



Reception Medium Term Planning
Superheroes – Do all Superheroes wear capes?

Overview of the Learning: In this unit children will identify what a Superhero is and consider “Do all Superheroes wear capes?” They will look at a range of Superhero stories in books, comics and DVD and discuss the differences between “good” and “bad”. The children will look at the language used in Superhero stories and create “WOW” words and descriptions of characters and setting in stories. The children will identify the characteristics of Superheroes and talk about what makes them Super “super powers”. They will use their imaginations to create their own Superheroes, make “super potions”, “super outfits” and create their own story dilemmas. The children will understand the importance of team work and work as a team to solve challenges. They will learn about Superheroes around them, at home, school and the community and identify their roles and consider the different ways they help others.

<p>Core Aims</p> <ul style="list-style-type: none">• To explore a range of literature.• To develop their ability to explain their understanding of books and other reading, and to prepare their ideas for writing.• To develop skills for discussion and debate.• To develop a wider vocabulary and use language for effect.• To predict what might happen in a story or on the basis of what has been read.• To use their imagination to retell a story.• To identify people who help them.• To identify the roles of people who help them.	<p>Characteristics of Learning. They will:</p> <ul style="list-style-type: none">• ask simple questions.• observe closely, using simple equipment• identify and classify• use their observations and ideas to suggest answers to questions.• represent their experiences in play.• initiate activities.• make links and notice patterns in their experiences. Children will:• listen to a range of fiction and non-fiction texts.• enjoy exploring comics and comic strips.• explore the characteristics of a “Superhero”.• use their imaginations to create a Superhero.• explore the roles of everyday Superheroes.• discuss dilemmas and consider resolutions to problems.• use role play to retell/re-enact their stories.• take part in team work activities to solve problems.
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Expectations

Children can:

- identify some of the features of fiction and non-fiction texts.
- take part in small group and whole group discussions.
- work within a team to solve problems.
- identify characteristics of Superheroes.
- identify the people who help them and their roles.
- talk about the differences of “good” and “bad”.
- use their imagination to create a Superhero character.

Cross Curricular links: .

Geography – exploring superheroes in our community and from around the world.

Science – testing materials to make a superhero

cape

D&T – making superhero clothes using different

textiles

Art – designing superheroes and creating superhero comic strips

Building Cultural Capital: experiencing all the different jobs of our ‘real life superheroes’.



Key Texts: My Dad is a Superhero

Superhero School

Floppy the Hero

Jobs – Police Officer

Jobs – Fire Fighter

Jobs – Doctor

Resources: Superhero outfits, a range of materials, comics

Irresistible Hooks for Learning:

Real life superhero visits – nurse, police, fire, dental, animals, sports, etc

Key Subject knowledge & Skills:

Literacy – Reading	Literacy - Writing	C&L	Mathematics
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<p>Blend the sounds in simple words and knows which letters represent some of them.</p> <p>Read some 1 syllable words by blending using some of the grapheme-phoneme correspondence I have learnt.</p> <p>Beginning to read simple sentences.</p> <p>Read and understand simple sentences.</p> <p>Can use my phonic knowledge to decode common words and read them aloud accurately. Read some common exception words.</p> <p>Suggest what a story might be about from the title, blurb or illustrations.</p> <p>Say who the main characters are in a familiar story. Retell simple familiar stories in the correct order. Read phonically common words of more than one syllable.</p> <p>Read phonically many irregular but common words. Confidently read by sight the Stage 1+ and 2 common exception words.</p> <p>Begin to read unfamiliar words by blending using some of the grapheme-phoneme correspondence that have been learnt.</p>	<p>Transcription:</p> <p>Talk about the marks they have made when drawing, writing.</p> <p>Break the flow of speech into words.</p> <p>Label an object/picture with the initial sound.</p> <p>Label an object/picture with the end sound.</p> <p>Segment sounds in simple words and blend them together.</p> <p>Write the grapheme to the sound I hear.</p> <p>Write labels and captions and talk about what I have written.</p> <p>Attempt to write short sentences in meaningful contexts Use phonic knowledge to write words in a way which matches how they say the sounds.</p> <p>Write some irregular common words.</p> <p>Write simple sentences that can read by themselves and others.</p> <p>Spell correctly simple regular words.</p> <p>Handwriting:</p> <p>Sitting correctly at a table, holding a pencil comfortably and correctly.</p> <p>Beginning to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Beginning to form capital letters.</p> <p>Understanding which letters belong to which handwriting 'families' (i.e. letters</p>	<p>Listening & Attention:</p> <p>Maintaining attention, sitting quietly and concentrating for longer periods during whole class and focused learning.</p> <p>Listening and 'doing' for short periods.</p> <p>Understanding:</p> <p>Following a story without pictures or props.</p> <p>Listening and responding to ideas expressed by others in conversation or discussion.</p> <p>Speaking:</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>Linking statements and stick to a main theme or intention.</p> <p>Introduce a storyline or narrative into their play.</p>	<p>Numbers:</p> <p>Have an understanding of numbers to 20, linking names of numbers, numerals, their value, and their position in the counting order.</p> <p>Subitise (recognise quantities without counting) up to 5. Recall number bonds for numbers 0 – 5 and for 10, including corresponding partitioning facts.</p> <p>Count reliably with numbers from one to 20 forwards and backwards.</p> <p>Use quantities and objects up to 20.</p> <p>Say which number is one more or one less than a given number up to 20.</p> <p>Recognise and name numbers 1 – 20.</p> <p>Add two single-digit numbers and count on to find the answer.</p> <p>Subtract two single-digit numbers and count back to find the answer.</p> <p>Compare sets of objects up to 10 in different contexts, considering size and difference.</p> <p>Solve problems, including doubling, halving and sharing.</p> <p>Recall double facts up to 5 + 5.</p> <p>Explore patterns of numbers within numbers up to 10, including evens and odds.</p>
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<p>Describe the characters, setting and main events in simple stories that have been read. Predict what might happen next based on what has been read or heard.</p>	<p>that are formed in similar ways) and to practise these. Using a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>		
Understanding the World	Expressive Arts & Design	PD	PSED



<p>The World: Looking closely at similarities, differences, patterns and change. Knowing the properties of some materials and suggesting some of the purposes they are used for. Describing some actions which people in their own community do that help to maintain the area they live in.</p> <p>People & Communities: Showing an interest in different occupations and ways of life. Talking about similarities and differences between myself and others, and among families, communities and traditions. Knowing why it is important to treat them with respect.</p> <p>Geography: I can use basic geographical vocabulary such as house, school, shop, car park, cinema, cafe, airport, train station</p> <p>Science Knowing the properties of some materials and suggesting some of the purposes they are used for. Being familiar with basic scientific concepts</p>	<p>Being Imaginative: Developing a preference for forms of expression. Using movement to express feelings. Engaging in imaginative role-play based on own firsthand experiences. Building stories around toys. Using available resources to create props to support imaginative-play.</p> <p>Design: Begin to use the language of designing and making, e.g. join, build and shape Learning about planning and adapting initial ideas to make them better.</p> <p>Make: To learn to construct with a purpose in mind. Selects tools and techniques needed to shape, assemble and join materials. Technical Knowledge: To learn how to use a range of tools</p> <p>Evaluate: Begin to talk about changes made during the making process. Art: Developing my own ideas through selecting and using materials and working on processes that interest them. Begin to use scissors to cut snips in fabric Talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough</p>	<p>Moving & Handling: Using simple tools to effect changes to materials. Handling tools, objects, construction and malleable materials safely and with increasing control. Showing a preference for a dominant hand. Beginning to use anticlockwise movement and retrace vertical lines. Beginning to form recognisable letters.</p> <p>Health & Self-Care: Showing an understanding of how to transport and store equipment safely. Practising some appropriate safety measures without direct supervision.</p>	<p>Making Relationships: Initiating conversations and attend to and takes account of what others say. Explaining my own knowledge and understanding and can ask appropriate questions of others</p> <p>Self-Confidence & Self-Awareness: Describing self in positive terms and talk about own abilities.</p> <p>Managing Feelings & Behaviour: Being aware of the boundaries set, and of how to behave in the setting. Beginning to be able to negotiate and solve problems without aggression.</p>
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<p>such as floating, sinking, experimentation.</p>			
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Learning Objectives	Suggested Learning Opportunities	Resources
<p>Geography/UW To identify the features in our community. To describe how people help our community in different ways To talk about the roles of real life superheroes</p>	<p>Visits from different 'real life' superheroes Nurses, police, fire, animal rescue, sports, dentist, etc.</p> <p>Explore the job role of each Look at uniform, what they do, where they do it, where we would find them in our community</p> <p>Know the names for each occupations work place, i.e. police station, hospitals, care homes, dog homes, etc.</p> <p>Recreating jobs roles, role play</p>	<p>Visitors</p> <p>Role play costumes – police, fire, dr, vet, etc.</p>
<p>Science To test properties of different materials.</p>	<p>Conduct an experiment to see which materials would be best for a superhero cape</p> <p>Record in a simple table</p> <p>What properties would the material need to make a really good cape?</p> <p>Why does it need such properties?</p> <p>Waterproof, stretch, strength, warmth, weight?</p>	<p>Materials</p>



<p>D&T To use different textiles to make superhero clothes</p>	<p>Simple sewing, cutting and sticking to make superhero clothes, e.g. masks, mini capes, cuffs, etc.</p>	<p>A range of textiles Fabric glue</p>
	<p>How to join different materials together Different stiches you can do How to use tools safety How to attach to your superhero Design the clothing first What size will it need to be? How will you know how much material you need?</p>	<p>Elastic Sewing thread and needles</p>
<p>Art To design an superhero outfit To create a comic strip</p>	<p>Look at loads of different superhero cartoons to get ideas What colours would you need? Colour mixing What powers would it have? Adding texture i.e. glitter, shiny, cotton wool, etc.</p>	<p>Superhero comics</p>
<p>Mathematics To measure and compare length</p>	<p>How far can the superheroes fly? Measure using non-standard units Compare the measurements Record in a simple table Begin to introduce simple standard units?</p>	<p>Superheroes to throw Clicker wheel</p>