

## Key Vocabulary:

Science  
investigate  
Superheroes  
Super power  
Senses  
Taste - tongue  
Touch – hands, skin  
Smell - nose  
Sight - eyes  
Hearing – ears  
brain  
connections  
Pop art

## Visits, visitors or key events:

Superhero Day

## Home learning ideas:

Create your own superhero.  
What superpower would you like to have?  
Do you know any real-life superheroes?  
What makes someone a superhero?



# Superheroes



## Science:

- What is Science?

### Human Body

- Identify, name, draw and label basic parts of human body.
- Identify all 5 senses and which body part is associated with which sense
- Investigate the sense of touch – which part of my body is best for touching? Touch different objects/items – describe how they feel.
- Investigate the sense of sight – I-spy. Blindfold/close eyes – what other sense can you use?
- Investigate the sense of hearing
- Investigate the sense of smell. – Smell different foods/items – what are they? Can you guess just by using one sense – smell?
- Investigate the sense of taste – what foods and flavours can I taste?

## Key questions for this area of learning:

What do we use our senses for?  
What is a superhero?  
Do you know any superheroes?  
Do all heroes have special powers?

## Maths:

### Place value

Identify one more and one less within 20  
Compare numbers within 20  
Order numbers within 20  
Use the language of fewer, more and equal

### Addition

Addition within 20  
Adding more  
Adding together  
Number bonds to 10  
Using a number line for addition

### Subtraction

Subtracting as taking away  
Crossing off  
Using a number line for subtraction

### Measurement – Height and Length

Compare height and length  
Measure length using objects  
Measure length in cm's

### Shape

Identify and sort 2D shapes

### Counting in 2's

### Measurement - Time

Before and after  
Days of the week  
Hours, minutes and seconds

## English:

### Supertato

To write a character description based on Supertato

To re-tell the story

### Superworm

To re-tell the story

To write what I do to make me a Superhero

### Rainbow Grammar

To identify a verb as a 'doing' word

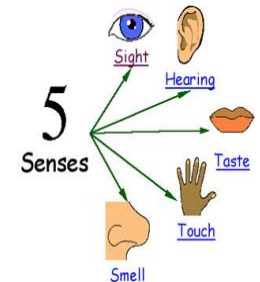
To identify a noun as a naming word for a person, place or thing

Recap Subject-Verb-Stop

Recap capital letters, finger spaces and full stops

Using the conjunction 'and'

To identify an adjective as a word to describe a noun



### Art and Design/Design Technology:

- To design a pop art explosion
- To make a superhero mask or cuff
- To use line and collage
- To design a superhero suit
- To learn about a wax realist
- To design a Christmas card

### History:

- What is history?
- Guy Fawkes and the Gunpowder plot
- Explore the life and accomplishments of Florence Nightingale
- Explore the life and accomplishments of Mary Seacole
- Explore the life of Queen Elizabeth I

### PE with Mrs Keane:

- Football
- Gymnastics



### RSHE

#### Our Class

- Rules and responsibilities – class rules. I understand rules and why we have them
- To understand we can all have different opinions and some will not agree with me.

#### How our senses keep us safe.

- Personal safety: to have a personal safety plan for when we are out shopping, and during activities
- Fire Safety: to recognise what a fire alarm looks like and how it sounds
- Road Safety: to be aware of my surroundings and pay attention when I am out and about in the community
- Transport Safety: to know why it is important to be in a car seat and/or wearing a seatbelt when travelling in a car and to know how to behave when I am a passenger in a car
- Water Safety: to know how to have fun in and around water whilst staying safe
- Sun safety: to know about the safe and unsafe exposure to the sun and how to reduce the risk of sun damage.

### ICT:

#### Computing systems and networks. Technology around us.

- To identify technology and to identify a computer and it's main parts
- To use a mouse in different ways and to use a keyboard to type on a computer
- To use the keyboard to edit text and to create rules for using technology



### Religious Education:

- Belonging – to know what makes me, me.
- To know what it means to belong and to identify signs of belonging
- To know people belong to different religions
- To recall why harvest is celebrated and why Christians say thank you at Harvest
- To identify something to be thankful for
- To compare harvest and sukkot
- To compare moral stories

### Music:

- Harvest festival singing practice
- To explore ways to use voices expressively
- Develop skills of singing while performing actions and creating an expressive story
- Children to develop a sense of steady beat using their own bodies
- Children respond to music and play rhythm patterns on body percussion