



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

### Lead Subject Focus: Literacy

**Subsidiary Learning Focus: Communication and Language, Understanding the World and Personal, Social and Emotional.**

### Literacy

- Read individual letters by saying the sounds for them (Set 1 sounds).
- To form single letters correctly.
- 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.
- Spell CVC words by identifying the sounds and then writing the sound with letters.



### Understanding the World

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

### Communication and Language

- To be able to talk about familiar books.
- Understand how to listen carefully and why listening is important.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Describe events in some detail.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Learn rhymes, poems and songs

### Personal, social and emotional development

- 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.
- Build constructive and respectful relationships.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands.

### **Main Learning Focus – Physical Development**

- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- 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.

### **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).
- To say one more and one less than a given number to 5 and then 10.
- 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 recognise and be familiar with 2D and 3D shapes.

### **Main Learning Focus – Expressive Arts and Design**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- 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

