



EYFS Topic 1

Do all superheroes wear capes?





Reception & Nursery

Intent: The Why Behind our Topic

Rationale

This will give children the opportunity to reflect on themselves and friendships. We intend to teach the children about the similarities and differences between themselves and their families. Teach different emotions and how to self regulate. We would look at the personality traits of a super hero. We would then move on to people who help us and why they are superheroes. We would focus on the police and get a visitor in, to break down the negative stereotypes associated. Learning behaviours.

We will meet the S&L needs of our children by: Teach them emotional vocabulary to be able to express themselves. Lots of opportunities for discussion and circle time. Visitors. Developing their use of language related to geography, science. Provide opportunities to talk and use vocabulary in play. Lots of role play.

We will allow children to understand cultural differences and break down stereotypes by: Police visit. Invite a range of people from diverse backgrounds.

We will meet the SEMH needs of our children by: *The topic is based heavily around this.*

We will meet the socio-economic disadvantages of our children by: Inspiration through visitors and a range of culturally diverse visitors.

Purposeful Outcome:

Most children will be able to- Be aware of their emotions and emotions in others'. Talk about emotions and ways to deal with them. Recognise a range of inspirational people who help them.
Some children will be able - Talk about why they are feeling their emotions and know a range of strategies to deal with these.

Golden strands – These core strands will thread through the History and Geography curriculums and be repeated each year to allow for progression and continuity. As the children revisit each strand, they will build on previously taught learning and develop their understanding, knowledge and sense of their own identity within our social, political, cultural and economic background.

History

Childhood
Diversity
Legacy / discoveries
People in power / leaders

Geography

How far is it from Hunslet and how could you travel there?
What is it like to live there compared to living in Hunslet?
How and why is it connected to Hunslet?



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Intent: Topic-developed EYFS AOL Requirements

AOL	<h3>EYFS Framework skeleton coverage</h3> <p><i>During the course of this topic, the main areas of learning we will focus on are below. However, through the teaching of this topic, other areas of learning will be covered.</i></p>
<p>Communication & language</p>	<p>Nursery: Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Reception: Understand how to listen carefully and why listening is important. Learn new vocabulary and use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts.</p>
<p>Physical Development</p>	<p>Nursery: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Reception: Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>
<p>Personal, social and emotional development</p>	<p>Nursery: Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Reception: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p>
<p>Understanding the world</p>	<p>Nursery: Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Reception: Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>
<p>Expressive arts and design</p>	<p>Nursery: Able to show different emotions in their drawings and paintings. Respond to what they have heard, expressing their thoughts and feelings. Reception: (Cover the following Nursery objectives) Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Develop storylines in their pretend play</p>
<p>Vocabulary</p>	<p>sad, happy, friend, upset, worried, problem, emotions, self-regulation, jealous, hurtful, frustrated, angry, tired, scared, anxious, resilience/ resilient. Family, differences, similarities, community, police, fire, ambulance, occupation.</p>



Reception Summer Implement: Topic-developed NCS Requirements

Implementation/ Medium term plan

The key curriculum objectives will be met through:

Week 1:
Topic Week
(5 lessons +
provision)

Hook – someone dressed as a superhero. What is a superhero? Why are they special?
Explore themselves –what is special about them? Whilst exploring themselves and their family, explore emotions.
(N – physical characteristics / R – personality traits)
What makes someone a superhero? – link to character traits.
What superheroes do they know? Can real people be superheroes? Look at real life superheroes in their community.
Visitors in school. **Role Play – (R) Doctors Surgery. (N) Police Station**
Resources – People who help us dress up / role play
Range of emergency vehicles
Small world people who help us / jigsaws
Books
Superhero resources
Superhero gym

Week 2:
(1 lesson +
provision)

1 lesson to continue the topic. Include topic in provision.

Week 3:
(1 lesson +
provision)

1 lesson to continue the topic. Include topic in provision.
Doctors Surgery

Week 4:
(1 lesson +
provision)

Reviewing learning. Children dressed up as what they want to be when they grow up.

Celebration

Dress up day – what I want to be when I grow up.

Experience:

Visitors from the community in school.

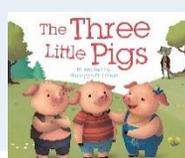
Reading and
Writing

Class Books

Supertato, Super worm, Real Superheroes, A Superhero like you, Kindness is my Super Power. A range of non-fiction books.

Talk for Writing Text:

Reception:





Reception Autumn 1 - Impact: Subject Leader and Teacher Evaluation

Reception

Teacher General Review of Topic: