

EYFS Summer 2- EAD – [Superheroes] (Be a Superhero)

VOCABULARY:		FOCUS TEXTS	READING LINKS	WRITING
Tier 2 Join Material	Tier 3 Modify Sticky tape Duct Tape Magnetic <u>Attach</u> Evaluate		<ul style="list-style-type: none"> ▪ Eliot Midnight Superhero by Anne Cottringer and Alex T Smith ▪ Super Daisy by Kes Gray and Nick Sharrat ▪ Traction man is Here by Mini Grey ▪ Great Woman Who Changed the World by Kate Pankhurst 	<ul style="list-style-type: none"> ▪ List of equipment needed ▪ Labelling of design ▪ Instructions of how to make design ▪ Evaluation sentences: I like... Next time I will... ▪ Super hero sentence about their special powers ▪ Letters to their buddies
UTW ESSENTIAL KNOWLEDGE AND UNDERSTANDING :			CURRICULUM LANDING POINTS:	
<p><u>Task: to create and design a superhero cape for their hand puppet</u></p> <p>This knowledge will build on the previous learning of materials. Rather than focusing on floating and sinking the children will have free choice regarding their material choice but will have to explain why they have chosen their material in relation to its properties.</p> <ul style="list-style-type: none"> • Know and name the different types of materials around us • Know the properties of materials and their uses • Use their knowledge of materials to choose a material for their cape and explain why they have chosen it • Know how to combine materials using different techniques- glue, tape, staple etc • Evaluate their design and explain what was good about it and what they can improve next time 			<p><u>Expressive Art & Design – Using Media & Materials</u></p> <p>Reception:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses <p>ELG: Being Imaginative & Expressive:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music <p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories 	
EYFS CURRICULAR LINKS	LINKS TO PRIOR OR OTHER LEARNING		RESOURCES	
<p>WRI: children can write a story about their superhero adventures</p> <p>WRI: write instructions on how they made their cape</p> <p>SSM: Use of measure (cubes, non-standardised) to measure length and width of capes, compare.</p> <p>PSED: Turn taking using equipment</p> <p>CL: following multiple step instructions</p> <p>READING: reading instructions, understanding what they have read</p>	<p><u>DT *Previous unit about materials, children will have started to name materials and describe their properties. This unit will build on that and the DT design process*</u></p> <p>Prior Learning: Talk about the differences between materials and changes they notice. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures</p> <p>Next Stage: Processes – creates simple designs for a product, use picture/words to describe what he/she wants to do, select from a range of tools and equipment to perform practical tasks, use a range of simple tools to cut, join and combine materials, explore how structures can be made stronger, stiffer and more stable, uses wheels and axels</p>		<ul style="list-style-type: none"> ▪ Variety of materials for the cape <ul style="list-style-type: none"> ▪ Plastic carrier bags/bine liners ▪ Different materials (textures etc) ▪ Beads, sequins and glitter for decorating ▪ Class set of Felt Hand puppets (ebay) Approx £10 for class set 	
WIDER CURRICULUM LINKS				

Learning plan:

Week	Learning	COEL
Week 1	What materials will be good for a superhero cape and why?	<p>Playing & Exploring</p> <ul style="list-style-type: none"> - Finding out and exploring: <i>showing a curiosity about objects and events, showing a particular interest, using senses to explore the world around them</i> - Playing with what they know: <i>taking on a role of a superhero in the outdoor area, superhero in the home corner</i> <p>Creating & Thinking Critically</p> <ul style="list-style-type: none"> - Having their own ideas (<i>thinking of their own ideas when designing their cape and choosing their materials and how they will join the materials and the purpose of the parts of their cape</i>) - Making links between what they have learnt and their cape design and material design - Choosing ways to do things <i>making their own cape following their own design. The process not the 'outcome' all children will have a unique cape.</i> <p>Active Learning</p> <ul style="list-style-type: none"> - Keeping on trying <i>children will persist with their build even when they meet challenges and change approach if needed.</i> - Being involved and concentrating <i>children will maintain their focus when building, showing high energy and fascination in their design, design process and test and will pay attention to the finer details of their cape</i> - Enjoying achieving what they set out to do <i>children will show satisfaction when they complete their build and will be proud of what they have achieved. They will enjoy meeting the challenge with their outcome rather than external praise e.g the cape on their superhero and playing with the puppet</i>
Week 2	Plan a design of a superhero cape and label	
Week 3	Use scissors and fabric cutting techniques correctly (two lessons for time, those complete can decorate)	
Week 4	Use scissors and fabric cutting techniques correctly(two lessons for time, those complete can decorate)	
Week 5	Use a choice of attachment correctly	
Week 6	What is good about your design? What can you do better?	