



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

**Big enquiry questions worth asking:**

**Learning Theme Big Question:**

**Why is this so important?**

To understand chronology and different settlements in Britain.

**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

**What will be your real life project?**

**Trips and visits:**



Key knowledge (from EYFS Early Adopter)	Adult Led Focus	Continuous Provision – Indoor and Outdoor
<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>	



<p><b><u>As ourselves we will...</u></b>  <b><u>Personal, Social and Emotional</u></b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>• 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?</li> <li>• Discuss talents and how everyone is special, different and unique, with their own talents, likes and dislikes.</li> <li>• Discuss what it means to be a superhero – spend some time talking about what the children feel makes someone a superhero.</li> <li>• 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.).</li> <li>• Talk about: people who help us in everyday life e.g. teachers, doctors, nurses etc.</li> </ul>	
<p><b><u>As Movers we will...</u></b>  <b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education</li> </ul>	<ul style="list-style-type: none"> <li>• The ‘Superhero Obstacle Course’, challenges children to practise a range of physical skills to complete a themed obstacle course.</li> <li>• Encourage the children to experiment with different ways of moving to represent different superheroes.</li> <li>• Encourage children to practise their fine motor skills using finger gym activities</li> <li>• Make capes out of pieces of fabric that fasten with Velcro. You could also make masks, gadgets, disguises and hats out of junk model</li> </ul>	



<p>sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"><li>• 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, paintbrushes, scissors, knives, forks and spoons</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Combine different movements with ease and fluency</li><li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li><li>• Develop overall body-strength, balance, co-ordination and agility</li><li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li><li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li><li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li><li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts</li></ul>	<p>materials – these can then be used to enhance the role play area.</p>	
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<p>of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <ul style="list-style-type: none"><li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li></ul>		
<p><b><u>As writers, readers and speakers we will...</u></b> <b><u>Literacy</u></b></p> <ul style="list-style-type: none"><li>• Read individual letters by saying the sounds for them.</li><li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li><li>• Read some letter groups that each represent one sound and say sounds for them.</li><li>• Read a few common exception words matched to the school's phonic programme.</li><li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li><li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li><li>• Form lower-case and capital letters correctly</li></ul>	<ul style="list-style-type: none"><li>• The 'Superhero Code Breaking', encouraging children to use initial sounds to decode secret messages!</li><li>• Encourage children to talk and write about being a superhero.</li><li>• Provide colouring sheets to encourage children to read and learn topic vocabulary.</li><li>• Encourage children to practise letter formation and writing their name.</li><li>• Encourage descriptive writing.</li><li>• Challenge children to read topic vocabulary.</li><li>• 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.</li><li>• Model writing simple letters with the children. They could write letters asking a superhero for help or to say thank you for helping them.</li><li>• Encourage children to make Wanted posters for various villains!</li></ul>	



<ul style="list-style-type: none"><li>• Spell words by identifying the sounds and then writing the sound with letter/s</li><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li><li>• Re-read what they have written to check that it makes sense.</li></ul>		
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<p><b><u>As mathematicians we will...</u></b> <b><u>Mathematics</u></b></p> <ul style="list-style-type: none"><li>• Count objects, actions and sounds</li><li>• Subitise.</li><li>• Link the number symbol (numeral) with its cardinal number value</li><li>• Count beyond ten.</li><li>• Compare numbers</li><li>• Understand the 'one more than/one less than' relationship between consecutive numbers</li><li>• Explore the composition of numbers to 10.</li><li>• Automatically recall number bonds for numbers 0–10</li><li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li><li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li><li>• Continue, copy and create repeating patterns</li><li>• Compare length, weight and capacity</li></ul>	<ul style="list-style-type: none"><li>• Teach 'Superhero Number Rhymes', which encourages children to practise their counting skills whilst learning a fun rhyme about superheroes!</li><li>• Encourage children to practise their counting skills using Superheroes Counting Sheets.</li><li>• Encourage children to practise addition skills.</li><li>• Play ordering games, missing number games, matching and counting games etc.</li><li>• Make a collection of superhero themed toys or pictures. These could then be used for a variety of counting, addition and subtraction activities.</li><li>• Explore 2D and 3D shapes with the children, and make superhero dens with them.</li></ul>	
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**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