

English

Narrative, labelling and captions, comic strips, instructions/recipes.

Key Texts- Superhero ABC, Charlie's superhero underpants, Mighty Small.CH will learn about the basic structure of stories and use TFW to innovate a story. We will explore healthy smoothie recipes and think about how important instructions are. Children will have access to a variety of comics and a writing wall for CH to make own comic strips. Writing opportunities in CP as well as wanted posters, speech bubbles, incident reporting.

Music

Children will listen to a range of high-quality soundtracks and begin to understand how different instruments can be used to create an atmosphere (when villain enters etc.). Children will then use various instruments to make their own short piece of music for when a superhero enters the room.

Other (Continuous Provision)

Role play- Superhero headquarters linked to technology- laptops, walkie talkies. Large scale comic strip on wall to create writing opportunities. Unlocking superheroes (fine motor). Numicon city towers.

Science

Humans and senses – Children will learn the body parts of a human and be able to link these to senses. They will explore their own senses and discuss 'superhero senses'. This will link with **working scientifically**- children to investigate mystery smells, can you taste without your nose? Are two eyes better than one? All these questions will allow children to explore scientific language and they will use Stem sentences to justify and reason.

History/Geography

Lives of significant others- Florence Nightingale (linked to real life superheroes). Children to compare the changes in hospitals from when FN was helping to today. Children to learn all about FN and consider the difficulties she faced etc.
To use basic geographical vocabulary to describe superhero settings and devise own map.

Year 1/ Autumn 1/Mrs Robson

Superheroes

Wow starter: Superhero has been put onto ice mountain- how can we free him?

Prior learning: Children studied the narrative 'Supertato' in Reception and have some knowledge of the topic. They have had access to dressing up boxes and other play activities related to superheroes.

Big Question: Are superheroes real? How do they have super powers?

P.E

Basic moves- Superhero action training incorporating- balance, stretching, agility and co-ordination activities as well as team games.

Computing

Children will begin to understand what algorithms are and direct their superhero to specific places by programming and creating precise instructions. Children will use technology to take photographs and create and save documents.

Art/DT

Children will use a range of materials to creatively design and make various superhero items- cuffs, shields, masks. Children will look at the artist Picasso and complete their own portraits influenced by Picasso's work. They will look at pattern and textures of materials to create capes.

PHSE

Children will look at basic morals, discussing with peers what they would do in specific real life situations. We will look at the differences between heroes and villains. Good and bad choices and the people who keep us safe in the community. (Police/fire service to come into school)

Maths

- *Count from 0 to 10
- *Recognise, read and write numbers 0 to 10 and the corresponding number words
- *Match a number of items with the correct number and number word
- *Order numbers 0 to 10
- *Number bonds
- *Compare two sets of objects and say which is more or less
- *Compare two numbers using the terms 'greater than' or 'smaller than'
- *Interpret and use statements containing '1 more than' and '1 less than' a given number.
- *Addition and subtraction within 10.