

## EYFS TERM 3 – HEROES AND VILLAINS

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		Focus Text: Superworm Supertato	Hook: A message from Sandgate Superhero Making superhero masks and capes	
		Pupils Learn...	Key Vocabulary/ Language	Enhanced Provision
<b>COMMUNICATION AND LANGUAGE</b>	<b>LISTENING, ATTENTION AND UNDERSTANDING</b>	<p>To maintain two channelled attention, in larger group situations. For example, completing an activity while listening to the next instruction.</p> <p>To understand questions such as who; why; when. For example, 'Who is the villain in the story of Superworm? , 'Why did the animals needs to rescue wizard lizard?</p> <p>To listen carefully to rhymes, paying attention to how they sound.</p>	<p>Who Why When</p> <p>Rhyme Rhyming words Sounds</p>	<p>Listening and instruction games.</p> <p>Rhyming games</p> <p>Answering questions about the focus text.</p>
	<b>SPEAKING</b>	<p>To link statements and stick to a main theme or intention. For example, being able stay in role as Batman and Superman when playing.</p> <p>To build up vocabulary that reflects the breadth of their experiences. For example, being able to use the words hero and villain in context.</p> <p>To ask who, why and when questions of others. For example, 'Why is Batman upset, has there been a problem?' 'Who is the hero in the story, who got the character out of trouble?'</p> <p>To recite rhymes and stories using copying and repetition.</p>	<p>Superheroes Villains Hero Conflict Problem Resolution Rescue Help Danger Trouble</p> <p>Who Why When</p>	<p>Role play areas linked to heroes and villains – Superhero Headquarters, Villain's Lair.</p> <p>Asking who, why and when questions to their peers.</p> <p>Learning the focus text (Superworm/Supertato) with actions to support this.</p>
<b>PERSONAL, SOCIAL AND EMOTIONAL</b>	<b>SELF REGULATION</b>	<p style="color: blue;">Health and Wellbeing (PSHE)</p> <p>To try and repair a relationship or situation where they have caused upset and understand how their actions impact other people.</p> <p>To recognise if someone else is feeling happy or sad.</p> <p>To manage their feelings and tolerate situations in which their wishes cannot be met.</p>	<p>Are you okay?</p> <p>How are you feeling?</p> <p>How did that make you feel?</p> <p>Have I upset you?</p> <p>I'm sorry if I upset you.</p>	<p>PSHE lessons through circle time, with a focus on recognising the impact their actions can have and how others may react.</p> <p>Using the stories of Superworm and Supertato to consider how the villains made people feel.</p> <p>Turn taking games, with a focus on having to wait.</p>

	<p><b>MANAGES SELF</b></p>	<p><b>Health and Wellbeing (PSHE)</b></p> <p>That a healthy lifestyle involves exercise and a balanced diet.</p> <p>That there are good and not so good feelings and that these include feeling happy, feeling sad and feeling angry.</p> <p>That personal hygiene includes cleaning your body every day, washing your hands with soap after going to the toilet and before you eat, brushing your teeth twice a day, and covering your mouth and nose when you cough or sneeze.</p> <p>About online safety: To know that if they have a concern about any content that they see online such as a picture or video, they should tell an adult.</p>	<p>Healthy Lifestyle Exercise Balance Diet</p> <p>Feelings Happy Sad Angry Upset Worried Excited Hygiene Washing Cleaning Soap Bacteria Germs</p> <p>Online Internet Tablet Computer Phone Concern Content</p>	<p>Making healthy soup with the vegetables from Supertato.</p> <p>Trying a range of foods from the story of Supertato.</p> <p>Emotions games.</p> <p>Using an UV light to look a hands before and after washing.</p> <p>Internet Safety Day</p> <p>Using technology to access the internet, such as games on an ipad.</p>
	<p><b>BUILDING RELATIONSHIPS</b></p>	<p><b>Relationships (PSHE)</b></p> <p>To be increasingly flexible and cooperative as they are more able to understand other people's wants.</p> <p>To be proactive in seeking adult support and be able to articulate their wants and needs.</p>	<p>Please can you help me with...</p> <p>I need help to do this..</p> <p>Please can I have... as it will help me to...</p> <p>Compromise Cooperation</p>	<p>PSHE sessions focusing on compromise and cooperation.</p> <p>Internet Safety</p>
<p><b>PHYSICAL DEVELOPMENT</b></p>	<p><b>GROSS MOTOR SKILLS</b></p>	<p><b>Dance – Unit 1</b> <b>Games – Unit 1</b></p> <p>To choose how to move in a range of ways, moving freely - slithering, shuffling, rolling, crawling, walking, running.</p> <p>To start to move freely to music, in a range of ways</p>	<p>Freely Slithering Shuffling Rolling, Crawling Walking Running</p> <p>Dance Rhythm Beat Steps Turn Jump Harder Softer Faster Slower</p>	<p>Superhero obstacle course in the outside area.</p> <p>Musical instruments for playing and creating dances to accompany music.</p>

	<p><b>FINE MOTOR SKILLS</b></p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control and intention.</p> <p>To use the claw grip to cut soft foods using a serrated vegetable knife.</p> <p>To cut food into evenly-sized largish pieces (e.g. potato)</p> <p>To begin to form recognisable letters independently.</p>	<p>Tools Scissors Rolling Pin Cutters Knives</p> <p>Tripod grip (Quack quack fingers)</p>	<p>Role play areas linked to Heroes and Villains – Superhero Headquarters and Villains lair – All promote writing through sending messages and creating wanted posters.</p> <p>Writing on a large scale in the outside area, using chalk, paint, crayons, water.</p> <p>Playdough with a focus on using a variety of tools to make their own superheroes and villains.</p> <p>Cutting vegetables to make a healthy soup.</p>
<p><b>LITERACY</b></p>	<p><b>COMPREHENSION</b></p>	<p><b>Vocabulary, comprehension &amp; metacognition:</b></p> <p>To simply sequence &amp; summarise a story.</p> <p>To retrieve key details from the learned text using pictures to help.</p> <p>To raise simple questions like 'What if...?'</p> <p><b>Responding &amp; questions:</b></p> <p>To discuss likes and dislikes about the story.</p> <p>To orally answer simple questions that promote inferences. For example, how do we know that the character is happy or sad?</p>	<p>At the end of the story...</p> <p>The problem was...</p> <p>They found a solution by...</p> <p>What if...?</p> <p>What do you think?</p> <p>I think that...</p> <p>I like the part when...</p> <p>I didn't like it when...</p> <p>The character is happy/sad because...</p>	<p>Story sequence cards for a range of superhero themed texts.</p> <p>Focused story time sessions to develop understanding of character, setting, plot.</p> <p>Book corner themed around heroes and villains.</p> <p>Book review sessions, with the opportunity for children to share their opinion with the class.</p>
	<p><b>WORD READING</b></p>	<p><b>Decoding:- Fluency &amp; Word Reading:</b></p> <p>To segment the sounds in three and four phoneme words and blend them together.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>The Phase 4 GPCs: /f/ spelt ff; /z/ spelt zz; /l/ spelt ll; /s/ spelt ss; /k/ spelt ck; Recap /ar/</p> <p>The Common Exception Words: go, no, into, put, he, she.</p>	<p>Sounds Phoneme Digraphs Rainbow words</p>	<p>Phonics games – such a phonics lego, roll and read, phonics bingo – Focused around four phoneme words and Phase 3 digraphs.</p> <p>Interactive phonics displays.</p> <p>Access to technology to play phonics games.</p> <p>Decodable books readily available.</p>
	<p><b>WRITING</b></p>	<p><b>Transcription:</b></p> <p>To write the Phase 4 GPCs: /f/ spelt ff; /z/ spelt zz; /l/ spelt ll; /s/ spelt ss; /k/ spelt ck; Recap /ar/</p> <p>The Common Exception Words: go, no, into, put, he, she.</p>	<p>Tripod grip (Quack quack fingers)</p> <p>Sound mats</p> <p>Initial sounds</p> <p>Labels</p> <p>Story maps</p>	<p>Message from Sandgate Superhero and writing him a letter in return. Also, letters to tell the rest of the school about him.</p> <p>Vegetables have been trapped by Evil Pea, making a wanted poster and a plan for how to trap him.</p>

		<p>To write simple captions and some sentence patterns.</p> <p><b>Composition:</b></p> <p>To orally compose innovated and invented stories using typical story language features from the below: Once upon a time there lived a... who... Early one morning..., Sadly..., Luckily...,</p> <p>To simply innovate learned stories through substituted heroes and villains - children to map and tell new stories</p> <p>To invent stories using a basic five part structure to embed concept of characters, settings, and basic language patterns.</p>	<p>Innovate</p> <p>Invent</p> <p>Once upon a time there lived a...who...</p> <p>Early one morning...</p> <p>Sadly...</p> <p>Luckily...</p> <p>Characters</p> <p>Settings</p> <p>Heroes</p> <p>Villains</p>	<p>Hero and villain themed writing opportunities, e.g. Wanted posters for villains, designing our own superheroes, labels for our superheroes,</p> <p>Focus on story maps – on a large scale, using chalk/water/paint outside.</p> <p>Letter formation using a variety of media, sand, glitter, water, on a large scale outside.</p>
<b>MATHEMATICS</b>	<b>NUMBER</b>	<p>To continue to subitise to 5.</p> <p>To compose and decompose numbers.</p> <p>To explore verbal counting to numbers larger than 20.</p> <p>To develop their understanding of equal amounts.</p> <p>To begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots.</p> <p>To recognise die patterns to 6.</p> <p>To understand how to partition 5.</p> <p>To see the staircase pattern and recognise that each number is 1 more.</p> <p>To consider what zero means and link the numeral 0 to its amount.</p> <p>To begin to combine two amounts.</p>	<p>Subitising</p> <p>Compose</p> <p>Decompose</p> <p>Equal</p> <p>Die patterns</p> <p>Altogether</p> <p>Combine</p> <p>In total</p> <p>Whole</p> <p>Parts</p> <p>Smaller</p> <p>Larger</p> <p>Make it</p> <p>Draw it</p> <p>Write it</p>	<p>Making their own dice.</p> <p>Role-play areas – Superhero Headquarters, Villain’s Lair – All promote language around how many, in total, altogether.</p> <p>Counting songs</p> <p>Subitising and counting games e.g. skittles, dominoes, matching dice games.</p> <p>Range of manipulatives to ‘make’ a number. Writing materials to encourage drawing and writing alongside this.</p> <p>Making fruit kebabs focusing on how many pieces of fruit.</p> <p>Making skyscrapers with a focus on how many windows they have.</p> <p>Make their own staircase patterns using numberblocks.</p>
	<b>NUMERICAL PATTERNS</b>	<p>The relationship of one more and one less for consecutive numbers.</p> <p>To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same (composition).</p> <p>To compare quantities when discussing capacity.</p>	<p>One more</p> <p>One less</p> <p>More than</p> <p>Fewer than</p> <p>Patterns</p> <p>Repeating</p> <p>Full</p> <p>Nearly Full</p> <p>Half Full</p>	<p>Consider how long Superworm is and comparing him to other characters from the story.</p> <p>Weighing fruits and vegetables using the large scales.</p> <p>Superhero water play, using containers to focus on capacity.</p> <p>Role-play areas – toy shop, build a bear factory, Santa’s</p>

		To compare the length, height and weight of objects.	Half Empty Nearly Empty Empty  Long Short Tall Small  Heavy Light	workshop – used to support routine language.  Large rulers in the outside area to hunt for the longest or shortest objects.  Construction area – making tall and short skyscrapers for their superheroes.
<b>THE WORLD</b>	<b>PEOPLE AND COMMUNITIES</b>	<p>Which people are special and why? (RE)</p> <p>That there are special people in their lives – friends and family.</p> <p>What is a good friend and how they show that they are a good friend.</p> <p>To identify why some people are special to them and in what ways Jesus was special.</p> <p>That other religions also have important people (Rabi in Judaism and Imam in Islam).</p> <p>Why some religious people are still important today (Guru Nanak and Buddha).</p> <p>Stories that Jesus taught us about friendship e.g. Blind Bartimaeus (Mark 11.46–52).</p> <p>To show interest in different occupations and ways of life indoors and outdoors.</p> <p>That there are certain occupations that help people, e.g. police, firefighters, doctors, nurses.</p>	<p>Christianity</p> <p>Guru Nanak</p> <p>Buddha</p> <p>Vicar</p> <p>Blind Bartimaeus</p> <p>Jesus</p> <p>This source tells us that...</p> <p>This source does not tell us...</p> <p>Occupations</p> <p>Help</p> <p>Police Officers</p> <p>Firefighters</p> <p>Doctors</p> <p>Nurses</p> <p>Paramedics</p>	<p>Role-play the story of Blind Bartimaeus.</p> <p>Order the events from the Buddha story.</p> <p>Make a good friend card.</p> <p>Make a card for someone that has helped us.</p> <p>Have a visit from someone who helps us.</p> <p>Role playing people that help us, linked to heroes.</p>
	<b>THE NATURAL WORLD</b>	<p>To begin to understand the effect their behaviour can have on the environment.</p> <p>To begin to understand the concept of recycling.</p> <p>To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>To use aerial images to look at how landmarks have changed over time.</p> <p>About online safety: To know that if they have a concern about any content that they see online such as a picture or video, they should tell an adult.</p>	<p>Where do we live on the map?</p> <p>Where is... on a map?</p> <p>Maps</p> <p>World</p> <p>Weather</p> <p>Local</p> <p>Area</p> <p>Similar</p> <p>Different</p> <p>The same</p> <p>Environment</p> <p>Natural</p> <p>Landmark</p> <p>Aerial</p>	<p>Map making on a large scale – outside with chalk, paint, water.</p> <p>Making superheroes and skyscrapers from recycled materials.</p> <p>Making a superhero cape from an old t-shirt.</p> <p>Using technology to access the internet, such as games on an ipad.</p> <p>Internet Safety</p>

		<p>To know what 'posting' and 'sharing' online is.</p> <p>To know what a 'digital footprint' is.</p>	<p>Online Safety Posting Sharing Digital Footprint</p>	
	<b>PAST AND PRESENT</b>	<p>To talk about the past - family members.</p> <p>To talk about the lives of people around them and their roles in society. Specifically focused on those who help us.</p> <p>To consider the different forms of air travel, such as planes, hot air balloons, gliders.</p> <p>To begin to understand that travel by plane can have an impact on the environment.</p>	<p>Past</p> <p>Present</p> <p>Recently</p> <p>A long time ago</p> <p>Old</p> <p>New</p> <p>Different</p> <p>Similar (The same)</p> <p>Air travel Planes Hot air balloon Gliders</p> <p>Carbon Footprint Atmosphere Temperature Gas</p>	<p>Role-play areas linked heroes and villains –encourage use of language about those who help us different forms of travel.</p> <p>Making planes, hot air balloons and gliders to help their heroes and villains fly.</p>
<b>EXPRESSIVE ARTS AND DESIGN</b>	<b>CREATING WITH MATERIALS</b>	<p>To make music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of a chant.</p> <p>To safely use tools appropriately for the chosen technique. For example, scissors to cut and different types of glue for sticking.</p> <p>That some objects can be made from one or more different materials, for example: plastic, metal or wooden spoons.</p> <p>That materials can be described by their properties e.g. shiny, stretchy, rough</p> <p>That some materials are natural while others are man -made.</p>	<p>Loud</p> <p>Quiet</p> <p>Soft</p> <p>Hard</p> <p>Vibrations</p> <p>Tempo</p> <p>Fast</p> <p>Slow</p> <p>Beat</p> <p>Rhythm</p> <p>Join</p> <p>Build</p> <p>Make</p> <p>Add</p> <p>Fold</p> <p>Stick</p> <p>Bend</p> <p>Cut</p> <p>Shape</p> <p>Fold</p> <p>Roll</p>	<p>Making songs to accompany the Superworm chant.</p> <p>Creative area – painting, modelling, collaging different heroes and villains. Focus on attempting to incorporate a mechanism into their design.</p> <p>Make superhero capes using old t-shirts.</p> <p>Making superhorse masks.</p> <p>Use a range of materials to make their own skyscrapers and heroes and villains.</p>
	<b>BEING EXPRESSIVE AND IMAGINATIVE</b>	<p>To play alongside or with other children who are engaged in the same theme, such as heroes and villains. For example, staying in role as Batman and Superman for an extended period, coming up with a story for the characters and acting it out together.</p> <p>To start to move freely to music, in a range of ways.</p>	<p>Hero</p> <p>Villain</p> <p>Rescue</p> <p>Help</p> <p>Headquarters</p> <p>Lair</p> <p>Loud</p> <p>Quiet</p> <p>Soft</p> <p>Hard</p> <p>Vibrations</p> <p>Tempo</p>	<p>Role-play areas linked to heroes and villains – Superhero Headquarters, Villain's Lair.</p> <p>Using the story of Superworm to focus on chant and rhyme.</p> <p>To make up their own dance to accompany music that is playing.</p>

		<p>To sing, rap, rhyme, chant and use spoken word.</p> <p>To be able to notice rhyme and offer examples of their own.</p>	<p>Fast Slow Beat Rhythm</p>	
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