



## Topic: Superheroes



### Communication and Language

To join in telling stories and join a whole class story whoosh.

To talk about the qualities that make a good superhero.

To understand the role of a superhero.

To understand how we use a passport to travel.

### Personal, Social Emotional Development

To learn about how to be kind and what that looks like through stories and role play.

To understand emotions and how to get onto the green zone when you are in the red/blue zone.

To practice a range of calming techniques and allow children to chose which one they find most helpful.

Children's mental health week – range of activities.

### Maths Mastery

#### Numbers withing 10 U7

Recognise, count and order numbers; say which numbers are 'one more or one greater' 'one fewer or one less'. Apply knowledge of 10 to solve mathematical problems

#### Calendar and Time U8

Use everyday language to discuss time, days of the week and seasons. Sequence events and record periods of time.

#### Addition and Subtraction within 10 U9

Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting.

### Music, Art and Design Technology

To experiment with colour mixing.

To make a potato superhero using a variety of tools and techniques.

To draw and design a superhero costume.

To develop ability to tap, play and move to a pulse.

To begin to recognise high/low pitches.

To develop cutting, threading, joining and folding skills.

### Understanding of the World

**Space** Explore outer space. Discover why rockets are important.

**Forces** Understand what happens when you push or pull something. Explore objects that sink and float.

**Machines** Explore different types of machines and mechanisms. Discover different types of transport.

### Physical Development

**Gymnastics** - Physical ability, confidence, rolling, crawling, climbing

**Health and self-care** - Begin to talk about physical changed in the body when discussing different emotions for the Zones of Regulation.

### Literacy

#### **Week 1&2 LO:**

Superhero Immersion (2 lessons)

To design a superhero cape using CVC CVCC and CCVC words.

To draw and write a Wanted Poster for Evil Pea

To write speech bubbles for the characters

To write a letter to Evil Pea

**Week 3 LO:** To create a passport.

**Week 4 LO:** To create a list.

**Week 5 LO:** To invent stories – superheroes.

**Week 6 LO:** To create mini rescue reports.

### Stories

*Traction Man* by Mini Grey, *Super Daisy* by Kes Gray  
*George and the dragon* by Chris Wormel,

*Author Focus: Sue Hendra Supertato books* by Sue Henra  
*and Paul Linne, Run Veggies Run, Supertato:*

### Phonics

RWI phonics – phonics learning linked to outcomes from phonics half termly assessments.

### Reading

Shared reading of the core stories and Reading Café

Story sacks & props for stories

Take home banded books

Make class book of children's own stories

Take home "a book to share"

### Role Play: Mode of transport

Links to travel – children to explore an underground tube station role play area.

Alongside using the Early Years Curriculum, we will also take into consideration the children's interests and abilities. Part of our planning cycle is based on the children's interests during their free flow play.