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| **Connor Downs Academy**  EYFS Curriculum Enhancement Plan | | | |
| Term: Autumn 1 | Year: 2019/2020 | Teacher: Mr Masters  TA: Mrs Malyan | Focus Texts: Supertato (series), Superkid, Superhero Hotel |
| Curriculum Enhancement Focus: Superheroes | | | |
| **Personal, Social and Emotional Development:**   * Establish the rules, routines and expectations of our classroom; what does it mean to be a ‘super’ friend? Do you understand how to use the ‘Hello Yellow’ board? * What is the difference between ‘goodies’ and ‘baddies’? Discussion point. * How/why do superheroes work together as a team? Discussion point. * If you could choose to have any super power, what would you choose and how would you use it to help people? Discussion point. * Utilise the ‘Superhero Den’ enhanced role play; can you understand the value of playing collaboratively and respecting one another?   **Communication and Language:**   * Play ‘Superkid Says…’ to practise following simple instructions, e.g. during tidy up time. * Collaboratively act out focus texts to develop comprehension of tricky vocabulary. * Helicopter stories; can you recall and utilise new vocabulary in your own story? * Story time reflections; can you answer key questions about the focus texts, using more complex sentences to link your thoughts? * ‘Superhero Den’ role play; can you introduce a storyline or narrative into your play?   Image result for supertato png  **Literacy**   * Super sound hunts; can you discover which sound The Evil Pea has stolen today? * Can you match the names of ‘goodies’ and ‘baddies’ to the correct initial sounds? * Can you create your own superhero comic strip? Can you use marks, pictures, labels and/or captions to enhance your comic? Can you tell your story to a friend/adult? * Can you read a superhero story independently, using the pictures to help you sequence the story’s events? * Can you use the story cards to structure your own superhero story? Does it have a beginning, a middle and an end?   **Physical Development**   * Create a superhero exercise regime; why does regular exercise keep us healthy and strong? * What super foods should a superhero eat to stay healthy and strong? * Escape from The Evil Pea! Can you move under, over and around obstacles with increasing control and coordination? * Play ‘Freeze Ray’; can you consider and discuss the effects exercise has on your body? * Evil Pea playdough; can you use your fine motor skills to create an ‘Evil Pea’ of your own?   **Expressive Arts and Design**   * + Design a superhero outfit.   + Create a superhero using a range of resources.   + Play with and add dialogue to small world play – creating scenarios and stories.   + Experiment with a range of collages using different textures to create representations of story/comic settings   + Use junk to make accessories and props for superhero play.   + Use colour, texture, shape, form and space in two or three dimensions to make a castle or lair or hiding place for a superhero in junk modelling.   + Role-play with other children in the ‘Superhero Den’ enhanced role play.   + Use a range of musical instruments to explore sound; can you create/perform your own superhero theme song?   **Understanding the World**   * Investigate ice, fire, water and magnets. * Investigate how things fly. * Consider how characters change over time; will The Evil Pea always be unkind? * With support from a teacher, can you use the Internet to gather new information about a superhero of your choice? * What is happening around me? Observe and record seasonal change – summer to autumn. * Explore different cultures and understand how they differ to my own. * Who is a real-life hero? What problems might they face in everyday life? How do they help us?   **Mathematics**   * Create a superhero phone book; can you identify each of the numbers you have used? Can you form them correctly using a writing utensil? * Can you use the scales to compare and discuss the weight of the peas in the tuff spot? * Maths is all around us; can you spot/create the number of the week in your surrounding environment? * Match the potatoes to the number cards; can you count the amount of potatoes in each container to check if you are correct? * Evil Pea estimation; can you estimate how many veggies The Evil Pea has trapped inside the container? | | | |