obstacles).
Superhero Link: "Leaping Tall Buildings" (jumping over small hurdles), "Power Jumps" (jumping for height/distance), "Landing Safely" (controlled landing).

Throwing:

Objective: Throw accurately and with control, using different throwing actions (e.g., underarm, overarm).
Superhero Link: "Web-Slinging" (underarm throw with beanbags), "Laser Beam Blasts" (overarm throwing at targets), "Shield Throw" (rolling a frisbee or hoop).

Catching:
Objective: Catch a ball/object with two hands, and begin to catch with one hand.
Superhero Link: "Catch the Falling Citizen" (catching soft balls), "Intercept the Villain's Message" (catching beanbags thrown by a partner).

2. Develop Balance, Agility, and Co-ordination:
Balance:
Objective: Maintain balance in static and dynamic situations.
Superhero Link: "Tightrope Walking" (walking along a line on the floor), "Superhero Statues" (holding challenging poses), "Flying Practice" (balancing on one leg).

Agility:
Objective: Change direction and speed quickly and efficiently.
Superhero Link: "Dodge the Lasers" (dodging cones/markers), "Speed Agility Drills" (quickly moving between points), "Evading the Villain."

Co-ordination:
Objective: Combine movements smoothly (e.g., running and jumping, throwing and catching).
Superhero Link: "Superhero Obstacle Course" (combining crawling, jumping, balancing), "Patrol Route" (moving through various stations that require different skills).

3. Participate in Team Games and Develop Simple Tactics:
Teamwork/Co-operation:
Objective: Work cooperatively with others in partner and small group activities.
Superhero Link: "Rescue Missions" (working together to 'rescue' objects or 'citizens'), "Superhero Squad Challenges" (team-based problem-solving movement tasks).

Simple Tactics (Attacking & Defending):
Objective: Begin to understand basic principles of attacking and defending in simple games.
Superhero Link: In "Superhero Tag," children learn to evade (defend) and chase (attack). In simple throwing games, they might learn to move to an open space (attack) or cover a target (defend).

4. Perform Dances Using Simple Movement Patterns:
Dance & Expressive Movement:
Objective: Create and perform simple movement patterns and sequences, responding to music or a theme.
Superhero Link: "Superhero Warm-up Dance" (creating movements for different powers), "Superhero Battle Dance" (performing a sequence of moves to defeat an imaginary villain), "Victory Dance."

Example Activities and Scenarios:
Superhero Training Academy: Set up stations for different "powers" – e.g., "Super Speed Course" (running sprints), "Strength Challenge" (pushing/pulling heavy objects like benches), "Flight School" (jumping for height or distance), "Target Practice" (throwing beanbags at villain targets).

The Great City Rescue: Design an obstacle course where children have to run, jump over "rivers," crawl under "buildings," balance on "rooftops," and then "rescue" a "citizen" (e.g., a teddy bear) by carrying or pushing it to safety.
Villain Vs. Heroes Tag: A game where one or two children are the 'villains' trying to tag the 'superheroes.' Tagged superheroes might have to do a specific exercise (e.g., 5 star jumps) to regain their powers.
Power-Up Circuit: Children rotate through various exercises, each representing a different superpower (e.g., star jumps for "Super Jump," high knees for "Super Speed," press-ups for "Super Strength").

Other PE ideas based on the 'Superheroes' Learning Theme, focusing on developing their fundamental movement skills:

Developing Movement Skills with a Superhero Twist:
Superhero Running Styles:
Super Speed: Practice running with high knees, like they're zooming to save the day!
Stealthy Steps: Encourage quiet, light steps, like a superhero sneaking past villains.
Giant Strides: Big, powerful steps, pretending to leap over tall buildings.
Backward Flight: Careful backward jogging, imagining they're flying in reverse.

Superhero Leaping and Jumping:
Building Jumps: Set up soft blocks or hoops and have children leap over them, pretending they're clearing obstacles.
Long Jumps: Mark a starting line and see who can make the longest "superhero leap."
Power Jumps: Practice jumping as high as they can, reaching for imaginary objects in the sky.

Superhero Throwing and Catching:
Web Shooter Practice: Use beanbags or soft balls and have children practice throwing them at targets (e.g., hoops, cones), imagining they're shooting webs.

Super Catch: Practice catching soft balls of different sizes, emphasizing using two hands and soft hands.
Villain Knockdown: Set up empty plastic bottles or cones and have children throw soft balls to "knock down" the villains.

Superhero Balancing:
Tightrope Walking: Use a line on the floor or a low balance beam and have children walk along it carefully, pretending they're balancing on a skyscraper.

Superhero Stances: Practice holding different balanced poses, like a powerful standing stance or a one-legged "flying" pose.

Games and Activities:
Superhero Tag: One or two children are "villains" and try to tag the other "superheroes." When tagged, a superhero has to freeze in a superhero pose until another superhero "untags" them with a special touch (e.g., a high-five).

Obstacle Course of Heroes: Set up a simple obstacle course incorporating different movements like crawling under a net (laser beams!), stepping over objects (fallen debris!), and throwing beanbags into a hoop (capturing villains!).

Superhero Training Academy: Divide the class into small groups and have them rotate through different "training stations" focusing on different skills (e.g., a throwing station, a jumping station, a balancing station).

Rescue Mission: Set up a scenario where some "citizens" (cones or soft toys) are in danger. The superheroes have to work together to move them to a safe zone using different methods like carrying, rolling, or pushing.

Freeze Dance Heroes: Play music and have the children move around like superheroes. When the music stops, they freeze in a dynamic superhero pose.

Mirror Image Heroes: Children work in pairs. One child makes superhero movements, and the other mirrors their actions. They can take turns being the leader.

Science

The 'Superheroes' theme, while seemingly fantastical, provides an excellent hook for Key Stage 1 pupils to explore fundamental scientific concepts and develop their "working scientifically" skills. The focus should be on linking superhero powers and gear to real-world science.
Here's how to integrate Science objectives for Key Stage 1 with the 'Superheroes' theme, aligned with the National Curriculum:

Working Scientifically (Key Skills applied across topics):
Asking simple questions and recognising that they can be answered in different ways.
Superhero link: "What material would be best for a superhero's cape to make them fly faster?" "How could a superhero see in the dark?" "What power would help us clean up pollution quickly?"

Observing closely, using simple equipment.
Superhero link: Observing different materials to see which is strongest/most flexible for a superhero costume. Observing how things move (e.g., toy cars, balls) to understand forces. Using magnifying glasses to look closely at textures for superhero gadgets.

Performing simple tests.
Superhero link: Testing which material is most waterproof for a superhero's shield. Testing which toy car travels furthest to understand friction. Testing which type of 'glue' (e.g., tape, PVA) holds materials best for a superhero invention.

Identifying and classifying.
Superhero link: Classifying materials used in superhero costumes or gadgets (e.g., hard, soft, stretchy, bendy). Grouping superheroes by their powers (e.g., flight, super strength, invisibility). Classifying 'super-foods' that give us energy.

Using their observations and ideas to suggest answers to questions.
Superhero link: After testing materials, children can suggest why a particular material would be good for a superhero's boots. Suggesting how a superhero might use their senses to detect danger.

Gathering and recording data to help in answering questions.
Superhero link: Drawing or tallying results from material tests. Drawing or writing observations about how different forces affect objects (e.g., pushing a car, pulling a toy).

1. Everyday Materials:
Objective: Distinguish between an object and the material from which it is made.
Superhero link: Identifying a superhero's cape (object) is made from fabric (material); a shield (object) is made from metal (material).
Objective: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
Superhero link*:* Discussing what different superhero gadgets or parts of their lair might be made from (e.g., metal for a robot sidekick, plastic for a communication device).

Objective: Describe the simple physical properties of a variety of everyday materials.
Superhero link: Exploring properties relevant to superhero gear:
Strong/Weak: What material is strong enough for a superhero's armour?
Flexible/Stiff: What material is flexible enough for a cape but stiff enough for a shield?
Waterproof/Absorbent: What material would keep a superhero dry in the rain?
Transparent/Opaque: What material would a superhero use for a secret window vs. a disguise?
Shiny/Dull: What material would make a superhero look impressive?

Objective: Compare and group together a variety of everyday materials on the basis of their simple physical properties.
Superhero link*:* Grouping materials that would be good for a superhero's stealth mission (dull, dark) vs. a flashy rescue (shiny, bright). Sorting materials that are good for building a strong hideout.

Objective: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Superhero link*:* Exploring how playdough or modelling clay (for a superhero's disguise) can be squashed and stretched. Testing elastic to see how much it stretches for a superhero's stretchy suit.

2. Animals, including humans:
Objective: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Superhero link*:* Discussing how superheroes use their senses to detect danger (e.g., super hearing with ears, super sight with eyes, super smell with nose). Labelling a human body diagram and considering which parts would need to be super strong or agile for a superhero.

Objective: Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.

Superhero link: Discussing how superheroes need to be fit and healthy to do their job – linking to the importance of exercise (running, jumping, balancing like a superhero) and healthy eating (what gives them energy and strength). Why do superheroes need to wash their hands after a mission?

Objective: Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
Superhero link: Even superheroes need food, water, and air to survive! Discussing how villains might try to remove these from heroes or ordinary people. Considering how superheroes might ensure everyone has these basic needs.

3. Plants (Optional, but can be linked):
Objective: Identify and name a variety of common wild and garden plants.
Superhero link: Perhaps a 'nature superhero' whose powers come from plants, or a villain who uses plants in a tricky way. Children could identify plants in a 'superhero garden' or 'healing herb' patch.

4. Living Things and Their Habitats (Optional, but can be linked):
Objective: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.
Superhero link: Some superheroes might be "animal whisperers" or have animal-based powers. This could lead to a discussion about different animal habitats and how the animals' features help them survive there.

Other Science activity ideas for Key Stage 1, all with a superhero twist:

Forces and Movement (Super Strength & Speed):
Super Push and Pull: Explore how superheroes move objects with pushes and pulls. Have children experiment with different ways to move toys (pushing, pulling, rolling) and relate it to a superhero moving a heavy object or pulling someone to safety.

Superhero Speed Trials: Investigate how different surfaces affect how fast a toy car (the superhero's vehicle!) can travel. Use ramps and different materials like carpet, wood, and tiles. Talk about friction slowing things down, like a villain trying to stop a fast superhero.

Flying High: Investigate things that fly. Make paper aeroplanes and discuss how pushing them forward makes them move through the air. Relate this to superheroes flying and the force they use to propel themselves.

Materials (Super Gadgets & Costumes):
Super Sorting: Explore different materials used for superhero costumes and gadgets. Have children sort objects based on their properties (shiny, rough, soft, hard, waterproof). Discuss why certain materials might be good for a superhero's suit (e.g., strong for protection, flexible for movement).

Waterproof Wonders: Test different materials to see which are waterproof, like a superhero's cape that keeps them dry in the rain. Use droppers to put water on different fabrics and observe what happens.

Mixing Magic: Investigate simple mixing, like making coloured water potions for a superhero's secret lab. Talk about how some things mix and some don't.

Light and Shadows (Invisible Powers & Secret Signals):

Shadow Superheroes: Explore how light creates shadows. Use torches and cut out superhero shapes to make shadow puppets. Discuss how a superhero might use shadows to hide.

Super Signals: Investigate how light can be used to send signals. Use torches to flash messages and discuss how a superhero might use a light signal.

Living Things (Super Senses & Animal Powers):
Super Senses: Explore our five senses and how they help us. Discuss how some superheroes have enhanced senses, like super hearing or super sight, and which animals have similar amazing senses.

Animal Allies: Learn about different animals and their amazing abilities. Discuss how a superhero might have powers inspired by animals (e.g., the speed of a cheetah, the strength of an ant).

Working Scientifically:
Throughout these activities, encourage children to:
Ask questions: "Why does that happen?" "What if we try this?"
Make predictions: "What do you think will happen next?"
Observe carefully: "What do you see?"
Record their findings: Draw pictures or use simple words to note what they discover.
Talk about their ideas: Share their thoughts and explanations.

English

Suggested texts (but not limited to):
https://www.booksfortopics.com/superheroes

Fiction:
Supertato – Paul Linnet and Sue Hendra
There's a Superhero in Your Book – Tom Fletcher
Superhero ABC – Bob Mcleod
Traction Man Is Here - Mini Grey
Juniper Jupiter - Lizzy Stewart
Nat Fantastic - Giles Andreae & Katharine McEwen
Super Daisy - Kes Gray & Nick Sharratt
Newspaper Boy and Origami Girl - Michael Foreman
Max - Bob Graham
Superhero Hotel - Abie Longstaff & Migy Blanco
My Mum Is a Supermum - Angela McAllister & Alex T. Smith
The Astonishing Secret of Awesome Man - Michael Chabon & Nick Parker
Cartoon Kid - Jeremy Strong
5-Minute Marvel Stories - Dbg
Superhero Street - Phil Earle & Sara Ogilvie

Non-Fiction:
Superheroes Like You by Dr Ranj and Liam Darcy (picture book) – KS1
Poetry:
Mr and Mrs Books – Janet and Allan Ahlberg
You can do anything – Akala

If I were in charge of the World – Judith Viorst
Eliot Midnight Superhero - Anne Cottringer & Alex T. Smith
Ten Little Superheroes – Mike Brownlow
Superworm – Julia Donaldson
Zog and the Flying Doctors

The 'Superheroes' Learning theme for Key Stage 1 provides a vibrant and engaging context for fulfilling a wide range of English objectives. It naturally lends itself to imaginative writing, character exploration, and dramatic play. Here's how various English curriculum areas can be linked:

1. Spoken Language:
Objective: Listen and respond appropriately to adults and their peers.
Superhero link: Listening to stories about superheroes, listening to instructions for designing a superhero, responding to classmates' ideas during a 'superhero team' planning session.

Objective: Ask relevant questions to extend their understanding and knowledge.
Superhero link: Asking questions about superhero powers, costumes, or villain's plans; interviewing a 'visiting superhero' (teacher in character).

Objective: Articulate ideas and opinions clearly in full sentences.
Superhero link: Explaining what makes a good superhero, describing their own superhero's powers, giving reasons for their choices in designing a superhero gadget.

Objective: Participate in discussions, presentations, performances, role play and debates.
Superhero link: Role-playing superhero missions; presenting their own superhero creation; debating who is the 'best' superhero and why; performing a short superhero play.

Objective: Consider and evaluate different viewpoints, explaining their own.
Superhero link: Discussing whether a 'villain' could ever be good, or why a certain action by a superhero might be tricky.

2. Reading - Word Reading:
Objective: Apply phonic knowledge and skills to decode words.
Superhero link: Decoding names of superheroes/villains, words associated with powers (e.g., 'flight', 'strength'), or places (e.g., 'city', 'lair') in superhero stories.

Objective: Read accurately and with increasing speed and fluency.
Superhero link: Practising reading sentences or short texts about superheroes, reading captions for superhero pictures.

Objective: Read common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Superhero link: Identifying words like 'power', 'great', 'secret', 'brave' within superhero texts.

3. Reading - Comprehension:

Objective: Understand both the books they can already read accurately and fluently and those they listen to by:
Drawing on what they already know or on background information and vocabulary provided by the teacher.
Superhero link: Activating prior knowledge about good vs. evil, discussing new vocabulary like 'villain', 'identity', 'gadget' before reading a story.

Checking that the text makes sense to them as they read and correcting inaccurate reading.
Superhero link: Self-correcting when reading about a superhero's actions if it doesn't align with the story.

Making inferences on the basis of what is said and done.
Superhero link: Inferring how a superhero feels based on their actions or expressions; inferring why a villain might act a certain way.

Predicting what might happen next on the basis of what has been read so far.
Superhero link: Predicting how a superhero will defeat a villain or what power they might use next.

Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.
Superhero link: Discussing favourite superheroes, comparing different superhero stories, talking about the moral of a superhero tale.

Explain and discuss their understanding of books, poems and other works, and prepare their ideas for discussion.
Superhero link: Explaining what a superhero's mission was, or how they saved the day.

4. Writing - Transcription (Spelling & Handwriting):
Objective: Write sentences by saying them aloud before writing.
Superhero link: Practising saying aloud sentences about their superhero's adventures before writing them down.

Objective: Spell words containing each of the 40+ phonemes already taught.
Superhero link: Spelling words like 'cape', 'mask', 'power', 'fight'.

Objective: Spell common exception words.
Superhero link: Practising spelling words like 'there', 'said', 'where', 'because' within superhero-themed sentences.

Objective: Learn to spell days of the week.
Superhero link: Writing a superhero's training schedule or mission log for different days.

Objective: Form lower-case letters correctly, using the correct formation.
Superhero link: Practising neat handwriting for their superhero's name, or for messages from 'superhero HQ'.

Objective: Begin to form upper-case letters and digits.
Superhero link: Forming capital letters for superhero names and the start of sentences.

Objective: Use spacing between words that is appropriate for the size of the letters.
Superhero link: Ensuring clear spacing when writing about superhero adventures.

5. Writing - Composition:
Objective: Write sentences that are sequenced to form short narratives.
Superhero link: Writing a short story about a superhero's adventure, including a beginning (problem), middle (action/powers), and end (resolution).

Objective: Write for different purposes (e.g., stories, recounts, instructions, captions, lists).
Superhero link:
Stories: Superhero adventure stories, origin stories.
Recounts: A 'news report' about a superhero saving the day.
Instructions: How to make a superhero mask/gadget, instructions for training to be a superhero.
Captions: For pictures of superheroes/villains.
Lists: List of superhero powers, villains, gadgets, or weaknesses.

Objective: Use capital letters for proper nouns (names of people, places, etc.) and for the start of a sentence.
Superhero link: Capitalising superhero names (e.g., 'Captain Comet', 'Wonder Woman'), names of cities they protect.

Objective: Use full stops, question marks, and exclamation marks correctly.
Superhero link: Using exclamation marks for superhero shouts or exciting actions; question marks for superhero questions; full stops for clear sentences in their stories.

Objective: Use relevant vocabulary, including adjectives.
Superhero link: Using exciting adjectives to describe superhero powers ('amazing', 'incredible'), costumes ('sparkling', 'shiny'), or villains ('evil', 'sneaky').

Objective: Use the conjunction 'and' to join clauses.
Superhero link: "The superhero flew fast *and* saved the cat."

English Activity ideas that link to the Learning Theme, 'Superheroes':
Storytelling and Creative Writing:
"My Own Superhero" Character Creation:
Show, don't tell: Instead of just saying "Draw your superhero," guide them to think about:
Appearance: What do they look like? What do their clothes say about them? (e.g., a flowing cape suggests speed, bright colours show confidence).
Powers: What amazing things can they do? Encourage imaginative ideas beyond just flying and super strength. Maybe they can talk to animals, make things invisible, or have super kindness!
Secret Identity: Do they have a normal life when they're not saving the day? What's their everyday name?
Weakness: Even superheroes have weaknesses! What makes them vulnerable? (e.g., a certain colour, loud noises, being tickled).
Activity: Children draw and label their superhero, then write simple sentences describing them. For a challenge, they can write a short paragraph.

"Superhero Adventures":
Show, don't tell: Instead of just saying "Write a story," provide story starters or visual prompts:
"Oh no! The mischievous Meanie has stolen all the..." (cakes, toys, colours, etc.).
Show pictures of everyday problems that a superhero could solve (e.g., a cat stuck in a tree, a lost puppy, someone feeling sad).
Activity: Children write their own superhero stories, focusing on a simple plot (problem, superhero saves the day, happy ending). Encourage them to use descriptive language for actions and sounds (e.g., "Zoom!", "Bang!", "Whizzed").

"If I Were a Superhero..." Poems:
Show, don't tell: Introduce simple rhyming patterns (AABB) and discuss what actions and feelings they might have as a superhero.
Activity: Children complete simple rhyming couplets about their superhero selves (e.g., "If I were Super Swift, I'd run and give a gift.").

Superhero Comic Strips:
Show, don't tell: Look at simple comic strips together, focusing on speech bubbles and action words.
Activity: Children create their own short comic strips with simple drawings and speech bubbles showing their superhero in action.

Reading and Comprehension:
Exploring Superhero Picture Books:
Show, don't tell: Choose a variety of superhero books with different styles and messages. Focus on:
Character Analysis: Discuss the superheroes' qualities (brave, kind, determined).
Problem and Solution: Identify the challenges the superheroes face and how they overcome them.
Vocabulary: Introduce new words related to superpowers and actions.
Activity: Read aloud and ask questions about the story. Children can retell the story in their own words or act out scenes.

Superhero Fact Files:
Show, don't tell: Create simple fact files about fictional or even real-life "heroes" (e.g., firefighters, doctors). Focus on key information.
Activity: Children can create their own fact files about their invented superheroes, including their name, powers, and secret identity.

Superhero Word Hunts:
Show, don't tell: Provide texts related to superheroes and ask children to find specific words (e.g., action verbs, descriptive adjectives).
Activity: Create word searches or bingo games with superhero-themed vocabulary.

Speaking and Listening:
"Superhero Interviews":
Show, don't tell: Model how to ask and answer simple questions in an interview format.
Activity: Children take on the roles of superheroes and interview each other about their powers and adventures.

"Superhero Mission Briefings":

Show, don't tell: Explain what a briefing is (giving important information before a task).
Activity: Children work in pairs or small groups to plan and deliver a short "mission briefing" for their superhero, outlining the problem and their plan to solve it.

"Superhero Charades/Pantomime":
Show, don't tell: Demonstrate how to act out actions and powers without speaking.
Activity: Children take turns acting out their superhero or their powers for others to guess.

Grammar and Punctuation:
Action Verbs: Focus on verbs that show the superheroes' actions (flies, zooms, crashes, saves).
Activity: Create sentences about superheroes and ask children to identify the action verbs. They can also write their own sentences using exciting action verbs.

Adjectives: Explore descriptive words to make their superheroes and stories more engaging (brave, strong, speedy, amazing).
Activity: Provide nouns (e.g., cape, villain) and ask children to think of describing adjectives.

Sentence Structure: Focus on simple subject-verb-object sentences related to superheroes (e.g., "Super Sparkle catches the robber.").
Activity: Provide jumbled words and ask children to create grammatically correct sentences about superheroes.

Speech Bubbles: Introduce the use of speech marks in speech bubbles.
Activity: Look at comic strips and discuss how speech is written. Children can add speech bubbles to their own superhero drawings.

Cross-Curricular Links:
Art: Designing superhero costumes and logos, creating comic book panels.
PSHE: Discussing the qualities of a real-life hero (kindness, courage, helping others).

Maths

We use White Rose Maths the following ideas are for enhanced provision.

The 'Superheroes' Learning Theme for Key Stage 1 offers a vibrant and engaging context for learning mathematical objectives. Children are naturally drawn to the idea of powers, missions, and solving problems, which can be leveraged to explore various maths concepts.
Here's how different areas of the Maths curriculum can be linked, with specific examples suitable for Year 1 and Year 2:

Maths Objectives for Key Stage 1 in relation to the Learning Theme 'Superheroes'
1. Number and Place Value:
Objective: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Superhero Link: Counting how many villains a superhero has captured, counting the number of heroic deeds, counting up to 100 on a "power meter."

Objective: Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
Superhero Link: Counting superhero capes (pairs of twos), counting the number of fingers on groups of alien villains (fives), counting groups of ten superhero gadgets.

Objective: Given a number, identify one more and one less.
Superhero Link: "If Superhero Sparkle has 8 superpowers, and gains one more, how many now?" or "If there were 12 villains and one was captured, how many are left?"

Objective: Identify and represent numbers using objects and pictorial representations, including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Superhero Link: Comparing the number of gadgets different superheroes have (e.g., "Superhero Max has more gadgets than Captain Courageous"), ordering villains by their "danger level" on a number line.

2. Addition and Subtraction:
Objective: Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
Superhero Link: Writing number sentences to represent superpowers combining: "3 flying powers + 2 super strength powers = 5 powers."

Objective: Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
Superhero Link: "Super-team Gamma had 7 members, then 3 more joined. How many altogether?" (using superhero cut-outs). "There were 10 evil robots, but 6 were defeated. How many are left?"

Objective: Represent and use number bonds and related subtraction facts within 20.
Superhero Link: If a superhero's mission needs 20 points to succeed, and they have 13, how many more do they need? (20 = 13 + ?).

3. Multiplication and Division:
Objective: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Superhero Link: "There are 3 superhero teams, and each team has 4 members. How many superheroes altogether?" (multiplication). "We have 15 power-up potions to share equally among 5 superheroes. How many potions does each get?" (division through sharing).

4. Fractions:
Objective: Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
Superhero Link: Sharing a superhero symbol in half, dividing a 'power bar' into half.

Objective: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Superhero Link: Cutting a superhero's shield into quarters, sharing a pizza among four superheroes.

5. Measurement:
Objective: Compare, describe and solve practical problems for lengths and heights [e.g., long/short, longer/shorter, tall/short, double/half], mass/weight [e.g., heavy/light, heavier than, lighter than], capacity

and volume [e.g., full/empty, more than, less than, half, half full, quarter], time [e.g., quicker, slower, earlier, later].
Superhero Link:
Length/Height: Measuring the height of different superheroes (using cut-outs); comparing the length of superhero capes.
Mass/Weight: Weighing different 'super tools' or 'kryptonite' (actual objects or painted pebbles); discussing a villain's 'heavy' plans.
Capacity/Volume: Filling superhero potion bottles; comparing the volume of different villain's 'lairs' (using boxes).
Time: Timing how long it takes a superhero to complete a mission; sequencing events in a superhero's day; telling the time for a 'superhero meeting' (e.g., "at half past 3, the superhero meeting begins").

Objective: Measure and begin to record lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds).
Superhero Link: Recording how far a superhero figure can "fly"; timing how long it takes to solve a 'super-problem'.

Objective: Recognise and know the value of different denominations of coins and notes.
Superhero Link: Role-playing buying superhero gadgets or costumes in a 'super-shop'; calculating the cost of materials to build a superhero headquarters.

6. Geometry: Properties of Shapes:
Objective: Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [e.g., rectangles (including squares), circles and triangles], 3-D shapes [e.g., cuboids (including cubes), pyramids and spheres].
Superhero Link: Identifying circular superhero shields, rectangular buildings, triangular roofs on superhero headquarters, or cuboid 'safe' vaults. Designing superhero logos using different 2D shapes.

Objective: Identify 2-D shapes on the surface of 3-D shapes.
Superhero Link: Looking at models of superhero bases (cuboids with rectangular faces), or villain's pyramids (triangular faces).

7. Geometry: Position and Direction:
Objective: Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Superhero Link: Giving directions to find a hidden villain on a map; describing the flight path of a superhero; using turns to navigate a 'superhero training course'.

8. Statistics (Year 2 focus primarily):
Objective: Interpret and construct simple pictograms, tally charts, block diagrams and tables.
Superhero Link: Creating tally charts to record the number of different superpowers; drawing pictograms to show favourite superheroes or villains; creating a block diagram of the number of missions completed by different superhero teams.

Objective: Ask and answer questions by counting the number of objects in each category and sorting the categories by quantity.

Superhero Link: "Which superpower is the most common?" "How many more gadgets does Hero A have than Hero B?"

Maths activity ideas based on the Learning Theme, 'superheroes':

Number and Place Value:

Counting the Crew: Have children count the number of superheroes in a team, villains they've defeated, or gadgets on a utility belt.

Superhero Line-Up: Arrange superhero figures in order of height, number of powers, or the year they were "created" (if you have that information). This introduces ordinal numbers (first, second, third).

Secret Headquarters Numbering: Use house numbers or create pretend headquarters with numbered doors. Ask questions like, "The Flash lives at number 7, and Wonder Woman lives two doors down. What number is her headquarters?"

Collecting Power Tokens: Give each child a set of tokens (e.g., bottle caps, counters). They earn tokens for "defeating" mini-challenges and then count their total. You can even introduce place value by having different coloured tokens represent ones and tens.

Addition and Subtraction:

Villain Vanquishing: Start with a number of villains (e.g., 5). Each time a superhero "defeats" one, subtract 1. "There were 5 robots attacking, Supergirl defeated 2. How many are left?"

Combining Forces: Have two groups of superheroes join together. "Batman has 3 sidekicks, and Robin brings 2 more. How many are there in total?"

Sharing the Spoils: Superheroes find a treasure of coins (counters). They need to share them equally. This can introduce the concept of division informally.

Power-Up Boost: A superhero has a power level of 4. They get a power-up that adds 3 more. What's their new power level?

Energy Drain: A superhero starts with an energy level of 9, but using their powers drains 4 energy points. What's their energy level now?

Multiplication and Division (Early Stages):

Superhero Teams: Have groups of the same number of superheroes. "There are 3 teams of 2 superheroes. How many superheroes are there altogether?" (Early multiplication as repeated addition).

Sharing Gadgets: "Captain America has 6 shields and wants to give 2 to each of his friends. How many friends can he give shields to?" (Early division as sharing).

Measurement:

Superhero Height Chart: Measure the height of the children and compare them to the (imagined) heights of superheroes. Who is taller? Shorter?

Super Speed Distance: Create a simple track and measure how far different "superheroes" (children pretending) can run or jump. Compare distances using terms like "longer than," "shorter than."

Timing the Mission: Use a simple timer to see how long it takes to complete a "superhero training course." Introduce the concept of time (seconds, minutes).
Building the Fortress: Use building blocks to construct a superhero fortress. Compare the lengths and heights of different parts of the fortress.

Shape and Space:
Identifying Superhero Symbols: Focus on the shapes within superhero logos (circles for Wonder Woman, stars for Captain America, triangles, squares).

Mapping the City: Create a simple map of a city where superheroes operate. Use positional language (next to, behind, in front of) to describe locations. "The Batcave is behind the library."
Building 3D Gadgets: Use construction materials (e.g., LEGO, blocks) to build 3D superhero gadgets like vehicles or communicators. Identify the 3D shapes used (cubes, cuboids, cones).

Symmetry in Masks: Discuss how many superhero masks are symmetrical. Draw half a mask and ask children to complete the other symmetrical half.

Data Handling:
Favourite Superheroes: Conduct a simple survey to find out everyone's favourite superhero. Create a tally chart and a simple bar graph to represent the data.

Superhero Powers: List different superhero powers and ask children to choose their favourite. Create a pictogram where each picture represents one vote.

Tips for Implementation:
Role-Playing: Encourage children to take on the roles of superheroes during the activities.
Themed Resources: Use superhero-themed stickers, cut-outs, or drawings to make the activities visually appealing.
Storytelling: Frame maths problems within exciting superhero narratives.
Problem-Solving Missions: Present maths challenges as "missions" that the superheroes need to complete to save the day.

Courageous Advocacy

Courageous advocacy ideas, based around the Learning Theme of 'Superheroes' focusing on simple, relatable actions they can take:

Focusing on Fairness and Helping Others:
"Super Friend to the Rescue": Discuss how superheroes help people who are in trouble or being treated unfairly. Encourage children to be "super friends" by looking out for classmates who are lonely, being left out, or need help with a task. This could involve sharing toys, inviting someone to play, or telling a grown-up if they see someone being unkind.

"The Power of Sharing": Many superheroes share their powers or resources to defeat villains. Talk about the importance of sharing their own things (toys, pencils, ideas) and how it can make others happy and solve problems. They could create posters about the "power of sharing" for their classroom.

"Standing Up for What's Right (Even When It's Small)": Superheroes often stand up against bullies or injustice. Discuss small, age-appropriate scenarios where they can stand up for what's right, like reminding a friend to take turns or saying "no thank you" if someone tries to take their things without asking.

Focusing on Protecting the Planet:
"Eco-Warriors": Many superheroes protect the Earth. Discuss simple ways they can be "eco-warriors" by saving energy (turning off lights), recycling, and looking after their school environment (not littering). They could design their own "eco-warrior" costumes and create posters about helping the planet.

"Water Heroes": Talk about how important water is and how some superheroes might protect water sources. Encourage them to be "water heroes" by not wasting water when washing their hands or brushing their teeth. They could create drawings of superheroes protecting rivers and oceans.

Focusing on Using Their Voices:
"My Hero Voice": Superheroes often use their voices to speak up and make a difference. Encourage children to use their "hero voices" to ask for help when they need it, share their ideas in class, or tell a grown-up if something isn't right. They could practice using their "hero voices" in role-playing scenarios.

"Making Our School Better": Discuss how superheroes try to make their city a better place. Brainstorm simple ways the children could make their school a better place, like suggesting new playground games, asking for more books in the library, or helping to keep the classroom tidy. They could draw pictures or write simple sentences about their ideas.

Activity Ideas:
Superhero Role-Play: Set up scenarios where children can act out being courageous advocates, helping others, or protecting the environment.

Creating Superhero Badges and Posters: They can design their own superhero logos and create posters promoting their chosen act of courageous advocacy.

Storytelling and Drawing: Encourage them to create stories and drawings about superheroes who show courage by helping others or standing up for what they believe in.

Class Discussions: Facilitate discussions about what it means to be brave and how even small actions can make a big difference.

Connecting to Real-Life Heroes: Talk about real-life heroes in their community (e.g., firefighters, nurses, community volunteers) who show courage and help others.

Supporting charities that help others from Children in Need, Cancer Research UK, The Heart Foundation, Diabetes UK, RSPCA. Children can select charities that are more meaningful to them and their community.

Key Considerations for Implementation:

Keep it Simple and Concrete: Focus on actions that are easy for KS1 pupils to understand and carry out.
Make it Relatable: Connect the ideas to their own experiences and the school environment.
Focus on Positive Actions: Frame courageous advocacy as doing good and helping others.
Celebrate Small Achievements: Acknowledge and praise their efforts, no matter how small.

Developing Spirituality

Superheroes already capture their imaginations, and we can use that to gently introduce some deeper ideas. Here are some spiritual ideas linked to superhero themes:

Focusing on Inner Qualities (Beyond the Powers):
Inner Strength and Resilience: Discuss how superheroes face challenges and don't give up. Connect this to the children's own resilience when things are tough. Ask: "What makes a superhero strong even when they don't use their powers? How can *you* be strong inside when things are difficult?"
Kindness and Compassion: Many superheroes are driven by a desire to help others. Explore stories where a superhero shows kindness, even to a villain. Ask: "Why is it important for superheroes to be kind? How can we be superheroes of kindness in our classroom and at home?"

Courage and Bravery: Superheroes often face their fears to do what's right. Talk about different kinds of courage – not just physical bravery, but also speaking up for someone or trying something new. Ask: "What does it mean to be brave like a superhero? When have you been brave, even if you were a little scared?"

Justice and Fairness: Superheroes fight for what is right. Discuss scenarios where things aren't fair and how a superhero might respond. Ask: "Why do superheroes care about justice? How can we make sure things are fair for everyone?"

Hope and Inspiration: Superheroes often inspire others and give them hope. Talk about how their actions can make a difference. Ask: "How do superheroes make people feel hopeful? Who inspires *you* and makes you feel like you can do great things?"

Exploring Deeper Concepts Through Superhero Actions:
Making a Difference: Discuss how even small actions can have a big impact, just like a superhero's intervention. Ask: "Even if we don't have superpowers, how can we make a positive difference in the world around us?"

Helping Those in Need: Superheroes are often motivated by helping those who are vulnerable. Discuss ways the children can help others in their community. Ask: "Who do superheroes help? How can we be helpful to people in our school or neighbourhood?"

The Importance of Teamwork: Many superhero teams work together to achieve a common goal. Discuss the strengths of collaboration. Ask: "Why is it important for superheroes to work as a team? When have you worked well with others to achieve something?"

Taking Responsibility: Superheroes often take responsibility for their actions and the consequences. Discuss the importance of owning up to mistakes. Ask: "What does it mean for a superhero to be responsible? How can we show responsibility in our own lives?"

Creative Activities to Encourage Reflection:

"My Inner Superhero" Activity: Ask children to draw their own inner superhero, focusing on the qualities they admire (kindness, bravery, helpfulness) rather than just physical powers.

Superhero Role-Play with a Spiritual Focus: Create scenarios where children can role-play being superheroes who solve problems with kindness, courage, and fairness.

Creating "Hope Shields": Children can design shields that represent what gives them hope and strength, drawing inspiration from superhero symbols.

Superhero Story Writing with a Moral: Encourage children to write their own superhero stories that focus on a specific spiritual theme like forgiveness or compassion.
Reflective Questions After Superhero Stories: After reading a superhero story, ask open-ended questions that encourage reflection on the characters' motivations and actions.
Important Considerations for Implementation:
Keep it Simple and Concrete: Use language that is easy for KS1 pupils to understand. Focus on tangible actions and feelings.
Use Stories and Visuals: Superhero stories and images are powerful tools for engagement.
Connect to Their Own Experiences: Help children see how these spiritual qualities relate to their own lives and relationships.
Focus on Positive Values: Emphasise the positive aspects of superheroism and their potential for good.
Be Inclusive: Acknowledge that not all superheroes have the same powers or look the same, promoting inclusivity and celebrating differences.

Other Ideas

Here are some fantastic extra-curricular ideas for Key Stage 1 pupils relating to the learning theme 'Superheroes', designed to be fun, engaging, and link to various aspects of development:

1. Superhero Training Academy:
What it is: A physical club focused on developing 'super skills'.
Activities:
Agility Course: Set up cones, hurdles (small, safe ones!), and tunnels for children to navigate.
Strength Training (Age-Appropriate): Simple exercises like star jumps, push-ups against a wall, 'superhero poses'.
Target Practice: Throwing soft balls at targets (villain pictures, numbers for scoring).
Balance Beam Challenges: Walking heel-to-toe on a line or low beam.
Listening Skills: 'Super hearing' games where children identify sounds.
Teamwork Challenges: Group tasks that require collaboration (e.g., moving an object without touching it, building a tower together).

2. Secret Headquarters/Superhero Lair Design & Build:
What it is: A creative club focused on design, construction, and imaginative play.
Activities:
Junk Modelling: Using cardboard boxes, tubes, plastic bottles, and other recycled materials to build mini headquarters, gadgets, or vehicles.
Blueprint Drawing: Designing their lair or gadget before building it.
Decorating: Painting, drawing, and adding details to their creations.

Feature Planning: Discussing what essential rooms or features a superhero HQ needs (e.g., power charging station, communication room, gadget lab).

3. 'Heroes of Kindness' / 'Community Champions' Club:
What it is: A club that focuses on the core superhero value of helping others and making a positive impact.
Activities:
"Random Acts of Kindness" Missions: Brainstorming and carrying out small acts of kindness around school (e.g., leaving a kind note for a cleaner, helping tidy a classroom).
Thank You Card Creation: Making cards for school staff or local community helpers (firefighters, police, doctors).
"Super-Clean Up": Mini litter picks around the school grounds (with gloves and supervision).
Collecting for a Cause: Organizing a small collection for a local charity (e.g., non-perishable food, old books for a book drive).
Designing 'Thank You' Posters: For people who help their community.

4. Superhero Story & Performance Club:
What it is: A club focused on developing literacy and expressive arts skills through storytelling.
Activities:
Creating Original Superhero Stories: Children develop their own superhero and villain, writing simple plots.
Puppet Shows: Making superhero puppets and performing short plays.
Comic Strip Creation: Drawing and writing simple comic strips about superhero adventures.
Role-Play Scenarios: Acting out different 'missions' or ‘villain encounters’.
Superhero Songs & Rhymes: Learning or creating songs about bravery and helping.

5. Costume & Gadget Workshop:
What it is: A hands-on club for designing and making superhero costumes and props.
Activities:
Cape Design & Decoration: Using fabric scraps, felt, glitter glue, and fabric pens to decorate capes.
Mask Making: Using card, elastic, and decorative materials.
Accessory Creation: Making cuffs, belts, or headbands.
Gadget Construction: Simple gadgets from cardboard, tin foil, bottle tops (e.g., wrist communicators, power gloves).
Superhero Symbol Design: Creating and decorating their personal superhero emblem.

6. 'Problem Solvers' / 'Super Sleuths' Club:
What it is: A club focused on developing critical thinking and problem-solving skills.
Activities:
Riddles & Puzzles: Solving age-appropriate logic puzzles or riddles related to 'villain plots'.
Code Breaking: Simple cipher wheels or substitution codes.
"Mystery Missions": Setting up small, safe 'mystery' scenarios for children to solve using clues.
Maze Navigation: Solving printed mazes or creating human mazes.
Sequencing Challenges: Putting events of a superhero story in order.

Tips for Implementation:
Emphasise Core Values: Always reinforce the positive traits of superheroes like kindness, bravery, teamwork, and helping others.
Child-Led Elements: Allow children to have input into what they do, fostering ownership and engagement.

Safety First: Ensure all activities are safe and age-appropriate, especially for any physical challenges or craft activities with tools.
Showcase Learning: Have a 'Superhero Celebration' where children can show off their costumes, gadgets, stories, or demonstrate their 'super skills'.
Community Links: If possible, invite a local 'hero' (e.g., police officer, firefighter) to talk about how they help the community.
Connect to Books/Media: Refer to popular superhero stories and characters to inspire activities.

Other Ideas:
PSHCE – Safe strangers

To agree on class rules

To know we are all different and to accept those differences

To identify own and others feelings.

Care for the local environment, keeping it safe
To know how to keep healthy and safe around medicines

Visit to a Drs/dentist/police station/fire station/supermarket

Community Heroes
https://classroom.thenational.academy/lessons/community-heroes-c4w3cr?from_query=heroes
Local Heroes
https://classroom.thenational.academy/lessons/local-heroes-cmw66c?from_query=heroes
Lockdown Heroes
https://classroom.thenational.academy/lessons/lockdown-heroes-c4rk2c?from_query=heroes
Nurturing Nurses
https://www.bbc.co.uk/teach/class-clips-video/ks1-topic-resources-nurturing-nurses-index/z7hf3j6