

Reception Autumn Term 1 – Superheroes 2019

Grand Finale: Academy St James

Chapter 1: What are superheroes?

Key Question: Can you describe a superhero?

Key Focus: C&L, PSED, L

Trip/visitor: Aldi

Hook: Superhero day – The children and staff will dress up as superheroes for the day.

Chapter 2: Who are everyday superheroes?

Key Question: Can you be a superhero?

Key Focus: EAD, UTW, M

Trip/visitor: Visit from the local PCSO

Chapter 3: How do superheroes stay healthy?

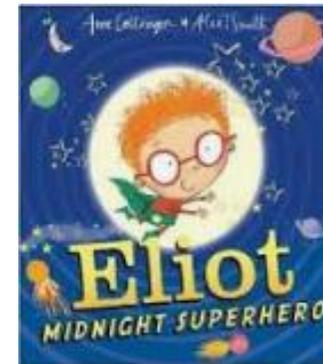
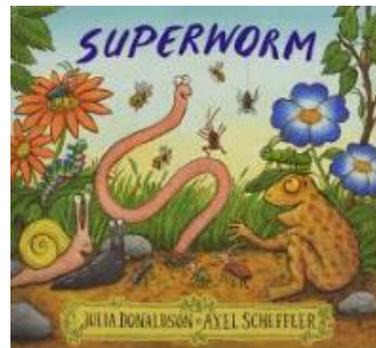
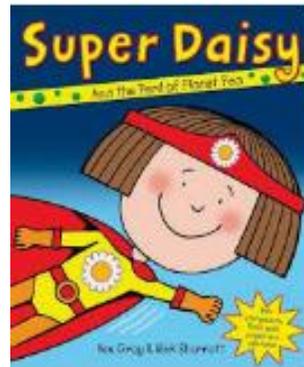
Key Question: Why are superheroes healthy?

Key Focus: UTW, PD, M

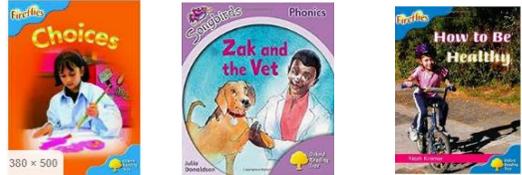
Trip/visitor: Superhero workshop

Contribution to Grand Finale: Superhero graduation, making super soup

Books we will be using



<p>PSED Objective</p>	<ul style="list-style-type: none"> • Keeps play going by responding to what others are saying or doing • Initiates conversations, attends to and takes account of what others say • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about own abilities. • Aware of the boundaries set and behavioural expectations in the setting.
<p>CAL Objective</p>	<ul style="list-style-type: none"> • Beginning to understand 'why' and 'how' questions • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Uses language to imagine and recreate roles and experiences in play situations • Responds to instructions involving a two-part sequence. • List Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.
<p>PD Objective</p>	<ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using whole-hand grasp (M&H-42) • Holds pencil near point between first two fingers and thumb and uses it with good control (M&H-43) • Can copy some letters, e.g. letters from their name (M&H-44) • Experiments with different ways of moving (M&H-45) • Jumps off an object and lands appropriately (M&H-46) • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (M&H-47) • Travels with confidence and skill around, under, over and through balancing and climbing equipment (M&H-48 Handles tools, objects, construction and malleable materials safely and with increasing control (M&H-51) • Shows a preference for a dominant hand (M&H-52) • Begins to use anticlockwise movement and retrace vertical lines (M&H-53) • Begins to form recognisable letters (M&H-54)) • Observes the effects of activity on their bodies (H&SC-24) • Understands that equipment and tools have to be used safely (H&SC-25) • Usually dry and clean during the day (H&SC-30) • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health (H&SC-31) • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks (H&SC-32)
<p>EAD Objective</p>	<ul style="list-style-type: none"> • Explores the different sounds of instruments (E&U-24) • Engages in imaginative role-play based on own first-hand experiences (BI-11) • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff' (BI-12) • Uses available resources to create props to support role-play (BI-13) • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (BI-14) • Create simple representations of events, people and objects (BI-15)
<p>UTW Objective</p>	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them (P&C-7) • Remembers and talks about significant events in their own experience (P&C-8) • Recognises and describes special times or events for family or friends (P&C-9) • Shows interest in different occupations and ways of life (P&C-10) • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (TW-16) • Developing an understanding of growth, decay and changes over time (TW-19)

	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change.
Maths	<ul style="list-style-type: none"> Uses some number names and number language spontaneously (N-13) Uses some number names accurately in play (N-14) Recites numbers in order to 10 (N-15) Knows that numbers identify how many objects are in a set (N-16) Beginning to represent numbers using fingers, marks on paper or pictures (N-17) Shows an interest in numerals in the environment (N-23) Shows an interest in representing numbers (N-24) Realises not only objects, but anything can be counted, including steps, claps or jumps (N-25) Recognise some numerals of personal significance (N-26) Recognises numerals 1 to 5 (N-27) Counts up to three or four objects by saying one number name for each item (N-28) Counts actions or objects which cannot be moved (N-29)
English	<ul style="list-style-type: none"> Listens to and joins in with stories and poems, one-to-one and also in small groups (R-10) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (R-11) Shows interest in illustrations and print in books and print in the environment (R-16) Recognises familiar words and signs such as own name and advertising logos (R-17) Looks at books independently (R-18) Handles books carefully (R-19) Knows information can be relayed in the form of print (R-20) Holds books the correct way up and turns pages (R-21) Knows that print carries meaning and, in English, is read from left to right and top to bottom (R-22) Hears and says the initial sound in words (R-24) Sometimes gives meaning to marks as they draw and paint (W-2) Ascribes meanings to marks that they see in different places (W-3) Gives meaning to marks they make as they draw, write and paint (W-4) Begins to break the flow of speech into words (W-5) Hears and says the initial sound in words (W-7)
Books to read	 <p>The image shows three book covers from the 'First Steps' series. The first book is 'Choices' by Julia Donaldson, featuring a child at a table. The second is 'Zak and the Vet' by Julia Donaldson, featuring a dog and a vet. The third is 'How to Be Healthy' by Helen Brown, featuring a child on a bicycle. Each book has a small 'First Steps' logo in the top left corner.</p>

We are Superheroes

- Superhero. Dress up day - Hook mon 9th.
- Super Hero Academy Day + Graduation. Fri. 18th Oct.

Supertab

Science

- Fine motor**
- Wearing Tough spot web.
 - Peas + tweezers etc.
 - Mashing veg.

- D.T.**
- veg tasting chart to show favourite.
 - peeling, chopping veg.

- obs, des, compare vegetables.

- Souperhero Soup making!

- Growing vegetables.

- laminated veg. observation

- freezing veg. in ice

- making jelly. / jelly buff

- Music**
- Super Senses!

Villains

- Unhealthy food.
- germs

PSHE

What makes a superhero?

Why I'm a superhero

Real life superheroes

How can I be a community superhero?

Art

- Veg. printing

- 3D veg. superhero sculptures

- I.T.**
- Pic collage - photograph veg + label.
 - Pea trail - find + photograph them + label where (prepositions)

- film own super veg. tell story or make voice over for ipod film + shadow puppet.

- Maths**
- Vegetable shop
 - counting with veg.

Geography

- veg treasure hunt

P.E.

- Web weaving
- Superhero music - theme tunes.
- Superhero Challenges
- Team building