

The purpose of the experience

We will be thinking about fictional superheroes, including 'Supertato', our story focus this term. We will then think about superheroes in our own lives and community, considering the question; Do all superheroes wear capes?

Literacy

We will be learning the Phase three sounds - ow, oi, ear, air, ure, er. We will practice blending these sounds for reading and segmenting them for spelling. We will be mastering all of the Phase three graphemes developing confidence and fluency. We will read as a group and re-read texts to build fluency. We will learn the tricky words – are, my, her and consolidate all tricky words learned so far. We will continue with letter formation practice learning how to form letters correctly. We will focus on the story 'Supertato'. The children will use a story map and actions to retell and learn the story. We will then change aspects of the story to make it our own. We will explore the story, create representations of characters, retell the story using puppets and think about what the characters would think, feel, or say. We will also listen to lots of superhero stories. The children will have lots of opportunity to mark make in our role play areas – Supermarket, doctor's surgery etc. as we learn about different professions.

Spring Term 1 Chestnut Class

Do all Superheroes wear capes?



Hook

We will have guest visits from the heroes within our own community.



The outcome of the experience

The children will be able to talk about what makes somebody super and share their learning with their parents.

Thurlbear Christian Value

Trust

Learning Values

Trust, Collaboration, Pride, Perseverance

Maths

This half term we will:

- Continue to learn counting rhymes and songs.
- Practice counting forwards and backwards.
- Subitising 6-10
- Count a set of objects accurately.
- Count out up to 10 items from a larger collection. Recognise and name 3D shapes.
- Recognise 2D shapes on 3D shapes.
- Talk about the properties of 3D shapes and sort them into groups.
- Use 3D shapes to build models.

Physical Development

We will:

- Learn about the importance of exercise and a healthy diet and talk about ways to keep healthy and safe, including oral hygiene.
- Know how to look after our teeth and why this is important.
- Notice changes in their bodies after exercise such as heart beating faster.
- Understand the importance of handwashing.
- Know some ways in which they can keep their body healthy.
- Develop control and coordination in big and small movements.
- Move in a range of ways, negotiating space.
- Use a range of small tools, including scissors and paint brushes.

Communication and Language

We will:

- Ask questions to find out more and to check they understand what has been said to them.
- Retell stories, once they have developed a deep familiarity with the text; repeating the familiar language.
- Respond to discussions with questions or comments.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they happen.
- Talk about characters from a familiar story such as Supertato.
- Use talk to develop their imaginative play.
- Children will be able to use vocabulary about people in our community such as firefighters, police and dentists.

PSED - Dreams and Goals

Piece 1 Challenge Children will understand that if they persevere, they can tackle challenges.

Piece 2 Never Giving Up Children will be able to talk about a time when they didn't give up until they achieved a goal.

Piece 3 Setting a Goal Children will know how to set a goal and work towards it.

Piece 4 Obstacles and Support Children will know how to use kind words to encourage people.

Piece 5 Flight to the Future Children will understand their own rights and how this means that everyone is allowed to learn and play.

Piece 6 Award Ceremony Children will say how they feel when they achieve a goal and know what it means to feel proud. **Key Vocabulary:** *Dream, goal, challenge, job, persevere, achievement, happy, kind, encourage, proud.*

Understanding the World

Children Will:

- Talk about the lives of the people around them and their roles in society.
- Have visits from a range of visitors to talk about their roles.
- Ask questions and learn about their roles.
- Learn new vocabulary related to superheroes both in stories and through learning about people in our community.
- Ask questions about why firefighters need to stay fit and healthy.
- Make basic predictions.
- Compare different materials.
- Give detailed descriptions and record my results using pictures.
- Look for similarities and differences in people's appearance when describing.
- Observe the seasonal changes that take place in our locality during the Winter and compare this to our walk in Autumn.

Expressive Arts and Design

DT

- Explore and investigate the tools and materials in the junk modelling area.
- Know the names and use of various craft tools and materials.
- Cutting and Scissor Skills: practise and develop their scissor (and fine motor) skills by investigating how easy or difficult it is to cut and shape different materials using a variety of scissor types (right, left-handed, squeeze and craft zigzag and scalloped)
- Temporary joins– Children will be able to join two materials to make something new and distinguish whether the join is temporary or permanent. (Velcro, paper clips, glue, stapler, treasury tags, stickle bricks, cubes).
- Create collaboratively, share resources, skills and ideas to develop a junk model. Children will be able to join 2 materials together. Children will learn to listen to friends' ideas and work collaboratively.
- Verbally plan and create a junk model. Children will develop their own unique junk model plan, which includes which tools, materials, and components.
- Discuss and evaluate their finished model and present it to the rest of the class. Talk about the processes they have used, identify problems with their model and make simple suggestions about how they might solve them. Children will compare their finished model to the plan they had in mind, saying whether it is the same or not.

Music

- Listen to music and show the beat with actions.
- Sing an action song with changes in speed.
- Play along with percussion instruments.
- Create a sound story using instruments to represent different animal sounds/movements.
- Perform the story as a class.
- Make up new lyrics and accompanying actions.
- Sing and play a rising and falling melody, following the shape with their voices and on tuned percussion.
- Use appropriate hand actions to mark changing pitch.

How else can I help my child?

Please read with your child every day and talk about the events that happen in the story. Re-read each sentence to develop fluency after sounding out any words. Re-read the book several times to develop confidence, fluency and understanding and record in the yellow book.

Help your child with letter formation and writing simple words using sounds taught.

Practice counting, combining groups of objects within 10 and taking objects away.

