



Superhero Me – Term 1

Southville Primary School

Reception

Local Anchor Point		Visit/ Visitor		Key Person		Key Outcome		
Visit to North Street OR Dame Emily Park Allotment OR Windmill Hill City Farm		Greengrocers- Hugos (Harvest - vegetables) Allotments		Each individual child and unique family		Healthy Me - Where does our food come from? What foods are healthy for us to eat?		
Diversity, Equity and Inclusion				Linked Learning				
Meeting individual families and finding out what makes them unique. Transition visits from preschool settings. Enhanced transitions.				Harvest Festival				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 & 8	OPAL Milestone
Focus	Settling In Feeling happy and safe.	Settling In Finding out all about me. Making friends	Settling In What do I like to play with?	I am proud to be different.	What are my superpowers?	Aspirations	Harvest: Where does our food come from?	<p>Checkpoint 48 months (4 years)</p> <p>These are milestones that children at the expected standard should be meeting. Children are assessed against the corresponding age-related milestone.</p> <p>For specific areas - Birth to 5 Matters and Development Matters have been referenced.</p>
Key Texts	There's a dragon in my school	Chicken Nugget	Giraffes Can't Dance	Hueys and the New Jumper	Super Daisy Supertato	What Do Grown Ups Do All Day?	The Enormous Turnip	
Additional Info	Staggered Intake Initial Assessments Transition - Half Days	Staggered Intake Initial Assessments Transition - All in for lunch Initial parent meetings - pm Starting Points	NFER Baseline Assessments Transition - Full Time	NFER Baseline Assessments	Reading books sent home	Purchase food from kitchen for soup next week (see DT ordering)	Star boxes	
Characteristics of Effective Learning	29. Demonstrating that they have a growing understanding of the moral culture of their environment Demonstrating that they feel safe and secure and have a sense of trust	29. Demonstrating that they have a growing understanding of the moral culture of their environment Demonstrating that they feel safe and secure and have a sense of trust	1. Showing curiosity about objects, events and people. Using senses to explore the world around them.	32. Demonstrating a sense of belonging to their environment	31. Showing evidence of attachment to peers and the wider community	1. Showing curiosity about objects, events and people. Using senses to explore the world around them.	28. Expressing and managing a range of emotions. Managing a range of emotions.	
Parental Engagement/ Home School Partnership	Online Learning Diaries Setup Weekly Newsletter Set Up Meet the Sendco and family liaison officer event - Tea and Tissues Welcome Picnic (PTA Event)	Parent/Carer Meetings with Class Teachers	PTA Welcome Event Sharing prompt for learning: What does your child like to play at home?	Sharing Prompt for learning: What makes your child unique?	Sharing prompt for learning: What makes your child feel happy and sad? Discussion	Sharing Prompt for Learning. Do your children recreate jobs at home? Small world play or role play? Are they inspired by anyone or anything they see?	Sharing prompt for learning: What foods does your child like to eat at home? Parent volunteers to help with cooking. Star boxes	

Termly Overview: Learning Focus

Area	Activities	Learning Objectives
C&L	<ul style="list-style-type: none"> Speaking and listening games 'Bucket Time' - Attention circle times Philosophy questions – is the class teddy special? Is family important? Circle times – 'my name is and I like...', what we are good at, my special photo 	<ul style="list-style-type: none"> <i>Listening and attention:</i> Children listen attentively in various situations. <i>Understanding:</i> Children follow instructions and understand questions. <i>Speaking:</i> Children express themselves using appropriate vocabulary and tenses.
Literacy	<ul style="list-style-type: none"> Writing our names Mark making on a superhero power belt My family book When I grow up, I want to be... Rhyming Pencil control tasks Daily story times Little Wandle Autumn 1 	<ul style="list-style-type: none"> <i>Comprehension:</i> Children show an understanding of stories and books <i>Writing:</i> Children begin to write for different purposes, such as writing their names, mark-making, and creating their family book. Focus on pencil control and letter formation. <i>Phonics:</i> Through Little Wandle Autumn 1, children begin to develop phonetic awareness, including rhyming and recognizing letter sounds.
Physical Development	<ul style="list-style-type: none"> Ring games Parachute games Scissor skills Bikes and scooters Using the playground and climbing equipment Balancing 	<ul style="list-style-type: none"> <i>Gross motor skills:</i> Children develop coordination and control <i>Fine motor skills:</i> Children refine their scissor skills and learn to use tools (e.g., pencils) with increasing control.
Mathematics	<ul style="list-style-type: none"> NFER Baseline Assessments Initial teacher assessments Number Sense and White Rose: count and represent numbers to 10 and beginning to count forwards and backwards. 	<ul style="list-style-type: none"> <i>Number:</i> Children count reliably to 10, representing numbers, and begin to understand simple concepts like more/less. <i>Shape, space, and measure:</i> Children explore simple mathematical concepts in context through number sense activities and counting games.
U of W	<ul style="list-style-type: none"> Gardening club RE – Who are we? Where does our food come from? 	<ul style="list-style-type: none"> <i>People and communities:</i> Children explore similarities and differences in families and communities. <i>The World:</i> Children explore the natural world.
PS&E	<ul style="list-style-type: none"> Class rules and expectations Collaborative play Circle times and games Getting to know familiar adults Special photographs from home I understand how it feels to belong and that we are similar and different I can start to recognise and manage my feelings. I understand why it is good to be kind and use gentle hands. I enjoy working with others to make school a good place to be. 	<ul style="list-style-type: none"> <i>Self-confidence and self-awareness:</i> Children begin to understand and express their emotions and feelings, recognizing similarities and differences (e.g., understanding how it feels to belong). <i>Managing feelings and behavior:</i> Children start to manage their emotions and behavior, showing awareness of the impact of their actions (e.g., using gentle hands and being kind). <i>Making relationships:</i> Through collaborative play and circle time, children develop relationships and contribute to a positive, inclusive classroom environment.
Expressive Arts & Design	<ul style="list-style-type: none"> Junk modelling Self portraits Making superhero utility belt Colour collage Loose parts collage Leaf rubbings Vegetable printing Learning simple songs 	<ul style="list-style-type: none"> <i>Exploring and using media and materials:</i> Children experiment with different materials like junk modeling, vegetable printing, and making collages. They use their creativity to express ideas (e.g., self-portraits, superhero utility belts). <i>Being imaginative:</i> Children engage in imaginative play and learning through activities like creating stories, songs, and making meaning through arts (e.g., learning simple songs).
Key vocab	I am... funny, kind, brave, resilient, observant, helpful, smart, confident, capable, creative, strong, curious, unique, proud, independent, engaged, persistent.	