
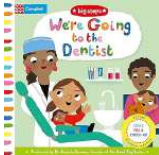


# Manor Park First School

Term 1 / 2 / **3** / 4 / 5 / 6 Autumn / **Spring** / Summer

Title of the topic: Superheroes!

Blue- Acorns Green- Pinecone (school starters)

	<b>Week 1</b> WB: 06.01.25	<b>Week 2</b> WB: 13.01.25	<b>Week 3</b> WB: 20.01.25	<b>Week 4</b> WB: 27.01.25	<b>Week 5</b> WB: 03.02.25	<b>Week 6</b> WB: 10.02.24
<b>Themes</b>	Winter / New Year  Introduction to Superheroes	The Emergency Services	Doctors and Nurses	Fire	Library	Dentist
<b>Dates / Experiences / Visitors</b>	INSET 06.01  Mrs Sterck visit- being a headteacher (Superhero)	13.01 Mr HW in for helicopter service chat and Q&A  Visitor- police  14.01 Communication and Language Coffee Morning	Visitor- doctor	28.01 Early Years fire service visit  29.01 Chinese New Year	Visit to Dorchester Library	11.02 Internet Safety Day  Visitor- the role of a dentist
<b>Rhymes and other key texts</b>	Pinecone- three blind mice Acorn and Pinecone-	Acorns- I'm a little teapot Pinecone- 3 little kittens	Acorns- Head, shoulders knees and toes Pinecone- When Golilocks went to the house of the bears	Acorn- Hey diddle diddle Pinecone- shape song (triangle)	Acorn- Hokey pokey Pinecone- 5 little snowmen  	Acorn- I hear thunder Pinecone- shape song (square)  

**The Frost Song**  
*(This is the first of the three songs.)*

The frost is in the air,  
The frost is in the air,  
It's wintertime, it's wintertime,  
The frost is in the air.

The frost is in the trees,  
The frost is in the trees,  
It's wintertime, it's wintertime,  
The frost is in the trees.

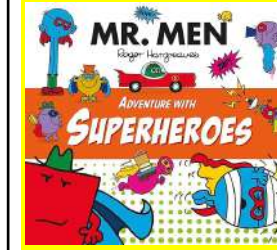
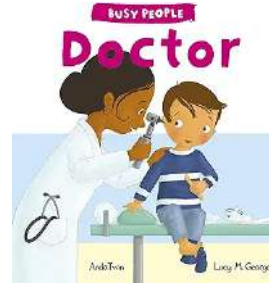
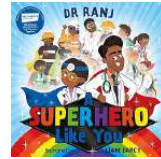
The frost is on the road,  
The frost is on the road,  
It's wintertime, it's wintertime,  
The frost is on the road.

The frost is on the windows,  
The frost is on the windows,  
It's wintertime, it's wintertime,  
The frost is on the windows.

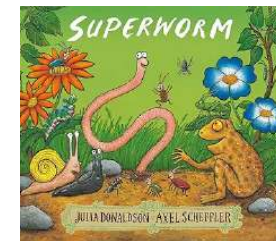
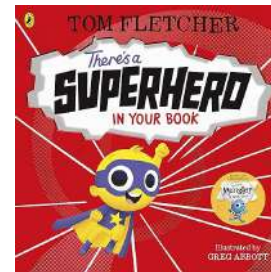
The frost is on the ground,  
The frost is on the ground,  
It's wintertime, it's wintertime,  
The frost is on the ground.

The frost tells me it's cold,  
The frost tells me it's cold,  
It's wintertime, it's wintertime,  
The frost tells me it's cold.

So I will stay inside,  
So I will stay inside,  
Inside it's nice and warm,  
So I will stay inside.



**Literacy texts**





<p>Jigsaw (Personal Social and Emotional Development)</p> <p>Theme- Dreams and Goals</p>	<p>Focus- Challenge</p> <p>Weekly celebration- Stay motivated when doing something challenging</p>	<p>Focus- Never giving up</p> <p>Weekly celebration- Keep trying even when it is difficult</p>	<p>Focus- Setting a goal</p> <p>Weekly celebration- Work well with a partner or in a group</p>	<p>Focus- obstacles and support</p> <p>Weekly celebration- Have a positive attitude</p> <p>We will link this with Chinese New Year and will create a wishing tree. Children will come up with a wish for themselves and will hang it onto the tree.</p>	<p>Focus- Flight to the future</p> <p>Weekly celebration- Help others to achieve their goals</p>	<p>Focus- Footprint awards</p> <p>Weekly celebration- Are working hard to achieve their own dreams and goals</p>
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### Physical Development

#### Gross Motor Skills

Use large and small motor skills to do things independently

Enjoy starting to kick, throw and catch balls

To be able to run, jump and climb

Use large-muscle movements to wave flags and streamers, paint and make marks

Start taking part in some group activities which they make up for themselves, or in teams

to use and remember sequences and patterns of movements which are related to music and rhythm

Are increasingly able

#### Fine Motor Skills

Develop manipulation and control (one handed tools).

Holds mark making tools with thumb and all fingers.

Start to eat independently and learning how to use a knife and fork.

dominant hand

holding pens and pencils.

Show a preference for a

Use a comfortable grip with good control when

<p>PE</p> <p>Gymnastics</p>	<p>Theme- rainforest animals</p> <p>To copy and create shapes with your body</p>	<p>Theme- woodland animals</p> <p>to be able to create shapes whilst on apparatus</p>	<p>Theme- lakeland animals</p> <p>to develop balancing and taking weight on different body parts</p>	<p>Theme- desert animals</p> <p>to develop jumping and landing safely</p>	<p>Theme- sea animals</p> <p>to develop rocking and rolling</p>	<p>Theme- pet animals</p> <p>to copy and create short sequences by linking actions together</p>
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<b>Gross motor- Acorns</b>	Focus- climbing	Focus- climbing	Focus- jumping	Focus- jumping	Focus- kicking a ball	Focus- kicking a ball
<b>Gross and fine motor skills using Squiggle whilst you wiggle</b>	Acorn- recap- up and down Pinecone- recap up and down and side to side	Acorn- up and down Pinecone- The wiggle	Acorn- side to side Pinecone- up down and side to side	Acorn- side to side Pinecone- wiggle up and down	Acorn- up down and side to side Pinecone- side to side wiggle	Acorn- up down and side to side Pinecone- circles

**Developing fine motor control- some activities the children will take part in**



### Communication & Language

Confidently put 2/3 words together.

Frequently asking questions.

Learn new words rapidly and use them in communicating.

Begin to talk about familiar books.

#### Communication and Language- Listening, Attention and Understanding

Enjoy listening to longer stories and can remember much of what happens

Can understand simple questions about 'who', 'what' and 'where'

Can understand action words

#### Speaking

Use a wider range of vocabulary.

Understand a question or instruction that has two parts

Use longer sentences of four to six words.

**Comprehension**

Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom

Listen to a story and comment on the events

**Writing**

Attempt to write their name in a way that they or others can recognise

Discuss the marks they make, e.g. "this says car"

**Phonics**

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Can orally blend

Identify an object when given the initial sound

Say the initial sound in a given word

**Pip and Pap phonics- Pinecone focus**

Text  
Pip and Pap at the pool

Text  
Off to the market with Pip and Pap

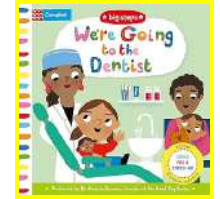
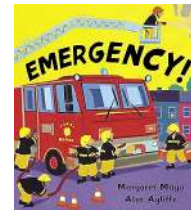
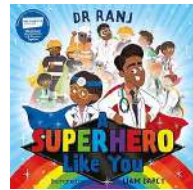
Text  
Ten pin bowling with Pip and Pap

Text  
Pip and Pap hit the gym

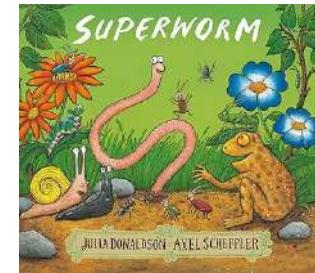
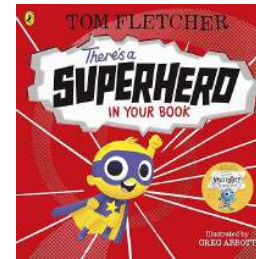
Text  
Pip and Pap at the supermarket

Text  
Ferry fun with Pip and Pap

**Key texts**



Literacy



Intent

We will introduce the children to real life superheroes and the role that they play in taking care of us.  
We will read the story 'Charlie's superhero underpants' and will discuss the story, focusing on teaching children new vocabulary and them being able to use these new words. They will be able to retell parts of the story. We will continue to focus on being able to orally blend- we will focus on key words from the story and will practise sounding out these words and blending them together.  
We will learn about Mrs Sterck's job as our Head of school and her job and how this helps to look after us. We will have a visit from the emergency services (someone who flies a helicopter and a police officer!) and will hear about their jobs and the role that they play to look after us.

We will learn about the role that doctors, nurses and the fire service play in helping to look after us.  
Our focus text will be 'There's a superhero in your book.' We will be able to listen to the story and talk about its events. We will be able to retell the story and ask and answer questions around it. We will learn new vocabulary.  
We will look at features of texts- front cover, how writing is read from left to right, illustrations and the author. We will continue to focus on being able to orally blend- we will focus on key words from the story and will practise sounding out these words and blending them together.  
We will learn about the celebration of Chinese New Year and how and why it is celebrated.

We will focus on the key text 'Superworm.' We will discuss the author Julia Donaldson and her use of rhyme. We will continue to develop our understanding of rhymes- being able to hear rhymes and suggest them. We will continue to focus on being able to orally blend- we will focus on key words from the story and will practise sounding out these words and blending them together.  
We will be able to retell the story in our play.  
We will learn about our local library and the services that they provide (we will also visit them).  
We will be thinking about how to keep ourselves healthy and the role that dentists play with this.

What are superheroes?  
What do superheroes do?  
Would you like to be a superhero when you are older?  
What would you like to be? Why?



Children will design their own underpants.... I wonder if they will disappear? Will the Yeti from the story take

What does scribbler do in the story?!

Scribbler will get up to lots of mischievous things around our Preschool. The children will discover these things and will have to think about how to solve the problems. They will need to share their ideas with one another and to be excellent problem solvers. We will encourage them to draw/make marks to show what has happened and how they plan to solve things.



What superpowers did Superworm have? What superpowers do you have?

them?! How can they be found? Let's look for them!



We will talk about which superpowers we have that we can use against the Scribbler.  
We will set traps to catch the Scribbler!



We will talk about the ending of the story where the superheroes showed love to the Scribbler and how this solved things. We will link this in with how we show love for each other.

We will create small world areas for the children to be able to retell stories and to make up their own superhero stories.



Can you make your own superworm and tell us about their superpower? Children will be encouraged to talk about the superworm that they have made and its superpowers. They will also be encouraged to make marks/draw to tell us about it.

Can you make your own superworm story?



Retell the story of Superworm- areas in our provision will be set up for the children to be able to retell (for example skipping ropes for when Superworm turns himself into a skipping rope?)

Who captured Superworm? Why? What can we do (make) to stop the crow from getting Superworm? Can we make a trap? Don't forget to write signs to keep the crow out!

## Maths

React to changes of amount in a group of up to three items.

Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'

Recites some number names in sequence

Beginning to recite numbers past 5.

Beginning to show finger numbers up to 5.

Beginning to recognise numerals of personal significance.

Beginning to categorise objects according to properties such as shape or size.

Beginning to use positional language.

Notice patterns and arrange things in patterns.

Climb and squeezing selves into different types of spaces

Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Children will take part in a range of activities to help to support and develop their mathematical understanding. We will-

Continue to develop children's understanding of positional language through a range of games

We will use Five-Frame resources and playdough. Children will talk about how many objects they have inside their 5 frame

We will play games such as hide and seek, with an emphasis on counting to ten

We will focus on size- ordering and comparing items with a focus on developing their understanding and language of size

We will have baskets of different shapes and size pebbles so children can explore concepts of weight and capacity

We will use small world resources with a focus on the children counting to see how many are there. We will reinforce one-to-one correspondence and identify that the last number tells us the total. We will then ask the children to close their eyes whilst we rearrange the animals and take one away. We will challenge the children to count how many there are now and identify whether the amount has changed.

We will sit in a circle and create a 'farm' space using wooden blocks or small world fences. We will encourage the children to help count out animals into your 'farm', identifying the total amount.

We will sing a range of songs with a focus on developing children's understanding of number. (Songs such as 5 little monkeys).

We will look closely at patterns and make our own patterns.

We will look at numbers of personal significance. We will talk about how old we are now and how old we will be on our next birthday.

We will incorporate counting in our everyday activities.

<p><b>Maths</b></p>	<p><b>Week 1</b> <b><u>Number 3- subitising</u></b> Children will learn to recognise 3 dots, like they see on a die, without counting them. <b><u>Subitising 3 –Different Patterns</u></b> Children will continue to</p>	<p><b>Week 2</b> <b><u>Numeral 3</u></b> Children are introduced to what the numeral 3 looks like and learn what it represents <b><u>Composition of 3</u></b> Children are introduced to the idea that numbers</p>	<p><b>Week 3</b> <b><u>The number 4</u></b> Children focus on subitising 4 objects. They are able to discuss what they see and how they see objects <b><u>Numeral 4</u></b> Children are introduced to what the numeral 4</p>	<p><b>Week 4</b> <b><u>Composition of 4</u></b> Children will continue to explore how numbers are composed of smaller numbers. In this lesson, they will explore what numbers make up the number 4.</p>	<p><b>Week 5</b> <b><u>The number 5</u></b> Children focus on subitising 5 objects. <b><u>Numeral 5</u></b> Children are introduced to what the numeral 5 looks like and match the numeral 5 to the</p>	<p><b>Week 6</b> <b><u>Composition of 5</u></b> Children explore the composition of number 5</p>
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	recognise 3 objects without counting them, this time in different arrangements.	are made up of smaller numbers and they will begin to explore what smaller numbers the number 3 is composed of. <b>Recognise triangles</b> Children learn that triangles are 2-D shapes that have 3 sides. They are asked to identify triangles by counting their sides	looks like and match the numeral 4 to the quantity <b>Recognise squares and rectangles</b> Children learn that squares and rectangles are 2-D shapes that have 4 sides. They are asked to identify them by counting their sides		quantity. <b>Recognise pentagons</b> Children learn that pentagons are 2-D shapes that have 5 sides. They are asked to identify them by counting their sides.	
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**Understanding the world**

Talk about the differences between materials and changes they notice. (Snow, Ice melting)  
 Notice differences between people. (culture wheels, family days/ photos)  
 Beginning to plant seeds and care for growing plants.  
 Explore collections of materials with similar and/or different properties.  
 Begin to understand the need to respect and care for the natural environment and all living things  
 Show interest in different occupations and care for growing plants  
 are different countries in the world and talk about the differences they have experienced or seen in photos

Explore how things work  
Plant seeds  
Know that there

<b>RE (UW)</b>  Our focus this half term is <b>Salvation</b>	In RE we will focus our learning around the question: <b>How can we help others when they need it? &amp; Who helps in the Sikh Diwali story?</b>  We will: <ul style="list-style-type: none"> <li>Recognise one of the big stories/concepts of the Bible.</li> <li>Identify one type of text from the Bible.</li> <li>To know that they have choices in their life.</li> <li>Know that their actions affect others.</li> <li>Recognise and name some religious artefacts, places and practices.</li> </ul>					
	Who is a hero? Are you a hero too? What words can we use to describe a hero?	What do we need help with? What do we do when we need help? Who can help us? Who do Christians ask for help? How do they ask?	What stories are there about 'helping people' in the Bible?	Why did Tom and Tessa light candles at the Cathedral?	What special things do Tom and Tessa do to help others in Lent?	Encounter with Sikhism: Who helps in the Sikh Diwali story?  Answer the concept question in groups: How can we help others when they need it?

<p><b>Understanding the World</b></p>	<p>We will learn about the season of winter.</p> <p>We will introduce the children to our topic with the following question- what is a real life superhero?</p>	<p>We will learn about the role that the helicopter service does and how they help us.</p> <p>We will ask questions such as- How do helicopters work? Who flies a helicopter?</p>	<p>We will be thinking about who helps to look after us when we are unwell.</p> <p>We will think about the role that doctors and nurses play.</p>	<p>We will be learning about the fire service and the role that they play in order to keep us safe.</p> <p>We will be having a visit from them!</p> <p>We will learn about Chinese New Year and how this is celebrated.</p>	<p>We will visit Dorchester library. We will talk about the people that work there and what they do.</p>	<p>We will learn about how we keep ourselves healthy. We will think about exercise and diet.</p> <p>We will talk about the role that the dentist plays in helping to keep us healthy.</p>
 		<p>Create a superhero headquarters</p> 				

## Expressive Arts and Design

Explore their voices and enjoy making sounds. (loud, quiet, fast, slow)

Manipulate and play with different materials using various tools like scissors, cutters, hammers

Make marks intentionally. (in flour, sand, pens, crayons, paint etc)

Freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools

Explore different materials, using all their senses to investigate them

Explore mixing paint to create new shades and colours

Join in with songs and rhymes, making some sounds

Draw with increasing complexity and detail, such as representing a face with a circle and including details with continuous lines, and begin to use these shapes to represent objects in order to develop their ideas about how to use them and what to make.

Create closed shapes  
Explore different materials freely, in

### Expressive Arts and Design (linked in



with Understanding the World and/or Literacy)



We will design and make our own underpants just like Charlie!



Make superhero wrist bands and belts. What power do they have?



Can you make your own superhero mask?



Children will make their own superworm-



We will make our own superheroes and will be able to talk about them and the superpowers that they have.

