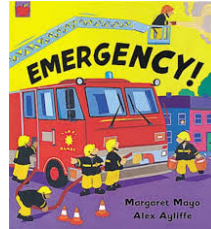


# Year FS Spring 1

## Everyone's a Hero



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Spring 1	Everyone's a Hero	Supertato by Sue Hendra  Emergency by Margaret Mayo  Non fiction texts on 'People who help us'	Superheroes Real life heroes and	To explain how heroes help others To empathise with each others feelings and how we can help others To work as a team

### Understanding of the World objectives coverage

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
What is a hero?	<p>What is a real life hero? What does a real life hero do? What special powers or skills does a hero have?</p> <p>How do we use our sense of smell? How do we use our sense of sight? How do we use our sense of touch? How do we use our sense of hearing? How do we use our sense of taste?</p>	<p><u>Birth to 5 Matters- People and Communities Range 5 and 6</u> <u>A Unique Child:</u></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> <li>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul> <p><u>Birth to 5 Matters- The World Range 6</u> <u>A Unique Child:</u></p> <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change in nature</li> </ul>	<p>To compare and contrast different roles of real life heroes</p> <p>To describe the jobs of real life heroes</p> <p>To identify the 5 senses and how we use them</p>

**PHSE**

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
<p>How can I help others and how am I special?</p>	<p>How do we know when our friends are upset?            How do we know when your friends need help?            How can you help your friend?</p> <p>What are you good at?            What are your special talents?            What would you like to get better at?            How can you improve?</p>	<p><u>Birth to 5 Matters- Making Relationships Range 6</u>  <u>A Unique Child:</u></p> <ul style="list-style-type: none"> <li>• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking</li> <li>• Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours</li> <li>• Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> </ul> <p><u>Birth to 5 Matters- Sense of Self Range 5 and 6</u>  <u>A Unique Child:</u></p> <ul style="list-style-type: none"> <li>• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> <li>• Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> </ul> <p><u>Birth to 5 Matters- Understanding Emotions Range 6</u>  <u>A Unique Child:</u></p> <ul style="list-style-type: none"> <li>• Understands their own and other people’s feelings, offering empathy and comfort</li> <li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> </ul>	<p>To recognise conflict and discuss how to resolve the problem. (roleplay)</p> <p>To recognise that if we keep trying we will succeed</p> <p>To describe their own skills and talents</p> <p>To identify different emotions in others - what makes us feel different ways.            How can we help others to feel better?</p>

## Expressive Arts and Design

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
<p>What will you use?</p>	<p>What does it look like? How will you make it? What will you use? How will you join it together? Does it work? Do you need to change it? How could you make it better?</p>	<p><u><a href="#">Birth to 5 Matters- Creating with Materials Range 5 and 6</a></u> <u><a href="#">A Unique Child:</a></u></p> <ul style="list-style-type: none"> <li>• Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>• Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>• Uses tools for a purpose</li> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> </ul>	<p>To select appropriate materials and resources to create 'Skyscraper art'</p> <p>To select appropriate materials and resources to make superhero gadgets – what gadget does your own superhero use.</p> <p>Outside To select appropriate materials and resources to create and construct superhero dens.</p> <p>To select appropriate materials and resources to make their own Supertato out of potatoes</p>
<p>What does a hero do?</p>	<p>What skill or power do you have? Who needs help? How did you save them?</p>	<p><u><a href="#">Birth to 5 Matters- Being Imaginative and Expressive Range 5 and 6</a></u> <u><a href="#">A Unique Child:</a></u></p> <ul style="list-style-type: none"> <li>• Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>• Uses available resources to create props or creates imaginary ones to support play</li> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Plays cooperatively as</li> </ul>	<p>To represent different roles and events through 'superhero' and 'hero' role play.</p>

		part of a group to create, develop and act out an imaginary idea or narrative	
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### Physical Development

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
What makes you healthy and keeps you safe?	<p>What does it mean to be healthy?</p> <p>How can we stay healthy?</p> <p>What do we need?</p> <p>Which foods are healthy and which foods are not?</p>	<p><u>Birth to 5 Matters- Health and Self Care Range 5 and 6</u></p> <p><u>A Unique Child:</u></p> <ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs and understands need for variety in food</li> <li>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others</li> <li>Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</li> </ul>	<p>To categorise healthy and unhealthy food</p> <p>To describe, feel, taste new fruit and vegetables</p> <p>To describe a healthy plate?</p> <p>To compare and contrast which foods are healthy foods? Why are they good for us?</p> <p>Vitamins make our bodies strong like superheroes. Make a Superhero smoothie</p> <p>To select the appropriate resources to build a Superhero den. Create their own den structures using objects such as milk crates, large cardboard tubes, Lego bricks, rubber bricks, camouflage netting etc.</p> <p>To explain about some dangers and be able to talk about some actions to keep safe.</p> <p>To select the appropriate resources to build a Superhero obstacle course. Provide large portable equipment that children can move about safely.</p>

### English coverage

Text types	Outcomes
Poetry	After reading 'Emergency' learn part of the poem off by heart to perform
Good v Evil story	Supertato - write messages to the Evil Pea / design and write about a trap for evil pea
Non fiction - instructions (T4W)	Learn instructions to make Pea soup / write a shopping list