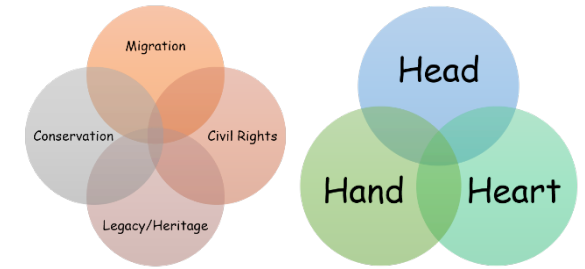


# Riversdale Primary School

## Medium Term Planning



|                      |   |   |                                      |
|----------------------|---|---|--------------------------------------|
| <b>Year Group</b>    | Reception   |   |                                      |
| <b>Topic</b>         | Superheroes in our community  |   |                                      |
| <b>Vocabulary</b>    | Teacher, mum, dad, dentist, doctor, police officer, help, emergency, ambulance, save, support, look after, care, toothbrush, teeth, hygiene, healthy, unhealthy |   |                                      |
| <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 doctor and a policeman.
- 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 be learning about and celebrating Chinese 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)

Supporting texts will link closely to people who help us – (police, doctors, nurses, dentists, fire fighters, teacher, cook, lunchtime supervisors) non-fiction texts will also be used throughout the topic. We will also look at comic books.



## Significant People Past & Present

We will be interviewing significant people who help us presently at school - Paul, Sarah, Sandra and Rachel.

| Subject                             | <b>Consolidating:</b><br>What skills specific to this topic are being built upon?<br>What knowledge specific to this topic is being consolidated?  | Learning:   |   |  |
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|                                     |  | <b>Head*</b><br>What substantive KNOWLEDGE should the children learn?   | <b>Hand*</b><br>What disciplinary knowledge and SKILLS should the children learn?   | <b>Heart*</b><br>What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?  |
| <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> <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> | <ul style="list-style-type: none"> <li>• Talk about, predict, and change stories after listening to our weekly texts.</li> <li>• Use past, present, and future tense.</li> <li>• Make up their own stories and act them out using story language. Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities.</li> <li>• Explain how things work and why they might happen.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>• I can role play police station, hospital, dentist etc.</li> <li>• I can ask questions of people who help us around the school.</li> <li>• I can contribute to circle/carpet time or talking with talk partners.</li> <li>• I can develop my vocabulary through new stories and experiences.</li> <li>• I can retell and act out the story of 'The Great Animal race.'</li> </ul> | <ul style="list-style-type: none"> <li>• Listening to one another and sharing ideas.</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>• Count to 10 forwards and backwards and write the numbers from 1 to 10.</li> <li>• Use different strategies for adding two sets of numbers up to 10.</li> <li>• Compare quantities.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can contribute to mathematical discussions</li> <li>• I can reason mathematically using facts and/or manipulatives</li> <li>• I can use rekenreks to show my ideas about number and number bonds</li> </ul>  | <ul style="list-style-type: none"> <li>• Work cooperatively with a partner or in a group</li> <li>• Use resources sensibly and purposefully</li> <li>• Embrace the challenge of problem solving</li> </ul> |

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|                             |   | <ul style="list-style-type: none"> <li>Count on and back to find one more and one fewer.</li> <li>Order numbers from 1 to 10.</li> <li>Find number bonds for up to 6, 7, 8, 9 and 10.</li> <li>Copy, continue and create AAB, ABC, and AABC patterns.</li> </ul>  | <ul style="list-style-type: none"> <li>I can respectfully agree and disagree with my peers</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 others' feelings.</li> </ul> | <ul style="list-style-type: none"> <li>Talk about their likes and dislikes.</li> <li>Begin to understand their own culture and identity while being sensitive to the differences of other people.</li> <li>Talk about similarities and differences.</li> <li>Show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals.</li> <li>Confident to try new activities.</li> <li>Explain the reasons for rules.</li> </ul> | <ul style="list-style-type: none"> <li>I can discuss real life superheroes in our community and what it means to be a superhero – spend some time talking about what makes someone a superhero e.g. policemen, doctors, nurses.</li> <li>I can be brave like a superhero to try something new and challenging (to promote resilience and confidence.)</li> <li>I can begin to resolve minor disagreements independently (role play)</li> <li>I can describe myself in positive terms and say what makes me unique.</li> <li>I can talk about people I look up to and name qualities of real-life heroes.</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> </ul>   | <ul style="list-style-type: none"> <li>Travel with confidence around, under, over, through balancing and climbing equipment.</li> <li>Move confidently in a range of ways safely negotiating space.</li> <li>Use a pencil effectively and form letter sounds correctly.</li> <li>Know and talk about the different factors that support</li> </ul>  | <ul style="list-style-type: none"> <li>I can think about how to keep myself safe i.e. fire safety, safe strangers, how to ask for help, emergency services, when out on trips.</li> <li>I can do gardening-digging and planting potatoes.</li> </ul>  | <ul style="list-style-type: none"> <li>Work collaboratively and share ideas</li> </ul> |

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|                        | <ul style="list-style-type: none"> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <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>   | <p>their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <ul style="list-style-type: none"> <li>• Hold pencil effectively with comfortable grip.</li> <li>• Form recognisable letters, most correctly formed.</li> <li>• Manage own basic hygiene and personal needs.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can develop control when throwing, rolling, and catching a ball.</li> <li>• I can strengthen my pencil grip by using tools and materials that develop fine motor skills during art and craft activities.</li> <li>• I can talk about healthy eating/fitness linked to healthy heroes.</li> <li>• I can chop vegetables to make a salad or fruit salad.</li> <li>• I can try using chopsticks.</li> </ul>   |  |
| <p><b>Literacy</b></p> | <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>• Read words, captions, and simple sentences.</li> <li>• Write captions, lists and simple sentences using phonic knowledge.</li> <li>• Apply their tricky word knowledge when writing sentences.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Use non-fiction texts to help find out new information.</li> <li>• Demonstrate understanding of what has been read to them</li> </ul> | <ul style="list-style-type: none"> <li>• I can Listen to a wide selection of themed stories.</li> <li>• I can write signs and labels for our role play areas (post office, police station, vets, hospital)</li> <li>• I can make posters about safety in our environment, healthy eating, washing hands and brushing teeth.</li> <li>• I can write thank you cards and letters to people who help us.</li> <li>• I can continue to develop my reading skills.</li> <li>• I understand fiction and nonfiction books.</li> <li>• I can create a comic strip.</li> <li>• I can write in speech/thinking bubbles/pow-shapes etc.</li> </ul> |  |

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|                                       | <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>   | <p>by retelling stories and narratives using their own words.</p>   | <ul style="list-style-type: none"> <li>• I can design my own hero and write a character description.</li> </ul>   |  |
| <p><b>Understanding the world</b></p> | <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 work by pressing parts or</li> </ul> | <ul style="list-style-type: none"> <li>• Use technology to share information and find out information.</li> <li>• Understand how things change and grow.</li> <li>• Understand life cycles and how a seed grows and develops.</li> <li>• Understand about the importance of reflection.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Describe immediate environments, similarities, and differences between different religious and cultural communities</li> </ul> | <ul style="list-style-type: none"> <li>• I understand the roles of people in our community.</li> <li>• I can grow potatoes.</li> <li>• I can learn about my 5 senses.</li> <li>• I can compare qualities of fabrics for designing superhero capes.</li> <li>• I can try Chinese food as part of Chinese New Year celebrations.</li> </ul> |  |

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|   | <p>lifting flaps to achieve effects such as sound, movements or new images.</p>   |  |   |  |
| <p><b>Expressive Art &amp; Design</b></p> | <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> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> </ul> | <ul style="list-style-type: none"> <li>• Experiment with colour, design, texture, shape &amp; form.</li> <li>• Be creative using colour in different ways.</li> <li>• Represent their own ideas through art.</li> <li>• Describe textures and experiment with different textures.</li> </ul> | <ul style="list-style-type: none"> <li>• I can make a superhero out of Recycled material. Or a wooden spoon.</li> <li>• I can make a vehicle for a super- hero.</li> <li>• I can explore potato/vegetable printing and Vegetable collages- Giuseppe Arcimboldo style.</li> <li>• I can design superhero costumes/masks.</li> <li>• I can paint comic book style pictures (Cotton bud pointillism.)</li> <li>• I can role play, using open ended resources to create role play props.</li> <li>• I can introduce a story or narrative into my play.</li> <li>• I can play as part of a group to develop and act out a narrative.</li> <li>• I can make animal masks to use when retelling the story of 'The Great Animal race.'</li> </ul> | <ul style="list-style-type: none"> <li>• Create collaboratively sharing ideas, resources, and skills.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Uses available resources to create props to support role-play. Creates movement in response to music.</li></ul> |  |  |  |
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