



## Superheroes

### Medium Term Teacher Focused Planning Spring 2

<b>Characteristics of Effective Learning</b>	<b>PLAYING AND EXPLORING</b>	<b>ACTIVE LEARNING</b>	<b>CREATING AND THINKING CRITICALLY</b>
	<p><b>Finding out and exploring</b>  <i>Showing curiosity about objects, events and people</i>  <i>Using senses to explore the world around them</i>  <i>Engaging in open-ended activity</i>  <i>Showing particular interests</i></p> <p><b>Playing with what they know</b>  <i>Pretending objects are things from their experience</i>  <i>Representing their experiences in play</i>  <i>Taking on a role in their play</i>  <i>Acting out experiences with other people</i></p> <p><b>Being willing to 'have a go'</b>  <i>Initiating activities, seeking challenge</i>  <i>Showing a 'can do' attitude</i>  <i>Taking a risk, engaging in new experiences, and learning by trial and error</i></p>	<p><b>Being involved and concentrating</b>  <i>Maintaining focus on their activity for a period of time</i>  <i>Showing high levels of energy, fascination</i>  <i>Not easily distracted; Paying attention to details</i></p> <p><b>Keeping on trying</b>  <i>Persisting with activity when challenges occur</i>  <i>Showing a belief that more effort or a different approach will pay off</i>  <i>Bouncing back after difficulties</i></p> <p><b>Enjoying achieving what they set out to do</b>  <i>Showing satisfaction in meeting their own goals</i>  <i>Being proud of how they accomplished something – not just the end result</i>  <i>Enjoying meeting challenges for their own sake rather than external rewards or praise</i></p>	<p><b>Having their own ideas</b>  <i>Thinking of ideas</i>  <i>Finding ways to solve problems</i>  <i>Finding new ways to do things</i></p> <p><b>Making links</b>  <i>Making links and noticing patterns in their experience</i>  <i>Making predictions; Testing their ideas</i>  <i>Developing ideas of grouping, sequences, cause and effect</i></p> <p><b>Choosing ways to do things</b>  <i>Planning, making decisions about how to approach a task, solve a problem and reach a goal</i>  <i>Checking how well their activities are going</i>  <i>Changing strategy as needed</i>  <i>Reviewing how well the approach worked</i></p>

<b>Prime Areas of Learning</b>	Personal, Social and Emotional Development	Physical Development	Communication and Language
	Super Daisy Max My Mum is a Superhero Eliot Midnight Superhero	Super Daisy Max Eliot Midnight Superhero	Super Daisy Max Eliot Midnight Superhero
	What makes you a superhero? <u>Does a superhero take turns?</u> What makes you happy, sad, angry? What can you do to stay fit and healthy? Why is your Mum/ Dad a superhero?	How do superheroes stay healthy?	What happened at the beginning, middle, end of story? Can you tell your own story? How are comics different? Does it rhyme?
	Activities: Superhero pictures My superhero name Using the Zone of Regulation- use superhero photos	Activities: Look at healthy lifestyle- exercise, food, sleep, wellbeing Gymnastics- mats, benches, low tables Superhero jumps, leaps	Activities: Read Superhero stories Understand new vocabulary Look at real superheroes- doctors, firefighters Make role play into vets Helicopter stories- children tell their own stories and act them out
ELG Self-Regulation	Reception <ul style="list-style-type: none"> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	Listening, Attention and Understanding ELG <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions</li> </ul>	

	<ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul> <p>Managing Self</p> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p>Building Relationship</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul>	<ul style="list-style-type: none"> <li>Develop overall body-strength, balance, co-ordination and agility</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>ELG</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> <p>Begin to show accuracy and care when drawing.</p>	<p>when being read to and during whole class discussions and small group interactions.</p> <p>Speaking</p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul>
	<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>
	<p>Super Daisy Comic Books Max Charlie’s Superhero Underpants</p>	<p>Number Rhymes, Bad Tempered Ladybird, The Very Busy Spider, How do Dinosaurs count to 10, 10 Terrible Dinosaurs, Feast for 10, 10 Little Superheroes, Cockatoos, Mr Magnolia, Red Riding Hood, Going on a Bear Hunt, Rosie’s Walk</p>	<p>Super Daisy Max My Mum is a Superhero</p>
<b>Specific Areas of Learning</b>	<p>Which superhero do you like? What is your super power? What does a story need? – Recap last half terms learning What does a comic strip need? What is a caption, speech bubble? Which words rhyme?</p>	<p>Which shapes can you use for your vehicles?</p>	<p>What would you have as your superhero transport? Which materials float? Which materials should be used to make a vehicle? Which animals help us? What would your superhero pet be? What special skill does your pet have? Where does my superhero live? Compare countryside to city Do you know any real life superheroes? Doctors, nurses, vets, police, firefighters etc Why do we have Easter? What is Lent?</p>
	<p>Activities: Write superhero comic strips Label Superhero vehicle Write speech bubbles, action words Be a super rhyme spotter, find rhyming words, make up a superhero rhyme</p>	<p>Activities: Splitting and recombining sets of objects 6-9 Use part whole model and tens frame 1 more/1 less using mental numberline, use superheroes</p>	<p>Activities: superhero vehicles- lego make cars, planes, rockets, spaceships Make a superhero boat- experiment with floating and sinking</p>

		<p>Drawing 2D shapes on maps- draw maps for your superheroes</p> <p>Spatial vocabulary (forwards, backwards, up, down, across) direct your superheroes to safety</p> <p>Mass- heavy, light, introducing scales- how much can a superhero lift?</p> <p>staircase patterns linked to 1 more/1 less in comparison</p>	<p>Look at animals that help us eg dogs for the blind, search and rescue dogs</p> <p>Superhero animals- What pet would you have?</p> <p>Link environment to superhero picture</p>
<p>ELG</p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul> <p>Word Reading</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>	<p>ELG</p> <p>Number</p> <ul style="list-style-type: none"> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5</li> </ul> <p>Numerical Patterns</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts</li> </ul> <p>Shape recap 3D shape through junk modelling- superhero vehicles</p>	<p>ELG</p> <p>Past and Present</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> <p>The Natural World</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> </ul>	
<p>Expressive Arts and Design</p> <p>Super Daisy</p> <p>Max</p> <p>My Mum is a Superhero</p> <p>Eliot Midnight Superhero</p>		<p>Festivals, Celebrations and books</p>	
<p>Can you change the song?</p> <p>Can you make your own pictures for the stories?</p> <p>Why is your Mum a superhero?</p>	<p>Pancake day</p> <p>Easter</p> <p>Mother's Day</p> <p>Persian New Year</p>	<p>1,2,3 Magic</p> <p>Stay and Play</p> <p>Phonics meeting</p>	
<p>Make superhero picture with skyline</p> <p>Sky- wax resistant – draw stars, moon, sun with crayon</p> <p>choose warm- red, orange, yellow or cold colours- blue turquoise, purple</p> <p>Make a silhouette skyline</p> <p>Change words in songs</p> <p>Use percussion instruments</p> <p>Make Mother's day cards</p>			

	<p>Helicopter Stories</p> <p>ELG</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> </ul> <p>Being imaginative</p> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p>Text</p> <p>Fiction</p> <p>My Mum is a Superhero Angela McAllister Alex T Smith Super Daisy Kes Gray &amp; Nick Sharratt Eliot Midnight Superhero Anne Collringer Alex T Smith Ten Little Superheroes Mike Brownlow Max Bob Graham Superhero Dad Joe Berger Charlie's Superhero Underpants Paul Bright &amp; Lee Wildish Supertato Sue Hendra Zippo the Super Hippo Kes Gray &amp; Nikki Dyson</p> <p>Non- Fiction</p> <p>Flashing Fire Engines Tony Mitton &amp; Ant Parker Firefighters</p> <p>Poetry</p> <p>Rhyming Book Ten Little Superheroes Mike Brownlow Rhymes and poems First Poems Compiled by Julia Eccleshare</p>	<p><u>Vocabulary</u></p> <p>Superhero Power Vehicle float Sink Material Plastic, wood, paper, card, metal Skyline, city, countryside Silhouette Environment Healthy Exercise Diet Sleep Wellbeing Feelings- happy, sad, angry, worried Real superheroes- doctors, nurses, firefighters, ambulance, lifeboats, police Easter Lent</p>
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