



**Class: Pipistrelle (Year 0)**  
**Terms – 1 & 2**  
**Title: Superheroes**

**Big enquiry questions worth asking:**

**Learning Theme Big Question: What is your super strength?**

**Characteristics of learning:**

Playing and exploring – engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas

Making links

Choosing ways to do things



Key knowledge (from EYFS Early Adopter)	Adult Led Focus
<p><b><u>As communicators we will...</u></b> <b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"><li>• Understand how to listen carefully and why listening is important.</li><li>• Learn new vocabulary</li><li>• Use new vocabulary through the day.</li><li>• Ask questions to find out more and to check they understand what has been said to them.</li><li>• Articulate their ideas and thoughts in well-formed sentences</li><li>• Connect one idea or action to another using a range of connectives</li><li>• Describe events</li><li>• in some detail.</li><li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li><li>• Develop social phrases.</li><li>• Engage in story times.</li><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li><li>• Use new vocabulary in different contexts.</li><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li><li>• Engage in non-fiction books</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Superhero Super Listening</li><li>• Superhero Code Breaking</li><li>• Go on a sound walk and listen extra carefully to hear lots of different sounds.</li><li>• Play a listening game where one child is blindfolded in the middle of a circle. The children in the circle take it in turns to say 'It's only me ...' (chosen superhero) in squeaky or gruff voice. The blindfolded child guesses who was speaking/where in the room the child was.</li><li>• Play a listening and attention game with the children. Place a number of superhero toys or pictures on a tray and cover with a blanket. Ask the children to guess how many there are, then double check by counting. Remove one of the objects, can they say which one has been removed?</li><li>• Create a superhero passport with the children and talk about what the different superheroes could be doing.</li><li>• Talk about how superheroes often have sayings or a catchphrase. Watch a snippet from a superhero cartoon and then encourage the children to make up their own superhero catchphrase!</li><li>• Challenge the children to give themselves a superhero name – provide some starters to initiate ideas e.g. Captain ....., The Mighty..., The Incredible ..., Doctor etc...</li></ul>



**As ourselves we will...**

**Personal, Social and Emotional**

- See themselves as a valuable individual.
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

- Circle time games – pass a small toy around the circle. When a child is holding the toy it is their turn to speak. Can the children say what superpower they would like to have?
- Discuss talents and how everyone is special, different and unique, with their own talents, likes and dislikes.
- Discuss what it means to be a superhero – spend some time talking about what the children feel makes someone a superhero.
- Talk about: do all superheroes have superpowers? Do some have gadgets or special skills and knowledge? Who might be like a superhero in our community? (E.g. police, firefighters etc.).
- Talk about: people who help us in everyday life e.g. teachers, doctors, nurses etc.

**As Movers we will...**

**Physical Development**

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing,

- The 'Superhero Obstacle Course', challenges children to practise a range of physical skills to complete a themed obstacle course.
- Encourage the children to experiment with different ways of moving to represent different superheroes.
- Encourage children to practise their fine motor skills using finger gym activities
- Make capes out of pieces of fabric that fasten with Velcro. You could also make masks, gadgets, disguises and hats out of junk model materials – these can then be used to enhance the role play area.



paintbrushes, scissors, knives, forks and spoons

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene



**As writers, readers and speakers we will...**

**Literacy**

- Read individual letters by saying the sounds for them.
  - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
  - Read some letter groups that each represent one sound and say sounds for them.
  - Read a few common exception words matched to the school's phonic programme.
  - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
  - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
  - Form lower-case and capital letters correctly
  - Spell words by identifying the sounds and then writing the sound with letter/s
  - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
  - Re-read what they have written to check that it makes sense.
- The 'Superhero Code Breaking', encouraging children to use initial sounds to decode secret messages!
  - Encourage children to talk and write about being a superhero.
  - Provide colouring sheets to encourage children to read and learn topic vocabulary.
  - Encourage children to practise letter formation and writing their name.
  - Encourage descriptive writing.
  - Challenge children to read topic vocabulary.
  - Hot seat superhero characters (with either a confident child or an adult). The children can use their knowledge of the topic to ask relevant questions.
  - Model writing simple letters with the children. They could write letters asking a superhero for help or to say thank you for helping them.
  - Encourage children to make Wanted posters for various villains!



## **As mathematicians we will...**

### **Mathematics**

- Count objects, actions and sounds
- Subitise.
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten.
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns
- Compare length, weight and capacity
- Teach 'Superhero Number Rhymes', which encourages children to practise their counting skills whilst learning a fun rhyme about superheroes!
- Encourage children to practise their counting skills using Superheroes Counting Sheets.
- Encourage children to practise addition skills.
- Play ordering games, missing number games, matching and counting games etc.
- Make a collection of superhero themed toys or pictures. These could then be used for a variety of counting, addition and subtraction activities.
- Explore 2D and 3D shapes with the children, and make superhero dens with them.



**As explorers we will...**  
**Understanding the World**

- Talk about members of their immediate family and community.
  - Name and describe people who are familiar to them
  - Comment on images of familiar situations in the past
  - Compare and contrast characters from stories, including figures from the past.
  - Draw information from a simple map.
  - Understand that some places are special to members of their community
  - Recognise that people have different beliefs and celebrate special times in different ways.
  - Recognise some similarities and differences between life in this country and life in other countries.
  - Explore the natural world around them.
  - Describe what they see, hear and feel whilst outside.
  - Recognise some environments that are different to the one in which they live
  - Understand the effect of changing seasons on the natural world around them.
- Superhero Flying with Magnets
  - Release the Key Problem Solving Activity
  - Encourage the children to create maps or scenes and explore how to program a Bee-Bot to move.
  - Create a Superheroes Challenge Area with a range of challenges for children to complete.



**As creative learners we will...**  
**Expressive Arts and Design**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play
- Explore and engage in music making and dance, performing solo or in groups

- Superhero city skyscrapers
- Superhero Secret messages
- Superhero masks
- Superhero Cuffs Craft
- Handprint Flying Superhero Craft
- Superhero Jetpack Craft