








|  <p>Superheroes Including real life superheroes</p>  <p><small>shutterstock.com • 515810920</small></p> | <p>Derry Hill C of E Primary School</p> | | <p>Dormouse Class Year R: Term 5 Summer 2024</p> | |
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| Area of Learning | Key Vocabulary | | Skills and Knowledge | Intent and Implementation |
| <p>Personal, Social and Emotional Development</p>  | <ul style="list-style-type: none"> • Instruction • Attention • Distraction • Feelings (including feeling words such as worried, angry, tired) • Perseverance • Resilience • Confidence • Independent • Respect • Cooperate • Sensitive | | <ul style="list-style-type: none"> • To show an understanding of their own feelings, and begin to regulate their behaviour accordingly. • Give focused attention to what the teacher says, responding appropriately, even when engaged in an activity. • Show independence, resilience and perseverance in the face of challenge. • Work and play cooperatively, take turns with other. | <p>Our personal, social and emotional development is embedded into our everyday play and learning. We will look at the healthy lifestyle of superheroes and use that to learn about the importance of a healthy lifestyle. Later in the term, we will be learning about everyday heroes who help us, such as doctors, nurses, firefighters, paramedics and police officers. We also will undertake circle times, to support our personal, social and emotional development, as and when the need requires.</p> |
| <p>Communication and Language</p>  | <ul style="list-style-type: none"> • Question • Answer • Listen • Attention • Conversation • Discussion • Vocabulary • Explain | | <ul style="list-style-type: none"> • Respond to what we hear with relevant questions, comments and actions. Asking questions to clarify our understanding. • Offer our own ideas in 1:1, small group and whole class discussions. • Use recently introduced vocabulary. | <p>We will all create our own superhero characters, talk about and explain our superpowers, costumes/disguises and super-gadgets. We will be thinking about questions that we would like to ask our favourite superhero. We will create our own Superhero Headquarters and we will help the superheroes solve problems and complete rescue missions.</p> |

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| | | <ul style="list-style-type: none"> Express our ideas and feelings about our own experiences. Explain why things might happen, using newly learnt vocabulary. | |
| Physical Development  | <ul style="list-style-type: none"> Balance Travel Direction Turn Speed Control Coordination Throw/catch/aim/roll Exercise Tripod Formation Posture | <ul style="list-style-type: none"> Develop confidence, precision and accuracy when engaged in activities that involve a ball. Be able to balance, on and off equipment. Be able to jump safely from a piece of equipment. Hold a pencil effectively, using the tripod grip in almost all cases. Use a range of small tools. | <p>The children's physical development is embedded into our everyday learning and play. In addition to this, we will be moving like a superhero, adding movements and dances to superhero songs and music. We will also be further developing our ball skills through a range of activities that include throwing, catching, kicking, passing, batting, and aiming.</p> |
| Expressive Arts and Design  | <ul style="list-style-type: none"> Background Texture Outline Colour Light Dark Mix Music Instrument Lyrics Beat Rhythm | <ul style="list-style-type: none"> Safely use and explore a variety of materials. Tools and techniques, experimenting with colour, design, function and form. Share our creations, exploring the processes we have used. Make use of props and materials when role-playing characters in narratives and stories. Play a range of percussion instruments. Use instruments to compose own music. | <p>We will be thinking about what superheroes need; disguise, gadgets, a superhero hideout, a super vehicle. We will make these using a variety of resources, materials and media, working both collaboratively and independently. We will listen to a variety of music, learn some new songs and we will use instruments to explore sound and music.</p> |
| Understanding the World  | <ul style="list-style-type: none"> Community Similarities Differences Paramedics Fire fighters Ambulance Police officer | <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | <p>We will be finding out about the people all around us who help us on a daily basis and thinking about how they help our community. When the superheroes help people in other countries we will be looking at the</p> |

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| | <ul style="list-style-type: none">• Map• Family• Same/different | <ul style="list-style-type: none">• Know some similarities and differences between different communities• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. | <p>similarities and differences between countries.</p> <p>We will continue to find out about the countries that Buttons visits on his travels around the world.</p> |
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