




## Superheroes - Reception - Spring Term 1<sup>st</sup> Half 2024

| Overview of topic  | What we will learn  |   |  |
|--|---|---|--|
| <p>This half term in Reception our topic is Superheroes. As well as reading lots of books about well-known superheroes, we will be learning about heroes who help us in our day to day life, such as nurses, doctors, firefighters, etc. In maths we will be learning about addition and measure and will also learn to compare numbers to 10. We will continue to work on our fine motor and gross motor development and will have a particular focus on letter formation and handwriting.</p> <p><b>By the end of the half term, what knowledge, skills and experiences will the children have had?</b></p> <p><b>Knowledge</b> – The children will learn about different occupations and talk about the people who help them. They will deepen their knowledge and understanding of numbers to 10, including how 10 can be made. They will learn new vocabulary through reading high-quality texts and discussing them.</p> <p><b>Skills</b> – The children will continue to develop their fine and gross motor skills and will begin to form letters and use small tools more competently. They will learn new digraphs and tricky words and will begin to write these in words and sentences. They will also learn to decode and read more words.</p> | <p><b>Key Vocabulary:</b></p> <p><b>Phonics</b><br/>Phoneme, grapheme, tricky word, blend, segment, digraph</p> <p><b>Literacy</b><br/>Occupations, investigation, squirm, mope, major, lasso, lair, shriek, slink, writhe, coil, dreadful, cunning, weaves, heave, glaciers, rampaging, champion, mastermind, meteor, scrambles, ingenuity, deafening, escaped, distress gasped, rescue, terrible, leapt, vanished, screeched.</p> <p><b>Maths</b><br/><b>ten frame,</b><br/><b>more, fewer, more than and less than</b><br/><b>how many more, altogether</b><br/><b>Longer, shorter, taller, heavier, lighter</b><br/><b>Length, weight, balance scales</b></p> | <p><b>Key texts</b></p>  | <p>Supertato, Elliot Midnight Superhero, Superworm, Juniper, Juniper, Even Superheroes Have Bad Days</p>   |
|  |   | <p><b>Personal Social and emotional Development</b></p>   | <p>To explore feelings and recognise, name and deal with feelings in a positive way.</p>   |
|  |   | <p><b>Communication and Language</b></p>  | <p>To learn new vocabulary and use it throughout the day.<br/>To engage in story times and be able to retell stories in some detail.</p>   |
|  |   | <p><b>Fine motor skills</b></p>   | <p>To develop and refine our fine motor skills through manipulative skill activities such as working on our pencil grip, letter size and formation, and finger strength.</p>                         |
|  |   | <p><b>Gross motor skills</b></p>  | <p>To develop our throwing, catching and aiming skills.</p>  |
|  |   | <p><b>Maths</b></p>   | <p>To recognise, represent and manipulate numbers to 10.<br/>To compare groups of objects up to 10, using the key mathematical vocabulary of <b>more, fewer, more than</b> and <b>less than</b>.</p> |



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| <p><b>Experiences</b> – We hope to be visited by some real life superheroes and have a chance to talk to them about what they do and how they help people. We will build upon last term’s outdoor learning session and work towards one full day of learning in the embankment per week. We will continue to explore how the embankment changes with the seasons; talk about hibernation and how animals survive during winter; take part in bird watching; and learn how to build a shelter to keep warm.</p> |                 |                                   | <p>To combine two groups to find a whole up to 10 (addition).<br/>To understand that different elements can be measured (weight/size).</p>   |
|  | <b>Key Date</b> | <b>Literacy - Reading</b>         | <p>To recognise directionality of print.<br/>To use 1-1 correspondence.<br/>Read individual letters by saying the sounds for them.<br/>Read short words made up of known letter-sound correspondences.</p>   |
|  |                 | <b>Literacy - Writing</b>         | <p>To write labels<br/>To write words and sentences using phonic knowledge<br/>To begin writing simple stories (and/or captions)</p>   |
|  |                 | <b>Phonics</b>                    | <p>Monster Phonics focusing on the following sounds; oo (u), ow, ee, ur, ai,<br/>Our tricky words focus on these following words: look, down, now, see, going, have, do, so,<br/>We will also be learning some decodable words: just, it’s</p>                       |
|  |                 | <b>Understanding the World</b>    | <p>To use our senses to describe the embankment.<br/>To learn about how animals keep warm in winter.<br/>To learn about hibernation.</p>   |
|  |                 | <b>Expressive Arts and Design</b> | <p>To explore and engage in music making and dance, performing solo or in groups (Mr Tang).<br/>To learn about colours and colour mixing.<br/>To construct using a range of materials.<br/>To explore features of environment - (textures/colours/shapes/smells)</p> |