

EYFS Medium Term Planning - Superheroes

Prime Area - Communication and Language			
Asp ects	Learning & Development Focus		Possible experiences, opportunities, activities and enhancements
Listening & Attention	30 - 50m <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention - still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 40 - 60m <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. ELG <ul style="list-style-type: none"> • Listen attentively in a range of situations • Listen to stories, accurately anticipating key events • Respond to what they hear with relevant comments, questions or actions • Give their attention to what others say and respond appropriately, while engaged in another activity 		Texts as starting points: Superhero ABC, Superkid, Super Daisy, Superduck, How to be a superhero, Charlie's Superhero Underpants, Superworm, Supertato, Ladybug Girl, The Amazing Adventures of Bumblebee Boy, George and the Dragon <ul style="list-style-type: none"> • Daily routines • Listen and respond to stories • Listen to others and ask appropriate questions in small group activities
	30 - 50m <ul style="list-style-type: none"> • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. 40 - 60m <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. ELG <ul style="list-style-type: none"> • Follow instructions involving several ideas or actions • Answer 'how' and 'why' questions about their experiences • Answer 'how' and 'why' questions in response to stories or events 		<ul style="list-style-type: none"> • Children to talk about their own experiences at home and school - start and end of the day. • Children to become confident taking in small groups then whole class situations. • Play 'Simon Says' and 'I Spy'. • Talk about the meaning of unfamiliar words and phrases in stories, encouraging children to use the vocabulary in their everyday discussions • Listening and attention - blindfold game, children identify who is speaking.
	30 - 50m <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went downslide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' 40 - 60m <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. ELG <ul style="list-style-type: none"> • Express themselves effectively, showing awareness of listeners' needs • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop their own narratives and explanations by connecting ideas or events 		<ul style="list-style-type: none"> • Kims game - place superhero items on a tray under a blanket then remove one. Which one has been removed? • Retelling stories, language development through role-play and small world play, recognising rhyming words, • Role Play: Superhero Headquarters: adults to model creating imaginative scenarios e.g. rescuing someone in a car from the top of a cliff; someone stuck in burning building; help to make comparisons between real life superheroes and imaginary heroes.

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Specific Area - Literacy			
Asp ects	Learning & Development Focus		Possible experiences, opportunities, activities and enhancements
Reading	<p>30 - 50m</p> <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. 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. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>40 - 60m</p> <ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p>ELG</p> <ul style="list-style-type: none"> Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding when talking with others about what they have read 	<p>Texts as starting points: Superhero ABC, Superkid, Super Daisy, Superduck, How to be a superhero, Charlie's Superhero Underpants, Superworm, Supertato, Ladybug Girl, The Amazing Adventures of Bumblebee Boy, George and the Dragon</p> <ul style="list-style-type: none"> Look out for a range of books and comics that focus on fictional characters who perform heroic deeds. Traditional favourites include Superman, Super Ted, Batman and Spiderman. Include non-fiction texts that focus on the everyday world including professions that can involve heroic actions such as firefighters, ambulance crew, hospital staff, police officers etc. Focus on Rhyme and alliteration using 'Superhero ABC', extending vocabulary, exploring the meanings and sounds of new words. Write instructions on how to become a superhero Write superhero shopping lists Enjoy reading and listening to Eliot Jones Midnight Superhero by Anne Cottringer and illustrated by Alex T Smith https://www.youtube.com/watch?v=HkPxMvwqaJY. Draw attention to how print is used effectively. Look for diagrams and labels, different letter sizes and fonts, and the use of capital letters. Explore strange letter shapes, such as curly letters for 'jewels' and wobbly letters for 'CRASH'. Explain the meaning of new words, using them again in alternative sentences to aid understanding. 	
	<p>30 - 50m</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. <p>40 - 60m</p> <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. <p>ELG</p> <ul style="list-style-type: none"> Use their phonic knowledge to write words in ways which match their spoken sounds Write some irregular common words Write simple sentences which can be read by themselves and others In writing some words are spelt correctly and others are phonetically plausible 	<ul style="list-style-type: none"> Talk for Writing - children use and create pictorial story maps to retell familiar stories, Supertato, Room on a broom Letters and sounds Read Write Inc phonic Introduce red ditties for guided reading and Phonics Bug book for home/school readers. 	