

## YR How To Be A Superhero Learning Sequence

**Synopsis:** Children will explore superhero stories and comics. They will link their own uniqueness to their learning and discover how they are ‘superheroes’. They will explore materials and their properties and will begin to design, implement and review all their creative opportunities.

In **Literacy**, children write simple sentences in different contexts including letters, comic books and narratives.

In **Understanding The World**, children show an interest in the past and present and make comparisons. They explore materials and their properties.

In **Expressive Arts and Design**, children explore the skills of designing, implementing and reviewing their models.

In **Communication and Language**, children use language for a variety of purposes including role-play, asking questions and discussing their own reflections on their work.

In **Physical Development**, children continue to develop their formation and consider and manage new risks when exploring different materials.

In **Personal, Social and Emotional**, children share their experiences and discuss their own uniqueness. They explore different safety measures and apply these confidently.

In **Mathematics**, children are able to double and share. They know how subtraction facts apply to number bonds to 10.

### Literacy

#### LITERACY OBJECTIVES

##### EARLY LEARNING GOALS

##### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### LEARNING SEQUENCE

- When learning about a new book/theme create vocabulary lists for children to explore throughout the learning sequence.
- Comprehension and word-reading will be supported through individual school phonics programmes.
- Write speech bubbles for a comic book; look at a variety of comic books and focus on the speech used; create speech bubbles for different ‘freeze scenes’; write speech for a comic strip.

<p><b>Word Reading</b></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> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></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> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comic book captions/sound effects; add sound effects using talking tins to different scenes; write words to match the sound effects; write short punchy captions for different pictures; create a comic strip using both captions and sound effects.</li> <li>➤ Create a comic book about Superworm; spend the week creating their own comic books, including illustrations, speech bubbles, captions and sound effects.</li> <li>➤ Write a letter to Supertato from The Evil Pea; recap letters written throughout the year; look at address and the format of letters.</li> <li>➤ Plan their own story about going to space; plan a beginning, middle, end using key features of narrative; focus on language used, full stops and capital letters.</li> <li>➤ Write their own story about going to space; spend the week writing different sections of the story independently, encouraging full stops and capital letters</li> </ul>
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## Understanding the World

<p><b>OBJECTIVES</b></p> <p><b>EARLY LEARNING GOALS</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <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><b>LEARNING SEQUENCE</b></p> <ul style="list-style-type: none"> <li>➤ Investigate the best materials for a cape; explore different materials - what are their uses? Record findings in different ways; design a new cape for a superhero; make cape using materials believed to be best; test capes.</li> <li>➤ Changing states - ice/water; investigate the properties of ice; create ice painting; freeze different vegetables in blocks and investigate how to get them out; write about findings.</li> <li>➤ Using the moon landing - compare the environment of the moon to our own; go on a walk around the school site and draw observational drawings; write about what can be seen/touched/smelt/felt/tasted; look at different pictures of the moon; make observational drawings of the moon using pictures.</li> <li>➤ Using the moon landing - compare tech from then and now; look at old computers and new tablets/laptops; take apart old equipment and investigate inside; discuss with grandparents what they had and the changes they have seen</li> </ul>
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- 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.

### **The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## **Expressive Arts and Design**

### **OBJECTIVES**

#### **EARLY LEARNING GOALS**

##### **Creating with Materials**

- 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.

##### **Being Imaginative and Expressive**

- 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.

### **LEARNING SEQUENCE**

At this point in the year, children should be making individual choices about materials, designs, textures etc. Open-ended weekly projects that provide a variety of resources, skills and outcomes will ensure children are able to demonstrate their own thought processes. Children should consistently design, make and review and lessons can be formatted to support this.

- Comic style drawings/paintings
- Make a superhero costume
- Make a trap for Evil Pea
- Role-play the story
- Design, create and review a rocket
- What can we make with our own junk modelling?
- Tell stories, using props, about superheroes

# Communication and Language

## OBJECTIVES

### EARLY LEARNING GOALS

#### Listening, Attention and 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 conversations when engaged in back-and-forth exchanges with their teachers and peers

#### Speaking:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate,
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## LEARNING SEQUENCE

Through the theme and learning opportunities, children develop their abilities within this area. They will have opportunities to express themselves effectively and be supported, via interventions, when this is challenging. Communication and language should be considered when planning other areas of the curriculum and be a central part of linking the curriculum together. Weekly focus on the objectives will ensure that coverage and observations are in place to support assessment; however, it is vital that C&L forms the basis of other planning.

Some supporting ideas for this term are as follows:

- Focusing on old and new; looking at historical events/materials/tech and discussing the differences and the impact that this has on daily life
- Sharing experiences with older generational members of a family and children showing interest/engaging and asking questions
- Begin attending whole school assemblies where they are expected to listen attentively
- Share ideas for creative opportunities and answer questions about their projects

## Physical Development

### OBJECTIVES

#### EARLY LEARNING GOALS

##### Gross Motor Skills

- 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.

##### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small toys, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

### LEARNING SEQUENCE

- Superhero movements/navigating space; explore the ways that superheroes move and how we can make our bodies move that way; move in time to music and hop along; practise skipping and jumping off objects.
- Obstacle course; adults build and discuss safety around an obstacle course; children explore different ways to move around it and change things; discuss safety when making changes.
- Pea smashing.
- Create wizard wands; children use different materials to make wands; use different resources to join; use scissors independently and safely.
- Cutting/sticking using different materials when making rockets
- Create a rocket using woodwork; discuss safety when using real tools; create risk assessment with the children; practise using tools, design rocket.
- Comic style drawings

**FORMATION (Objective) Develop the foundations of a handwriting style which is fast, accurate and efficient**

*Focus should still be in place for handwriting/fine motor, but this will need to be considered in line with individual school's handwriting/phonics policies.*

## Personal, Social and Emotional Development

### OBJECTIVES

#### EARLY LEARNING GOALS

##### Self-regulation:

- 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;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

##### Managing Self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

##### Building Relationships:

- 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.

### LEARNING SEQUENCE

Through the theme and learning opportunities provided, children develop their self-confidence and self-awareness. They begin to manage their feelings and behaviour eg turn-taking and following instructions and begin to build positive relationships with adults and children. It is important that the area of PSED is planned within the week through child and adult led activities. Each child will have developing needs which will need to be planned for accurately.

Some supporting ideas for this term are:

- Circle times focused on safety and risk assessments
- Circle times focused on understanding our own next steps
- Circle times about uniqueness and our own 'superhero' qualities
- Circle times about why it is important for 'EVIL PEA' to follow the rules and safe/unsafe choices
- Interactions with family members and encouraging questioning/discussion

# Mathematics

## OBJECTIVES

### EARLY LEARNING GOALS

#### Number:

- 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.

#### Numerical Patterns:

- 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

## LEARNING SEQUENCE

- Daily counting to 20 and beyond;
- Doubling facts; using dots on capes, peas/vegetable printing, ice drawings
- Compositions; Adding using 'moon rocks' and recording using number sentences, exploring different ways to make the same number (using cubes, Numicon, ten frames)
- Number bonds to 10; quick recall, using peas to create 10 with two groups, aliens with different numbers under pants and matching them to make 10
- Subtraction facts; Helping Supertato escape by unlocking the codes (subtractions) to undo the padlocks, 10 blocks of ice and take away different numbers
- Begin using number lines/100 squares alongside concrete resources
- Sharing; vegetable sharing amongst children, snack time sharing, sharing resources equally