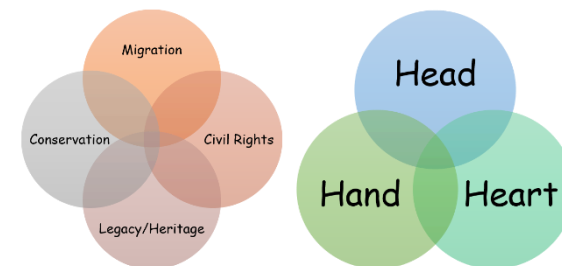


# Riversdale Primary School


## Medium Term Planning



<b>Year Group</b>	Reception		
<b>Topic</b>	Superheroes and People Who Help Us in Our Community		
<b>Vocabulary</b>	The vocabulary that will be introduced is: <ul style="list-style-type: none"> <li>Teacher</li> <li>Dentist</li> <li>Doctor</li> <li>police officer</li> <li>help</li> <li>emergency</li> <li>ambulance</li> </ul>	<ul style="list-style-type: none"> <li>save</li> <li>support</li> <li>look after</li> <li>care</li> <li>toothbrush</li> <li>teeth</li> <li>hygiene</li> </ul>	<ul style="list-style-type: none"> <li>healthy</li> <li>unhealthy</li> <li>rescue</li> <li>mission</li> <li>bravery</li> <li>strength</li> </ul>
<b>Big Questions</b>	What 'superpowers' do I have?	How can I use my 'superpowers' at school?	What do I want to be when I grow up?

### Learning Overview

This half term we will be learning about 'superheroes' in our community.' This encompasses people who help us at home, school, in an emergency and in the community. We will be learning about different occupations and roles in our community and meeting 'real life superheroes such as a policeman and/or fireman. We will be discussing superhero characteristics. We will be discussing our own 'superpowers'-strengths and talents. We will be learning about our 5 senses and discussing which superhero power we would have if we could choose one. We will be making superhero badges and designing a superhero logo. We will be discussing who works at our school-what do they do to help us and writing a list of questions for an interview with them. We will be learning about the importance of healthy eating and good oral hygiene. We will write instructions for brushing our teeth and make posters to put up in our classroom. We will talk about what we aspire to be when we grow up and research different jobs. We will look at different comic books and comic style writing. We will be looking at and making pictures based on comic books and the artist Lichtenstein. We will be finding out differences between fiction and nonfiction books. We will learn about the importance of recycling and looking after our environment. We will be learning about and celebrating Luna New Year. We will be reading the story The Great Animal Race and finding out about the Chinese zodiac calendar and ordinal numbers.

Quality Stimulus Text(s)	
<p>Supporting texts will link closely to people who help us. We will also look at comic books.</p> <p>Non-fiction texts will also be used throughout the topic.</p>	

Significant People Past & Present
<p>We will be interviewing significant people who help us presently at school: Paul, Sarah, and Rachel.</p>

Subject	<b>Consolidating:</b> What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Learning:		
		<b>Head*</b> What substantive KNOWLEDGE should the children learn?	<b>Hand*</b> What disciplinary knowledge and SKILLS should the children learn?	<b>Heart*</b> What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
<b>Phonics</b>	<ul style="list-style-type: none"> <li>Review of Phase 2 sounds introduced in Autumn Term.</li> </ul>	Phase 3 Graphemes: Week 1: <ul style="list-style-type: none"> <li>ai ee igh oa</li> </ul> Week 2: <ul style="list-style-type: none"> <li>oo oo ar or</li> <li>New Tricky Words - was, you, they</li> </ul> Week 3: <ul style="list-style-type: none"> <li>ur ow oi ear</li> <li>New Tricky Words - my, by, all</li> </ul> Week 4: <ul style="list-style-type: none"> <li>air er</li> <li>words with double letters - dd mm tt bb rr gg pp ff</li> <li>New Tricky Words - are, sure, pure</li> </ul> Week 5: <ul style="list-style-type: none"> <li>longer words</li> </ul>	<ul style="list-style-type: none"> <li>I can hear and isolate phonemes in CVC and CVCC words</li> <li>I can blend taught GPCs orally and in print</li> <li>I can segment words for writing using taught phonemes.</li> <li>I can apply Phase 3 GPCs when reading new words.</li> <li>I can read simple sentences using taught sounds and tricky words.</li> <li>I can track print left-to-right and one-to-one match spoken to printed words.</li> <li>I can use segmenting fingers/sound talk-for-writing to spell words.</li> <li>I can form letters using correct strokes and size.</li> <li>I can attempt to spell simple words independently using phonics knowledge.</li> <li>I can write simple captions and sentences with adult support</li> <li>I can re-read what I have written.</li> </ul>	<ul style="list-style-type: none"> <li>Keep trying when blending, segmenting, or spelling is tricky.</li> <li>Understand mistakes are part of learning</li> <li>Have a go at reading or writing without waiting for help.</li> <li>Share answers aloud in phonics sessions.</li> <li>Take care with letter formation.</li> <li>Feel proud when reading new sounds or tricky words.</li> </ul>
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>Uses language as a powerful means of widening contacts, sharing feelings, experiences, and thoughts.</li> <li>Holds a conversation, jumping from topic to topic.</li> <li>Focusing attention – still listen or do but can shift own attention.</li> </ul>	<ul style="list-style-type: none"> <li>To know and use new vocabulary linked to superheroes and real-life helpers (e.g., rescue, emergency, brave, community).</li> <li>To know how to listen carefully to information about</li> </ul>	<ul style="list-style-type: none"> <li>I can listen carefully to stories like <i>'Supertato'</i> and <i>'A Superhero Like You'</i> and talk about the characters and what they do.</li> <li>I can ask questions to find out how real-life heroes (like firefighters, nurses and police officers) help us.</li> </ul>	<ul style="list-style-type: none"> <li>Listening respectfully to others and waiting for a turn to speak.</li> <li>Using feeling words to express themselves clearly.</li> <li>Responding to questions about emotions and behaviour.</li> </ul>

	<ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall, and relive past experiences.</li> <li>Uses vocabulary focused on objects and people that are of particular importance to them.</li> </ul>	<p>different jobs and what people do to help us.</p> <ul style="list-style-type: none"> <li>To understand and respond to questions about stories featuring heroes, emergencies and problem-solving.</li> <li>To know how to retell simple events or stories in the correct order.</li> <li>To know that people use different ways of communicating, including speaking, signals, radios and emergency calls.</li> </ul>	<ul style="list-style-type: none"> <li>I can use new superhero words such as “rescue”, “mission”, “bravery” and “strength”.</li> <li>I can follow multi-step instructions during superhero challenges or rescue missions.</li> <li>I can retell stories such as <i>The Great Race</i> using story language.</li> </ul>	<ul style="list-style-type: none"> <li>Communicating needs calmly (e.g., “I need help,” “I feel upset”).</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Have a deep understanding of numbers up to 10, including the composition of each number. Numerical Patterns: Compare quantities up to 10 in different contexts. Number: Subitise up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise, name, and order numbers up to 10–20 (depending on prior learning)</li> <li>To know one more/one less than a number</li> <li>To understand part–whole relationships (basic addition and subtraction)</li> <li>To recognise zero as representing “nothing”</li> <li>To recognise and name basic 2D shapes (circle, square, triangle, rectangle)</li> <li>To begin to explore 3D shapes (cube, cuboid, sphere, cylinder)</li> <li>To understand simple positional language (above, below, next to, behind)</li> <li>To compare lengths, heights, weights, and capacity using everyday language</li> <li>To identify and create simple repeating patterns</li> <li>To sort objects by shape, size, colour, or quantity</li> </ul>	<ul style="list-style-type: none"> <li>I can count reliably with 1:1 correspondence</li> <li>I can recognise numerals and match to quantities</li> <li>I can add and subtract using concrete objects, pictorial representations, and fingers</li> <li>I can use number bonds to 5 and 10 in problem-solving</li> <li>I can explain thinking: “I know there are 3 because...”</li> <li>I can compare quantities: more than, fewer than, equal to</li> <li>I can solve simple practical problems using counting or objects</li> <li>I can use non-standard units to measure objects (blocks, cubes, hands)</li> <li>I can identify shapes in the environment</li> <li>I can use positional language correctly in instructions or play</li> <li>I can draw pictures or use objects to represent problems</li> </ul>	<ul style="list-style-type: none"> <li>Working cooperatively with a partner or small group</li> <li>Showing perseverance when solving tricky problems</li> <li>Celebrating others’ success and their own effort</li> <li>Managing frustration during challenges (e.g., puzzles, counting tasks)</li> </ul>

			<ul style="list-style-type: none"> <li>• I can use marks, tally, or numbers to show counting results</li> <li>• I can recognise patterns and continue them independently</li> </ul>	
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Growing ability to distract self when upset e.g. by engaging in a new play activity.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Shows confidence in asking adults for help.</li> <li>• Aware of own feelings and knows that some actions and words can hurt other feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that people in the community help keep us safe and healthy.</li> <li>• To know that everyone has unique strengths and can help others in different ways.</li> <li>• To know what to do in an emergency (e.g., who to call, staying calm).</li> <li>• To know how to manage small conflicts with peers using taught strategies.</li> <li>• To know how to care for the environment (linked to <i>George Saves the World by Lunchtime</i>).</li> <li>• To know that different cultures celebrate different festivals (Luna New Year).</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about my own strengths and talents, like the characters in <i>What's My Superpower?</i></li> <li>• I can work with my friends as a superhero team to solve problems or complete missions.</li> <li>• I can help others, just like the characters in <i>George Saves the World by Lunchtime</i>.</li> <li>• I can take turns, share equipment and listen to other superheroes' ideas.</li> <li>• I can choose safe actions when exploring superhero role-play or emergency situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing kindness and empathy towards others.</li> <li>• Taking turns, sharing fairly, and following rules.</li> <li>• Naming and managing their own feelings.</li> <li>• Developing confidence to try new things.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Runs skilfully and negotiates space successfully, adjusting</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to move safely with increasing control (superhero obstacle courses, racing linked to <i>The Great Race</i>).</li> <li>• To know how to use simple tools (scissors, pencils) with growing precision.</li> <li>• To know the importance of healthy eating and staying active, like superheroes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can move like a superhero with balance and control during obstacle courses and training.</li> <li>• I can change speed and direction safely.</li> <li>• I can use tools carefully to make superhero masks, gadgets and Supertato characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing safely and showing respect for equipment and others.</li> <li>• Managing emotions during competitive or energetic play.</li> <li>• Building confidence with new physical skills.</li> <li>• Practising self-control (e.g., stopping, waiting, following instructions).</li> </ul>

	<p>speed or direction to avoid obstacles.</p> <ul style="list-style-type: none"> <li>• Can stand momentarily on one foot when shown.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Understands that equipment and tools have to be used safely.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to fasten and unfasten simple clothing items (capcs, role play costumes).</li> </ul>	<ul style="list-style-type: none"> <li>• I can form letters neatly when writing superhero names or labels.</li> <li>• I can strengthen my fingers through activities like building emergency vehicles or cutting out capcs.</li> <li>• I can help Sarah (Cook) to make bread.</li> <li>• I can try using chopsticks to pick up cheerio's or noodles.</li> </ul>	
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end. Listens to stories with increasing attention and recall.</li> <li>• Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos.</li> </ul>	<ul style="list-style-type: none"> <li>• To read words, captions, and simple sentences.</li> <li>• To write captions, lists and simple sentences using phonic knowledge.</li> <li>• To apply tricky word knowledge when writing sentences.</li> <li>• To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• To use non-fiction texts to help find out new information.</li> </ul>	<ul style="list-style-type: none"> <li>• I can blend sounds to read words and names from our stories.</li> <li>• I can segment words and use the sounds I know to spell superhero words like POW. BANG, POP, SMASH!</li> <li>• I can use picture clues to predict what might happen next in stories linked to our topic.</li> <li>• I can talk about how characters feel, such as the superhero vegetables or the animals in the zodiac story.</li> <li>• I can say my sentence out loud before writing superhero messages or rescue notes.</li> <li>• I can use capital letters and full stops when writing captions.</li> <li>• I can write for different purposes such as wanted posters for the Evil Pea or</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about characters' feelings and reasons for actions.</li> <li>• Choosing and respecting books, handling them carefully.</li> <li>• Using stories to explore values such as kindness and fairness.</li> <li>• Expressing thoughts and feelings through mark-making or writing.</li> </ul>

	<ul style="list-style-type: none"> <li>Looks at books independently. Enjoys and increasing range of books.</li> <li>Ascribes meanings to marks that they see in different places.</li> <li>Gives meaning to marks they make as they draw, write and paint.</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words.</li> </ul>	speech bubbles for superheroes.	
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Shows care and concern for living things and the environment.</li> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys</li> </ul>	<ul style="list-style-type: none"> <li>To know the roles of real-life helpers (police, doctors, nurses, paramedics, firefighters, lollipop people).</li> <li>To know how to keep themselves safe in different situations (roads, home, school).</li> <li>To know that materials have different properties and purposes (investigating superhero capes, Supertato's world).</li> <li>To know about recycling, reusing, and protecting the planet (<i>George Saves the World by Lunchtime</i>).</li> <li>To know that people celebrate Lunar New Year and that it has special traditions, stories, symbols, and foods.</li> <li>To know that maps show places and can be used to plan routes (superhero rescue maps).</li> </ul>	<ul style="list-style-type: none"> <li>I can test materials to find the best one for a superhero cape, shield or floating rescue device.</li> <li>I can ask questions about how emergency vehicles work or how we can help others.</li> <li>I can follow simple maps during superhero rescue missions.</li> <li>I can notice similarities and differences between people who help us in our community and superheroes in stories.</li> <li>I can talk about how different cultures celebrate events, like Lunar New Year.</li> <li>I can help care for our planet, just like the characters in <i>George Saves the World by Lunchtime</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Showing respect for different cultures, families, and beliefs.</li> <li>Developing empathy for living things and the natural world.</li> <li>Exploring similarities and differences among people.</li> <li>Being curious and asking thoughtful questions about others.</li> </ul>

	work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.			
<b>Expressive Art &amp; Design</b>	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically. Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to combine media to create superhero masks, capes, and vehicles.</li> <li>• To know how to use musical instruments to create sound effects for superhero stories.</li> <li>• To know that colours can be mixed to create new colours (e.g., for costume designs).</li> <li>• To know how to act out stories using simple props and role-play (Supertato supermarket, emergency centres).</li> <li>• To know some traditional Chinese music, crafts and symbols (dragon dances, lanterns, zodiac animals).</li> </ul>	<ul style="list-style-type: none"> <li>• I can design and make superhero masks, capes, gadgets or Supertato characters using potatoes and different tools and techniques.</li> <li>• I can choose the best materials to create Lunar New Year crafts like lanterns or dragon masks.</li> <li>• I can talk about my creations and explain how I made them stronger or more effective.</li> <li>• I can use movements and actions to act out The Great Animal Race from the zodiac story.</li> <li>• I can use instruments to make superhero sound effects or to accompany dragon dances.</li> <li>• I can join in with dances, role-play and drama linked to superheroes and people who help us.</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing emotions through art, music, or role play.</li> <li>• Appreciating others' creative work and ideas.</li> <li>• Working collaboratively on shared creative tasks.</li> <li>• Showing confidence to experiment with new materials.</li> </ul>



	<ul style="list-style-type: none"><li>Engages in imaginative role-play based on own first-hand experiences.</li><li>Uses available resources to create props to support role-play. Creates movement in response to music.</li></ul>			
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