

Spring 2: Real life and fictional superheroes (People who help us)

PRIME AREAS

Communication & language

(*Listening, attention & understanding * Speaking)

Fact knowledge about the topic

To retell a story and follow a story without pictures or props.
To engage in non-fiction books and to use new vocabulary in different contexts.

Show and Tell

Listening to daily stories/poems/rhymes

To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.

Listen and talk about stories to build familiarity and understanding.

To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

To begin to understand and answer how, when, who, what, where and why questions

Learn and use new vocabulary

Develop ability to connect ideas or actions using a range of connectives

Acting out the stories

Personal, social & emotional Development

(*Self regulation *Managing Self *Building Relationships)

To identify and moderate their own feelings socially and emotionally.

To develop independence when dressing and undressing.

To listen to the ideas of other children and agree on a solution and compromise.

Continue developing their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people.

Continue developing ability to show an understanding of their own feelings and those of others & continue developing ability to regulate their behaviour accordingly

To begin to develop appropriate ways of being assertive and solve conflicts.

What is a stranger? How can I recognise a safer stranger?

Keeping safe around the home and spotting dangers

Physical development

(*Gross motor* Fine motor)

Get Set for PE –Gymnastics & dance

Create short sequences using shapes, balances and travelling actions.

Develop balancing and safely using apparatus.

Develop jumping and landing safely from a height.

Develop rocking and rolling.

Explore travelling around, over and through apparatus.

Create sequences using apparatus.

Copy, repeat and explore actions in response to a theme.

Explore and remember actions considering level, shape and direction

Explore movement using a prop with control and co-ordination.

Move with control and co-ordination, expressing ideas through movement.

Remember and repeat actions moving in time with the music.

Explore actions in response to a theme and begin to use counts.

Ready Steady Write

Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops

Continue developing pencil grip with target of tripod grip

Develop ability to use a range of tools including scissors, paint brushes etc

Continue developing care and accuracy when drawing and colouring

Key texts: Books in the genre of real life and fictional superheroes.

SPECIFIC AREAS

Literacy

(*Comprehension,*Word Reading *Writing)

Ready Steady Write – Vehicle text-Little Red

*Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previously taught HRSW and teach new HRSW *Orally rehearse and recall sentence prior to writing *Orally connect one idea or action using a range of connectives *Write short sentences with words with known sound letter correspondences using a capital letter and full stop *Re-read what they have written to check that it makes sense *Write combining words to make labels, captions, lists, phrases and short sentences. *Joining words using and, joining words and clauses using "and" *Listen to and talk about stories to build familiarity and understanding *Learn new vocabulary from texts *Recognise four parts of a simple narrative - opening, build up, problem and ending *Retell the story - some as exact repetition and some in own words including: Once upon a time, So, Soon, and Suddenly. *Sequence sentences to form short narratives.

Essential Letters and Sounds

To be able to talk about the characters in the books they are reading.
Read words containing tricky words and digraphs.
Write labels/phrases representing the sounds with a letter/letters.
Write a short sentence about our superhero
Write an Easter card

Mathematics

(*Number *Numerical Patterns)

Explore Length

Compare Length

Explore Height

Compare Height

Find 9 and 10

Compare numbers to 10

Represent 9 and 10

Conceptual subitising to 10

Recognise and name 3D shapes

Fid 2D Shapes within 3D shapes

Use 3D Shapes for tasks

3D Shapes in the environment

Understanding the world

(*Past & Present,*People, Culture & Communities

*The Natural World)

Talk about the lives of people around them.

Know that people around the world have different religions.

Talk about features of the environment they are in and learn about the different environments.

What is Shrove Tuesday?

Easter-what is it and why is it celebrated?

Plant a flower for Easter

Understanding the United Kingdom

Judaism and Christianity similarities

Understand how "real life community heroes" help us in different aspects of our lives and how some of the roles have developed over time

In school, to help learning, keep safe and healthy

People who help us keep our bodies healthy-Dentists, doctors etc

Animal heroes-Guide/hearing/ Army (bomb)/ Airport dogs (bomb/drugs) Police dogs

Purple Mash- Use paint programme to create a picture of someone working in the emergency services.

Free the Ice cube heroes

Match job to equipment

Expressive arts & Design

(*Creating with materials *Being imaginative & Expressive)

Make props and costumes for different role play scenarios.

Move in time to the music.

Purple Mash-Paint a real life superhero

Create an Easter card

Make an Easter nest