Superheroes
Autumn 1
Overview

Literacy

Learn to write first name using Kinetic Letters handwriting. Recognise familiar words, such as own name. Use reading corner and look at books independently. Hear and say the initial sound in familiar words, such as their name. Beginning to hear final sound, and then medial sounds using Fred talk.
Begin to read words using phonic knowledge. Bedtime Stories in Reading Area Key Texts: Superkid! By Claire Freedman and Sarah McIntyr -Supertato! -Keith the Cat with the Magic Hat By Sue Hendra and Paul Linnet -Superworm by Julia Donaldson -Me and My Amazing Body by Joan Sweeney -Tell Me What it's Like to be Big by Joyce Dunbar ***3&4 Year Olds: Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their earlywriting. Write some or all of their name. Write some letters accurately. RWI Wk 1-7***

Mathematics

Subitizing- recognizing quantities without counting. Matching by number. Sorting shapes and sets. Grouping objects by colour and size. Identifying numerals in a range of activities. Number songs and counting rhymes. Ordering by height and comparing lengths.

3&4 Year Olds: Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers upto 5.

Compare quantities using language: 'more than', 'fewerthan'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones.

Understanding the World

Show interest in different occupations and ways of life: police, firefighters, doctors, nurses, emergency workers. Body parts - what can they do? Identifying similarities and differences between themselves and others. Exploring our senses- listening games, sound walk. Discuss family members – how do they help you? Who helps you in and around school?
Tour of the School. Photographs of children. Paint programme to create self-portraits and pictures of family members Naming and describing foods – sort healthy and unhealthy foods and discuss how food helps us to grow and keep our bodies strong. Create personal timelines: my birthday, my family, holidays ***History- Talk about an event in their own lives RE WAS F1: Why is the word God so important to Christians? Science: Can they find out by watching, listening, tasting, smelling and touching? Can they discuss similarities and differences? 3&4 Year Olds: Use all their senses in hands-on exploration of naturalmaterials. - Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family'shistory. Continue to develop positive attitudes about the differences between people. Recep: Talk about members of their immediate family andcommunity. Name and describe.***

Personal, Social, Emotional Development

Discuss and create a set of classroom rules - Talk about themselves and their families. - Get to know you games - Discuss feelings. - Daily routines - Fair and unfair. - Friendship stories. - Friendship bracelets. - Making friends and sharing and taking turns - Learning the rules of the classroom – Independently accessing the areas of the classroom, resources etc. - Personal Hygiene - Dressing and undressing for outdoor activities - Learning routines of the school day - Playground games. - Knowing about ourselves – what can we do? What are we able to do?
3&4 Year Olds: Select and use activities and resources, with help when needed. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Recep: See themselves as a valuable individual. Build constructive and respectful relationships.

Phonics

Introduce single letter sounds for each letter of the alphabet
Begin to blend sounds together to say words
Develop grapheme-phoneme correspondence in order to identify sounds in a given word
RWI: Set 1a

Expressive Arts and Design- Superhero Me!

Self-portraits using mirrors and paint. Who Am I Display. - Hand printing. Draw round one another and add features with free choice materials – collage, paint, colouring pencils and pens etc. Make Superhero Medals Sing familiar songs; 'If you're happy and you know it' 'Head, shoulders knees and toes' accompanying songs with instruments.
3&4 Year Olds: Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Join different materials and explore different textures.

Physical Development

Obstacle course. Over, under, through and around obstacles. Add time for a challenge! ***Show good control in large movements. Safely negotiate space*** Caring for our bodies. Managing our own hygiene ***Move confidently in a range of ways*** Playground games Action songs. Fine motor: threading, peg boards, pencil control, scissor control ***Show good control in small movements*** Negotiate with new surroundings – role-play, outdoor activities, working at a table, sitting on the carpet. Manipulate play dough into a face and/or figure and use tools to add features. Kinetic Letters: Making bodies stronger, practicing the six moves.

Communication and Language

Meeting and greeting – circle time Naming and describing foods – sort healthy and unhealthy and discuss how food helps us to grow. - Listening walk and games - Exploring new toys - Role-play opportunities – discussing meals to cook, clothes to wash etc. - Sing familiar nursery rhymes – head, shoulders, knees and toes Learn nursery rhymes and teach their favourite nursery rhyme to their friends. Circle times - taking turns to speak and listening to each other Learning to follow instructions ***3&4 Year Olds: Can start a conversation with an adult or a friend andcontinue it for many turns. Use talk to organise themselves and their play: "Let's go ona bus... you sit there... I'll be the driver." Recep: Understand how to listen carefully and why listening isimportant. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check theyunderstand what has been said to them. Develop social phrases. Engage in story times***