



Superheroes!

Year 1



Topic web

YEAR 1 Spring 1

Literacy

- ✦ We will be focusing on the story 'Supertato' by Sue Hendra. We will also be thinking about prepositions eg: under, next to etc.
- ✦ We will be creating our own superhero characters and writing our own superhero story.
- ✦ We will be writing instructions and using 'bossy' language!

The Arts and DT

ART: We will be focusing on pop art and recreating Andy Warhol's work. We will sketch everyday objects, and create a print of these objects that we will print in contrasting colours.

MUSIC: We will be learning about duration. We will be using combinations of long and short sounds to create a piece of music.

DT: We will be designing and making capes for our superhero characters. We will also be learning to sew a superhero badge.

PSHE

This half term we will be looking at 'Dreams and Goals'. We will be learning to use our staying power and learning the skills to stay motivated when things get challenging. We will also be learning how to work well in teams and groups as this is a really important skill. Lastly, we will be looking at how to achieve our dreams and goals and how to help others achieve theirs too. The children will learn lots of working together skills and will create a garden of dreams and goals.

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Maths

- Fractions. We will be thinking about halves and quarters of shape and numbers this term - *At home you could talk about splitting things in half/into quarters.*
- Multiplication - *At home you could practice your number families (2, 5 & 10)*
- We will be thinking about tens and ones in a number. *At home please practise your number formation and make sure the numbers are the right way round (eg: 12, 21 etc)*
- We will start to look at telling the time - *At home you could practise telling the time to the hour and half past if able.*

Humanities

Geography: Where in the world is superman?

We will be using maps and atlases to find out about the 7 continents and 5 oceans. We will also be learning the countries that make up the UK and going on adventures with the Go Jetters to learn about famous landmarks in England.

Owls, Robins & Hummingbirds

Science

We will be learning about different materials and their properties. We will be describing these properties and investigating which materials are best for the superheroes to use on their launching pad!

Computing

As well as recapping our keyboard skills, we will be creating a superhero animation as a year group! We will work together to create and put together an animation using a program called 2animate.

Outside Learning

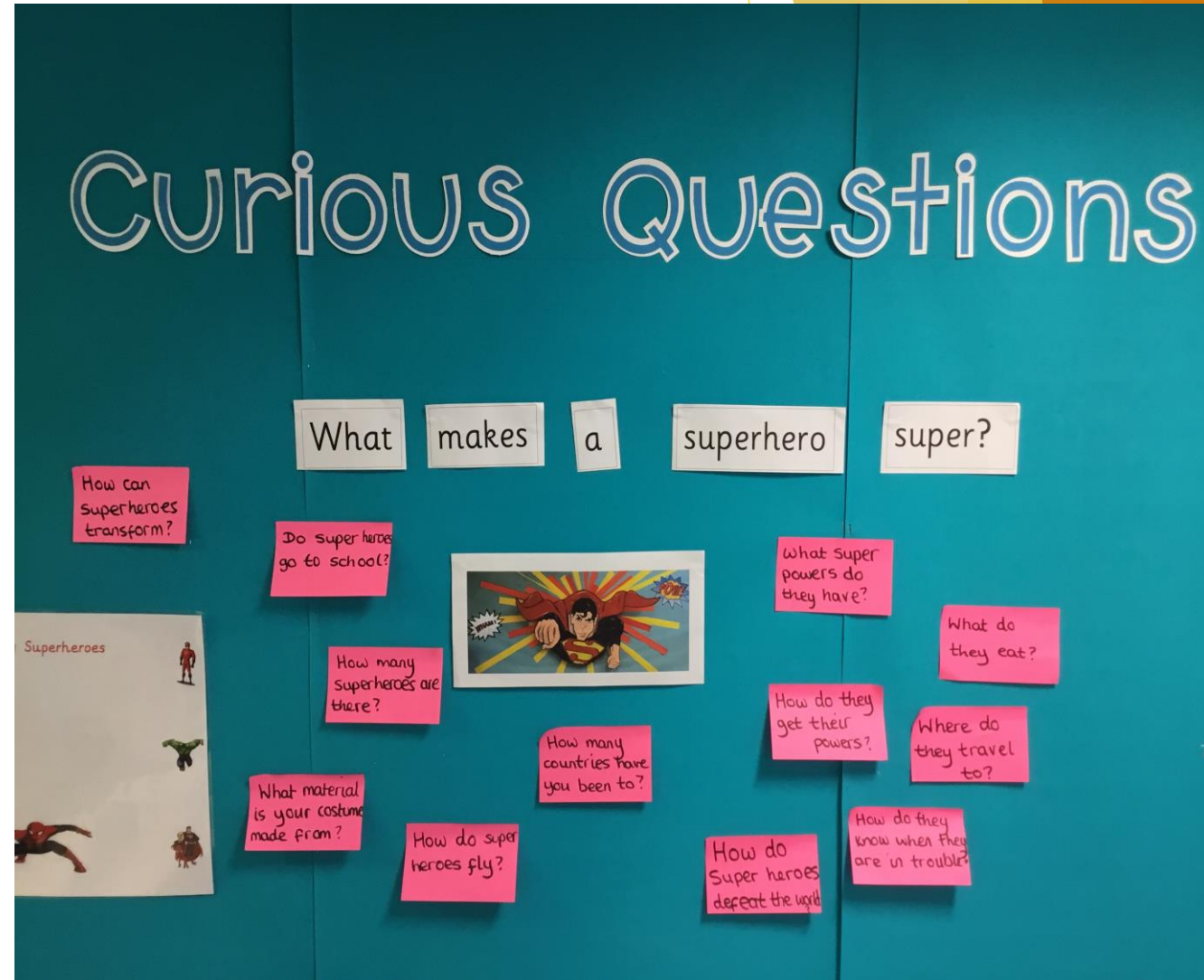
We will be starting out Science longitudinal study. We will be going on welly walks throughout the year to observe the changes.



Spring One
Superheroes

Curious questions for our topic

- ▶ Our children decided on some questions they wanted answers to throughout our topic.
- ▶ Each class has a curious questions area where the children can post these questions.
- ▶ Throughout the learning journey we find out these answers together and learn as we go.

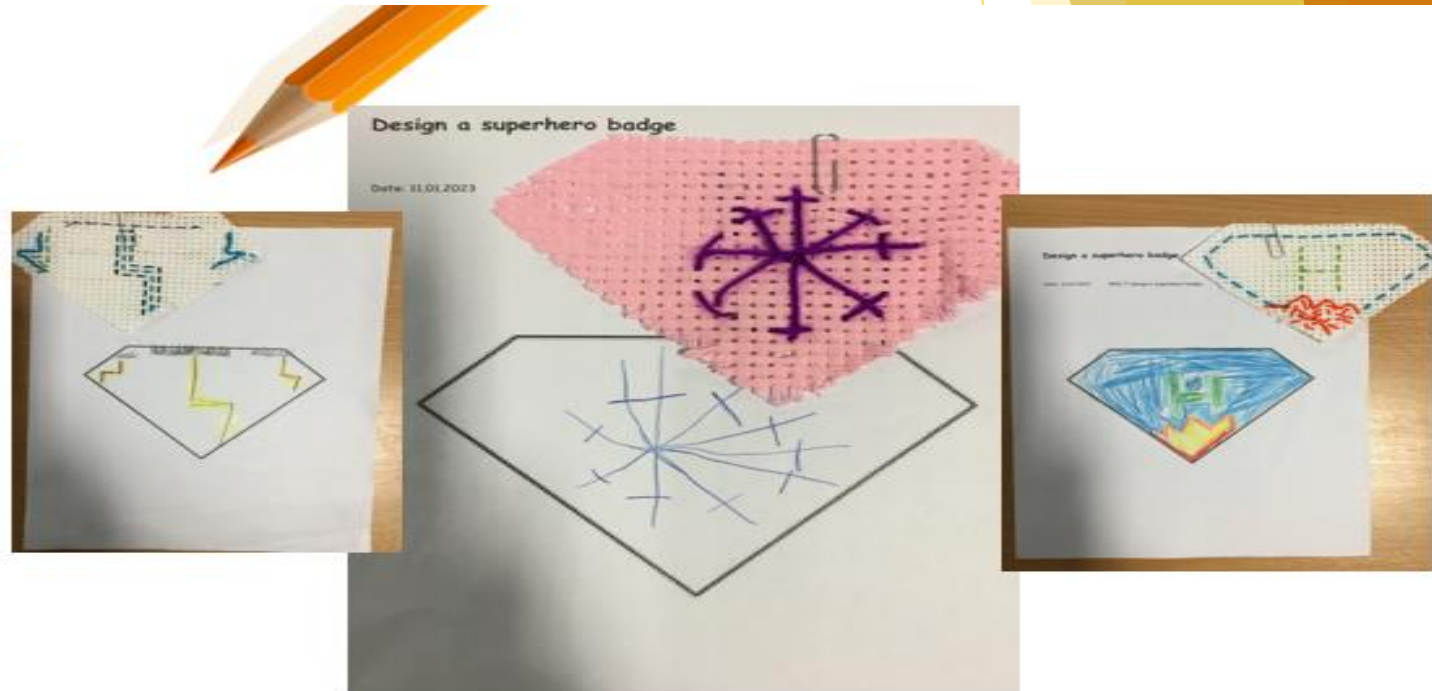


Knowledge Organiser

- ▶ With each new topic, every half term, we send home a knowledge organiser.
- ▶ These are intended to allow discussions to open up between the children and their adults to understand the focus of their learning.

Key Questions:

- What design will I choose?
- What is my superpower?
- What equipment will I need?
- Who will I make it for?
- What could my identity be?
- What is the purpose of making a superhero badge?



Key Vocabulary


*Design *Create *Purpose *Audience *Equipment *Safety
*Review - 'One wish and a star!'



Our Literacy Journey





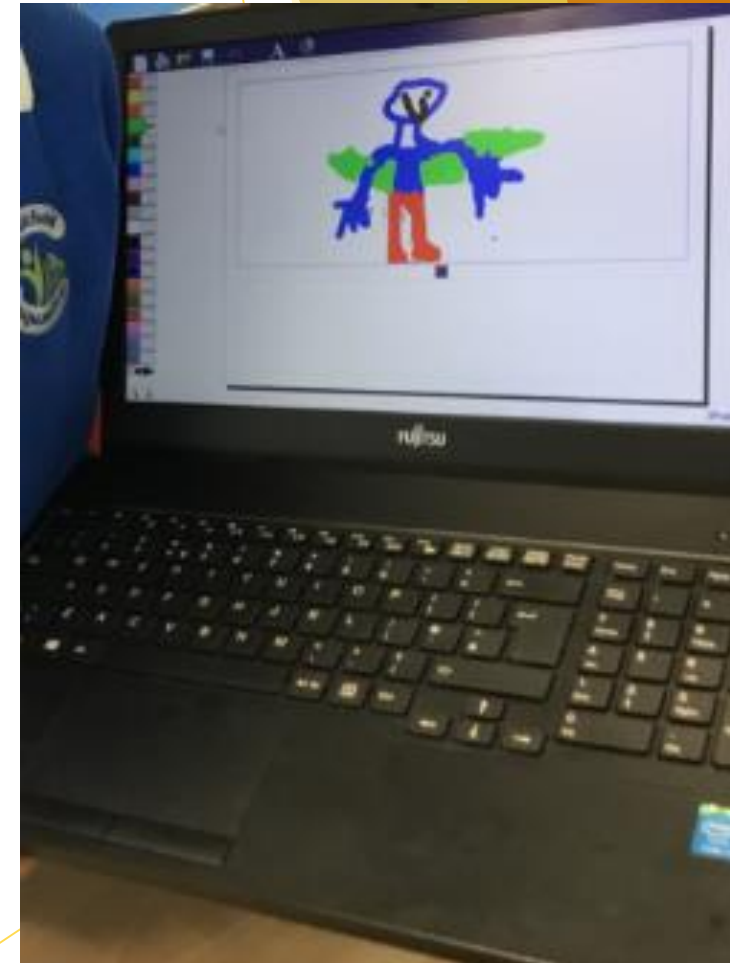
Literacy planning example and outcome

Literacy Plan Year One		Week 1	
<p>Outcome → simple sentence writing, first person.</p> <p>Audience → work displayed around school to show everybody vegetables are trapped.</p> <p>Form → write a speech bubble as a character.</p>		<p>Text Driver →</p> <p><u>Supertato</u></p> 	
WALT	WILF	Main Teaching	Activity
Wednesday	WILF:	<p>HOOK DAY!</p> <p>During phonics have TA's set up an area of the school (to be decided) with trapped vegetables. Vegetables with googly eyes on or in cages. Hidden / hung up in class. Have somebody available (Mrs Turksi?) to run in and tell the Year 1's what has happened and have them go out to explore this. Take photos of this adventure and the vegetables hidden to be used in their writing as we move forward with this learning.</p> <p>Teacher to have post it notes to describe what we can see using adjectives etc.</p> <p>Once we have done this part of the hook, bring children back to class. Have a discussion on what we think this is all about... why is this happening? Then act surprised - OH THIS MAKES SENSE, OUR NEW TOPIC LINKS TO THIS. Introduce here to children that our new topic is superheroes and maybe this links to this? Introduce the book <u>Supertato!!!</u> Get the children excited by this and explain this will be our new book for the next few weeks.</p>	Plenary
Thursday -	<p>WILF:</p> <p>Capital letters</p> <p>Finger spaces</p> <p>WOW</p> <p>Rehearsing</p> <p>Sounds</p>	<p>Remind the children of the hook day yesterday. Read page 1 of the story. Discuss how we think the vegetables would be feeling trapped in their cage etc. tell the children today we will be coming up with all the words/vocabulary we will need to help us with our writing tomorrow.</p> <p>Model labelling a few pictures. At this point TA's to take SEN on a word hunt. Before doing this, flash these particular sounds that CT will have arranged for you. 's', 'a', 'd', 'ck', 't', 'u', 'h', 'e', 'l', 'p'. Go round word hunt with whiteboards. Children to sound out each</p>	<p>TW/WK/CK → Have SEN sat with you. Children to cut and stick their labels. 'sod', 'stuck', 'help'. Once they have ordered and stuck their words together, children to practise writing the word below. Highlighting letter formation in yellow and green. Really focus on how the letters are being formed and discuss mantra with them of how we form each letter.</p> <p>Have a talk for writing plenary → who do we think has trapped these vegetables?</p>
WALT:			
Label a picture			

		<p>word and then write this on their boards. Check letter formation. Come back to class to do activity together.</p> <p>CT's model to the rest of the class labelling our pictures. What words could we use to describe each picture? What can we see? How could we make this more exciting?</p>	<p>CH/NM/MC → Float the rest of the class/work with AFL table as they are labelling their pictures.</p>	
Friday -	<p>WILF:</p> <p>Rehearsing</p> <p>Sounds</p> <p>Capital letters</p> <p>Finger spaces</p> <p>Full stops</p>	<p>Remind the children of yesterday's learning and talk through the week's learning journey. Explain today how we are going to become the vegetables because we are going to write a speech bubble as one of the vegetables. Drama teaching → teachers to become a vegetable. Model using 'I'. Sentences such as 'I am not happy because I have been trapped'. 'I feel sad I have been trapped and need saving'.</p> <p>Then start shared write of creating a class WAGOLL for today's work. Model writing 'Please help me! I am very sad. I am stuck in this dark cold cage. I need saving by a brave hero. Get me out!'</p> <p>At this point TA's to do separate input modelling to SEN group. Introduce the substitution grid to them and how we can use this to help with our writing. <u>TA's should be familiar with this, if unsure come and speak to CH on how to use these.</u> Model using this together to write our first sentence 'I am stuck'.</p>	<p>CH/NM/MC → move to work with SEN table once whole class are set off.</p> <p>TW/WK/CK → work to move with LA table. Start as a whole group. 'Ok can we start by all writing 'Help me'. Once children have done this explain to them they need to write another sentence but we have a special tool to help us today. Here introduce the substitution grid and how to use this to this table.</p> <p>Children not to have a speech bubble layout as stops their flow of writing. Children can draw their bubble round their writing after.</p>	<p>Share speech bubbles as a class and award royal writer.</p>
WALT:				
Write a speech bubble as a character				

Accompanying subject driver... Computing.

 Computing MTP 			
Spring 1 - Superheroes			
Learning Objectives	Introduction	Main Activity	Topic Activities
Week 1 WALT: use a computer keyboard CAPS LOCK SHIFT SPACE DELETE BACK SPACE FULL STOP	Model how to use the computer keyboard to make capital letters, full stops and put spaces between words. FLIPCHART.	First half of class Work with a partner to draw a superhero picture on 2 publish. Children need to write a sentence underneath the picture ensuring they include a capital letter, space, and full stop.	TOPIC ACTIVITIES: 1- colouring 2- fine motor skills 3- construction on carpet
Week 2 WALT: use a computer keyboard CAPS LOCK SHIFT SPACE DELETE BACK SPACE	Model how to use the computer keyboard to make capital letters, full stops and put spaces between words. FLIPCHART.	Second half of class Work with a partner to draw a superhero picture on 2 publish. Children need to write a sentence underneath the picture ensuring it has a capital letter, space and full stop.	
Week 3 WALT: create a moving picture WALT: use simple animation software	Model how to open 2Simple Animation. (2Animate) Open in 'simple mode'. Show example animation and explain that we are going to make our own superhero animations. Explain that it is simply 4 images that you've drawn and then we can play them quickly one after the other.	First half of class Work with a partner to draw scene one & 2 of the animation.	



Accompanying subject driver... Dance.

Cupernham Infant School
Dance Medium Term Planning - Year 1 Spring 1

Could year 1 class show each other their dance???? Children are dancers so should perform and act like one?? Could you relate it to money? Children pay to get into the performance? 10p???

Learning Objectives		Introduction Warm up activity	Main Activity	Plenary Cool Down
<p>Week 1 WALT: move like a superhero character. WALT: create effective freeze frames thinking about every part of our body. WALT: use different levels, speeds and movements in our dance.</p>	<p>WILF: I can think about how superheroes move. WILF: I can create a freeze frame in an interesting position. WILF: I can move high, low, fast and slow in my dance.</p>	<p>In a circle - warm up dance. To increase heart rate movements and dynamic stretches.</p> <p>*TO MUSIC - marches, jumps, shaking arms, arm rolls, walk in and out of circle holding hands, biggest position you can hold, smallest position you can make. *Sit in a circle - develop flexibility. Legs out in front, one leg in, naughty toes & good toes.</p>	<p>Show the cha pictures of the superheroes (Superman & Spiderman). Discuss the positions the superheroes create with their bodies. As you discuss these positions have the cha create freeze frames that mirror the superheroes body positions. Remind cha to think of facial expressions of the superhero as well.</p> <p>PART ONE:</p> <p>The cha choose a superhero to focus on - practice freeze frames of that character. Begin to move around the room as that superhero.</p> <p>Use creative words while talking to the cha - dart, spring, run, sharp, smooth - and encourage the cha to explore these types of movements.</p> <p>Talk about the floor and using different heights while moving around the room. Discuss using sounds as you move around, as the superhero would.</p> <p>Add everything together, shouting out freeze and go to ensure the cha are practising everything they have learnt.</p> <p>GESTURE</p>	<p>A game of 'a night with the superheroes'.</p>
<p>Week 2 WALT: create a starting position for our dance. WALT: dance in unison to the same beat. WALT: use different levels, speeds and movements in our dance.</p>	<p>WILF: I can dance in time to the beat. WILF: I can work as a team to create a starting position for our dance. WILF: I can create a superhero of my own and think about</p>	<p>In a circle - warm up dance. To increase heart rate movements and dynamic stretches.</p> <p>Move like a superhero - have music on, cha to have different superhero moves to make as they move around the room. Superman jumping around the room to beats of 8, spider man crawling round the room to beats of 8, batman moving round the room to beats of 8 etc.</p>	<p>Reflect from last week's session. Encourage the cha to remember all the different types of movement they learnt and created last week. Ensure discussion about: changes of direction, speed changes, levels, and carrying types of movement. Recap buzz words from previous weeks. TRAVEL</p> <p>Discuss starting positions for the dance. EITHER start in a tight group in the middle, OR in spaces around the room, OR in 5 groups (4 around the edge, 1 in the middle).</p> <p>Start in position 1. Freeze for 8 counts, then move around the room for 16 counts when they will freeze into new positions. Once the cha are in their new positions for 8 counts, move around the room again for 16 counts, finishing in position 1 for 8 beats.</p>	<p>Join parts one and two of the dance together.</p> <p>In a circle - warm down.</p> <p>*TO MUSIC - marches, shaking arms, arm rolls, walk in and out of circle holding hands, biggest position you can hold, smallest position you can make. *Sit in a circle - develop flexibility. Legs out in front, one leg in, naughty toes & good toes.</p>
				<p>their character and superpowers.</p>
				<p>This will then lead to part two of the dance.</p> <p>PART TWO: cha to think about their own superhero character they have created. What is the superhero's name? Character? Super power? Cha to create freeze frames as their character. Move around the room as your superhero as in lesson 1. Remind cha to incorporate the skills they have learnt last week and this week. INCLUDE JUMP & TURN</p>
				<p>Recap last weeks learning. We began to think about ourselves as superheroes and took on our own superhero persona. Encourage the cha to remember all the different movements they learnt and created last week. Remind cha about changes in: direction, speed, sound, levels and types of movements. Cha to do part one and two of the dance to remind themselves.</p> <p>PART THREE: Looking at different shapes within the dance & get the cha to explore different positions in the room.</p> <p>Introduce 'cannon' (a dancer does something and then a partner dancer does the same movement in different timing).</p> <p>Practice all three parts of the dance together.</p>
				<p>Up, down, freeze game.</p>
				<p>'cannon' in our with a develop our together a ice. different s and our dance.</p>
				<p>WILF: I can work with my partner to mirror their dance. WILF: I can put together different parts of my dance.</p>
				<p>In a circle - warm up dance. To increase heart rate movements and dynamic stretches.</p> <p>Play 'late for school'</p> <p>Pretend you are asleep and suddenly wake up and are late for school. Everything you do is done on the spot but in a hurry. Brush your teeth, wash your face, put your clothes on run downstairs, run back up (forget to put trousers / skirt on) back down stairs, eat breakfast, pick up your bag, open front door, shut door, run down the street, jump over a hedge, look both ways, cross the road etc.</p>
				<p>Recap last weeks learning. We began to think about ourselves as superheroes and took on our own superhero persona. Encourage the cha to remember all the different movements they learnt and created last week. Remind cha about changes in: direction, speed, sound, levels and types of movements. Cha to do part one and two of the dance to remind themselves.</p> <p>PART THREE: Looking at different shapes within the dance & get the cha to explore different positions in the room.</p> <p>Introduce 'cannon' (a dancer does something and then a partner dancer does the same movement in different timing).</p> <p>Practice all three parts of the dance together.</p>
				<p>Join parts one and two of the dance together.</p> <p>In a circle - warm down.</p> <p>*TO MUSIC - marches, shaking arms, arm rolls, walk in and out of circle holding hands, biggest position you can hold, smallest position you can make. *Sit in a circle - develop flexibility. Legs out in front, one leg in, naughty toes & good toes.</p>
				<p>Week 4 WALT: create a suitable ending for our dance. WALT: evaluate our dance.</p>
				<p>WILF: I can work as a team to create an ending for my dance. WILF: I can talk about my dance and what we could add, change or develop.</p>
				<p>In a circle - warm up dance. To increase heart rate movements and dynamic stretches.</p> <p>Move like a superhero - have music on, cha to have different superhero moves to make as they move around the room. Spiderman getting through spider webs, superman flying, wonder woman swimming, batman jumping to avoid crashing buses and cars etc.</p>
				<p>- Practice the dance - linking all three parts of the dance together.</p> <p>-Discuss a final position and explore different ways of ending the dance. Remember all your levels, shape and music.</p> <p>Evaluate the dances as a group. Is the dance the best it can be? Can we improve it in any way? What could we add/change/develop?</p> <p>2 stars and wish them if possible.</p>
				<p>Join parts one and two of the dance together.</p> <p>In a circle - warm down.</p> <p>*TO MUSIC - marches, shaking arms, arm rolls, walk in and out of circle holding hands, biggest position you can hold, smallest position you can make. *Sit in a circle - develop flexibility. Legs out in front, one leg in, naughty toes & good toes.</p>
				<p>Week 5 WALT: talk about our feelings and ideas. WALT: create and perform dances using simple movement patterns.</p>
				<p>WILF: I can talk to you about my dance and what I can do to improve it next time.</p>
				<p>In a circle - warm up dance. To increase heart rate movements and dynamic stretches.</p> <p>Children are to practice their dance from the previous week ready for their performance.</p>
				<p>Performance week</p> <p>All three groups are going to perform their dances having had a short rehearsal.</p>
				<p>Feedback to other groups on their performances. Can other groups think of 2 stars and a wish?</p>


Accompanying subject driver... DT.



DT Medium Term Planning Spring 1- Superheroes - Sewing

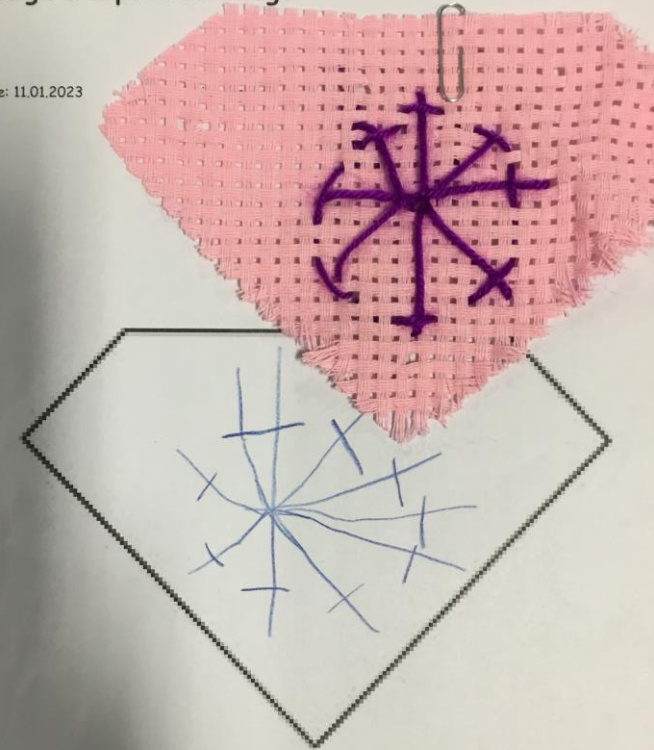


Learning Objectives: -
WALT: design a superhero badge.
WALT: thread a needle.
WALT: use a needle safely to sew a pattern.

Learning Objectives	Introduction	Main Activity	Plenary
<p>Week 2 WALT: design a superhero badge.</p>	<p>Look at some pictures of superheroes on IWB, what do they all have on their outfits that makes them the hero they are?</p> <p>Focus on the superhero badges, what does it say about the hero? Spiderman - spider, batman - bat.</p> <p>Today you are going to design your own badge for yourself as a 'superhero in training'</p> <p>What do some of the badges have on them? Are they detailed? Or simple? What colours do they use? Explain to the chn that they are going to be sewing their own badge, so the design needs to be simple with straight lines.</p> <p>Chn to talk to their talk partner about the badge they would like to make and what they are going to have on it. Share some ideas.</p> <p>Have a look at a running stitch on the board, show the children some binka and explain that we will be using it for sewing our design on to.</p>	<p>Whole Class - Chn to each have a design sheet with the outline on. They must choose two colours and only use them to draw on their design for their badge.</p> <p>Adult to support and encourage simple line drawings throughout.</p>	<p>'Walk of Wonder' at each other's designs on the tables. Share some of the best examples.</p>
<p>Week 3 - 4 Continuous mornings and afternoons with parent helpers</p> <p>WALT: thread a needle. WALT: use a needle safely to sew a pattern</p>	<p>Show the children the equipment and resources we will be using today - Binka, needles, thread, scissors. How do they think we are going to make a badge...? By sewing it. Explain safety with needles and that they can be sharp, so we need to be careful. We must be sat down while sewing and do not move around the room with a needle in our hands.</p> <p>Demonstrate drawing your design for your badge on to the binka. Making sure that the lines join up the holes as this is where the stitches will be.</p> <p>Then explain that we will be using a running stitch, showing them the needle going through the holes, up then down. Slowly to show which hole comes next to put the next stitch in. Show the children that their stitches can be different lengths to make the pattern different each time</p>	<p>Chn to be given a badge shape cut out from binka ready to be drawn on to.</p>  <p>Chn to mark on their design using a pencil first. Adult to support where needed. Chn to be encouraged to thread their needle with the correct colour thread from their design. Adult to support starting them off with their stitching. Encouraging independence throughout as much as possible.</p>	<p>Demonstrate to children that they could add in a cross stitch if they would like to, show them how to sew a cross stitch.</p>

Design a superhero badge

Date: 11.01.2023



Home learning

- ▶ Each week we send a home learning sheet out to parents. This displays what the children have been learning 'this week', 'next week' and 'last week'.
- ▶ At the start of every half term we also send out a dip and pick of activities which children can choose to do with their adults. These are intended to further engage the children and enhance their learning experience.

Date: 13.01.2023

HOME LEARNING



Last Week:

- In English we introduced our new text driver 'Supertato' with our hook which involved vegetables who had been mysteriously stuck in various places.
- In maths we were adding numbers, comparing numbers and learning about ordinal numbers.

English

Please practise composing and writing 3 sentences beginning with the personal pronoun 'I' or 'My'. Remember to use a capital letter, leave finger spaces and end your sentences with a full stop.

This Week:

- In English we have been using prepositions to describe where the vegetables were found (e.g. on, under, in) and using these to write captions and sentences.
- In Maths we have been adding and subtracting to 20.

Mathematics

For the Maths Home Learning this week, you will need 2 x dice a pencil and some concrete objects (cubes, buttons, Lego) for counting. Roll two dice and use the numbers to write an addition sentence. Use objects to solve the addition problems and record your answers to complete your addition sentences. If you do not have dice, just pick two single digit numbers.



$$4 + 2 = 6$$

Next Week:

- In English we are using personal pronouns (such as I and my) in our writing to create our own superhero portfolios.
- In maths we are subtracting using concrete, pictorial and abstract representation and working with numbers to 20.

Challenge Try rolling three dice and adding three numbers together!

Please continue to read with your child daily. Thank you!

Phonics this week: The Phase 5 sounds – y (fly), ow (snow), g (giant), ph (phone)

Phonics next week: The Phase 5 sounds – le (apple), al ((total), c (face), ve (give)

Pupil voice on the topic



In dance, I used strong movements to become like the Incredible Hulk!

Sewing was tricky but if I keep practising, then I will get better and better!

Plastic is waterproof so I'm going to make my cape out of bubble wrap so it doesn't get too wet!

Reading Supertato was really fun!



I liked working with my friend to make my superhero on the computer.