



Pondhu
Primary School

Provision Plan

Week: Autumn 2, Weeks 10-12

Topic: Superheroes

Key: Outdoor learning opportunities

Area of Learning	Development Matters	Provision	Positive Relationships <i>What adults could do</i> Prompts	Enabling Environments <i>What adults could provide</i>
PSED Making Relationships				
PSED Self-confidence and self-awareness	Confident to speak to others about own needs, wants, interests and opinions. ...They are confident to speak in a familiar group, will talk about their ideas...	Small group discussion – look at pictures, talk about own superhero, same and different. (link to UW - PC).	<i>Which is your favourite, why? Are they all the same? Does it matter?</i>	Provide regular opportunities for children to talk to their small group about something they are interested in or have done.
PSED Managing feelings and behaviour				
CL Listening and attention				
CL Understanding				
CL Speaking	Extends vocabulary, especially by grouping and naming, exploring the meanings and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. ...They develop their own narratives and explanations by connecting ideas and events.	Read information pages about superheroes and dramatise each one (link to CL – S & EAD – BI).	Value children’s contributions and use them to inform and shape the direction of discussions.	
PD Moving and handling	Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Begins to form recognizable letters.	Super hero logos (letters) Use equipment/apparatus safely as superheroes. Superhero parachute games.	Encourage children to move with controlled effort, and use associated vocabulary. Encourage children to use the vocabulary of movement. Pose challenging questions.	Plan activities where children can practice moving in different ways and at different speeds, balancing, rolling...

	<p>Uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed.</p> <p>...They handle equipment and tools effectively, including pencils for writing.</p>		<p><i>I am going to copy each superhero logo, I wonder where to start and which way to go?</i></p> <p><i>The superheroes are on a mission! Do they need to sneak up, see the area from up high etc.?</i></p>	
PD Health and self-care				
L Reading	<p>Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>...They demonstrate understanding when talking with others about what they have read.</p>	<p>Letters on superheroes.</p> <p>Read info pages on superheroes (link to CL – S & EAD – BI).</p>	<p>Discuss and model ways of finding out information from non-fiction texts.</p> <p>Model oral blending of sounds to make words in everyday contexts.</p> <p>Model to children how simple words can be segmented into sounds and blended together to make words.</p> <p><i>This is captain ... letter name, when he flies he makes the ... sound – Which superhero do you have?</i></p>	<p>Demonstrate using phonics as the prime approach to decode words while children can see the text.</p> <p>Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words.</p> <p>Provide some simple texts which children can decode to give them confidence and to practice their developing skills.</p>
L Writing	<p>Gives meaning to marks as they draw, write and paint.</p> <p>Hears and says the initial sound in words.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds...</p>	<p>Make a class ‘Superheroes’ non-fiction/information book (link to CL – S & EAD – BI).</p> <p>How to make a superhero mask – instructions.</p> <p>Make wanted posters – baddies.</p>	<p>Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.</p> <p>Demonstrate writing so that children can see spelling in action. Demonstrate how to segment the sounds in simple words and how the sounds are represented by letters.</p> <p>Expect them to apply their own grapheme/phoneme knowledge to what they write</p>	<p>Provide a range of opportunities to write for different purposes about things that interest children.</p>

			in meaningful contexts.	
M Numbers	Recognises numerals 1-5. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, begin to use vocabulary involved in adding and subtracting.	Ordering numbered superheroes. Superhero based adding/subtracting problems.	Make sure children are secure about the order of numbers before asking what comes before or after each number.	
M Shape, space and measure	Beginning to use mathematical names for ‘solid’ 2D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Orders two or three items by length or height. Uses familiar objects and common shapes to...build models. Children use everyday language to talk about size...They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Build a superhero shape vehicle. Ordering superheroes by height.	Introduce children to the use of mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and the mathematical terms to describe shapes.	Plan opportunities for children to describe and compare shapes, measures...
UW People and communities	They know that some children don’t always enjoy the same things, and are sensitive to this.They know about similarities and differences between themselves and others...	Small group discussion – look at pictures, talk about own superhero, same and different. (link to PSED – SC&SA).	<i>Which is your favourite, why? Are they all the same? Does it matter?</i>	
UW The world	Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment, and how environments might vary from one to another.	Make a superhero costume/cape. Trailblazing – Finding somewhere for your superhero to live. Freezing/magnetic powers. Investigate freezing and melting/magnets.	Examine change over time. Encourage children to express opinions on natural and built environments... Pose carefully framed open-ended questions. <i>I am going to make my cape from this because it feels ... and I like ... I can’t hear it when it moves so I could sneak up on people. I wonder</i>	

			<p><i>what you will make yours from. Why do you think that would be good?</i></p> <p><i>I would like to live here because ... I like the ...I wouldn't live here because I don't like ... What about you? Can you find somewhere for your superhero to live?</i></p> <p><i>This object has been frozen! How do you think that has happened? Is there a way of getting the object out again?</i></p> <p><i>These are magnets. What do you notice about them? Why do you think that happens?</i></p>	
<p>UW Technology</p>	<p>Completes a simple program on the computer. Uses ICT hardware to interact with age=appropriate computer software.</p>	<p>http://marvel.com/games/play/31/create_your_own_superhero Create superheroes using the above website.</p> <p>Import children's faces into paint program and add masks/capes/superhero costumes.</p>	<p>Teach and encourage children to click on different icons to cause things to happen in a computer program.</p> <p><i>Hmm, I think my superhero will be a boy and have this sort of hair. What will yours look like?</i></p> <p><i>I think I'm going to add a red cape to myself. How do I choose the colour red? I've made a mistake! How do I rub that bit out? Can I print my picture? How do I do that?</i></p>	<p>Provide equipment involving ICT, such as computers.</p>
<p>EAD Exploring and using media and materials</p>	<p>Explores what happens when they mix colours. Constructs with a purpose in mind, using a variety of resources. Selects appropriate resources and adapts work where necessary. Selects tools and techniques they need to</p>	<p>Make a superhero mask. Make Superhero Gadgets. Painting a picture of your superhero – what is the perfect colour for them?</p>	<p><i>Hmm, my superhero needs to do something amazing, like make people freeze or turn invisible. Maybe they could push a button on a necklace. I wonder what gadget your superhero would have?</i></p>	<p>Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. Provide children with</p>

	<p>shape, assemble and join materials they are using. ...They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Superhero theme tunes.</p>	<p><i>My superhero costume is ... but I haven't got that colour paint. I wonder what I can mix together to make it?</i></p> <p><i>Have a listen to this theme tune – if my superhero had a theme tune I think it would have these sorts of sounds and would sound like this. What would your superhero theme tune sound like?</i></p>	<p>opportunities to use their skills and explore concepts and ideas through their representations.</p>
<p>EAD Being Imaginative</p>	<p>Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Play cooperatively as part of a group to develop and act out a narrative. ...They represent their own ideas, thoughts and feelings through role-play and stories.</p>	<p>Read information pages about superheroes and dramatise each one (link to CL – S & L – R/W).</p> <p>Coming up with a 'Superhero' storyline.</p>	<p>Help children to gain confidence in their own way of representing ideas. Be aware of the link between imaginative play and children's ability to handle narrative. Create imaginary words to describe, for example, monsters or other strong characters in stories or poems. Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas. <i>Look the phone is ringing, I'll answer it and find out what they need.</i> <i>Why don't you answer the phone, what is the problem, what shall we do?</i></p>	<p>Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them. Provide children with opportunities to use their skills and explore concepts and ideas through their representations.</p>