



A) Essential Teaching: Immersion in Text: Reveal Superhero Props



Collect some superhero props such as: a mask, cloak, phone, city scape, wrist bands.

Guide questions:

- Who would use such items?
- Why is there a mask?
- Which superheroes do you know?

Superhero Mini-Me:



Show children their own superhero mini-me puppet with an image of their own face attached to the superhero body, which can be used in continuous provision.



Ask the children to

create their own superhero name and give examples of superhero names such as: 'Hawkman', 'Silver Dart' or 'Brave Bear'. Give further suggestions of words they could use as part of their superhero names e.g.:

Fantastic...
Captain...
Super...
The Mighty...
The Amazing...
The Incredible...

Children take turns to introduce themselves to the group using the sentence starter. 'Hello, my name is ...'

Immersion in Text: Illustration



From the Vehicle text, *Juniper Jupiter*, show the children the illustration of Juniper Jupiter rescuing the cat, sneaking up on the bird, lifting dad up and reading. Through paired talk, encourage children to notice the details of the illustration. Guide questions to elicit responses from the children:

- Who is Juniper Jupiter? How do you know?
- What superpowers does she have? How do you know?
- Do you think people know that Juniper Jupiter is a superhero? Why?
- Have you got a favourite superhero? Why?
- If you were a superhero, what superpowers would you have?

For this lesson, you will need:

- Superhero props: cloaks, masks, phone, etc.
- Mini-me superheroes
- Vehicle Text, *Juniper Jupiter*
- Illustrations from the Vehicle Text, *Juniper Jupiter*

Confident and Competent Speakers: Confident and Competent Speakers/ Writers:

Children may use more complex sentences with more detail about the object included. They could extend their sentences by adding 'and' or 'because'.

- 'I am strong *and* can jump up high'
- 'I can get to the moon *because* I have rocket blasters'

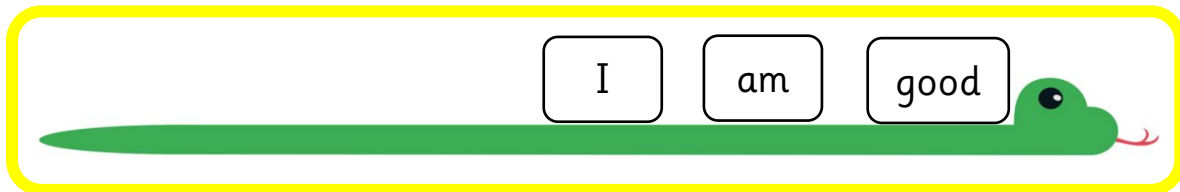
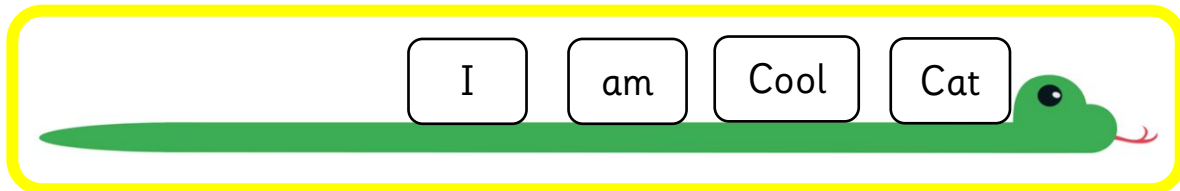
Working Wall

- Capture the children's superpowers
- Capture the modelled sentence

B) Sentence Snake: Sentence Accuracy

Sentence Snake Process: Daily sentence accuracy work

- 1: **SAY** (Say the sentence children repeat back x3.)
- 2: **COUNT** (Word Count - use fingers. Practitioner then children)
- 3: **BUILD** (from left to right the pre written words along the snake)
- 4: **REPEAT** (say accurate sentence together)
- 5: **WRITE** (practitioner hide the sentence built, and model writing same sentence)
- 6: **Check** (Wise Owl and sentence Checkers are used to check for accuracy)
- *7: **Children Write**



capital letters	finger spaces	neat letters	sound out words	full stops	read it out

Other Sentence Snake, options depending on GPCs taught:

- I am Cool Cat. I am good.
- I am Quick Dart. I can run far.
- I am Big Black. I can turn light into dark.

C) Optional Additional Activities for Essential Teaching (Element A)

• Sentence Snake (Sentence Accuracy): Children Write



In guided groups, children to use their props or ideas to build and orally rehearse additional sentence(s). Support children to write it down.

Always encourage children to extend by adding an **adjective** to their own sentences. e.g.:

- I can run quickly because I have long legs
- red nails



D) Linked Activity: Understanding the World

• Drama:



Following the children's superhero name selection, provide resources in continuous provision to enable them to develop their superhero play. Practitioners to scaffold the children's understanding of different superpowers and how these help others.

