

Vocabulary

Superhero	Costume
Transform	Strong
Fast	Fly
Invisible	Cape
Mask	Sidekick
Villain	Help
Rescue	Courage
Nemesis	Dastardly
Emblem	Bravery

Aspiration and significant people

I want to be a **police officer/ paramedic**

LOVE GOD, LOVE OTHER LET YOUR LIGHT SHINE

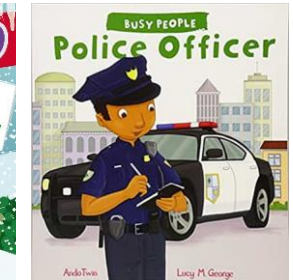
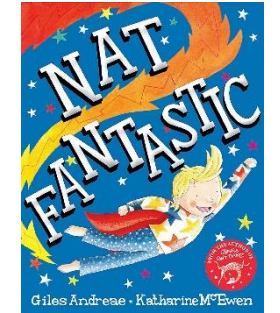
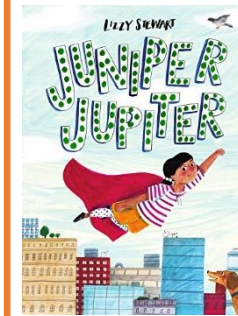
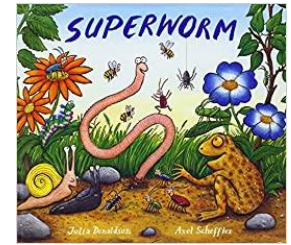
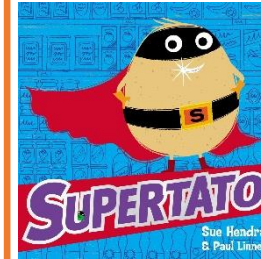
Famous Quote: "With great power there must also come great responsibility" Spiderman



Superheroes



Book List



Outdoor learning

EAD: Use a variety of large construction materials for children to construct superhero dens.

UW: Provide digital cameras for the children to use to take photos of each other dressed as superheroes during role play activities. You could also create some photos that look like the children are flying through the sky, by getting the children to lie on their side on a blue sheet! Buildings, clouds and stars could also be added.

Parental Engagement

Using a potato, create your own Supertato! Act out stories of Supertato saving people.

Enrichment

This unit focuses on people that help us. We like to ensure that the children get to meet people with jobs that support people within our community.

Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance
- Explain the reasons for rules,
- Manage their own basic hygiene and personal needs
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Cool Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Lovely Literacy

- Demonstrate understanding of what has been read and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



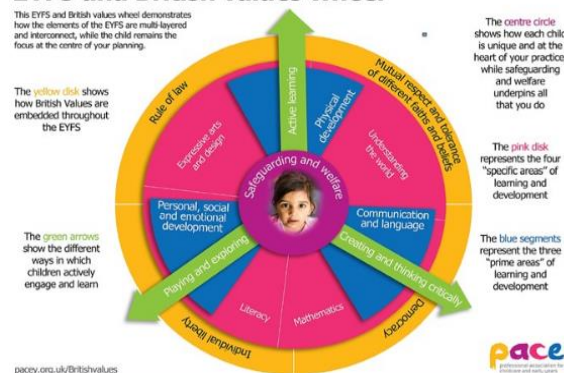
Marvellous Mathematics

- Have a deep understanding of number to 10, including the composition of each number;
 - Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
 - Verbally count beyond 20, recognising the pattern of the counting system;
 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

EYFS and British values wheel



Expressive Arts

- 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.
- 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.

Personal, Social and Emotional Development

What we do at school: Our Value is **????**. We will learn what the word means, and how we can show it. (FE/HR/VD/RR)

How you can help: Talk to your child about their feelings and encourage them to use different words to express themselves. Talk about why they are feeling this way, and how their body is feeling at that moment.

Cool Communication and Language

What we do at school: We will be talking in full sentences to describe Superheroes and what they do to help people. We will be asking questions using “how”, “what” and “why”.

How you can help: Look at different books and talk about Superheroes. Model talking in full sentences and encourage them to use describing words. Describe what they look like and their superpowers.

Physical Development

What we do at school: We will be experimenting with different ways of moving. We will be talking what we would need to do maintain superpowers: for example, if my power was super speed, I would need to eat healthily to stay fit.

How you can help: Make small and large movements to The William Tell Overture by Gioachino Rossini. Find out what we need to do to keep our bodies healthy.

Lovely Literacy

What we do at school: We will continue our daily phonics and handwriting lessons. We will be thinking of words to describe superheroes and their characteristics.

How can you help: Practice handwriting at home, remembering fantastic formation and sitting in your perfect writing position.



Marvellous Mathematics

What we do at school: We will be learning to count accurately and learning about numbers 1-10. We will use superhero themed number cards to find practically one more and one less in superhero scenarios.

How you can help: Count out objects at home. Make sure your child is counting with the numbers in the correct order. Count out objects to 5 accurately and then to 10 accurately. Ask your child to find one more and one less of numbers from 1 to 10.

Understanding the World

What we do at school: We will be asking questions about superheroes and looking at the similarities and differences between different superheroes.

How can you help: Talk to your child about what super powers they would like if they were a superhero. Find out information about superheroes on the internet or at the library.

Characteristics of effective Learning

Playing and exploring

Active learning

Creating and thinking critically

Expressive Arts

What we do at school: We will be using different materials to make pictures of superheroes and superhero scenes. We will be having a supertato outdoor role-play area.

How can you help: Encourage your child to collect junk modelling equipment to experiment and develop their creativity. Have a go at the Supertato home learning challenge.

People Who Help Us

