

Buxton Infant School
Learning Superpowers progression



Topic area	F.S	Year 1	Year 2	Year 3
Listening	Indoor activity: Ask one person to close their eyes while you show the others a picture, can they make that animal noise and see if their partner can guess the animal. Outdoor activity: Give each pair a musical instrument. One person plays it while the other person walks away, they must stop when they can no longer hear it. Swap over.	Activity 1: Hand out musical instruments so each pair has a drum and a shaker. Play a 4 note tune. E.g. shake shake drum shake and children have to work together to recreate it. Activity 2: choose one of the songs from charanga, listen to it and then discuss in pairs, how did it make you feel? What were the lyrics? What instruments could you hear? etc	Activity 1: Play the word association game. One child says a word and their partner has to say something associated with it. You can't say the same thing twice. Activity 2: show children a picture stimulus. Children must come up with a sentence about it but they must take it in turns to say a word.	
Persevering	Indoor activity: show children a clip of dory from finding nemo, Marlin wants to give up but Dory teaches to just keep swimming, can you think of a time when you wanted to give up but you kept going? Outdoor activity: Children have to walk a route with a beanbag on their head while their partner shouts encouragement, then swap.	Activity 1: show children a picture/video clip of a spider and how they persevere building their webs, in what ways are you like the spider? Have you ever wanted to give up at something but kept going? What made you persevere? Activity 2: Use bricks to build a tower at least 10 bricks high, don't give up if it falls down just try again	Activity 1: picture of glue, what does it mean to stick at something? Can you think of something that you've stuck at, even when it was hard or you didn't feel like doing it? Activity 2: show children a picture of a runner at the end of a marathon looking really tired, think of 3 things you would say to encourage him to keep going and not give up	
Concentrating	Indoor activity: Kims Game: children must look at objects for 30 seconds then close their eyes while the teacher removes one. Discuss with your partner which one you think was removed. Outdoor activity: Trim trail- support your partner walking around the trim trail in the garden (or if weather doesn't permit, use the wooden blocks to set up an obstacle course)	Activity 1: Matching pairs game. Give out sets of 8 cards (4 pairs) to children. Activity 2: Give each pair a spot the difference sheet (lots on twinkl) Can they concentrate on their picture and work together to find the differences?	Activity 1: Show children a picture or a tray with 10 different items. Let them look for 30 seconds, then take it away and get them to work with their partner to remember and draw as many items as they can remember on a whiteboard. Activity 2: Give children a bottle of water and an empty bottle. They have to pour the water from one bottle to the other and then back again without spilling any of the water.	

Exploring	Indoor Activity: Give children a range of different musical instruments. Explore the sounds and the different ways they can be played. What does the sound remind you of? What is it made out of? What shapes can you see? Outside: Give each pair of children a magnifying glass. Encourage them to explore the outside area (preferably the garden or woods) and look closely at different plants, animals and objects.	Activity 1: Give each pair a picture to explore. This could be something linked to topic, a piece of art or something from 'once upon a picture'. What can they see? If they could go inside the picture, what questions would they ask? What places would they explore? Activity 2: Before children eat their snack, encourage them to explore it in more detail. Look at the texture, taste, smell etc look through magnifying glasses- what can you see close up?	Activity 1: Ask children to look closely at their hands and explore them. What can they see? Compare your hands with your partners. Is your skin the same? Fingernails? Finger prints? Etc. Activity 2: Give children a poem to explore. You could give them all the same and read it as a class, or different ones to different children. What does the poem make you think about? What words do you like? What can you hear? etc.	
Creating	Indoor activity: Sing children the nursery rhyme: 5 currant buns in a bakers shop. Now ask them to create their own nursery rhyme choosing something else from the bakers shop. Cupcakes? Bread rolls? Flapjack? Etc. Outdoor activity: Can children create a face using only things they can find in the outdoor space?	Activity 1: Support children in creating their own musical rhythm. They could use words e.g. sausage and mash, sausage and mash, body percussion such as whistling, clicking or clapping, or musical instruments. Perform your rhythms to the class. Activity 2: Give each pair a blob of play dough or plasticine. Work together to create a creature. What features will it have?	Activity 1: Support children in creating their own limerick. Give them the first 2 lines. E.g. There once was a dog called Sweep. Who's play was incredibly cheeky. He.... Activity 2: Give children the challenge of creating the most disgusting recipe they can think of. What 5 ingredients are they going to use?	
Problem Solving	Indoor activity: Give children a sock with an item tied inside. They have to feel the item through the sock and decide what they think it is from the shape and how it feels. Outdoor activity: make a pretend river out of skipping ropes, stand one person on one side and the other person opposite. Give each pair a teddy. You have to get the teddy across the river to your partner, teddy can't touch the floor and all you can use is paper and string. What are you going to do?	Activity 1: give each pair a jig saw puzzle to solve (there are lots of wooden ones in reception you can borrow) Activity 2: Give children some picture cards for how to make bread. Discuss in pairs what order you think the pictures should go in.	Activity 1: Give children a set of tangrams and a picture to make. Work together to make the picture. Activity 2: Give children whiteboards and pens. Can they draw this shape without taking their pen off the board or retracing the same line twice.	

Empathy		Activity 1: Show children Eastenders clip on youtube https://www.youtube.com/watch?v=Ui42ZgStF0c with no volume. Discuss in partners what they think is happening, how the people are feeling and why. Activity 2: Hand out a sweet but to just one person in the pair. The person without the sweet, how did it make you feel? How does the person with the sweet feel? What are you going to do with the sweet? Discuss ideas in pairs and share with rest of class.	Activity 1: Show children a picture of Bethany Hamilton. A surfer who lost her arm as part of a shark attack. She has had to learn to use just one arm but she has carried on surfing. Give children a simple task, e.g. peel an orange but they can only use one hand. Discuss with their partners how it felt. What other tasks do you think Bethany found tricky? Activity 2: explain to children that you are sad about something. E.g. you've lost your favourite jumper. Discuss in partners, have you ever lost something? How did it make you feel? What cheered you up? What advice can you give me?	
Collaborating		Activity 1: Draw some shapes on the board. E.g. square, circle, triangle etc. In pairs get children to put their forefingers together. Can they work together to trace the shapes in the air. Activity 2: Give children a piece of string and some beads. One person is allowed to touch the string and not the beads and the other person the beads and not the string. Can they work together to thread the beads onto the string?	Activity 1: Give children a stick of 10 multi link cubes/beads. They are only allowed to touch their own cubes. Can they work with their partner to create a repeating pattern? Activity 2: The children must draw 3 straight lines on a whiteboard. One person holds the pen and the other person holds the ruler. The lines must not touch.	
Communicating		Activity 1: Use telephones from central resources. Give children different scenarios to discuss. E.g. you are inviting your friend to a birthday party. One person is the queen, phone her and ask what she likes about being the queen. Children then share with the class what they discussed during their conversation. Activity 2: how do you know if someone has good manners? Discuss in pairs how people with good manners act and communicate.	Activity 1: Open a letter that tells the children that each pair has one a million pounds. They must buy 3 things, something for themselves, something for a friend and something for the school. What would they buy and why? Activity 2: The children are Mrs Boyd. You are planning an assembly. What song would they like everyone to sing? What would they say well done to the school about? What would they say the school should try to do better at?	

Curiosity		Activity 1: Show children an egg. You thought it was a normal egg but when you came to break it, it wouldn't crack and it made a strange noise as if something was inside. Talk to your partner, what do you think it could be? Activity 2: Give each pair a ticket, it can take you anywhere in the world but it has to be somewhere you've never been that you are curious about. Discuss in partners where you would go and why.	Activity 1: ask children to imagine they have a time machine and they can use it to find out something about the past. Give an example that you're going to use to see if dinosaurs had feather or scales. What would the children use the time machine to find out? Activity 2: Have a plate with some different foods the children may not have tried. Are you curious about the taste? Discuss in partners what you are going to try (you can only choose one thing). Taste it and describe what it was like.	
Questioning		Activity 1: choose a well know character, e.g. Santa, The tooth Fairy etc. You can ask them 3 questions. Discuss in partners what you would ask. Activity 2: Look at one of the pictures from Manchester art gallery. Discuss questions in partners: what can you see? What colours have they used? How old do you think the picture is? If you could ask the artist a question, what would you ask them?	Activity 1: choose an inanimate object to come to life. What 3 questions would you ask it? Activity 2: play a variation of the yes/no game. Ask your partner a question but it can't be a questions that they can answer yes or no to. Model first and then let children have a go. E.g. could ask, what did you have for breakfast? Couldn't ask, have you ever been on a plane?	
Reflecting		Activity 1: Have a glass of clean water and a glass of dirty water. Choose a child to come and decide which water they would like to drink. Was it an easy decision to make? Why? In life we make lots o choices every day. What to wear, what to eat, what to say, who to play with. Who helps us to make choices? Do we always make a good choice? What can happen when we make a bad choice? Activity 2: Tell your partner about a time when you have...won something/felt proud, tried something new, met someone new, felt excited etc	Activity 1: Reflect on your time at Buxton Infant School. What have been your favourite things? Activity 2: What kind of a friend are you. Give children a list of words e.g. kind, helpful, chatty, funny, a good listener, polite talk to your partner about which words you think describe you and why.	