



Lowry Class



Superheroes - English Medium Term Plans—Spring Term 1

<u>Week 1</u> <u>Descriptive Sentences</u>	<u>Spoken Language</u> We will be looking at a collection of superhero objects and artefacts including books, dolls, figures, comics and posters. We will be choosing a favourite superhero and explaining why they are our favourite. We will be talking about why they are so super!	<u>Reading</u> We will be looking at a range of comic strip-style superhero stories. We will be talking about how to read them, rehearsing aloud some of the words and phrases used. We will be looking at onomatopoeic words such as boom, crash, thud, pow, bang, whizz and zoom. We will be using onomatopoeic words in our writing.	<u>Writing</u> We will be creating a superhero word bank to help us write about a superhero. We will use pictures of our favourite superhero and write words and sentences that describe them. We will be sequencing sentences together to form short descriptions for our favourite superheroes using different sentence starters such as 'His special power is...', 'He is my favourite superhero because...'. 	
<u>Week 2</u> <u>Comic Strips</u>	<u>Spoken Language</u> We will examine how writing is presented in comics and join in with conversations about how speech and thought bubbles are used. We will have fun recreating some scenes from comics by striking a pose.	<u>Reading</u> Read the story 'Charlie's Superhero Underpants' by Paul Bright. Talk about what happens in the story and look for examples of how humour, rhyme and illustration help to tell the story. We will be looking to add thought bubbles and speech bubbles to the story and reading them to the class.	<u>Writing</u> We will be given a blank scene from a comic book strip. We will need to look carefully at the illustrations to consider what is happening and what the characters may be saying or thinking. We will be sharing our comic strips with the class to compare versions.	



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<p><u>Week 3 and 4</u> <u>Narrative</u></p>	<p><u>Spoken Language</u></p> <p>Discuss what we think a 'real life hero' is and talk about their work. Use hot seating to ask and answer questions about what they may do. Use videos of real life accounts, sharing thoughts and feelings about what we have heard.</p>	<p><u>Writing</u></p> <p>Imagine that an everyday hero could develop superpowers to help them do their work. Consider what those superpowers might be... such as a firefighter shooting water blasts from his wrists! Brainstorm ideas about different emergency services using pictures and photographs for inspiration.</p> <p>Write about our newly created real-life superhero, focusing on their personal qualities and special powers, describing the difference they make to people's lives.</p> <p>Write a fantasy story about a rescue carried out by our new hero. Talk about our ideas and brainstorm someone who may need saving, where the rescue takes place and what happens. Think about how the hero will use their powers in the rescue and how the story ends.</p>	<p><u>Reading</u></p> <p>Read finished narratives to check that our sentences make sense, editing where appropriate. Share stories with members of the class.</p>	
<p><u>Week 5</u> <u>Fact Files</u></p>	<p><u>Spoken Language</u></p> <p>We will be thinking about the</p>	<p><u>Reading</u></p> <p>Look at examples of simple fact</p>	<p><u>Writing</u></p> <p>In groups, use physical and online</p>	



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Week 6

Superhero Challenge

The evil villain, Professor Slime, has left a train of fiendish instructions across the school. He hopes these instructions will be found and followed by children just like you. However, what Professor Slime doesn't know us that we have been transforming into a band of mighty superheroes, ready and willing to combat villains and stop their evil plans. So hurry, heroes... there's no time to waste! Get out and about in double quick time and find the wicked instructions. Collect them all before the other children find and follow them. Move swiftly or else a devastating trail of bad choices and villainous behaviours will sweep across the school!

Superhero costumes at the ready! What tools will we need for our search for the evil instructions? A bag to collect the cards? A mask to keep our identity a secret?

Professor Slime is true to his name—he leaves a trail of green slime everywhere he goes. How does it feel? Use your super senses to sniff out some words that describe its smell, taste and touch!

Out and about, superheroes! Where does the trail start? What obstacles must you overcome with your super skills? Follow the trail through the trees and over obstacles!

Look out for instruction cards left by Professor Slime. If you find one, read it to your group before putting it in your bag!

Don't forget to use your superhero 'WOW' words! Shout them out as loud as you can to show him you're not scared! Can you give each one an action?

Have you caught him? Let's talk about those monstrous instructions! Can you explain why they are such bad choices?

Use photographs of your journey to make a comic strip about your adventure!



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<u>Week 7</u>	<u>Spoken Language</u>	<u>Writing</u>		
<u>Labels and Captions</u>	Talk about the villainous instructions Professor Slime left. If we were to leave superhero cards to help children make good choices, what would they say? Choose one of Professor Slime's cards and give our opinions on how it could be changed to a superhero card.	Using ICT, make our own superhero cards to be displayed around class and school using WordArt and a variety of fonts and colours to create attractive labels. Draw around a partner on a large sheet of paper and work in pairs to create labels around the outline that describe a 'superkid'! Use ideas about how a superkid may behave around the school and what they might do.		