


# Project Design: Overview

<b>Vincentian Value: We are respectful of the dignity and wishes of the individual.</b>	<b>Teachers: Miss Scannell</b>		
<b>Driving Question: What makes a superhero a hero?</b>	<b>Year Group: EYFS</b>		
<b>STEM/Cultural/Wellbeing:</b>	<b>Duration: 6 weeks</b>		
<b>Project Summary for school website</b> (include student role, issue, problem or challenge, action taken and purpose/beneficiary)			
<p>Reception's project this half term is 'Superheroes' with our driving question being, 'What makes a superhero a hero?'. It links with our Vincentian value of 'we are respectful of the dignity and wishes of the individual' as we explore our similarities and differences as well as what our own 'superpowers' are. Children will start to use critical thinking to explore who the real life superheroes in our world are, including those close to us, those who are well known and those who are quietly being heroes every day. Our entry event will be a superhero dress up day where children can come to school as the superhero of their choice. Throughout the project, children will design their own superheroes including their abilities and personalities. They will also work collaboratively to design and create a superhero city using arrays to support counting in twos, fives and tens. We will use a variety of rich texts in Literacy, as well as 'helicopter' storytelling to support children understanding the structure of a story. They will then apply this knowledge to create their own storyboards and narratives for their invented superheroes. Children will get the chance to see their stories come to life as they direct and star in their own short films using iMovie, which will be showcased to another year group or parents at the end of the project.</p>			
<b>Key Knowledge and Understanding</b> (National Curriculum Objectives)			
EYFS curriculum Early learning goals			
<b>UNRC Articles to be covered</b>			
Article 8 You have the right to an identity Article 19 You have the right to be protected from being hurt or badly treated.			
<b>Key texts to be studied</b>		<b>Significant people to be studied</b>	
Supertato Ten little superheroes Real superheroes - non fiction texts		Doctors, nurses, firefighters, police etc	
<b>Success Skills</b> (to be taught and assessed)			
Critical Thinking/Problem Solving		Self-management	
Collaboration		Other	
<b>Catholic Social Teaching Element:</b>			
<b>Life and dignity of the human person</b>	<b>Call to family, community and participation</b>	<b>Rights and Responsibilities</b>	<b>Option for the poor and vulnerable</b>
<b>Dignity of work and rights of workers</b>	<b>Solidarity</b>	<b>Care for God's Creation</b>	
X			
<b>UTOPIA (KA2 Erasmus Project) Element:</b> <b>Developing skills for Cross Curricular teaching in an outdoor and/or community based environment.</b>			
Community Based Evidence	<b>Outdoor Learning Evidence</b>	What 21 <sup>st</sup> Century Skills are you developing?	Cross Curricular Evidence

Entry Event			
Superhero dress up day - chn will come into school on Monday 24th February dressed as their favourite superhero.			
Products – Individual		Products – Team	
Superhero fact file Superhero storyboard and short narrative		Film	
Making Products Public (include how the products will be made public and who students will engage with during/at the end of the project)			
Share film with parents.			
Resources Needed (include human resources, facilities, equipment, materials, community resources)			
Filming software Fabrics			
Reflection Methods (include how the individual, team and/or whole class will reflect during/at end of project)			
Journal/Learning log		Focus Group	x
Whole class discussion	x	Fishbowl Discussion	
Survey		Other:	

## Project Design: Student Learning Guide

Project: Superheroes		
Driving Question: What makes a superhero a hero?		
Teaching Sequence	Learning Objectives	Assessment Checkpoints
<p>Design and make our own superheroes out of vegetables (Supertato)</p>  <p>see weekly plan 24.1.22 - <a href="https://docs.google.com/document/d/1GQEp3rfO3Yx1hC5Vw68706EBUuVosNOJ/edit?usp=sharing&amp;oid=111018271417578166535&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1GQEp3rfO3Yx1hC5Vw68706EBUuVosNOJ/edit?usp=sharing&amp;oid=111018271417578166535&amp;rtpof=true&amp;sd=true</a></p>	<p><i>expressive arts and design</i></p> <p>I can design and make my own super hero</p>	
<p>Potato painting - create 'supertato' image using potatoes to print shapes - see weekly plan 24.1.22 <a href="https://docs.google.com/document/d/1GQEp3rfO3Yx1hC5Vw68706EBUuVosNOJ/edit?usp=sharing&amp;oid=111018271417578166535&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1GQEp3rfO3Yx1hC5Vw68706EBUuVosNOJ/edit?usp=sharing&amp;oid=111018271417578166535&amp;rtpof=true&amp;sd=true</a></p>	<p><i>expressive arts and design</i></p> <p>I can use different media to create my supertato and talk about how I did this</p>	



Tweezers - can you pick the evil peas out of the jelly? NO fingers allowed- see weekly plan 24.1.22 - <https://docs.google.com/document/d/1GOEp3rfO3Yx1hC5Vw68706EBUuVosNOJ/edit?usp=sharing&oid=111018271417578166535&rtpof=true&sd=true>



*Physical development*  
- *Fine motor*

I can use tweezers to pick up small items.

writing speech bubbles

Thinking and writing from a character's perspective, chn to talk as the supertato using the pronoun I -



see weekly plan 24.1.22 - <https://docs.google.com/document/d/1GOEp3rfO3Yx1hC5Vw68706EBUuVosNOJ/edit?usp=sharing&oid=111018271417578166535&rtpof=true&sd=true>

I can think about how the characters would be feeling.

I can use the pronoun 'I' to write from the perspective of a character.

Can chn recall events and characters from a story?  
Can chn understand how the different characters are feeling?  
Can children think about what the different characters might say?  
H/A - can they write a speech bubble from a character's perspective

Features of a story  
Sentence structure (CL/FS, finger spaces)  
Applying phonics to spell words (segmenting) chn to create a comic strip of supertato - sequencing and drawing pictures/captions to explain the story

Chn to design their own superhero – to include name, powers, weakness, enemy etc.

Can chn write a simple sentence?  
Can chn use finger spaces?  
Are all tricky words spelt correctly and other words phonetically plausible?  
Can chn use capital letters and full stops?  
Can chn create a narrative using structure of beginning, middle and end including a problem?

Chn to then write a short narrative about their hero.		
Design your own superhero costume Chn to use paint and large a3 paper		Can chn draw and label a design? Can chn choose colours for a purpose? Can chn experiment with mixing colours? Can chn self evaluate a design and say what they would improve / change?
What is your superpower? Circle time about what we are good at  Chn to draw their superpower in action (use oil pastels or paint)		Can chn say something they are good at? Can chn present a piece of work to the class confidently?
Array cities – chn to create a building for our ‘array city’ using sugar paper and cut up squares for windows. Chn to arrange the windows in arrays to represent counting in either 2s, 5s or 10s.		Can chn count in 2s? 5s? 10s? Can chn use one to one correspondence? Can chn estimate an amount then count to check? Can chn create a pattern with familiar shapes?
Create your own superhero stories - thinking carefully about what needs to be included in the beginning, middle and ending of a story.		Can chn draw their beginning (setting and main character) middle (something happens) and their ending (how is it resolved/not resolved?) Can they annotate their pictures using phonics knowledge with sentences explaining their beginning/middle/end?
create own superhero video/narrative chn to film their story boards/pictures of their story and narrate what is happening as it goes on to create a short film.		
<b>Final outcome:</b> <b>Individual and Team products</b>		