

St Luke's CE Primary

Reception



Spring 1

Superheroes



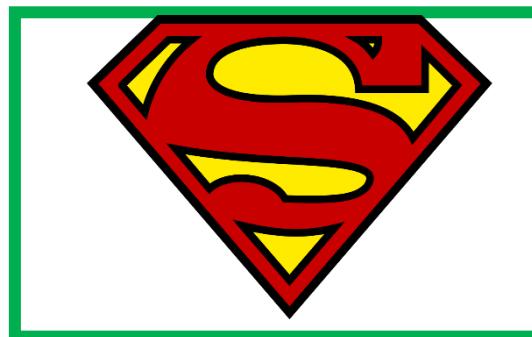
St Luke's CE Primary – Contextual Learning Unit on Superheroes

Lead Subject Focus: Communication and Language

Subsidiary Learning Focus: Literacy, Expressive arts and design, Personal, social and emotional development.

Communication and language Contextual Learning

- To be able to ask questions to find out more.
- To talk in sentences using conjunctions e.g. and, because
- Learn new vocabulary
- Understand how to listen carefully and why listening is important.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Use new vocabulary in different contexts.



Expressive arts and design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Develop storylines in their pretend play.

Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them
- Form lower-case letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s.

Personal, social and emotional development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Show resilience and perseverance in the face of challenge.
- Manage their own needs- Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

Main Learning Focus – Physical development

- Revise and refine the fundamental movement skills they have already acquired:
- rolling • crawling • walking • jumping • running • hopping • skipping • climbing
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Main Learning Focus – Mathematics

- Have a deep understanding of number to 10, including the composition of each number.
 - Subitise (recognise quantities without counting) up to 5.
 - Compare quantities up to 10 in different contexts, (recognising when one quantity is greater than, less than or the same as the other quantity).
- Have a deep understanding of number to 10, including the composition of each number.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- To create simple repeating patterns.
- To compare the length, height and weight of two or more objects.

Main Learning Focus – Understanding the world

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Recognise that people have different beliefs and celebrate special times in different ways eg Chinese New Year
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- To discuss which places are special and why?

